

Construction of Evaluation System and Monitoring System of Physical Education Teaching Quality in Colleges and Universities

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ABSTRACT. *With the deepening of the reform of the educational system, the increasing number of students enrolled in Colleges and universities, and the decrease of the total teaching hours, how to grasp the quality of teaching and cultivate a group of qualified physical education teachers who can really meet the needs of the society is an urgent problem to be solved in Colleges and departments of physical education in Colleges and universities. Through relevant literature and investigation, this paper analyses the problems existing in the teaching quality evaluation of Physical Education Specialty in Colleges and universities, and puts forward the implementation of teaching quality monitoring system to promote the teaching quality of physical education in Colleges and universities.*

KEYWORDS: *Physical education, Teaching quality, Evaluation system, Monitoring system*

1. Introduction

With the deepening of the reform of the educational system, the increasing number of students enrolled in Colleges and universities, and the decrease of the total teaching hours, how to grasp the quality of teaching and cultivate a group of qualified physical education teachers who can really meet the needs of the society is an urgent problem to be solved in Colleges and departments of physical education in Colleges and universities. Teaching quality evaluation is an important part of education evaluation and an effective measure to promote the reform of College Physical Education and improve teaching quality. With the deepening of physical education reform and the full implementation of quality education in Colleges and universities, it is more important to study the evaluation of physical education teaching [1].

2. Problems Existing in the Evaluation of Physical Education Teaching Quality in Colleges and Universities

(1) When evaluating the teaching quality of Physical Education Specialty in Colleges and departments of colleges and universities, not only the summative evaluation is adopted, but also the combination of flat evaluation and centralized evaluation is adopted. The formative evaluation is used to evaluate the teaching quality of teachers, which is conducive to the timely discovery of the advantages, problems and shortcomings of teachers in the teaching process, and provides a basis for effective improvement and improvement of teaching quality. Reliable basis. However, because the evaluation of teachers' teaching quality is only concentrated at the end of each semester, it is difficult to convey the information of evaluation results to teachers in time, and it is impossible to help teachers improve teaching and teaching quality in time.

(2) The participants of each department include the group of experts of the supervisory group, the group of experts of the evaluation of the Department and the students, but the lack of self-evaluation of teachers is not conducive to the improvement of teachers' enthusiasm.

(3) By comparing the flow charts of evaluation, it is found that the evaluation of teaching quality of physical education specialty has a certain degree of systematicness. In the comparison of evaluation contents, all departments basically include teaching contents, teaching attitudes, teaching methods and teaching effects. For teaching research, some colleges and departments are regarded as secondary indicators of teaching evaluation content, others as separate evaluation content, which is related to the evaluation of teachers, so as to ensure that education is the basis and strive to improve the quality of teaching.

(4) Through investigation, it is found that only a few colleges and departments have a separate evaluation

system for the teaching quality of physical education specialty. Other schools use the same index system to evaluate the teaching quality of all professional curriculum teachers. There is no distinction between the particularity of physical education specialty curriculum, which will cause the common problems of evaluation indicators.

(5) In terms of evaluation objects, teachers are more important than students, and results are less important than processes. Teaching is an activity that combines teaching with learning. The quality of teaching naturally includes two aspects: the quality of teachers and the quality of students' learning. In fact, in the process of classroom teaching, students' various performances are just the important symbols of a good lesson. Therefore, in the evaluation of teaching quality, teachers' teaching and students' learning must be regarded as the object of evaluation at the same time, and should not be neglected [2].

Teaching process is the main link to produce teaching quality. Teaching result is only the natural result of teaching process, and there is no result beyond the process. In the overall teaching quality, the quality of teaching process should be at the core. After investigation, it is found that all departments and colleges evaluate the teaching quality during or at the end of the semester. Although they adopt the method of combining peacetime evaluation with centralized evaluation, most of the results are light process. Most of the evaluated objects get only a simple evaluation result (more than a score). As for why they get such evaluation result, they are in the process of teaching or teaching. What advantages need to be developed and what shortcomings need to be improved, but no feedback can be obtained. In this way, "to promote reform by evaluation" can only become empty words [3].

3. Study of Countermeasures of the Evaluation of the Quality of Physical Education in Colleges and Universities

3.1 Establishment of Information Feedback System for Teaching Quality

If there is evaluation, there should be feedback, so feedback can achieve the purpose of evaluation. Therefore, information feedback system should be established. The purpose of establishing teacher's teaching quality information feedback system is to ensure the quality of students' learning, and at the same time to improve teachers' teaching level. In the teaching quality management system, in order to ensure the effectiveness of the teaching quality management system, it is necessary to give feedback to the relevant teaching quality information obtained in the supportive process, so that teachers and managers can correct their shortcomings in the current teaching process in time after obtaining such information, so as to make the final products (graduates) more in line with customers (society, employers). Need. Therefore, in the teaching quality management system, the core is the effective feedback of information. Information feedback is an important means of monitoring teaching quality. It can timely reflect teachers' teaching dynamics and social needs, and can promote further improvement of teaching quality. In the feedback system of teaching quality information, by using teachers' own evaluation information and standard information as input information, teachers have a reference to find their own shortcomings in teaching, so as to improve their teaching quality in the next step of teaching activities. In this way, through the circulation and reciprocation of teaching quality evaluation information, teachers' teaching quality can be continuously improved, and the overall teaching quality of schools and colleges can be further improved. In order to provide timely, accurate and complete feedback information, we must rely on sound feedback methods to establish and improve different channels of feedback information [4]. There are several channels for obtaining feedback information on teaching quality, which are described as follows:

