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Research Article

The Comprehensive Evaluation of the Quality of Physical Education in Colleges and Universities

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Abstract

In recent years, with the continuous development of education in China, the physical education in colleges and universities is also improving constantly. The health level of some college students continues to rise. However, the physique of the majority of college students maintains unchanged or even decline. This paper analyzes the current situation of the quality of physical education in colleges and universities, promotes the balanced development of the quality of physical education, optimizes the standard and evaluation method of physical education and then constructs a comprehensive evaluation system of the quality of physical education in colleges and universities. This system not only can improve the quality of physical education, but also benefits the sports management in colleges and universities, ultimately promoting the all-round development of physical education in colleges and universities.

Keywords

Physical Education in Colleges and Universities • Quality of Education • Comprehensive Evaluation Research

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Since the reform and opening up, the education in China has been developing rapidly. In recent years, the education sector has carried out all-round development of students' morality, intelligence, physique, aesthetics and labour. Therefore, the quality of physical education in colleges and universities is of great significance. In terms of the content and evaluation indexes of students' physical education evaluation, teachers pay too much attention to the written expression of physical education, especially the knowledge of competitive sports, thus ignoring the physical health of students. They do not really understand whether students have done real exercise or they have the ability to solve practical problems. The evaluation of the comprehensive quality of students' learning status and learning interest is a universal trend. The development of students has been ignored (Wang, Wang & Lu, 2002). In the evaluation process, although students have done the self-evaluation, they do not play a leading role. Teachers attach too much emphasis on the results of physical education and ignore the physical status of students (Yao, 2004). Students ignore the peer evaluation of other students so that many students who are evaluated are often pessimistic. Such evaluation cannot play a positive role in the development of students, but kills the learning motivation of students. At the same time, this evaluation is also limited. At this stage, the old-fashioned evaluation system should be eliminated and a new evaluation mechanism should be implemented to enable the evaluation of physical education to be more flexible and more diverse. Students should not only do more exercise, but pay more attention to the improvement of quality. The performance is only one kind of objective evaluation, which cannot fully demonstrate the physical fitness of the students.

Problems Existing in the Comprehensive Evaluation of the Quality of Physical Education

Old-fashioned physical education teaching method focuses on the evaluation of concepts in the classroom and also depends on the teaching method of teachers. The evaluation content is based on the teaching method used in the classroom and the effect of teaching language and teaching. These evaluations are not comprehensive, ignoring the students' own quality cultivation and physical performance (Yu, 2014). Restrained by these evaluations, physical teachers focus their attention on the analysis of teaching materials, the expression of teaching language and the meticulous design of teaching process. They have put too much emphasis on the perfection in language expression and sometimes even do things that are meaningless to teaching. For example: the neat handwriting and the normative form of teaching (Yang, 2007). It is agreed that teachers are those who can cultivate students with good performance and control rate, thus ignoring students' interests and needs for sports and their initiative in learning. Students do not focus on sports and cannot participate in physical education independently. This is a blind spot for teachers, which not only affects the professional quality of teachers, but also affects the rising space of teachers. It completely causes teachers to bring students into the wrong direction and the teaching content of teachers in the classroom is mainly based on the examination content to enable to students to have good performance and control rate. They do not expand old content and develop new content. They restrict themselves and make no effort to seek progress. Also, they do not have the capability of independent innovation and the ability to develop new subjects and projects and they do not consider the needs of students. In order to meet the standards, students have much more pressure and gradually lose interests in sports (Wang & Zhang, 2003).

In China's evaluation mechanism, it mainly focuses on leadership opinions, ignoring the self-evaluation of teachers and even the self-evaluation of students. A chief system has been long formed and the teaching level of teachers is mainly based on the opinions of the directors, which will then be reported to superior leaders. Superficially, the leader will sign and confirm finally after the self-evaluation of teachers, personal summaries and mutual evaluations among teachers. However, in fact the first two are basically superficial without practical significance. When performing the evaluation summary, the level of teachers depends on the appreciation of leaders to the teacher and it will vary from teacher to teacher. The leaders' impression of teachers is taken as the final conclusion. In this way, teachers are prone to take students into wrong direction and it is imperative to perform the reform of teacher evaluation under the new education system.

