

# Research on the evaluation system of curriculum practice effect in physical education major

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**Abstract:** Aiming at the problems such as weak evaluation, lack of evaluation criteria and few related research achievements of physical education professional internship management, this paper studies the causes of difficult evaluation of intern classroom performance by using Delphi method, analytic hierarchy process and logical analysis method according to effective teaching theory and systematic evaluation theory, and establishes an evaluation index system of physical education professional intern classroom performance. Organization and management performance, body language performance, speech performance, teacher ethics practice performance are the key indicators. The practice proves that the index system provides a theoretical basis for evaluating the classroom performance of interns and improving the teaching level of interns.

## 1. Introduction

Educational practice is an important teaching link and comprehensive practice method of physical education specialty. Due to the lack of management evaluation system, the practice is just a formality, which seriously affects the teaching quality. In order to meet the new requirements of educational practice evaluation system reform and improve the teaching level of interns, it is necessary to study the evaluation index system of physical education professional practice classroom performance.

In view of the weak evaluation of education practice management, the Ministry of Education put forward new requirements for the evaluation system of education practice of normal university students by comprehensively applying classroom observation, student interview and other methods [1]. In view of the problems such as single practice and lack of evaluation system of physical education major, Hao Yanprovince [2], on the basis of concentrated practice, a continuous and whole-process practice system has been established by increasing the number of educational practice forms such as period teaching practice and 1+1 teaching practice. Classroom observation divides the problems studied into different observation points and records and analyzes the operating status of the classroom, which is a method to understand the teaching status and professional ability of teachers [3]. Dong Guoyong put forward the opinion that we should carry on the quality control to the physical education specialty practice, avoid the education practice "mere form", and establish and perfect the practice evaluation system. At present, observing open classes is used as the evaluation basis for interns, and most instructors tend to prefer a priori evaluation and intuitive evaluation, which makes teaching evaluation difficult to play the role of inspection and supervision, and even more difficult to play the role of encouraging progress [4]. Feng Baocheng pointed out: "The evaluation of sports interns' internship performance is simply based on the overall impression, with many subjective factors, lack of quantitative and qualitative analysis and evaluation, and there is a certain one-sidedness and blindness" [5].

Content of classroom assessment for British interns: how to effectively use class time to impart knowledge and help students understand knowledge, how to help students develop the habit of loving learning, how to use a series of teaching strategies to achieve teaching objectives, how to use open questions and how to assign homework [6-7].

According to the evaluation principles and basic requirements, this study constructs the evaluation index system of physical education interns' classroom performance, which is conducive to scientific and objective evaluation of interns' behavior, and guides teachers, interns themselves and students in the class to realize the advantages and disadvantages of their own classroom performance, so as to achieve the real purpose of evaluation.

## **2. Concept Definition**

### **2.1 Internship in education**

Gu Mingyuan defined the concept of educational practice in the Dictionary of Education as a form in which senior students of various normal colleges and universities at all levels go to practice schools to carry out professional practice of education and teaching under real circumstances. Zhai Baoqing defined the concept of educational practice as a comprehensive educational practice activity in which normal students comprehensively use educational theories, professional knowledge and skills to teach in practice schools under the guidance of teachers according to the arrangement of school education practice plan, so as to improve the knowledge structure and enhance the ability of education and teaching.

Educational practice is an indispensable teaching link for normal education to integrate theory with practice and achieve training objectives, and it is an important part of the teaching plan . Through the educational internship, students can comprehensively apply knowledge to education and teaching practice to cultivate and exercise their ability to engage in education and teaching work, and deepen and consolidate professional ideas.

**Purpose and Significance:** Educational internship aims to enable students to integrate the theoretical knowledge and practice, further consolidate and deepen the theoretical knowledge, improve the comprehensive application ability of the knowledge learned, and cultivate the ability to find and solve problems. It is a comprehensive practice link of training qualified teachers in normal education.

**Internship requirements:** Students need to strictly abide by the discipline of the internship during the internship, and ask themselves to be a qualified teacher and set a good example. At the same time, it is also necessary to actively communicate with the original class teacher, the original class teacher and the instructor, accept their guidance and suggestions modestly, and constantly improve their education and teaching ability.