(1) Student evaluation of teaching is an important channel to obtain feedback information of teaching quality. Because students are the direct feeling of teachers' teaching quality and have the most say in teachers' teaching quality. (2) Peer teachers' evaluation of teaching. (3) Expert group evaluation. (4) Teachers' self-evaluation of teaching. (5) Graduates' evaluation is also an important source. By allowing graduates to evaluate the teaching quality of teachers throughout the university, it can include evaluation of curriculum, teaching methods and their own knowledge. This evaluation is conducive to further improving the design of training programs in normal universities, reflecting the needs of students and reflecting the concept of "people-oriented". (6) Employer evaluation. In the feedback information channel, employer evaluation is also an important channel to obtain feedback information of teaching quality. The employing unit is the acceptance unit of the students. The knowledge, ability and quality of the students are used in the actual production process. The employing unit can find out whether the knowledge structure of the students trained by the school is reasonable, whether the professional technology can meet the needs of the work, and what aspects of ability training need to be added. Feedback from the teaching quality of the employing units can further promote schools to improve personnel training programs from the perspective of social needs, and take the initiative to shorten the gap between the

current situation of education and social needs [5].

3.2 Establishing the Internal Guarantee System of Teaching Quality

There are differences between internal assurance and external assurance of physical education teaching quality in Colleges and universities: external assurance has the participation of society, while internal assurance system is the participation of internal members of schools. In the process of assurance of teaching quality, almost all managers, teachers and students of all departments of schools are involved, and all people should be responsible for the quality of teaching in schools. Therefore, in the process of studying the internal guarantee of college physical education teaching quality, we should use diversified thinking to study the main body of internal guarantee of its quality - not only school managers and teachers are the main body, but also students are one of the main bodies. Quality assurance emphasizes responsibility to customers. The customers of physical education in Colleges and universities refer to students, their parents and society. To ensure quality is to ensure the satisfaction of students, parents and social employers, mainly middle schools. The teaching quality assurance system should be a process of continuous improvement, and the circulation mechanism should ensure that every subsystem of the teaching system plays a role. The cycle process is divided into four stages: plan, do, check and action. The PDCA cycle is built [6].

In the planning stage, there are four steps: the first step is to find out the problems of teaching quality. That is to say, according to the information provided by the feedback system of teaching quality information, we can find out the gap between the current teaching quality and the educational objectives, teaching design schemes, the requirements of social and economic development on the quality of talents and the expectations of parents and students on the quality of teaching; the second step is to find out the causes of the gap; the third step is to distinguish the primary and secondary factors; the fourth step is to design a scheme based on the analysis of the primary and secondary causes. To solve the main contradictions as a breakthrough, formulate specific improvement plans and implementation programs. In the implementation stage, according to the provisions of the design plan, we should gradually implement and implement the education plan and measures, from the perspective of the educational object, and fine-tune the teaching plan in the process of teaching, so as to optimize it locally. In the inspection stage, the quality of the results of the implementation of the program is checked, analyzed and evaluated, the existing problems are identified, and further improvement measures are proposed. In the treatment stage, we should standardize the effective measures as a measure for further application and promotion; sort out and analyze the failed and ineffective measures, and exclude them, put forward opinions and suggestions to prevent recurrence, and take unsuccessful measures as lessons learned. As for the problems that remain unsolvable for a while, we should move to the next cycle and study and avoid them when we formulate new design schemes [7].

4. Conclusion and Suggestion

To properly handle the dialectical relationship between teaching and scientific research, teaching and scientific research are mutually complementary and mutually reinforcing, so that teaching can drive scientific research and scientific research to promote teaching, make them harmonious and go hand in hand, and serve the training of sports talents together. Although teachers' self-evaluation has certain subjective and emotional factors, which may lead to the deviation of the evaluation results, teachers' self-evaluation can make them find their own advantages and disadvantages in the teaching process, summarize their experience, and guide teachers to treat teaching actively, which is also conducive to improving the quality of teachers' follow-up teaching. Use the network for information feedback. With the development of science and technology, the evaluation subject of teaching quality can use the network to feedback the information of teaching quality. The management department responsible for the evaluation of teaching quality can set up teaching files for teachers and use modern technology to store them in computers so as to make a dynamic and systematic analysis of the teaching situation, so as to put forward corresponding teaching reform measures on a more scientific basis [8].

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