This paper mainly tests 20 male students and 20 female students. The physical condition of students is obtained through physical test, as shown in Table 1.

Table 1
Students' Physique Before Building a Comprehensive Quality Evaluation System

	Abdominal curl/ Several	Rope skipping/ Several	Hand lifting dumbbells/several times
Boy/(Average per minute)	60	100	60
Girl/ (Average per minute)	50	110	40

Constructing a Comprehensive Evaluation System of the Quality of Physical Education in Colleges and Universities

Formulating the Evaluation Criteria for Students' Physical Education

Absolute evaluation criteria are the pre-established physical education objectives, generally referring to the unified standards formulated by the country, such as the National Sports Training Standards that we have used. This benchmark can be used for the evaluation so that students can know the gap between themselves and most people in society, which will also promote the progress of students. At present, it is difficult for the traditional education model to meet this and reach unified standards.

Relative evaluation is an internal evaluation standard, which refers to the internal horizontal evaluation of students. The performance is obtained excluding the ranking and it will not be compared with the outside. The position of students between each other can be found and the competition among classmates can be stimulated, leading to a virtuous circle. In this way, not only can students improve their performance, but the potential of students can be stimulated. The standard of relative evaluation is the average of all students. The drawback is that the actual level of students cannot be seen and the actual situation cannot be reflected.

The evaluation criterion of individual internal differences is to take students themselves as the standard, which is to find an ideal state in the past, present and future as the optimal evaluation standard. Considering the quality of students, the physical fitness of all aspects can be found for comparison, which will be easy to find the specialty of students. The drawback is that student might have a very narrow view. Students who are consistent in each aspect will find it difficult to find a breakthrough and thus lose the initiative (Yin, 2012). Therefore, in order to enable the physical education evaluation to play its role and promote the learning of

students, the three evaluations need to conduct simultaneously to avoid disadvantages and giving full play to advantages.

Formulating Corresponding Evaluation Criteria According to the Teaching Practice

Due to different geographic positions, the physical strengths and skills of students will be different. Students will have different performances in their respective fields due to different genders and different ages. Teachers should not only pursue the same level when evaluating their performance. At different times, even students of the same age, in the same region and of the same gender will have different performances. Some students will have totally different performance in a day. The test may be performed at his peak or his low tide, so teachers should always pay attention to the change of students. At the same time, students should also make self-evaluation of themselves and choose a good period of time to ensure an ideal state. If the traditional educational evaluation criteria are used, it is unfair for students and it is difficult to discover the strengths of students. Students should be able to grow in their studies, find self-confidence in the classroom so that they can love sports the bottom of heart and accept physical education happily. Only by formulating the corresponding evaluation criteria can we promote the development of students and the quality of teaching. At the same time, it can also stimulate the enthusiasm of students to enable the teaching to be more vivid and flexible and to achieve full implementation.

Evaluation Contents of Physical Education of Students

The traditional evaluation structure system of physical education of students is mainly based on the physical quality and athletic ability of students and most students can't play their own strengths. Due to the physical differences of different students, the same test item can't provide students with different experience. The development of the physical and psychological health of most students is limited, so the quality education can't be well implemented. The above analysis indicates the content of physical education of students mainly includes the evaluation of the basic sports theoretical knowledge, evaluation of physical ability and athletic skill, progress of physical ability and athletic skills, evaluation of learning attitude, evaluation of cordiality performance and collaborative spirit (Cui, 2003).

1) In the evaluation content of Physical education of students, the basic sports knowledge of sports plays a vital role, which can instruct students to learn scientifically, study sports culture knowledge orderly and improve sports culture literacy.

2) The physical ability and athletic skill are the main content in the evaluation, which is also the focus of the performance evaluation of students. In accordance with the guiding ideology of health first and the health status of students, the athletic skill must be technical and it is the focus of students' learning. The content of the test must be of certain scope. This regulation mainly encourages students to develop their specialties and master athletic skill while cultivating the habit of physical exercise.

