

## Research on the Teaching Quality Model of Physical Education Courses in Local Universities Based on Audit and Evaluation

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**Abstract:** With the continuous improvement of higher education in China, college students are demanding higher and higher teaching quality. The traditional teaching quality evaluation model of physical education has been unable to follow up the current development, which needs to be improved through auditing and evaluation. In view of this situation, this paper makes an analysis of the actual situation of physical education teaching in Colleges and universities, focusing on the existing problems in current physical education teaching, and puts forward a new way to improve the teaching quality of physical education courses in local colleges and universities by means of auditing and evaluation. To enable local colleges and universities in China to follow the pace of educational development, improve the teaching effect of physical education, so that college students can enhance their physical and mental health to be fully developed.

### 1. Research background

#### 1.1 Literature review

Ni Han and others focused on the sports teaching mode of local colleges and universities, and concluded that the use of audit and evaluation system to ensure the construction of physical education teaching system, which helps to ensure the quality of physical education teaching in local colleges and universities. In view of the problems in the quality assurance system of physical education teaching, this paper proposes to solve the problems by means of auditing and evaluating (Ni et al., 2018). Fu Xuehuo put forward that the talent training plan in Colleges and universities should not only focus on the teaching of professional courses, but also improve students' professional skills, which need the support of physical education courses to comprehensively improve the physical quality and comprehensive ability of College students. In the current situation of low efficiency of physical education teaching, it is necessary for relevant departments to rationally optimize and innovate the physical education curriculum and construct a more scientific physical education teaching model in order to improve the quality of teaching and promote the all-round development of college students (Fu, 2018). Yan Yongtai investigated the teaching quality of physical education courses in some local colleges and universities in China and found that there are many problems in physical education courses in local colleges and universities. It is necessary to put forward a new teaching mode of physical education courses in local colleges and universities from the aspects of teaching quality, teaching mode and comprehensive training. Teachers can give full play to their strengths and stimulate students' interest in physical education courses, so as to improve the overall quality of college students and improve their personality formation (Yan, 2017). Zhang Jinping believes that with the rapid development of China's social economy, it is of great significance to construct a new model of sports teaching quality in local colleges and universities. Local colleges and universities should construct a new model of physical education teaching quality from two aspects: meeting the needs of the times and enhancing students' interest. We should set up a people-oriented teaching concept, constantly innovate teaching forms, improve teaching environment, improve the teaching staff, and promote the establishment of the quality assurance system of physical education teaching (Zhang, 2017). Hou Yanchun pointed out that in the critical period of College Physical Education Reform in the 1960s, local colleges and

universities did not make great efforts to improve the teaching mode of physical education, resulting in the lack of further development of the quality of physical education in local colleges and universities in China. Therefore, it is of great significance to improve the content of physical education in Colleges and universities, and to study the physical education in Colleges and universities (Hou, 2017).

## **1.2 Purpose of research**

In order to accurately, objectively and comprehensively evaluate the quality of physical education teaching in local colleges and universities, the relevant institutions, by means of investigation and consultation, have made a hierarchical analysis and systematic analysis of the methods of physical education teaching, and systematically studied the related problems of the evaluation of the quality of physical education teaching in local colleges and universities, thus determining the physical education in local colleges and universities. The method of evaluating the quality of education and teaching. On this basis, through the research on the teaching quality of physical education courses in local colleges and universities, this paper puts forward a new mode of teaching quality of physical education courses in local colleges and Universities Based on the background of auditing and evaluation. This paper evaluates teachers'teaching level from an objective point of view, actively promotes the improvement of teaching quality, and creates a scientific management mode of local colleges and universities (Zhang, 2017).

## **2. The practical situation of physical education teaching in local colleges and universities in china**

In recent years, local colleges and universities in China have mainly investigated the use of sports facilities by college students, and combined with the relevant provisions of major colleges and universities. On this basis, the teaching mode of physical education curriculum in local colleges and universities has been adjusted, which is embodied in three aspects. Firstly, track and field courses, ball courses, gymnastics courses are included in the physical education curriculum of freshmen and sophomores, so that students can have basic physical education quality. Secondly, most of the students'favorite courses, such as physical education, martial arts and tennis, are included in the third year's physical education curriculum, so that students' interests can be brought into play. The main purpose is to serve students'preferences. Thirdly, in order to cultivate the healthy body of College students, some colleges and universities have flexibly set up the senior physical education curriculum so that students can give full play to their subjective initiative (Cai and Tan, 2018).

In addition, colleges and universities also attach great importance to the integration of modern teaching methods into physical education curriculum, such as the use of multimedia animation to demonstrate the essentials of basketball movements, in order to stimulate students'interest in learning. But there are still many problems in the current physical education teaching. Some students still have some resistance to the physical education curriculum, because the actual situation of each student is different, such as female students or students with weak physique, even if they make great efforts, they can not meet the requirements of the school. For a long time, it will lead to some students'rejection of physical education. At the same time, many college students do not have enough knowledge of physical education curriculum and misunderstanding of physical exercise, which leads to students'passive participation in physical education curriculum, for example, only for credit, can they participate in physical education curriculum (Lin and Wang, 2017).

## **3. Problems in physical education teaching in local colleges and universities in china**

### **3.1 Lack of rich teaching content**

The purpose of offering physical education courses in Colleges and universities is to improve students'physical quality and to cultivate students' comprehensive quality at the same time. In addition, college physical education curriculum should also cultivate students'sports habits and

concept of lifelong exercise, and cultivating students' awareness of lifelong physical education is the most important. However, the current sports teaching in Colleges and universities still focuses on skills training, spending a lot of time on students, just in order to achieve good results in some sports competitions. At the same time, the lack of quality and moral education in the content of physical education in some colleges and universities has led to problems in students' psychological state, and even led to some students' mentality of quick success and instant benefit. Physical education teachers tend to overlook the spirit of sports in the teaching process, and pay too much attention to the outcome (Wang, 2017).

