

# Research on the Situation Teaching Mode of Primary School Physical Education under the Concept of "Consistency of Teaching, Learning and Evaluation"

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**Abstract:** Under the background of the continuous deepening of curriculum reform, in addition to attaching importance to students' knowledge learning, more and more attention is paid to students' physical and mental health development, which gradually improves the status of primary school physical education in the field of education. It is affirmed that students' subjectivity in the teaching process and student-centered teaching is the core of teaching activities <sup>[1]</sup>. Therefore, PE teachers are required to optimize teaching in a reasonable way, improve PE teaching efficiency, and promote students' physical and mental quality to be comprehensively improved. The mode of PE situational education focuses on the performance of students in teaching, arouses the enthusiasm of students by setting up scenarios, and makes them actively participate in PE teaching.

**Keywords:** Teaching Mode, Primary School, Physical Education

## 1. Teaching process with the concept of "consistency of teaching, learning and evaluation"

The teaching theory of "consistency of teaching, learning and evaluation" is a teaching process that transforms teaching objectives into the achievement of evaluation indicators. Learning objectives are the fulcrum of classroom teaching, and evaluation runs through the classroom to promote the achievement of objectives. Evaluation is not only an important means to promote students' learning, but also an important tool to diagnose, regulate and guide classroom teaching.

The subject of "teaching evaluation" is students, and navigation is the target <sup>[2]</sup>. The teaching process under the concept of "consistency of teaching, learning and evaluation" includes at least three aspects. One is teaching intention, that is, what should each teaching link do on earth? To connect with the curriculum standards requirements; The second is to clarify students' academic standards, that is, what kind of academic standards such link aims to achieve; The third is the detection method and way to achieve, that is, through what kind of operating procedures and methods to detect the situation.

## 2. Situational teaching mode based on constructivism theory

Also known as structuralism, the theory of Constructivism was first proposed by Swiss scholar J. Piaget. Constructivism originally comes from the theory of children's cognitive development. Since individual cognitive development is closely related to the learning process, using Constructivism can better explain the cognitive law of human learning process. The teaching modes of Constructivism include direct teaching, discussion teaching, experience teaching and question teaching. The teaching methods based on Constructivism all have similarities, such as problem-centered, learner-centered and cooperative learning. Then, why the situational teaching model as a separate teaching method listed? That is because in real work, some situations and problems cannot be solved by the direct teaching mode, discussion teaching mode and experience teaching mode, while the situation teaching mode combines the advantages of several other teaching modes of Constructivism. Through analysis and sorting, the concept of situational teaching mode can be understood as follows: situational teaching mode is based on constructivism teaching thought, uses situational problem design, systematic content development and simulated classroom situation to make students participate in the teaching mode.

### **3. The significance of physical education situation teaching in primary schools**

In order to promote the comprehensive development of Education in China, national institutions and local education departments have started to carry out comprehensive education on primary school students' ideological and moral quality, ability cultivation, personality development, physical health and mental health<sup>[3]</sup>. *Primary School Physical Education and Health Curriculum Standards* points out that "physical education teaching should comply with the law of children's cognitive and emotional changes. In carrying out lively and educational activities, we should create a situation to meet the psychological needs and learning needs of primary school students, so that classroom teaching becomes a paradise for students to learn." Therefore, adopting situational teaching in PE class is not only the requirement of physical education documents, but also the cognitive and emotional needs of pupils.

#### ***3.1 Create experience scene to enhance students' interest in sports***

Experience is a process in which students acquire perceptual knowledge through their own activity experience, and the subject is students themselves. In physical education teaching, teachers should fully create the experience scene for students, so that students in the experience of the process of success and failure experience. Through a simple teaching situation, the technical actions taught will be infiltrated into it, so that students can experience the fun of learning and also complete the teaching objectives.

#### ***3.2 Create problem situation and develop students' creative thinking***

Albert Einstein once said, "Asking a problem is often more important than solving one." Therefore, in the physical education teaching teachers should pay attention to guide students to carefully observe and listen to the teacher, let students to find problems, put forward problems, so as to develop students' creative ability.

#### ***3.3 Create inquiry situation and cultivate students' exploration ability***

In the sports teaching, the teacher wants to be good, the problem of new knowledge into concealed in a series of scenarios, let the contradiction between the old and new knowledge form students to understand the internal contradictions of activity, causes the student to the existence of the problem, feel they need to ask "why", so as to activate students' thinking, with a positive attitude and strong energy to participate in learning activities, And then prompt students to constantly question, and through positive thinking, discussion to solve the problem.

### **4. Construction of situational teaching mode of primary school PHYSICAL education based on the concept of "Consistency of teaching, learning and evaluation"**

#### ***4.1 Learning goal setting***

Learning objectives stipulate what we teach in class and to what extent we teach, as well as what students learn and to what extent they learn. They directly determine the direction of teaching and are the soul of teaching design<sup>[4]</sup>. Therefore, designing scientific, concrete and operable learning objectives is the proper meaning of effective "instructional design".

First, according to the subject "curriculum standards". Subject "curriculum standards" stipulate the national quality standards for the subject at the macro level, is the basis of "standards-based teaching", is an important basis for the design of learning objectives, it is the general direction of learning objectives. In teaching design, if there is no consciousness of subject "curriculum standard", the design of learning objectives will often lose its direction. The content or level standard in curriculum standard, through a series of target specific technology, determine the goal of semester or module, and then concrete into unit or class goal, this path can be expressed as: content or level standard — semester or module goal — unit or class goal.