**Physical Education practice:** Students majoring in physical education, in accordance with the national education department issued the normal education plan, under the guidance of teachers, to primary and secondary schools for a period of time real scene teaching practice courses.

### **2.2 Classroom teaching behavior performance**

Behavioral performance refers to a person's reactions or actions in a given situation. It includes aspects such as habits, reactions, actions, and attitudes, and is an external manifestation of thinking . In areas such as work, learning or the arts, behavioural performance is often related to ability, efficiency and outcomes and is a measure of an individual's skill and effort within a particular domain. Classroom behavior performance is the behavior results that interns show their educational ideas, emotional attitude, knowledge ability and so on through teaching activities in the real classroom teaching situation under the guidance of teaching ideas. It is not only the true reflection of interns' education and teaching attitude, but also the true reflection of their teaching ability.

Teachers' teaching performance refers to the specific performance of teachers' professional literacy and professional ability in the classroom in the specific teaching environment. It is the organization and practice of teachers' teaching content and teaching process under the existing teaching concept, and it is the specific performance that can be observed. The classroom performance of interns is an explicit activity that runs through the whole classroom teaching process under the influence of subjective and objective conditions such as teaching ideas, teaching conditions and teaching ability.

Classroom evaluation is the process of teachers observing students' daily learning, changing teaching and guiding students' learning through observation results. The evaluation of teachers' classroom performance not only includes the behavioral evaluation of teachers' basic ability and teaching ability, but also includes teachers' attitudes toward different students and efforts to create and maintain teaching situations in order to better complete teaching tasks.

### **2.3 System evaluation theory**

System evaluation theory regards the evaluation object as a system, and the evaluation indexes, evaluation weights, and evaluation methods should all be operated according to the optimal method of the system. The basic ideas of systematic review theory include:

Systems-everything in the world is made up of systems large and small, with large systems made up of many subsystems and each subsystem made up of smaller subsystems. System evaluation theory emphasizes the overall analysis and evaluation of the evaluation object, which is regarded as an organic whole composed of many elements.

Purpose: Every system has a specific goal, and the elements in the system work together and are subordinate to the overall goal of the system. In the evaluation process, the system evaluation theory will clarify the target system and constraint conditions of the system scheme to ensure that the evaluation activities can meet the overall goal of the system.

The implementation steps of systematic review theory usually include:

Making clear the target system and constraint conditions of the system plan is the premise and basis of the system evaluation, which is helpful to ensure the pertinence and effectiveness of the evaluation activities. We should determine the evaluation items and index system, according to the objectives and constraints of the system plan, determine the items to be evaluated and the corresponding index system; We should develop evaluation methods, collect relevant data, select appropriate evaluation methods, collect relevant information and data, and support evaluation activities; We should conduct feasibility study, technical and economic evaluation and comprehensive evaluation, conduct comprehensive analysis and evaluation of evaluation projects, and draw scientific and reliable conclusions.

In addition, systematic review theory also emphasizes the concern for the dynamic and feedback nature of the evaluation process. The evaluation activity is not only to evaluate the current state of the system, but also to predict and judge the future development trend of the system. At the same time, it is necessary to collect feedback information in time in the evaluation process, and continuously adjust and optimize the evaluation method and index system to improve the accuracy and effectiveness of the evaluation activities. In general, system evaluation theory is a scientific and systematic evaluation method, which emphasizes the overall analysis and evaluation of the evaluation object, and helps to ensure the pertinence and effectiveness of the evaluation activities.

### **2.4 Theory of Effective Teaching**

Effective teaching theory refers to the teaching concept that teachers follow the objective law of teaching activities, and invest as little time, energy and material resources as possible to achieve teaching objectives and students' personality cultivation and all-round development, and achieve as many teaching effects as possible.

The connotation of effective teaching theory mainly includes the following aspects:

Effective: refers to the degree to which the results of teaching activities coincide with the intended teaching objectives. This requires teachers to clarify the teaching objectives when designing the teaching, and ensure that the teaching activities can be carried out around these objectives, and finally achieve the teaching objectives.

