

Orientation and Evaluation of College Physical Education Teaching

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Abstract

Physical education teaching evaluation has the function of judgment on the PE activities and their effect, the regulation of the teaching process through feedback, ensure teaching activities towards and reach the intended target. It is of significance to improve the PE teaching quality by analyzing present PE teaching evaluation.

Keywords

PE teaching; PE teaching evaluation.

1. Introduction

PE teaching evaluation is a process to give a rational, scientific value judgment on the educational target, by measurement, analysis and comparison, through effective methods and means. However, since the long-term development, many schools have some questions about the current PE evaluation. They think that the judgment is seriously affected by the evaluator, and that would influence the PE teaching target. The key of the promotion of PE teaching quality is to ensure the positioning of PE teaching evaluation and make a reasonable PE teaching appraisal system for the remaining issues in PE teaching

2. Positioning of the PE teaching evaluation

PE teaching evaluation is a systematic survey to the whole process of physical education based on certain objectives and standards in Physical Education, and also a process for assessment of the value and the advantages and disadvantages. PE Teaching Evaluation should be carried out based on the target and principle of PE teaching. The PE teaching target is the standard that whether the teaching complete the task. The PE teaching principle is the standard that whether the teaching is reasonable and meets the teaching demand. The two standard are both based on objective and normative. And they both have the reliability and validity of Physical Education Evaluation. The PE teaching evaluation contents should include the process and results of the teaching. The PE teaching evaluation objects should include the students' learning and moral behavior. The PE teaching evaluation is a process of value judgments and quantity comment. Value judgments are qualitative evaluation, mainly evaluate whether the teaching is executed in a right direction, or the teaching methods is appropriate. Quantity comment are quantities evaluation, mainly evaluate the learning effects that can be quantified, such as the increase of the physical quality and the number of the skill that are mastered. The PE teaching evaluation should be carried out through targeting, content selection, organization and implementation, in order to correct teaching target in time, solve the problems in teaching, realize the rational allocation and combination of teaching resources.

From the analysis above, PE teaching evaluation in generation object in all areas in PE teaching, society, family, aesthetics, psychology and so on. PE teaching evaluation in narrow sense object in students. PE teaching evaluation can promote students progress, promote teachers improvement, promote school development and promote courses improvement.

3. Analysis of traditional PE teaching evaluation

Traditional PE teaching evaluation, score students by sports test. This method describe the student's individual level and their position in the group. It can not objectively reflect the change before and

after the students' learning. As the evaluation of PE teaching effect, it is not reasonable. How to describe the degree of variation of individual students in the learning process and reasonably score students, which is the main content of this paper.

3.1 Misunderstanding of PE teaching target will affect the direction of PE teaching evaluation

There has been different points of view about PE teaching target. They include the difference between school teaching target and PE teaching target, the relationship between the improvement of the skills and the master means, the methods of improve skill level and exercise physical quality, the cognition of sports awareness and ability. PE teaching objectives are not clear, which affects the identification of teaching tasks, the choice of teaching content, the application of the teaching method.

3.2 Excessive emphasis on quantitative evaluation

Emphasizing on operability and comparability, is a tendency in PE evaluation. People think quantified numbers are objectively, easy to operate, and easy to be compared. So, people excessive emphasis on quantitative evaluation and ignore the deep research and analysis of evaluation target and theory. The factors that can be quantified usually be selected to be the main part, such as the students' standard score, the rate of the student reach the standard, students' density, strength, exercise curve and so on. However, the factors hard to be quantified usually be ignored, such as the forming of the sports attitude, the development of the sports awareness and so on. These factors are of importance too. Obviously, this kind of evaluation system is incomplete, and the evaluation results are not convinced.

3.3 The utilitarian of the results influence the objectivity of evaluation

PE teaching should be checked through an objective standard, and come out a result through a careful analysis. By feeding back, it will be improved. When the teacher evaluate initiative, this doctrine is easy to be reflected. However, if the evaluation result is related to the carrer promotion, it has the utilitarian. The evaluator will consider the factors unrelated, and has reservations about the seggestion. It makes evaluation result lost impartiality, and the result can not objectively reflect the real situation.

4. Thinking of PE teaching evaluation reform

4.1 The dynamic evaluation concept

PE teaching should cultivate sports talents with scientific values, all new knowledge structure, thinking method, innovative spirit and practical ability. In the process of quality education implementation, scientific PE teaching evaluation is an important guarantee for the teaching reform and development, also effective means to improve the quality of teaching. Developmental evaluation-the educational evaluation advocated by the present society, should not attach importance on the selection function, has multiple contents and methods, base on the development of the sutdents and teachers, and can effectly improve the practical teaching.

The meaning of the developmental evaluation is to change the old evaluation concept, method and means. The purpose of the evaluation is a comprehensive test of student learning conditions, encourage the enthusiasm of students, promote the overall development of students.

4.2 the interactive of evaluation subject

It can make the evaluation interactive between the administrators, teachers, students and parents, by emphasis the communication and consultation in process of evaluation, strengthen the self-assessment, and peer assessment. The user of the evaluation from all aspects should be invited to make suggestions and requests. It will make the evaluation better meet the needs of the users. The evaluated person involved in the evaluation process, participat in the design and implementation of evaluation.

4.3 Diversification evaluation content

The evaluation should pay more attention to the students' comprehensive quality, not only the students' skills and abilities, but also the psychology health, innovative spirit and the ability adapt to

society. The evaluation also should pay attention to the character cultivation, it can help students to be confident.

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