Secondly, we should treat and use teaching materials correctly. In the design of learning objectives, we should grasp the teaching material correctly, understand the teaching material thoroughly, make full use of the teaching material and establish the correct teaching material consciousness. There are abundant teaching materials in the teaching materials, which are the reference for designing learning objectives and the important support for achieving the objectives. However, the contents in the teaching

materials are not the teaching tasks or the objectives that should be achieved in the teaching process, but the carrier for achieving the objectives. This is the educational thought that we have always emphasized in ordinary teaching that we should not "teach textbooks" but "use textbooks". Ignore this and the design of learning objectives will be off topic.

Finally, grasp the eagerness to learn and study students' cognitive origin. The design of learning objectives should be set according to the learning situation, to understand the cognitive starting point and origin of students at the beginning, and to know where students "are", which is one of them. Second, we should pay attention to collect the evidence of "new origin" that different students have achieved through independent study and preview, and grasp the students "where". Without a clear understanding of these, the design of learning objectives will deviate from the direction, and lectures will be over-told or omitted. Some unnecessary knowledge may be covered, and some knowledge that should be taught may not be covered, thus reducing the efficiency of the class, as well as the pertinence and effectiveness of the class.

#### ***4.2 Plan a goal-based teaching process***

The process of organizing and implementing teaching activities is also the process of implementing learning objectives. In classroom implementation, effective ways should be consciously used to draw closer to learning objectives. In this link, there are three key problems: first, the goal should be regarded as the soul of a lesson from the beginning to the end, and the key behaviors of teaching should be directed to the achievement of the goal; The second is to treat the teaching process as a process of evaluation, to constantly understand what students have learned, and to make follow-up evidence-based teaching decisions; The third is to deal with the problem of presupposition and generation, presupposition is the premise, generation is inevitable.

First of all, the achievement of learning objectives should respect students' cognitive rules. In classroom teaching, the subject of learning is students, and the teaching design must take students as the subject, and respect students' learning rules and cognitive rules. Teaching does not mean learning, and learning does not mean learning. Teaching design should not only focus on "teaching", the process of knowledge "transfer from person to person", but also pay more attention to the "secondary transformation" of knowledge, that is, the process of students accepting and internalizing knowledge.

Secondly, we should choose scientific and effective teaching methods and teaching skills. As is known to all, reasonable and scientific teaching methods, teaching skills is an important auxiliary means of learning goals to achieve, in the process of teaching activities, choose effective teaching methods, teaching skills is crucial, the choice of these techniques must be adapted to specific learning goals, so as to better realize the effective teaching.

#### ***4.3 Design goal-based evaluation tasks***

We should always pay attention to whether students can achieve their learning objectives and how they can achieve them, which requires the design of teaching evaluation. The design of teaching evaluation usually has the following aspects to consider.

First, re-examine the learning objectives. Design teaching evaluation is to reviewing the process of learning goals, examining whether the learning objectives designed measurable, to review, if there is a "false targets," whether to discipline "curriculum standard" requirement for the knowledge ability, and the problems existing in the goal setting reconstruction in time, to ensure the precision of learning goals.

Second, the design of evaluation task should point to the learning goal. "Effective teaching is not rational reasoning, but evidence-based reasoning." Whether the teaching design is effective depends on whether the evaluation task pointing to the learning goal can be achieved. Therefore, only when the design of evaluation task is directed to the learning goal, can we detect the achievement of students and analyze whether students have undergone the expected changes after learning on the basis of evidence, which is an important reference for whether teachers' teaching is effective and how to carry out the next teaching strategy.

Third, evaluation design should constantly consider learning objectives in step by step. First of all, teaching evaluation does not happen after the class, but should be embedded in the classroom teaching, is embedded, teaching process should also be a step-by-step evaluation process; Secondly, the design of the evaluation questions should also be graded, the doubtful points and difficult points should be built

for students, the ladder, the key should indicate the method, steps, rather than overnight.

Fourth, design and objective consistent test evaluation. We tend to ignore this point in practical teaching, the in-class detection is often random to find a few relatively simple topics on the line, so it is easy to lead to the evaluation content and the goal of deviation, or even a large deviation. If the assessment is not consistent with the target, the learning effect cannot be detected, and the specific situation of the learning target of this lesson cannot be evaluated. We have no way of knowing what students have learned and how far they are from their intended learning goals. Therefore, we should choose the subjects consistent with the learning objectives as the test, so as to make an accurate evaluation of the achievement of students' goals in a lesson.

## 5. Conclusions

Guided by the consistency of goals, teaching and evaluation, classroom teaching may be full of confusion and frustration in the process of progress. As long as we move forward unswervingly towards the big goal of "teaching and educating people", education can truly enter the hearts of students, open their wisdom and enrich their lives. Consistent thinking of teaching evaluation is not only reflected in the overall course management of what to teach, what to learn and what to evaluate, but also in the actual teaching of each lesson. To cultivate students' interest in sports in the context of teaching can ensure the realization of primary school PE teaching objectives.

## Acknowledgment

Teacher Education Project of Taishan University: Research on the Creation, Generation and Evaluation of Physical Education Situation Teaching in Primary Schools under the Concept of "Consistency of Teaching, Learning and Evaluation"(JY-01-202103).

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