Efficient: getting more for less. Teaching efficiency can be measured by the ratio of effective teaching time to actual teaching time. This requires teachers to make full use of classroom time, reduce ineffective or inefficient teaching activities, improve teaching efficiency.

Benefit: refers to the income of teaching activities, the realization of the value of teaching activities, specifically refers to whether the teaching objectives are consistent with the educational needs of specific societies and individuals and the degree of consistency. This requires teachers to

pay attention to the needs of students when teaching, to ensure that teaching activities can meet the educational needs of students and promote the overall development of students.

In addition, effective teaching theory also emphasizes paying attention to students' needs, respecting students' personality differences, and promoting students' comprehensive, integrated, coordinated and sustainable progress and development by integrating and coordinating to achieve the "three-dimensional goals" of teaching (knowledge and skills, process and method, emotional attitude and values).

Effective teaching theory is a kind of modern teaching idea, which requires teachers to pay attention not only to the teaching effect, but also to the teaching efficiency and teaching benefit, in order to realize the students' personality cultivation and overall development as the goal.

## **2.5 The theory of performance evaluation**

Performance assessment theory is a method for evaluating students' abilities and skills in real or simulated situations, and its core lies in the observation and analysis of actual individual performance.

The theory of performance evaluation emphasizes that students use the previously acquired knowledge to solve a new problem or create something in a real or simulated life environment, so as to test students' mastery of knowledge and skills, and the development of multiple complex abilities such as practice, problem solving, communication and cooperation, and critical thinking. This evaluation method not only pays attention to the final learning results of students, but also pays more attention to the learning process and learning behavior of students, as well as the various abilities and skills shown by students in the process of completing tasks.

The theory of performance evaluation has the following main characteristics:

**Process:** Performance assessment focuses on evaluating the whole learning process of students, not just the end result.

**Diversity:** Performance assessment measures complex real-world achievements and emotional performance, including knowledge, skills, attitudes, values, and more.

**Subjectivity:** Expressive evaluation emphasizes students' subjectivity and encourages students to actively participate in the evaluation process for self-evaluation and self-reflection.

In addition, the theory of expressive evaluation is also based on a variety of theoretical foundations, such as behaviorism theory, constructivism theory and multiple intelligences theory. These theories provide a solid theoretical support for performance evaluation, so that it can evaluate students' ability and skills more comprehensively and objectively.

Performance evaluation theory is an evaluation method that focuses on process, situational diversity and subjectivity, which helps to understand students' ability and skill level more comprehensively and promote their overall development.

## **3. The construction of classroom performance evaluation index system**

### **3.1 Basic requirements for evaluation indicators**

The evaluation index system should be able to objectively and comprehensively reflect the status of the evaluation object, conform to the requirements of the physical education policy and the spirit of teaching reform, and reflect the advanced nature of the index. In addition, the selection of the evaluation index and the determination of the index weight should follow the principle of rigorous science, so that the evaluation index system is scientific.

The construction of the evaluation index system of physical education is based on the general goal of physical education and the syllabus of physical education. It is a means to identify the quality of physical education in schools, and it should reflect the basic requirements of the society and the state for physical education. In addition, when constructing the classroom performance evaluation index system, it is necessary to take into account the characteristics of subject teaching and the emotional attitude of interns. In the process of screening indicators, it is necessary to actively adopt the opinions of experts and scholars to ensure the comprehensiveness of index screening.

The evaluation index contains many explicit and implicit factors. In order to ensure the practical operability of the evaluation index system, in the process of constructing the evaluation index system, simple and practical evaluation indexes should be selected. For the factors that cannot be accurately expressed and explained, we should try to convert them into display factors through various ways to improve the operability of the evaluation index.

The classroom performance of interns is constantly developing and changing. When constructing the evaluation index system, we should have a long-term vision, try to stimulate the motivation and responsibility of the evaluators and the evaluated objects through the construction and application of the evaluation index system, and form a good mental state.

