

Reform of Physical Education Teaching Evaluation in General Colleges

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Abstract: The evaluation of physical education is the key to restricting the reform of physical education in ordinary colleges and universities in my country. The scientific, reasonable and efficient evaluation method is the key to the success or failure of the reform of physical education in our country. Combining the problems in the teaching reform practice, discussing the reform of the evaluation method from the two perspectives of theory and practice, and combining digital technology to put forward a systematic model of physical education evaluation.

1. Introduction

The evaluation of physical education is based on the laws of physical education and established teaching goals, using corresponding evaluation schemes (including index systems, evaluation standards, and evaluation methods), and systematically collecting relevant teaching information and materials to evaluate the effect and quality of physical education work. Reasonably explain and make value judgments. Physical education evaluation is an important part of school education evaluation. The purpose of education evaluation is to strengthen the macro-control and scientific management of physical education work, and play an important role in value orientation and management supervision in the process of comprehensively promoting quality education.

The so-called teaching evaluation refers to the use of a series of feasible evaluation techniques and means to measure the teaching process and effects, to determine the gap between the teaching situation and the teaching expectations, and to determine the solutions to teaching problems. The current physical education classroom teaching evaluation is still mainly guided by the concept of “class-centered, teacher-centered, and book-centered”. It is a classroom teaching evaluation model that takes the evaluation of a good class as the core, “focuses on the teaching of motor skills”, takes perception, cognition, understanding, and consolidation of the learned skills as the standard procedure, and uses a unified examination as the only evaluation method. This way of evaluation can reflect the final result of teaching. For a long time, the evaluation of physical education students' performance has been influenced by the “technical skills” education concept, and quantitative evaluation has been adopted, which emphasizes the evaluation of physical fitness and technical skills too much. Insufficient attention is paid to the content of students' learning attitude and performance improvement, and the progress of students' mastery of knowledge, ability development and thinking level development in the learning process has not been affirmed by formative evaluation, which makes the evaluation biased.

2. Current Problems in the Evaluation of Physical Education Teaching in Ordinary Colleges and Universities

The first is to check the teaching situation of teachers, to help teachers improve teaching and improve the quality of teaching; the second is to understand the learning situation of students, so that students can realize their progress and areas for improvement, and further improve on this basis. However, the actual evaluation of physical education teaching has the method of evaluating for the purpose of evaluating physical education.

Physical education teaching evaluation content. For a long time, in the evaluation of physical education teaching, we tend to focus on the assessment of physical fitness, athletic ability and skills. Other purposes in the teaching goals, especially the non-intellectual factors such as sports attitude,

sports awareness, cooperative spirit and other emotional and social development, are rarely considered, and these contents are indeed an important part of the sports teaching goals. Therefore, only by organically combining subjective evaluation and objective evaluation, can the evaluation of physical education be more comprehensive, and the goal of lifelong physical education can be optimized and produce positive results.

Pay attention to summative evaluation and ignore process evaluation. In physical education, it is common to use summative evaluation as the main evaluation method. Only the combination of summative evaluation and procedural evaluation can effectively help students discover and solve problems in learning in time, thereby continuously improving the teaching process, and continuously improving the consciousness and effectiveness of students' learning.

Pay attention to absolute evaluation and ignore self-evaluation. One is the one-sided emphasis on absolute evaluation, such as the evaluation of physical fitness tests, compliance, physical fitness tests, etc., and does not pay attention to or even completely abandons the evaluation based on the progress of the evaluated object; the second is the evaluation focus is too concentrated on the results, and neglected The progress status and effort of the evaluator in each period did not form a formative evaluation in the true sense, and could not play the function of evaluation to promote development.

3. Application Classification of Physical Education Evaluation

Classification according to the time and role of teaching evaluation: “Preparative evaluation” before school, the purpose is to understand the students' starting behavior (physical knowledge, physical fitness, skills, learning motivation and attitude). The “formative evaluation” in learning is for students to examine their own learning behavior; for teachers, it is necessary to revise teaching plans in time or implement remedial teaching. The final and year-end “summative evaluation” aims to make a comprehensive and comprehensive evaluation of the learning results according to the teaching objectives, and to judge the effect of teaching quality. The three evaluation forms constitute a full-process teaching evaluation of the “three stages in one” associated with different evaluation stages and different functions.

Absolute evaluation, also known as “accessibility evaluation”. The “criteria” of absolute evaluation is generally based on the teaching goal as the “benchmark”, which is also called the “objective standard”. This evaluation is conducive to longitudinal comparison and can determine the gap between academic performance and “objective standards.” Teachers can understand and check the status of students in all aspects to help improve physical education; students can identify weaknesses in learning and make adjustments and improvements in learning in time.

Relative evaluation, also known as intra-group evaluation. The “criteria” of relative evaluation is usually based on the average level of students in the group. Relative evaluation is conducive to horizontal comparison, can determine the relative grades of grades between students, and determine the relative status and ranking of students in the group.

Self-relative evaluation is a kind of “individual difference evaluation”. It is a longitudinal comparison of the evaluation object's starting and ending level of their own learning. The criterion of this evaluation is neither the “objective standard” of absolute evaluation, nor the “normal standard” of relative evaluation. It is based on the evaluation of the “benchmark” relative to the degree of progress of each student. Relative self-evaluation has the characteristics of respecting individuality, adapting to individual development, and taking into account individual differences. However, it is not easy to choose and determine the “criteria” for each person in practical applications, and it is also difficult to compare the differences between people. Improper use will result in unfair and inaccurate ratings. Therefore, “self-relative evaluation” is often combined with “absolute evaluation”.

