

Research on the Reform of Pe Teaching Evaluation Method in General Applied Colleges

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Abstract: the evaluation of physical education teaching is the key to the reform of physical education curriculum in colleges and universities in china, and the scientific, reasonable and efficient evaluation method is the key to the success or failure of the reform. combined with the problems in teaching reform practice, this paper discusses the reform of evaluation method from two angles of theory and practice, and puts forward a system model of physical education teaching evaluation with digital technology.

1. Introduction

In carrying out the sports/sports and health course standard “and in August 2002, the Ministry of Education by the state general administration of sports and the student physical health standard (trial)” in the process of teaching practice found that sports teaching evaluation method is the key to the reform and development of our country ordinary university sports teaching, set up scientific, reasonable and effective evaluation method is an urgent problem in the in-depth reform of school sports in China.

2. The Research Methods

2.1 Survey Method

To understand the student's identity in the physical education curriculum reform, part of hebei, tianjin university of physical education teaching contents, methods and attitudes, interests, opinions and so on several aspects has carried on the questionnaire survey, each grade issuing questionnaires to 120 out of 480, the recovery rate of 95%, total effective rate 90%, and the evaluation of physical education in experienced teacher interviews.

2.2 Observation Method

By observing the performance of students in physical education teaching and the changes before and after the reform, this paper analyzes the success and deficiency of the current physical education reform in schools, so as to give practical support to the in-depth teaching reform.

2.3 Logical Analysis

Combined with the problems exposed in the practice of physical education curriculum reform, this paper probes into the important significance and feasibility of the evaluation method reform from the perspective of logic and cognition, and gives a logical demonstration on the key points of the school physical education reform in the future.

3. The Results of the Study

3.1 Current Pe Teaching General Situation

Before the reform, the physical education teaching content is basically in accordance with the

requirements of the unified teaching syllabus. Due to the rigid provisions of the teaching syllabus, when the teaching conditions are lack, some close teaching environment will be created, such as long-distance running and other endurance projects. Because there is no track and field, the teaching building will be centered around the corridor of the school. After the reform of physical education teaching is basically according to the preferences of students, combined with the existing site conditions of the school to choose several suitable projects as teaching content. This is basically consistent with the choice answer of “your favorite sport” reflected in the questionnaire, indicating that the curriculum reform is still in line with students' wishes.

3. 2 The Dilemma of Physical Education after Reform

Due to the requirement of rigid teaching syllabus, students have basically been exposed to all sports items that can improve different physical qualities in physical education class. In addition, some supporting evaluation standards have been set up. At least during the period of physical education class in grade one and grade two, students can initially achieve all-round physical development. After reform, using the model is given priority to with project specific content, although embodies the take the student as the main body, dominated by teachers, but due to the characteristics of sports teaching period does not guarantee that the all-round development of students' physical quality and comprehensive implementation of the teaching of “health first” guiding ideology, combined with the lack of operable between various projects evaluation method and evaluation standard of comparability, the existing physical education teaching In a state of blindness. For example, at the end of 2003, in accordance with the “students' physical health standards (trial scheme)” test, due to the condition of limitations and the influence of students' independent options, there is no test running items. It is puzzling to find from the measured data that there is no significant difference between the test data of the first and second grade of undergraduate and the third and fourth grade without PE class, and the pass rate is 100%. The difference of the pass rate, good rate and excellent rate between majors is greater than the difference between grades. What explains this result? Is it objective or subjective? Be in school student constitution is special good still “standard” itself gave a problem? How should we understand the PE curriculum reform and teaching performance?

The teaching content which mainly focuses on sports items is chosen by students themselves, but in the questionnaire, the proportion of male students who engage in sports activities after class or during the period of physical education class is 10% ~ 20%, while the proportion of female students is less than 5%. The time and times of engaging in sports activities are not significantly different from the data obtained before the reform.

It is worth noting that teachers not only to the current evaluation method of reliability, validity, suspicious and objectivity, students generally in the questionnaire (60%), sport class result is unfair, especially in the face of the lack of comparability between different teaching content of the evaluation results, dampened the enthusiasm of students learning, cause the student to participate in the teaching of interest is not high.