The purpose of constructing the classroom performance evaluation index system for normal students majoring in physical education is to objectively evaluate the classroom performance of interns, improve the classroom performance of interns and improve the quality of teaching. The index system should be simplified appropriately, avoid fussiness by all means, and be easy to understand and master.

### **3.2 Selection of evaluation indicators**

The classroom performance of teachers is divided into two dimensions: the verbal performance of imparting knowledge to students through oral words, the verbal performance of expressing emotions, and the non-verbal performance of conveying knowledge and emotional information to students through body movements, eye movements or facial expression changes. Teacher's classroom performance evaluation index is a comprehensive and systematic system, covering teaching basic skills, teaching objectives, teaching content, classroom structure and teaching organization, teaching methods and teaching means and teaching effect and other aspects. Together, these indicators constitute an important basis for evaluating teachers' classroom performance.

The evaluation index of teacher's classroom performance is an important standard to measure the quality and effect of teaching. The main evaluation indicators are as follows:

Basic teaching skills are the basic quality of teachers' teaching, which mainly includes teaching language, teaching style and subject professional knowledge. We should pay attention to the following questions, whether the teacher is using Mandarin to teach, whether the Mandarin is standard and fluent; Whether the speed is moderate and the sound is loud; Is the language accurate, concise and logical? In terms of teaching style, the teacher's manners are dignified, and the teaching style is cordial and natural. This includes aspects of the teacher's expression, eyes, gestures, standing and walking, and clothing. Subject expertise: whether teachers master the professional knowledge of the subject they teach accurately, completely, and can use it skillfully.

The teaching objectives and requirements determined by teachers according to the teaching syllabus and textbook content are clear and specific. According to reality, whether the teaching objectives are in line with the actual situation of students, and whether they reflect the unity of knowledge, ability, consciousness, and knowledge, understanding, and application. Around the goal, whether the classroom teaching is conducted around the goal, to ensure that the teaching does not deviate from the topic.

The accuracy requirement of teaching content: whether the teacher accurately and completely teaches and uses the concepts, principles, ideas and conclusions in the textbook. Focus on the following questions: whether the logic of knowledge is rigorous, clear, and hierarchical. Whether the teacher can explain complex knowledge in a simple way so that the students can easily accept it. Whether teachers pay attention to the combination of theoretical knowledge and practical life to improve students' learning interest and application ability.

The classroom structure and teaching organization are complete, and all aspects of the classroom structure are complete and reasonable. Pay attention to the following issues: time arrangement, time allocation is reasonable, can make full use of classroom time to teach. Whether the classroom teaching organization is tight and compact, and whether the transition is natural. Whether the classroom attaches importance to students' learning discipline and information feedback, whether the bilateral activities between teachers and students are good, and whether the classroom atmosphere is

active.

Whether the teaching method and teaching means are legal, whether the teaching method is correct, whether it conforms to the cognitive law, whether it is flexible and effective. Whether the teacher is concerned about the learning of all students and whether the learning interest of all students is stimulated. Enlightening and inducing, whether the teacher pays attention to enlightening and inducing students to think and cultivate students' thinking ability. Whether teachers pay attention to the guidance of learning methods and help students master effective learning methods. Whether teachers use modern audio-visual teaching methods correctly and effectively, such as multimedia assisted teaching.

Whether the teacher completes the teaching tasks and objectives on time, according to the quality and quantity. Knowledge acquisition, which measures whether students have mastered and understood what they have learned and whether their abilities have improved. Whether the moral education of the whole classroom is natural and effective, and whether it can cultivate students' good moral character. The whole classroom teaching is clear, can leave a deep impression on the students.

### **3.3 Optimization of evaluation metrics**

According to the relevant research results at home and abroad, a preliminary framework of evaluation index system for classroom performance of physical education interns is constructed, but the determination of evaluation index needs to go through a rigorous and scientific process, and it needs to be made scientific and reasonable and operable through scientific methods. According to the related theory and application of sports evaluation, this study used the Delphi method to screen and modify the preliminary selection of evaluation indicators. So that by consulting experts, the established physical education professional interns classroom performance evaluation indicators are scientific and reasonable, the words of indicators at all levels are accurate, and no indicators are omitted.

