

Research on the Connotation of Physical Education Teaching Quality and Related Problems of Influencing Factors

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Abstract: from the “Centralized Physical Education” Put Forward At the Third Plenary Session of the 18th Cpc Central Committee, the Focus Was Put on the Implication of Influencing Physical Education Quality and Evaluation Factors, Trying to Clarify the Concept of Confusion between Physical Education Quality and Evaluation. Sports Quality is a Comprehensive Reflection of Sports Benefits. It is Mainly Composed of Various Objective Elements Reflecting the Learning Effect of Students. It is Not the Result of the Process, But the Result of Education. Sports Quality Evaluation is Not Equal to Sports Evaluation and Factors Affecting Sports Quality. in Order to Improve the Quality of Physical Education, We Can Start from the “Whole, New and Real” Aspect and Fully Consider the Quality of Physical Education.

1. Introduction

At the Third Plenary Session of the 18th Central Committee of the Communist Party of China, “the Decision-Making and Deployment of the Central Committee of the Communist Party of China to Comprehensively Deepen Reform on Several Major Issues” Made an Important Deployment for School Physical Education. “Young People’s Physical and Mental Health and Physical Strength Are to Promote Physical Education and Strengthen Extracurricular Sports”. It is Important for the Central Committee of the Communist Party of China to Put Forward Clearly “Young People” and “Several Opinions on Further Promotion of School Physical Education” in the Notice of the General Office of the State Meeting. Clear Requirements Have an Important Impact on School Physical Education in China. However, How to Strengthen Physical Education? Some People May Start with the Method of Starting Physical Education. Some People Think That We Should Learn to Improve the Ability of Pe Teachers. Some People May Focus on the Development of Physical Education Curriculum Resources, But This Study Believes That the Important Work of Strengthening Physical Education Should Fall on the Methods of Improving the Quality of Physical Education Curriculum. At the Same Time, in the Guidelines of the National Medium - and Long-Term Education Reform and Development Plan (2010 - 2020), the Important Task of “Improving Quality” is Defined. But What is the Quality of Physical Education? What is the Relationship between the Quality of Physical Education and the Influencing Factors of Physical Education? If We Do Not Solve These Problems, If We Do Not Improve the Quality of Physical Education, We Will Not Get These [1]. Therefore, This Study Discusses How to Correctly Understand the High Quality of Physical Education, and How to Correctly Understand the Influencing Factors and Promotion Strategies of Physical Quality.

2. Connotation of Physical Education Teaching Quality

2.1 Definition of the Concept of Physical Education Teaching Quality

What is the quality of sports is not clear. Most of the studies focus on the influencing factors, the construction of evaluation system, and the relationship with physical health. There are few researches on the quality of sports. Some studies have found that sports quality can not be correctly understood. For example, we understand that the quality of physical education is the combination of the quality of teacher education system and student learning system [2]. Teachers' teaching system,

teaching purpose, teaching content, teaching method, teaching environment, teaching attitude and teaching effect are five main factors. The evaluation of physical quality should be considered from three aspects: the evaluation of teaching guidance, the evaluation of evaluation effect, and the evaluation of physical quality. Therefore, in terms of the components of education, the teaching position, the teaching objectives and contents, the evaluation factors that should be guided determine the ability and the guidance of teaching methods. The evaluation factors of learning are determined by five aspects: learning skills, learning ability, safety awareness, and cooperation precision God, and sports [3]. The evaluation factors of teaching effect are teaching satisfaction, teaching effect and students' ability training. In the four aspects of moral education, the quality evaluation of sports is completely consistent with the evaluation of sports. Many studies have not defined the reason of the concept of sports quality, especially the meaning of teaching quality, which has not caused widespread concern. Perhaps, the difference between sports quality and sports quality is not clear. It is wrong to think that sports quality evaluation is sports evaluation. In these two reports, the approximation form of the concept of physical mass is weak. The attitude to sports quality is: sports quality is the inherent characteristic of sports, the realization of sports goals and social development. Finally, the quality of physical education is reflected in the quality of learning and training, physical quality, psychological quality, sports ability, sports habits, social adaptation and the overall quality change level of sports literacy [4]. Expansion. Please refer to the actual teaching effect for the teaching quality of Qianzhuang street and others. The quality and bad index of sports are various. It includes students' physical strength, sports career, healthy habits, sports basic knowledge, sports skills and good moral quality. These two studies lack of comprehensive and accurate positioning of physical teaching quality, but they all touch the essence of physical teaching quality, that is, they can explain physical teaching quality from the perspective of students. In addition, the former negotiates goals. People said about the effect, but it needs to be improved. The former emphasizes “achieving sports goals”, indicating that the degree of achievement of goals is related, and its standard is more accurate. It is said that the quality of sports is ultimately reflected in the quality of students' learning and training, but many factors such as “social adaptation and sports literacy” are caused by too broad and inappropriate sports quality standards. In addition, it is difficult to carry out evaluation [5]. The latter emphasizes “the practical effect of teacher education”, whose process pays more attention to the quality than the process, but the “lifelong sports, the development of healthy habits” as the evaluation factor of sports quality is obviously not correct. Yes. Through the analysis of the relevant research on the quality of physical education and the participation in the research and development of the national basic education physical education quality monitoring tool monitoring experiment, the Ministry of culture and the province focused on and promoted the quality strategy of basic education physical education in 2011.

