UDC 93/99
WANG HAO, College Teacher
School of Economy and Management, Guangdon Technology College (China)

RESEARCH ON OBE (OUTCOMES-BASED EDUCATION) TEACHING METHODOLOGY IN CHINESE HISTORY COURSES: A CASE STUDY ON THE TRANSITION FROM PALEOLITHIC TO NEOLITHIC AGE IN CHINA

Resume. *This paper explores the application of Outcomes-Based Education (OBE) methodology in teaching the "Transition from Paleolithic to Neolithic Age in China" within university history courses. By incorporating OBE, the paper aims to optimize teaching approaches, thereby enhancing students' comprehension of this pivotal historical juncture and fostering their comprehensive abilities. It integrates specific data from China's Paleolithic and Neolithic Ages, defines learning outcomes, reconstructs the curriculum system, and optimizes teaching strategies alongside a diverse evaluation system.*

Keywords. *Outcomes-Based Education (OBE), Chinese Paleolithic and Neolithic Ages, history courses, learning outcomes, teaching strategies, diverse evaluation.*

Part 1. Introduction. The transition from Paleolithic to Neolithic Age in China represents a brilliant chapter in human history, marking not only a leap in human survival skills but also profound changes in social structures and cultural forms. In university history courses, educators face the crucial task of vividly reproducing this historical process and enabling students to deeply understand its underlying complexities. This paper attempts to apply OBE methodology to provide new insights into this challenge.

Part 2. Overview of OBE Methodology and Course Positioning. OBE methodology emphasizes student learning outcomes as the guiding principle, driving the reverse design of course content and teaching strategies. In teaching the "Transition from Paleolithic to Neolithic Age in China," we must clarify the core competencies students should acquire, such as understanding the defining characteristics and timelines of these ages, analyzing key technological innovations during the transition, and exploring changes in social structures and cultural evolution.

Part 3. Definition of Learning Outcomes and Reconstruction of Curriculum System.

3.1. Definition of Learning Outcomes. Students will accurately define the timeframes and primary characteristics of China's Paleolithic and Neolithic Ages.

They will analyze the crucial factors leading to the transition, including advancements in stone toolmaking, fire utilization, and the formation of settled lifestyles.

Students will explore changes in social structures during the transition, such as the rise of clan communities and the evolution of marriage systems.

They will comprehend and evaluate cultural achievements of this period, encompassing art, religious beliefs, and more.

3.2. Reconstruction of Curriculum System. Construct teaching units centered around "technological advancements in stone tools," "changes in lifestyles," "evolution of social structures," and "manifestations of cultural achievements."

Integrate specific cases, such as the Peking Man Site in Zhoukoudian, Beijing, and the Lantian Homo Erectus Site in Shaanxi, to showcase tangible evidence of the transition.

Introduce multidisciplinary perspectives from archaeology, anthropology, and related fields to enrich course content and broaden students' horizons.

Part 4. Optimization of Teaching Strategies.

In the pursuit of optimizing teaching strategies, we have ingeniously integrated various innovative methods to ignite students' enthusiasm for learning and foster deep thinking abilities. Among these, the utilization of situational teaching combined with Virtual Reality (VR) technology has opened a window to the ancient world for our students. Imagine students wearing VR headsets, instantly transported into vivid scenes from the Paleolithic and Neolithic eras. They wander through virtual grasslands and caves, witnessing firsthand how ancient humans hunted and gathered with primitive tools, and experiencing the monumental shift from natural to artificial fire-making. This immersive learning approach makes historical changes tangible, instilling a profound sense of curiosity and awe for ancient civilizations in students' hearts.

To further ignite students' active exploration, we implemented a problem-based learning strategy. For instance, focusing on the pivotal moment of "the use of fire" in the transition from the Paleolithic to the Neolithic eras, we devised a series of thought-provoking guiding questions: "Why is the use of fire considered a crucial hallmark of this transition?" "How did the mastery of fire transform the lifestyles and social structures of ancient humans?" These questions serve as puzzles, leading students on a journey of deep exploration, prompting them to actively research materials, engage in group discussions, and even formulate their own hypotheses and insights. This process showcases unprecedented learning initiative and creativity.

Moreover, group research projects constitute an essential aspect of our teaching strategy optimization. We encourage students to form research groups based on their interests, with each group delving into a specific prehistoric site or cultural phenomenon. From the Beijing Man site of the Paleolithic era to the Liangzhu Culture of the Neolithic era, students engage in extensive material collection, meticulous analysis and discussion, culminating in impressive presentations. This journey not only deepens their understanding of historical

knowledge but also nurtures their critical thinking and oral communication skills through team collaboration.