In this study, Professor Wang Chunzhi's processing standard for Delphi questionnaire will be adopted, and the authority coefficient of experts will be calculated according to the judgment basis of experts on the reasonable degree of indicators and the familiarity of experts on indicators. Among them, the judgment basis of experts on the reasonable degree of indicators adopts the way of expert self-evaluation, and selects according to the large, medium and small degree of influence on themselves from four aspects of practical experience, theoretical analysis, peer understanding and expert intuition. The expert's familiarity with the indicators was selected on a five-level scale from very familiar to not familiar.

When processing the questionnaire data, Excel software and SPSS software are mainly used to calculate the average, median, standard deviation, coefficient of variation and coordination coefficient of the experts' scores on the reasonable degree of indicators in the questionnaire. According to the questionnaire processing standard, 4 points are taken as the benchmark number of the average. If the average score of experts on the reasonable degree of an index is greater than or equal to 4, it means that most experts agree with the index, and no modification is needed. If the average score is less than 4, it means that most experts have a low degree of reasonable agreement with the index, and it needs to be modified according to the opinions given by experts. The median indicates the degree of expert recognition of the indicator; that is, a larger median indicates a higher degree of expert recognition of the indicator. The standard deviation indicates the opinion of the experts on the indicator, and the larger the standard deviation, the greater the disagreement of the surface experts on the reasonable degree of the indicator. According to the questionnaire processing standard, if the standard deviation of the expert's score on the reasonable degree of an index is greater than 1, it means that the expert's recognition of the index is low and the index needs to be modified. If the standard deviation is less than or equal to 1, it means that the expert's recognition of the index is higher, and the index does not need to be modified. The coefficient of variation is used to reflect the degree of coordination of experts on the reasonable degree of indicators. The smaller the coefficient of variation is, the more unified the opinions of experts are. After two rounds of questionnaire data statistics and analysis, the results were obtained, and the final framework of

classroom performance evaluation index system for physical education interns was established.

### **3.4 Determination of the weight of the evaluation index**

The first step to calculate the weight of each index using AHP is to construct a hierarchical structure model including goal level, criterion level and scheme level according to the evaluation index framework. In this study, according to the constructed evaluation index framework, the logical relationship of each index is hierarchically processed, and the classroom performance evaluation index structure model of physical education major interns is divided into four layers, and finally a top-down hierarchical structure model is formed.

According to the hierarchical structure model of the evaluation index system, the hierarchical relationship of each index is determined. According to the relationship between each index, the weight consultation table of classroom performance evaluation index for physical education major interns is compiled. Several experts who participated in the revision of the evaluation index framework were invited to compare the importance of indicators at the same level in pairs, and the importance of indicators was assigned according to the scaling method, which was used as the basis for calculating the weight of each indicator in this study.

Due to the large number of indicators and the subjective factors when experts assign the importance of indicators, it is necessary to check the consistency of the judgment matrix. Through the software using analytic hierarchy process calculation, the consistency test coefficient of the judgment matrix corresponding to all levels of indicators are in line with the requirements, and the weight of each indicator is calculated, and the final physical education professional interns classroom performance evaluation index system is determined.

## **4. Analysis of the index system**

### **4.1 Teacher ethics practice performance**

Teachers' morality is the moral code and code of conduct that teachers must abide by in their work. It is the first quality that guides and guides physical education interns to learn teaching, educate people and learn to develop. The performance of teachers' ethics practice is the concrete performance of interns' external image and emotional attitude. It not only includes the personal accomplishment shown by interns in the classroom, but also includes the attitude towards education and teaching and the attitude towards students shown by interns in the classroom. It is an important factor that affects students' learning attitude and learning effect, and is an important dimension to evaluate interns' classroom performance.

The attitude and behavior toward students is the comprehensive performance of the interns' educational view and student view. Compared with the personal accomplishment, the survey experts pay more attention to the performance of the interns' attitude and behavior toward students. Students prefer teachers who are "equal, just, amiable, moderate in leniency". Equality and democracy are the first rule of getting along with people. Without democracy and equality, teachers and students cannot establish a harmonious relationship between teachers and students. It can not be treated differently because of individual differences, which affects students' enthusiasm and initiative in learning.