Table 1 Evaluation Elements Of Physical Education Teaching Quality

Quality factor	Content	Meaning
Meeting	Association	Communicate with peers in sports
	Will cooperate	Be able to work together with peers in sports
	Will learn	Be able to listen, observe, discuss, practice, etc
Can	Can master	Be able to basically master the content of classroom teaching
	Can improve	Can improve physical fitness, basic sports ability and skill level
	Can apply	Be able to use the knowledge, skills and methods learned for lifelong exercise

2.2 Physical Education Teaching Quality is Not Equal to Physical Education Teaching

The quality of sports generally refers to the result. Sports is a general concept. It includes the process and result of education, that is, sports and sports quality. It is impossible to be completely equal between the inclusion and inclusion of a relationship. However, in some researches, these two problems are easily confused, especially the quality assessment of physical education. As the evaluation of sports quality, it is easy to consider sports evaluation. For example, Li set the physical education quality evaluation index as five aspects [6]. Compared with sports, this study evaluates the quality of sports more clearly. In fact, the quality of physics teaching is mainly reflected in the

production quality of food and clothing, not the food and clothing itself, but the whole production process. However, many people can't distinguish the process and result of sports, so they have different understanding of the concept of physical quality.

2.3 The Goal of Physical Education Curriculum Determines the Comprehensive Reflection of Physical Education Quality by Multiple Factors

The key point of physics teaching quality is teaching, that is to say, it depends on the learning effect of students, and it should be done according to the specific goal. The purpose of compulsory education physical education and health curriculum standard (2011 Edition) is to strengthen physical strength, master ring, basic physical education and health knowledge and sports ability, and apply them to physical education; develop sports interests and hobbies, and form the habit of continuous sports; verify interpersonal communication ability and cooperation spirit, form a healthy lifestyle, and improve personal health and team health Responsibility. Learning knowledge and skills, cultivating students' interests and habits, developing sports psychology, cultivating students' health awareness, and cultivating students' sports ability all reflect the quality of sports. From another point of view, the quality of physical education is based on the level of educational design, the reflection of teachers' educational ability, but on the reflection of target teaching, and the single goal is determined by the plural purpose [7]. Overall performance of situation achievement. 2.4 the quality of sports can be summed up as “complete, understand, meet and achieve”, so as to measure the high quality level according to the achievement of goals. It has a clear foundation and can evaluate qualitatively and quantitatively. In order to judge the characteristics of sports quality easily, this study starts from the students' learning effect and goal achievement. Firstly, it summarizes the evaluation elements of sports quality, which are “yes, understanding, meeting and ability”. Among them, “is” refers to students' interest in learning, habits and attitudes towards sports. “Understanding” refers to understanding the necessary knowledge, skills and methods that students master through learning. I have learned to talk, cooperate and learn with others; “energy” refers to the ability of students to master, improve and apply their own skills through learning. Therefore, using “yes, understand, measure and can” to summarize all dimensions of physical teaching quality is not only clear, simple and clear, but also helpful to hierarchical physical teaching quality evaluation index system [8]. Of course, whether the PE classroom can achieve these goals or not is influenced by many factors and will be further analyzed in the further research. From the above analysis of physical education quality, we can see that physical education quality is not equal to physical education itself. The quality of physical education is closely related to the achievement of curriculum objectives. At the same time, achieve the goal, higher guidance quality. Because of the diversity of goals, it means measuring the quality of sports from multiple perspectives. In this study, the understanding of physical education quality is only a phased understanding and positioning. With the passage of time and the progress of research, the definition of sports quality is more perfect.