All these questions prompted the author to discuss deeply from the professional and career perspectives. After interviews and exchanges with experienced teachers, leaders and experts, the author believes that the reform of school physical education curriculum is imperative. In view of the problems encountered in the current reform, it is very important to choose the focus or key point of the reform in the next step. Taking all factors into consideration, the author believes that the reform of evaluation method is the key to the reform.

3. 3 Evaluation Method is a Key Theoretical Consideration for the Reform of School Physical Education

Physical education has both the attributes of education and the characteristics of physical education. Whether it is education or physical education, evaluation, as an important part, has coexisted with education and physical education since the day of its birth [1]. With the development of education and sports, the concept and method of evaluation are constantly developing. On the one hand, evaluation plays the role of value judgment. On the other hand, besides having feedback

function, evaluation also plays a crucial leading role in the development of education and sports. Over the years, our country's education by exam-oriented education to the transformation of quality education that difficult, is a variety of one-off selection of the test baton of the deterrent effect so that all kinds of quality education reform can only stay in the document, article, oral form and already, the actual reform is very difficult to put into practice. Physical education has no corresponding position in many schools. For example, the embarrassing situation of the physical education class of the graduating class of primary and middle schools shows how difficult the education reform is and how important the evaluation method plays in the reform. At present, the reform of school physical education curriculum is facing the same situation as the whole education reform in carrying out the concept of quality education. It should be said that compared with the whole education reform, the reform of school physical education has an innate advantage. After all, the baton of college entrance examination does not play a great role in it. Therefore, the environment for realizing the reform of school physical education curriculum is advantaged by nature. The question is how we can get past the traditional evaluation method.

The significance of careful study and practice of evaluation method to school physical education teaching reform also lies in the similarities and differences between physical education teaching and other subjects. Its commonness is that the school physical education teaching evaluation should walk out of the strange circle of final evaluation as other subjects teaching evaluation, and advocate the organic combination of diagnostic evaluation and process evaluation. Poor qualities, for example, some students themselves, like sports, while class practice, seriously affected by to its quality and other congenital conditions solely on summative evaluation can not get a better performance, at this time should be combined with the usual performance and increase performance to give proper evaluation, that is in keeping with the idea of other disciplines evaluation. The difference lies in that physical education evaluation should also include developmental evaluation, which is different from other curriculum evaluation. According to the Physical Education/Physical Education and Health Curriculum Standards, the guiding ideology of physical education teaching in schools should be changed from “sports skills” to “physique enhancement” and then to “health first”, emphasizing the cultivation of students' interest in physical education and establishing the thought and behavior of “lifelong physical education”. That is physical education learning to teach within the limited teaching hours taught the necessary skills and knowledge, but also will be extended to the extracurricular teaching performance, prompting them to actively participate in extracurricular sports activities, even be delayed into the lifelong physical education after stop class, to keep its constantly enhanced physique, health the first belief and behavior. How to embody this goal in the sports evaluation system is a problem that needs to be taken seriously.

In addition, different from other cultural subjects, the content of physical education is diversified, which puts forward higher requirements for the evaluation of physical education. In teaching, the author often encounters some students who are very good at a certain aspect, but can not be reflected in the final comprehensive evaluation of physical education, which results in the strange phenomenon that some students “defy physical education” and love physical education but dislike physical education. Admittedly, sports evaluation, especially teaching and learning evaluation should and must be comprehensive evaluation, but how to conduct personalized evaluation according to individual characteristics in the evaluation is an urgent problem to be solved.

In short, the concept and mode of school physical education evaluation should arouse the full attention of professionals and physical education teachers at the front line of teaching and learning practice. The reform of evaluation method itself has gone far beyond its academic and practical significance, but is the key to the success or failure of school physical education reform. Although it can not be said that so far the reform of school physical education has ignored the reform of matching evaluation methods, but at least it can be said that it is very necessary to seize the opportunity to carry out the reform of physical education evaluation methods, which is also adapted to the current tide of the world's educational scientific research.