Personal accomplishment and behavior means that interns have proper appearance and good spirit. In the physical education class, the external image of physical education professional interns has a demonstration significance. Interns can show a "healthy and vigorous" mental outlook, which is an invisible infection for students to form a positive and full mental state. Its neat, appropriate clothing is "its body" positive reflection.

The attitude towards education and teaching shown by interns in the classroom is the comprehensive embodiment of their values and outlook on life. A correct attitude and good values are the psychological guarantee for interns to learn to teach, educate and develop. Only with positive emotion, correct attitude and good willingness to teach can we set up the goal of "being a guide for students' growth", and can we be a qualified intern and an excellent physical education teacher in the future.

## 4.2 Speech representation

Speech is an important carrier and tool for teachers to transmit teaching information and complete teaching tasks in the process of teaching. Verbal performance is an important classroom performance that interns use various oral languages to teach students physical health knowledge and skills, express emotions, discuss problems, inspire opinions, guide learning, evaluate students, and express their own views and value tendencies to students. Although the weight of verbal performance index is inferior to the weight value of organization and management performance and body language performance in the whole evaluation index system, it is also an important dimension to evaluate the classroom performance of interns.

Explanation performance refers to the behavior performance of interns in teaching physical education and health knowledge, technical skills, physical ability and other related teaching content through oral speech. The focus of physical education class lies in the practice of students, and interns are not allowed to take up too much time to explain, which requires interns to explain succinct and smooth, grasp the content focus, and use short sentences to explain the content clearly. In addition, the timing of explanation will also affect the teaching effect.

Discussion performance is a kind of classroom performance in which interns group students with words and guide students to discuss problems. In the design of class discussion, interns should be clear about the topic and purpose of discussion, and design valuable discussion questions. Before the discussion begins, interns should reasonably group students to avoid too large group differences, which will discourage the enthusiasm of students to discuss. In the process of discussion, interns should reasonably regulate the conflicts between students to avoid the situation that affects the order of the class. After the discussion, interns, as teachers, also have to make a relevant summary of the discussion process and results of students to realize the value of the discussion.

Guided evaluation performance refers to the behavior performance of interns in physical education classroom, according to teaching requirements and teaching objectives, through oral speech to guide, analyze, evaluate and correct students' learning and practice process, goal achievement and other situations. The performance of intern's guidance and evaluation is one of the important factors affecting the interaction between teachers and students. Scientific evaluation of intern's classroom guidance and evaluation performance needs to start from the intern's guidance time, the accuracy of guidance and the appropriateness of evaluation. Specifically, whether interns can timely inspect students' learning and practice and make adjustments, and whether they clearly understand the way and time of guiding students. Whether it can provide feedback for students through different evaluation methods to ensure students' learning enthusiasm, etc.

## 4.3 Body language performance

Body language performance is the general term of non-verbal behavior used by interns to convey information, express attitudes and express feelings in the process of physical education. The body language performance of interns showing movement skills, techniques and tactics, physical exercises and other activities to students through body movements in class is called demonstrative body language performance, which is the most common body language performance of interns in classroom teaching.

The biggest feature of demonstrative body language performance is intuitive visualization, which can help students establish intuitive action performance and concept and promote the formation of students' action skills. Because when learning new actions, students' internal inhibition reflex has not been established, and the phenomenon of accurate action or wrong action often occurs. This requires interns to accurately grasp the cognitive level of students, and constantly adjust the timing, position and times of demonstrations. Through accurate and beautiful body demonstrations, it lays the foundation for students to effectively establish correct movement reflexes. In addition, interns also need to constantly adjust their demonstration positions and times according to the number of students and the complexity of movements. Through reasonable demonstration position and appropriate demonstration times, the key and details of action technology are strengthened, so that students can be more clear about the structure and method of action.



