

# Reform of Physical Education Teaching Evaluation in General Colleges

Zhikai Cao

Jiangnan University, Wuhan, Hubei, 430056, China

**Abstract:** *With the advent of the era of big data, it provides a brand-new vision and broad thinking for the evaluation of college physical education. Using big data related knowledge to study the evaluation system of physical education in colleges and universities can not only promote the implementation of physical education evaluation in colleges and universities, but also effectively improve the quality of college physical education. Based on this, this research uses methods such as literature data method, expert interview method, questionnaire survey method, Delphi method, mathematical statistics method, etc. to understand the existing problems of the college physical education evaluation system in Shanxi Province, so as to determine the college physical education evaluation indicators and Index weight coefficient, borrowing the background of big data application, preliminary exploration and construction of college physical education teaching evaluation system.*

**Keywords:** *Physical education, Teaching evaluation, College teaching*

## 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.

## 2. Classification of Pe Teaching Evaluation Applications

Management evaluation, which is the evaluation of teaching quality carried out by the teaching management department to achieve management goals. It mainly includes two main aspects: the evaluation of teachers' physical education quality and the evaluation of students' physical learning performance. The results of the evaluation directly affect the teaching. (2) Research evaluation, which is the evaluation of new programs, new technologies, new standards of teaching evaluation, or the use of educational experiment methods or operable methods and procedures to collect data for the factors that affect the quality of physical education classroom teaching. For example, the development of teaching evaluation schemes, the participation of students in teaching, sports interest, the quantitative methods and standards of exercise load (physiological and psychological) in physical education classes, etc. The evaluation results have an indirect effect on improving teaching quality. (3) Diagnostic evaluation, which is to discover problems in teaching and provide suggestions for improvement, so as to implement teaching remedies and teach students in accordance with their aptitude. The results of teaching evaluation have a direct effect on improving teaching quality. The subject of physical education evaluation is diversified. According to the classification of participating subjects, there are expert evaluation, leadership evaluation, peer evaluation, student evaluation and self-evaluation. A physical education evaluation activity can take one form or a combination of several forms. However, the quality level and professional ability of the evaluator will have an important impact on the fairness and accuracy of the evaluation.

### 3. The Elements and Characteristics of Physical Education Evaluation

Evaluation is a cognitive activity of an individual, a development of conscious thinking, and a major cognitive activity aimed at grasping the meaning of things. Under the guidance of new teaching concepts, in the process of physical education evaluation, relevant personnel need to strictly abide by certain rules, and in accordance with certain evaluation standards, use scientific and reasonable evaluation methods to make scientific judgments on the main content of physical education activities. These contents mainly include the elements of physical education teaching, the development process of physical education activities, etc. In the process of teaching evaluation, the object to be evaluated is the practitioner of the physical education activity, and it can also be the element and object of the teaching activity. The subject of evaluation is the implementer of physical education activities, such as social group machine organizations. For now, the key issue in the evaluation of physical education teaching is how to scientifically determine the evaluation standards that education and teaching abide. Based on the cognition of the teaching evaluation activities and the nature of physical education evaluation, the author believes that the teaching evaluation of physical education activities needs to start with the physical quality and mental state of students. Physical education in ordinary colleges and universities is a specific social activity. Through these specific physical activities, students can effectively exercise their physical fitness, maintain their mental health and at the same time help strengthen the solidarity and mutual assistance between students. These qualities are social Excellent quality required for development. For an intact individual, the body is the material and the main line of physical education activities. Therefore, physical education, mental education, and moral education should always be the main goals of physical education reform to continuously improve the quality of physical education.

Physical education evaluation activities are a way of teaching feedback. Teaching evaluation itself has positive effects such as guidance, encouragement, coordination, and control. Teaching evaluation in the process of physical education is to collect a large amount of effective information to correctly judge the current situation of physical education. And then make scientific and reasonable decision-making on the reform of physical education, which is more conducive to the centralized management of teaching work by university leaders. The main task of teaching evaluation is to explain the true meaning of teaching activities, so teaching evaluation activities must be objective. When formulating evaluation standards, relevant staff should ensure that evaluation indicators conform to the basic principles of comprehensiveness, specificity, and predictability. As a means of teaching feedback, teaching evaluation should ensure that the evaluation index can meet the state and effect of physical education teaching. The formulation of evaluation indicators should also ensure the clarity of the indicators. The formulation of evaluation indicators should start from an early age, and accurately select those key factors that can truly reflect the quality of physical education, and the relevant staff should also ensure that the formulation of evaluation indicators should be based on physical education activities. The importance of the influencing factors is assigned different proportions. In the teaching field, teaching evaluation is an orderly process. Teaching evaluation activities are mainly divided into four stages: evaluation plan, plan implementation, inspection, and evaluation summary. In the planning stage, relevant staff should formulate scientific and effective evaluation plans based on actual conditions. These plans can reflect the basic decisions of teaching evaluation to a certain extent, and are an important guarantee for the effective development of follow-up work. In the implementation phase, relevant staff need to do a good job in the organization of teaching evaluation, clarify the responsibilities of each part, and carry out teaching evaluation in strict accordance with the established evaluation plan. In the inspection phase, the main work of the relevant staff is to keep abreast of the progress of the teaching evaluation plan and correct those errors in time. In the summary stage, it is necessary for the relevant staff to adopt correct analysis methods to draw correct teaching evaluation conclusions, and on this basis to do a good job in the continuous improvement of the teaching evaluation system. Only in this way can the physical education evaluation activities truly exert themselves the value of.