3) The performance evaluation of students is mainly based on the results of the physical ability test and the athletic skill test. The physical ability test and the athletic skill test can reflect the physical quality of students at that time. The original physical quality is mainly based on the previous physical ability test and the present physical quality is mainly based on the results of the current physical ability test and the athletic skill test. The measured results are measured after exercising for a period of time. The test item should be consistent with the current test, so that the changes in the physical quality of students can be clearly seen. Therefore, it can be seen that the progress of physical ability and skill is a dynamic reaction, which can reflect the changes of different physical qualities of different people and the individual differences of the physical fitness of students. It can avoid the situation that students with good physical fitness will get the highest score and students with poor physical fitness will fail the test.

4) The learning attitude of students is also the focus in the evaluation of students. The main focus of physical education curriculum in colleges and universities is to students have a correct understanding of physical education curriculum and a correct learning attitude, avoiding avoid a casual attitude towards class. Therefore, the usual classroom performance of students is an important part of the evaluation of physical education.

5) After a period of study, whether students have a tacit cooperation in the practice of physical education curriculum, which is called the cordiality performance of students. The cordiality performance of students in physical education can improve their mental health and their adaptation to society. Therefore, the cordiality performance is also the focus of physical education in colleges and universities.

Establishment of the Classroom Teaching Evaluation System of Physical Education Teachers

In physical education, the evaluation of the teaching process and teaching results is mainly reflected in the teaching evaluation. Therefore, in the process of physical education, the teaching process should be analyzed and evaluated. Meanwhile, the effectiveness of teaching activities in the teaching process should be evaluated, which is the evaluation of the satisfaction for teaching results (Zhang, Lu & Zhang, 2007). After investigation, the current physical education classroom evaluation in China is mainly reflected in the teaching performance of teachers, which does not pay too much attention to the classroom atmosphere of students and lacks the interactive communication between teachers and students. Therefore, the evaluation of students should pay more attention to the evaluation of the performance of students in the learning process and the evaluation of the changes before and after learning. In this evaluation, some bad courses should be eliminated, such as courses with negative feedback, teacher-centered courses and courses with the only purpose of achieving physical fitness and athletic skill. In the meantime, physical education courses that can attract the active participation of students and promote the all-round development of students should be increased.

Formulating the Evaluation Content of Physical Education Teachers

There must be certain standards in the quality of physical education in colleges and universities and the teaching evaluation of physical education courses. Also, there must be certain judgments on the main

influencing factors of teaching and corresponding measures should be taken according to judgments. Therefore, the establishment of a scientific and implementable index system is of great significance in the teaching evaluation of teachers (Wang, 2001). The drawbacks of the traditional physical education evaluation system are that the content is more and complicated, which results in low operability of physical education. According to the basic concept of the "Outline of National College Physical Education Curriculum Guidance", the new evaluation system mainly focuses on the following aspects: whether students like physical education courses and can actively participate in activities; the evaluation of teaching ethics and comprehension ability in physical education; the evaluation of practical ability and management ability in physical education.

This paper mainly tests 20 male students and 20 female students. After constructing the comprehensive quality evaluation system, the physical fitness of students is shown in Table 2.

Table 2
Students' Physique After Building a Comprehensive Quality Evaluation System

	Abdominal curl/ Several	Rope skipping/ Several	Hand lifting dumbbells/several times
Boy/ (Average per minute)	70	110	70
Gril/ (Average per minute)	60	120	50

Conclusion

To establish a physical education evaluation system, the ideological concept of teachers must be reformed. Also, after the establishment of a new physical education system, it is necessary to vigorously implement the promotion system, so that the new evaluation system can become an important force in promoting the quality education in teaching, thus enhancing the quality of physical education. The main force to improve the quality of physical education. Students' evaluation of physical education is mainly to serve teachers in the process of physical education. Students' evaluation of physical education mainly serves teachers in the physical education teaching process. This system changes the situation that teachers paid much attention to the evaluation and selection and enables students to pay more attention to learning and to achieve progress, which is an effective means stimulate the learning initiative of students. The physical education evaluation system of physical education teachers can enable teachers to make progress and improve the teaching quality. This evaluation system not only gives full play to the dominant role of teachers, but also better integrates the development plans of teachers. Due to the limitation of the research objects in this paper, this paper is limited in the time and scope, which calls for the improvement of teachers in physical education.

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