3. 4 The Realization Mode of Evaluation Method Reform of Physical Education Teaching in Colleges and Universities in China

Physical education is a basic subject in China, which is mainly characterized by physical exercise, closely combines theory with practice, and promotes all-round development of body and mind. Along with the sport's continuous deepening of the reform of education, emphasize the guiding thought of "health first", gym class Process the difficulty of the teaching content decreased, played down the "sports" teaching mode, strengthen the interaction between students themselves and the sport, no longer the same emphasis on the technical teaching of sports teaching the integrated, systematic, nor demanding details of every movement, which requires the physical education teaching evaluation methods and operating mode should be used to trend and requirement of reform.

Evaluation according to the reform of school sports in China education goal and the guiding ideology to beg, change the traditional under the background of human assessment shall be carried out in accordance with the unified examination standard of skill and fitness test mode of summative assessment, personality development, give attention to two or morethings both lines for performance, attitude, physical and mental health, and sports and health is closely related to the ability of a variety of procedural examination. So the student physical health standard (trial scheme) for physical education teaching evaluation is only one aspect, combined with the regional climate, social economy, ethnic customs, traditional features and differences of the characteristics of the project, will certainly to the reform of the physical education teaching evaluation method brings unimaginable difficulty, for physical education teachers to increase the heavy workload. So, is there no solution?I don't think so.

Currently, closely integrated with multimedia information technology education technology and network courses, and rapidly emerging digital sports, physical education teaching of the digital platform as well as to build the school sports teaching evaluation system as the breakthrough point, the current universities campus network, teaching level and teaching office already have hardware conditions, the key lies in the building and design software technology platform. Physical education evaluation software development can be divided into two steps: the first step, on the basis of giving consideration to the curriculum objectives and requirements and personality characteristics, by the authority of the management departments and experts in a wide range of opinions, to provide multiple evaluation models and implementation methods and technologies. The textbook "Physical Fitness for All" published by the American Health, Physical Education, Recreation and Dance Federation in elementary and secondary schools in 1999 lists 8 different evaluation methods for physical education teachers to choose [3]. The second step is to make full use of the existing information technology means to develop a digital platform for physical education teaching evaluation (see Figure 1). Finally, the majority of PE teachers can skillfully use evaluation software to design individualized teaching evaluation mode and evaluate results, and completely abandon the cumbersome manual operation of turning over books and looking up tables. The development of this platform is a system engineering, the platform to meet the requirements of different regions, levels, different teaching content, there must be a large number of demand analysis and technical standards to do. For example, the making mode and method of behavior scale, the making mode and method of various measurement scales, the making mode and method of evaluation scale, the determining mode and algorithm of each single evaluation result weight in comprehensive evaluation, etc.

The design of the platform is a large-scale systematic project, which requires the cooperation of experts, physical education teachers and educational administrative departments. The form of data, structure, coding, in-line testing and interface design technology can be fully realized, using Web-based. XLM technology to make a super platform network software is not complicated, the key is the software production of the early theoretical and practical research as well as the universality and personalized combination point. It is limited to section size and will not be expanded here. The author thinks that the development and application of sports evaluation software are imminent.

4. Conclusion

The reform of school physical education teaching is imperative, the curriculum reform should

continue, the focus of the next reform is the reform of the evaluation method of physical education teaching, we must break the bottleneck that affects the process of school physical education curriculum reform.

In addition to value judgment and feedback to teaching, PE teaching evaluation plays a leading role in the development of education and PE. The PE teaching evaluation method must get out of the shadow of traditional education and PE evaluation mode.

By making full use of the existing digital technology and combining with the characteristics of physical education curriculum, a scientific, reasonable and efficient evaluation method of physical education teaching suitable for China's educational characteristics is developed.

The reform of PE teaching evaluation can be divided into two steps: the first step is to give consideration to the curriculum objectives and individual characteristics, by the authoritative management departments and experts to widely seek opinions, provide multiple evaluation models and methods and techniques to achieve;The second step is to make full use of the existing information technology to develop the digital platform of physical education teaching evaluation on the basis of summarizing the experience of the previous stage.

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