4. Trends of Pe Teaching Evaluation Reform

With the in-depth development of quality education and the improvement of teaching evaluation

theory and technology, the current development trend of physical education evaluation reform is mainly manifested in the following eight aspects. Among them, the meta-evaluation in physical education teaching is a new exploration and new reform trend in the current university teaching evaluation research.

In the management of teaching evaluation, it is based on the implementation and management of teaching quality evaluation. The teaching management department incorporates the teacher's classroom teaching evaluation and the student's academic performance evaluation into the school's teaching quality assurance system and forms a system to realize the scientific management of physical education.

In research evaluation, more attention is paid to the development of "evaluation plan", and strives to be scientific, simple, and operable. Pay more attention to the study of sports assessment methods and standards, and provide scientific assessment tools for objectively assessing students' academic performance. Carried out the study of students' learning attitudes and related psychological behavior measurement and evaluation methods, with special emphasis on the reliability and validity of psychological testing methods.

In diagnostic evaluation, more attention is paid to the "diagnostic" function of evaluation, and the function of evaluation and selection is downplayed. The focus of modern teaching evaluation is not to "prove", but to "improve." The purpose of the diagnostic function is to identify the teacher's deficiencies in teaching and to obtain timely feedback to improve teaching. The second is to monitor students' knowledge, skills, and physical abilities, diagnose differences, and clarify directions, which is conducive to teaching students in accordance with their aptitude.

In the teaching evaluation process structure, more emphasis is placed on formative evaluation (that is, process evaluation), and more attention is paid to the improvement of the three evaluation formations of "preliminary evaluation", "formational evaluation" and "summative evaluation", building a "three-stage integration" The whole-process teaching evaluation system truly exerts the functions of evaluation, diagnosis, improvement, adjustment and strengthening.

In the "criteria" of learning evaluation, more attention is paid to the combination of "objective standards" and "individual differences", to overcome the past tendency to "emphasize results and neglect process", and ignore the degree of effort and progress of students in various periods evaluation of. Teaching evaluation reform should combine "absolute evaluation" and "self-relative evaluation".

In terms of teaching evaluation methods, one is the combination of qualitative evaluation and quantitative evaluation. Physical education evaluation should not only pay attention to the evaluation of content that is easy to quantify, such as the test of physical fitness and skills, but also the qualitative evaluation of content that is difficult to quantify, such as practical ability, innovation ability and other indicators "qualitative description", then "secondary quantification" "The study of evaluation methods is also the difficulty of evaluation. The second is the combination of behavioral evaluation and psychological evaluation. Physical education evaluation is a complex value judgment activity. It has a concrete, intuitive, and external side; it also has an abstract, indirect, and internal side. Some evaluation indicators can be observed and judged from behavioral performance; while others can only be tested from people's psychological tendencies and psychological behaviors, such as teachers' teaching attitude, students' learning attitude and moral quality. Teaching evaluation increases the content of psychological evaluation, which undoubtedly increases the difficulty of the test. In practical application, we must not neglect the reliability and validity of test methods.

In the participation of the main body of teaching evaluation, we should increase the intensity of students' evaluation of teaching, and form a diversified evaluation subject of experts, leaders, peers, students, and self-evaluation, so that teaching feedback information can be obtained from different angles. However, due to different evaluation subjects, different professional qualities and value orientations, evaluation deviations are also prone to appear. Therefore, it is necessary to test the objectivity of the evaluator, that is, the reliability of the score.

In terms of evaluation quality management, colleges and universities should focus on

establishing and improving a meta-evaluation system, and strive to improve the quality of teaching evaluation. The meta-evaluation in the evaluation of physical education teaching in ordinary universities in my country has not attracted enough attention. Although there are preliminary research results on a pilot basis, it is only an exploratory start. People do not yet fully understand the functions, applied theories and methods of meta-evaluation. With the continuous improvement and development of teaching evaluation, meta-evaluation will be an important focus of teaching evaluation reform. Meta-evaluation is an activity of testing, analyzing, and appraising the technical quality of the original evaluation, the evaluation results (conclusions) and the entire evaluation process in accordance with certain theories and value standards and using feasible scientific methods. Meta-evaluation can not only point out the reliability and effectiveness of the original evaluation, and establish its value and effect; it can also identify various deviations that may occur in the original evaluation, provide evaluation experience and lessons, and help revise the evaluation plan and improve the evaluation implementation methods. , Improve the work level of evaluators (referring to evaluation groups or individuals), and promote the development of evaluation theory and evaluation technology. A complete teaching evaluation management system should include meta-evaluation, which will make teaching evaluation work better.

5. Conclusion

Physical education evaluation is a daily work in school physical education. It has the ability to judge teaching activities and their teaching effects, regulate the teaching process through information feedback, and ensure the effectiveness of teaching activities to achieve predetermined goals. With the gradual deepening of people's understanding of the function of physical education evaluation, physical education evaluation has received increasing attention, and its performance methods have also shown a variety of situations. However, school physical education presents a dynamic nature with the development of society and changes in people's needs. Therefore, school physical education evaluation also needs continuous changes.

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