### 4. Methods to Improve the Quality of College Physical Education Teaching Evaluation

First of all, university leaders should establish the important position of physical education in quality education, clarify the basic goals of physical education in their school, and ensure that the evaluation standards of physical education are consistent with the teaching goals. Relevant staff can focus on the basic content of physical education when formulating the evaluation standards of physical education teaching, and take the evaluation of the completion of the teaching goal as the starting point, and strive to make the teaching evaluation indicators scientific and operable. Secondly, colleges and

universities should also establish development goals with students as the main body, and clarify the main status of students in teaching activities. This requires relevant staff to fully consider the interests of students when formulating evaluation indicators and fully mobilize the enthusiasm of students to participate. Promote the physical and mental health of students. Finally, educators should also deepen their understanding of new teaching concepts and give full play to the main function of teaching evaluation in physical education activities.

Under the development trend of modern society, the society needs more comprehensively developed high-quality talents. This requires staff to be diversified in teaching evaluation when formulating teaching evaluation indicators. At the same time, teaching evaluation should also focus on the cultivation of students' comprehensive quality. . First of all, in teaching evaluation activities, relevant staff should combine process evaluation and result evaluation to improve the objectivity of physical education activities, while also being able to fully mobilize students' subjective initiative, which is more in line with modern teaching concepts. Secondly, physical education evaluation should also pay attention to the combination of qualitative evaluation and quantitative evaluation. Educators can use multiple evaluation methods such as observation, interview, and survey to fully understand the basic situation of students, and improve the accuracy of physical education activities. Finally, physical education evaluation activities should also combine teacher evaluation and student evaluation.

The development of teaching evaluation activities in physical education in colleges and universities is the feedback to the physical education activities of this semester. The purpose of teaching evaluation is mainly in two aspects. On the one hand, it is to check the teaching status of educators and help them continuously improve their own teaching models. The quality of teaching, on the other hand, is mainly to understand the basic situation of students in a timely and comprehensive manner, to help students continuously improve their own learning methods, and to promote their comprehensive and healthy development. However, in actual physical education activities, teaching evaluation activities often appear for the purpose of evaluation, and many people regard teaching evaluation as the goal of teaching activities. Under this kind of utilitarian teaching concept, teachers will only consider how students will test their high scores in the end, and teachers will only allow students to continuously improve their familiarity with physical exercises through mechanical exercises, which largely ignores students' Comprehensive development is not conducive to the healthy development of students.

As the implementers of blood-enhancing activities, teachers have a clearer understanding of physical education activities and also have a clearer understanding of the progress of students. Therefore, the evaluation of physical education cannot be separated from the comprehensive, objective and authoritative evaluation of teachers. On the other hand, students are the main body of physical education activities and the participants of teaching activities. Only through personal participation can students fully understand the significance of physical education evaluation and correctly evaluate physical education activities. At the same time, the use of a combination of teacher evaluation and student evaluation can also cultivate students' communicative competence, so that the physical education evaluation system can be improved. Only in this way can physical education evaluation fully reflect its own meaning, improve teaching quality, and promote students' comprehensive ,healthy growth.

## 5. Conclusion

In teaching activities, teaching evaluation is of great significance. Especially in recent years, with the continuous improvement of people's living standards, the physical fitness of students has also declined. Under such circumstances, relevant staff should be based on actual conditions, combined with social development trends, and teaching concepts under new reform standards. Continuously improve the teaching evaluation system of colleges and universities under the guidance of the university, improve the quality of teaching, and promote the healthy development of students.

## References

- [1] Gao Bin, Xu Mingxin, Li Ruinian, et al. Reform of physical education teaching evaluation in ordinary colleges and universities. *Journal of Physical Education*, 2003, 10(006):77-80.
- [2] Li Nan. Reform of Physical Education Teaching Evaluation in General Colleges and Universities. *Knowledge Base*, 2017(10).
- [3] Huang Haojie. Reform of Physical Education Teaching Evaluation in General Colleges and

*Universities. Sports Time and Space, 2018, 000(004):54.*

[4] Han Qiu, Miao Wenzhuang. *Research on the Reform of Physical Education Teaching Evaluation Method in General Colleges and Universities. Journal of Tianjin Institute of Sport, 2005, 020(005):81-83.*

[5] Zhao Hongtu. *Explore the reform measures of physical education teaching evaluation in ordinary colleges and universities. Journal of Jiamusi Education Institute, 2017, 000(009):416.*

[6] Gao Dongqing. *Analysis on the Reform of Physical Education Teaching Evaluation System in General Colleges and Universities. Fighting: Wushu Science, 2011(01):124-125.*