### **3.2 Students' safety cannot be fully guaranteed in Teaching**

In College Physical Education curriculum, because of the nature of sports, students often have safety problems in the process of sports. The main reason for this situation is that there are few kinds of sports at present, and most of them are high-intensity and difficult sports. Such curriculum arrangement puts forward higher requirements for students' physical quality. At the same time, young students are easy to be impulsive and competitive. Therefore, driven by the psychology of winning and losing, students often have physical conflicts in the process of sports. For example, sports that are easily injured in class, such as roller skating, basketball and other sports. In addition, when problems arise in the process of sports, choosing inappropriate ways to deal with them, such as physical conflicts in basketball friendship games, may also have an impact on the safety of students. Because some college sports teachers do not have a strong sense of safety, and the education and training of safety protection in Colleges and universities are inadequate, leading to inadequate activities of students in warm-up exercise or lack of grasp of the core technical essentials, so they are prone to potential safety hazards (Zhao et al., 2017).

### **3.3 Lack of scientific assessment and evaluation system**

Chinese colleges and universities have been using the scoring system to assess students' performance, which is seriously inconsistent with the direction of modern sports development. For example, some students who usually perform well make mistakes in the final examination, resulting in low final examination scores, which can easily attack students' self-esteem, generate some negative emotions, and the results are not reference. Therefore, such assessment and evaluation system is unreasonable and lack of scientificity, which can easily affect the enthusiasm of students in learning physical education curriculum. A set of perfect and reasonable evaluation and incentive system can well stimulate the enthusiasm of students to participate in physical education curriculum. To promote the enthusiasm of students with a reasonable evaluation system, in accordance with the enthusiasm of students, constantly improve the evaluation system of physical education curriculum, thus forming a virtuous circle.

## **4. Implementation strategy of the new model of physical education teaching quality in local universities based on audit and evaluation**

As we all know, if a person does not have good physical quality, it will not only affect his daily life, but also have a certain negative impact on his future development. Therefore, physical fitness is closely related to students' daily life and future development. The purpose of offering physical education courses in Colleges and universities is to cultivate students' good physical quality. Only when young people have good physique can they have better development and make more contributions to society. This is not only related to the hope of the nation, but also the driving force of China's sustainable development. To achieve these goals, the premise is to improve the physical quality of College students. This requires the reform of the teaching quality model of physical education institutes to solve various problems existing in the current physical education curriculum in Colleges and universities, so as to promote the development of physical education in Colleges and universities.

#### **4.1 Constantly enrich the content of physical education teaching in Colleges and Universities**

Sports skills are the key points in sports training, but the key to improve the quality of physical education teaching should start with basic work, that is, to avoid repetitive teaching, to avoid the problem of curriculum flooding, and to improve and innovate the teaching content. In this way, students can develop good habits of participating in physical exercise during college. Therefore, when arranging the content of physical education curriculum, colleges and universities should take the interest of students as the breakthrough point, analyze the specific situation of each student, and arrange the teaching content of physical education curriculum rationally. It includes the arrangement of physical education courses at different stages, and how long each class takes.

Colleges and universities can make students fully enjoy the fun of sports according to the actual situation, such as the curriculum arrangement, one class per week or two classes per week. At the same time, in the arrangement of sports, we should try our best to select some sports that students generally like. First, stimulate the enthusiasm of students, they are interested in sports. In addition, in the process of physical education teaching, we should pay attention to the cultivation of students' comprehensive quality and achieve the goal of improving students' moral accomplishment. Physical education teachers in Colleges and universities should play an exemplary role and constantly guide students to participate in sports activities. Teachers with good professional ethics and ethics can use correct values to provide guidance for students, thus positively affecting students.

#### **4.2 Attaching importance to sports Safety**

Safety problems are easy to occur in sports. The methods and measures to avoid them mainly include three aspects. First, teachers should foster safety awareness. Teachers in Colleges and universities occupy a dominant position in sports teaching. In addition to strengthening their own safety consciousness, they should also correctly guide students to establish self-protection consciousness. Physical education teachers should instruct students how to protect themselves in the process of sports and avoid the safety problems in the process of sports reasonably. At the same time, the teacher guides the students to do warm-up exercises, so as not to injure the students because of the sudden intense exercise. At the same time, we should also consider the special situation of students, and make reasonable adjustments according to the actual situation, so as to make different teaching arrangements for different students, so as to achieve teaching in accordance with their aptitude. In addition, the school sports equipment should be carefully checked before the beginning of the physical education curriculum to prevent potential safety hazards due to facility problems. In addition, physical education teachers need to learn the corresponding first aid measures. When students are injured in sports, teachers can make basic rescue at the first time and minimize secondary injuries. Teachers should also teach students some common first aid measures, such as heat stroke, cramps, fractures, dislocations, sprains and other basic treatment methods.

#### **4.3 Scientific evaluation model**

The physical qualities of different students are different, which is a problem that teachers can pay attention to in physical education teaching. Physical education teachers should understand the differences among students according to the different situations of each student, and avoid using a single assessment method to conduct a unified assessment of all students. Instead, we should adopt a more diversified scientific evaluation model and adopt different evaluation methods for different students. Students can be assessed according to the combination of their usual performance and final performance, and also according to their attendance rate and learning attitude. In order to provide relatively fair and impartial evaluation, a comprehensive evaluation should be given based on students' performance in all aspects. In terms of specific assessment methods, physical education teachers can combine students' self-evaluation, classmate evaluation and teacher evaluation to evaluate students from three different dimensions.

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