Indicative body performance refers to the body language performance in which interns convey ideas and attitudes to students through a series of body movements such as gestures, expressions and postures, so that students can make certain responses, so as to organize and regulate the classroom. In the classroom teaching process, the indicative body performance of interns is everywhere. At the beginning of teaching, interns guide students to the designated position through hand gestures and passwords. During the teaching process, interns convey their emotions through eye contact with students, so as to avoid the interrupted explanation and ensure the classroom effect. Interns encourage students to continue to practice through their own indicative body language, such as nodding and smiling, or remind students of their wrong actions by shaking their heads and waving their hands. Interns should follow the principles of timeliness and rationality when using indicative body language, that is, interns should according to the teaching content and the specific situation of students. Appropriate use of indicative body language that students can understand. For example, interns can adjust their distance from students every once in a while, form a hint to students through body distance and eyes, and prevent students from wandering or other bad behaviors that affect learning results.

#### **4.4 Organization and management performance**

The performance of organization and management is an important guarantee for students to create teaching situations, maintain teaching order and control the effect of learning and practice. It is also the dynamic and intelligent performance of students' teaching ability. Experts agree that the organizational management performance of interns in the classroom is the first important dimension to evaluate the performance of interns in the classroom.

Organization and management performance includes four secondary indicators: the design of teaching content, the selection of teaching methods, the creation of teaching environment, and the application of teaching tools. The design of teaching content is the result of orderly arrangement of many course contents according to the standard of physical education curriculum and the specific situation of students in the class, which is the basis for improving classroom teaching effect. The scientific and reasonable teaching content design is mainly reflected in the following aspects: the preparation part is reasonable and effective, which can quickly mobilize students' physical functions and stimulate students' enthusiasm for learning; The cohesion of new and old knowledge is good, and the response promotion effect helps students learn new knowledge. The design of physical education classroom teaching content is not only in line with the curriculum standards, so that the teaching content is comprehensive and systematic, including both physical and health knowledge and skills and moral education content. The design of teaching content should follow the law of gradual progress, conform to the cognitive development level of students, so as to meet the physical and mental development needs of students. When designing teaching content, interns should also closely meet the development needs of physical education class load, and improve the density of classroom practice by reasonable control of learning and training content and control of exercise load.

Teaching methods are the operating procedures of teachers and students in the process of realizing physical education goals, which can be roughly divided into explanation method, demonstration method, graphic method, heuristic method and so on. Good classroom atmosphere refers to a positive situation in which the relationship between teachers and students, teaching order, teaching rhythm and other factors in the physical education classroom can motivate people. In the classroom teaching, the choice of teaching methods will affect the effectiveness of the creation of teaching environment, and the harmony of the teaching environment will be counterproductive to the effect of teaching methods. It is difficult to distinguish the importance of the two. For example, in the harmonious and harmonious classroom atmosphere, interns can use heuristic method and game teaching method to attract students to study actively and form the wind of "happy learning". Improve the classroom teaching results; In any case, it is difficult to create a positive and interesting teaching environment if interns only use one boring and fearless explanation method for the entire class.

## 5. Conclusion

Based on national policy requirements, performance evaluation theory, effective teaching theory and system evaluation theory, this study constructs four first-level indicators, as well as a number of second-level and third-level indicators, and strives to be scientific and comprehensive.

In the classroom performance evaluation index system of physical education major interns, according to the weight value, the ranking of first-level indicators is: organization and management performance, body language performance, speech performance, teacher's moral practice performance.

The principles and requirements of the evaluation index system, combined with the existing research results, establish the second-level and third-level indicators: Personal cultivation and behavior, attitude and behavior toward students, attitude and behavior toward education and teaching, explanation performance, questioning performance, discussion performance, guidance performance, evaluation performance, demonstration body performance, indicative body performance, design of teaching content, selection of teaching methods, application of teaching tools, creation of classroom atmosphere, etc.

The practice management method of education major involves many aspects such as the training of students, practice content and requirements, practice management and supervision, behavior management and classroom order, and teaching behavior evaluation. The implementation of these methods is helpful to cultivate interns' educational ability and comprehensive quality, and lay a solid foundation for them to engage in education in the future.

The second index is the teacher's organizational management performance, the design of teaching content, the choice of teaching methods and the control of classroom atmosphere.

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