3. Factors Influencing the Quality of Physical Education Teaching

What is the quality of sports? The next important issue is the factors that affect the quality of sports. It not only has the most direct impact on the quality of physical education, but also is easily misunderstood by some people as the evaluation factor of physical education quality. In fact, the factors that affect the quality of sports are not equal to the evaluation factors of sports. The former is the quality of influence, the latter is the quality. They don't cross, they don't overlap, and everyone has a different role.

3.1 Different Understanding of the Influencing Factors of Physical Education Teaching Quality among Researchers

From 1998 to 2010, we can see that different researchers have different research prospects for the factors that affect the quality of physical education. For example, Qianzhuang street and others proposed that the factors affecting the quality of physical education include physical education

teachers, students, policies, school management and social impact. Obviously, there are too many factors influencing the research, which are more than the most direct factors of the classroom itself. Policy, school management and social influence are not the most direct factors. For example, the forging and metallurgical industry defines the factors that affect the quality of physical education as four aspects: Teachers' main factors, students' subjective factors, physical education factors and physical education evaluation factors. Among them, sports factors and teachers' main factors, students' subjective factors are not on one level. In other words, the sports factors have included the influence factors of teachers and students. The above research shows that the current factors that affect the quality of sports are also relatively messy. In fact, we need to have a complete understanding of the factors that affect the quality of physics teaching. Even the range of influencing factors needs to be divided according to certain methods. The influence degree of each factor should be relatively consistent. However, at present, the theory of sports quality is not perfect, and there are different understandings. However, if this understanding continues for a long time, if we can not improve the quality theory of physical education as soon as possible, then we can effectively promote the quality of physical education. For the research of sports quality evaluation system, strategic research will also be affected to some extent.

Table 2 Capacity Evaluation Elements

Quality factor	Content	Meaning
Yes	Have interest in	Interested in sports
	Have habit	Have the habit of participating in and sticking to exercise
	Attitude	Have a positive and optimistic attitude
Understand	Knowledge	Knowledge of sports, health care, etc
	Know technology	Understand the principle of technical action, technical structure and characteristics, etc
	Know the way	Know how to learn sports skills and exercise

3.2 Factors Affecting the Quality of Physical Education Teaching Are Classified Comprehensively from “People, Things and Things”

What are the main factors affecting the quality of sports? What are the secondary factors? We need to make a comprehensive judgment through research, research, mathematical statistical analysis, interviews and other research activities. In addition, through the long-term ideological basis of the factors that affect the quality of sports, the three aspects of “people, things” began to influence the factors proposed for investigation. First, the human factor. There are teachers and students in sports. These two kinds of people ignore either side, it is difficult to achieve the expected effect of education, the quality can not be guaranteed. Among them, the improvement of teachers' professional development level, the cultivation of students' interest, awareness and good habits in sports learning, and the need to cultivate a variety of learning abilities. Second, the factors of things. Sports teaching materials, mainly including teaching materials, venues, equipment, auxiliary teaching materials, etc., determine the complexity of the impact of diversity of things. The quality of physical education is closely related to the content of education. The contents of each classification, teachers' professional skills, and various educational effects. Students have different liking for different content, and their learning effect is totally different. Therefore, in determining the content, besides considering the choice, we cannot ignore the choice. It is self-evident that the venue equipment and auxiliary teaching materials have an impact on the quality of teaching. It must be said that it is positively related, but it must be related to teachers' guiding attitude and education level. In order to avoid wasting time and energy, it is difficult to have ideal quality if it is composed in the form of classroom or sheep. Third, problem factors. The rest of the relationship with the gymnasium is the writing method of textbooks, the setting of objectives, the selection and utilization of guidance methods, the operation of teaching evaluation, etc. The prevention of safety education and the quality of physical education have different influences[9]. It is almost impossible to achieve the expected educational effect if we do not write the curriculum plan and carefully. It's not very difficult to set the guiding purpose. The quality of sports is difficult to measure the ideality and achieve.

4. Conclusion

There are some differences based on different types of courses, different levels of courses and different influencing factors. Therefore, the measures taken to improve the quality of physical education teaching also have relativity.

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