In conclusion, optimizing teaching strategies involves not just technological advancements but also a profound understanding and guidance of students' learning styles and thought patterns. Through the immersive experiences of situational teaching, the active exploration fostered by problem-based learning, and the deep collaboration encouraged in group research projects, we have crafted a challenging yet rewarding learning platform for students, enabling them to grow as the masters of their own learning journey.

Part 5. Conclusion.

By taking the transition from the Paleolithic and Neolithic Ages to the Slave Society as a prime example, we delved into the application and enhancement of Outcome-Based Education (OBE) methodology in history courses. Through measures such as defining clear learning outcomes, designing teaching processes in reverse, and adopting diversified evaluation methods, OBE has not only enhanced the effectiveness of history instruction but also fostered students' holistic development. Nevertheless, we acknowledge the challenges and drawbacks confronted by OBE reforms in higher education history courses.

On one hand, the challenge lies in precisely defining and measuring the specific learning outcomes in history education. History encompasses a vast knowledge base and profound comprehension requirements, posing difficulties in formulating challenging yet achievable learning outcome indicators that encompass core knowledge while inspiring students' exploratory interests. Furthermore, integrating OBE principles with traditional lecture-based teaching to avoid solely focusing on outcomes at the expense of process learning's value is another pressing issue.

On the other hand, OBE reforms have also revealed some drawbacks in practice. For instance, an overemphasis on learning outcomes can lead to a mechanical approach to teaching, neglecting individual differences and diverse interests, thereby limiting students' innovative thinking. Additionally, while diversified evaluation methods contribute to a comprehensive assessment of students' learning achievements, they may increase the burden on teachers and students, especially when resources are limited, raising concerns about ensuring evaluation's effectiveness and fairness.

Therefore, as we continue to deepen our research and practice of OBE concepts, we must refine the design of learning outcomes, enhance the flexibility and creativity of teaching processes, and attend to the scientific rigor and operability of the evaluation system, ensuring that OBE methodology genuinely advances the comprehensive development of history education. Concurrently, we must proactively confront and overcome the challenges and drawbacks of reform, contributing greater wisdom and momentum to the evolution of history education.

Bibliography. *1. Peng Jianghui, Wu Qianwen,Innovative Exploration of Practical Teaching Mode for Cultivating Talents in the Rule of Law Based on OBE Concept, Educational Observation, 2021(25). 2. Yang Ali. Straits Law Review, Exploration of Innovative Teaching Paths for Chinese Legal History under the Background of "Golden Course" Construction, 2021(02).3. Shen Tian'en, Shen Liran. Higher Education Exploration, Defining, Measuring, and Evaluating Learning Outcomes in the Concept of Outcome-Based Education: Exploration and Practice in the United States, 2018(12).*

UDK 338.49

WEI MENGCHEN, College Teacher (China)
Guangdong Technology College, Department of Economics and Management, Guangdong, China

THE IMPACT OF DIGITAL FINANCE ON SME FINANCING

Resume. *This paper examines the impact of digital finance on the financing of small and medium-sized enterprises (SMEs). Digital finance, leveraging technologies like big data and blockchain, addresses traditional SME financing challenges by enhancing information transparency, reducing financing costs, and improving credit assessment efficiency. The study highlights case examples from platforms like Ant Financial and Jingdong Finance, showcasing their role in providing effective solutions. Despite its benefits, digital finance faces issues such as regulatory gaps and risk management. The paper concludes with recommendations to enhance SME financing, including improved risk management, regulatory support, policy incentives, and financial literacy promotion.*

Keywords: *digital finance; SMEs' financing; case study.*

Part 1: Introduction. With increasing global economic uncertainties, digital financean emerging model using the Internet and information technology to provide financial services—is revolutionizing traditional financing channels. Small and medium-sized enterprises (SMEs) are crucial for economic growth, competitiveness, and innovation(Gherghina et al., 2020). However, due to information asymmetry and difficulties in credit evaluation, they often face problems of difficult and expensive financing costs. Digital finance provides new financing channels through big data, blockchain and other technical means, which helps to alleviate the financing dilemma of SMEs (Li et al., 2023). This paper explores the impact of digital finance on SME financing, focusing on improving information transparency, reducing financing costs, and enhancing credit