

Research on Optimizing the Evaluation on Students' Learning of Difficulty and Beauty Event Group in College Public PE Courses

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ABSTRACT

Through investigation, it is found the evaluation on students' learning of difficulty and beauty event group in college public PE courses has many unreasonable phenomena such as the single evaluation subject, incomplete content, and simple evaluation methods. In view of this, combining the characteristics of difficulty and beauty event group, this paper focuses on the comprehensive evaluation on students and evaluation on students' learning progress range, takes the diversification of the content and subject of evaluation on student's learning as the purpose, puts forward a conception of optimizing the evaluation on students' learning of difficulty and beauty event group in college public PE courses. It is expected to provide some reference for the study of the evaluation on students' learning.

Keywords: college public PE courses, difficulty and beauty event group, evaluation on students' learning, optimization

I. INTRODUCTION

Evaluation on students' learning is to make process-based value judgment on student's moral quality, learning situation, physical fitness, mental health, and emotional attitude by correctly using certain evaluation method and standard under the guidance of the education outline.

Difficulty and beauty event group refers to all the events that collectively demonstrates the beauty of human body and sports while people complete various complicated actions. By exercising difficulty and beauty event group, people can shape a good body shape and have a beautiful shape, making the various organs of human body, such as hearing, vision, and touch, more accurate. According to statistics, in colleges and universities across China, difficulty and beauty event group related public PE courses not only have a high open rate, but also have a high course selection rate. However, in terms of evaluation on students' learning, most schools only evaluate on the basis of the final set of demonstration or skill performance, failing to pay attention to the changes in skills, physical fitness and psychology of students during the learning process. Therefore, it is necessary to conduct in-depth research on the evaluation of student's learning of difficulty and beauty event group.

II. REVIEW OF THE RESEARCHES ON EVALUATION OF STUDENT'S LEARNING OF DIFFICULTY AND BEAUTY EVENT GROUP IN PUBLIC PE COURSES

A. Evaluation on student's learning of public PE courses in China and foreign countries

The evaluation on student's learning of public PE courses in foreign countries adopts different method and content. Performance evaluation is a representative evaluation method in South Korea. It attaches importance to the acquisition of knowledge in the process, the status and extent of progress in students' efforts and emphasizes continuous evaluation on many aspects of students such as their athletic ability and physical and mental health. Multi-evaluation is the combination of different evaluation methods advocated in Germany, including both student's self-evaluation and teacher's traditional evaluation. The evaluation in course is combined with the physical exercise outside school; the evaluation of usual performance and the evaluation of final performance are coordinated. The embodiment of training function is valued by French in the evaluation on PE students' learning which pays attention to the changes of students in a certain period of time by continuous inspection. British schools, like schools in most countries, take into account the two-sided evaluation of results and formation. However, the United States has a different evaluation model which

attaches importance to the process and fades the results. Some experts have proposed different evaluation methods, among which the prominent one is alternative evaluation. In Japan, in addition to common process evaluation and final evaluation, the evaluation will also combine diagnostic evaluation and achievement evaluation and the like methods. It can be seen that although the evaluation methods in different countries are different, the overall concepts coincide with each other. They all take into account student's diverse development but have specific emphasis in the specific implementation.

Although Chinese experts and scholars express their opinions on evaluation of students' learning, the focus is still on the discussion of the evaluation content and evaluation methods. Zhang Jisheng and Zhu Shaohua's article agreed that in the current evaluation of PE teaching, it was difficult to make a detailed evaluation on each student, and the standards could not be individualized, lacking systemic and individual natures. Wei Shenghui mentioned that most of the existing evaluations adopted simplified content design, univocal index formulation, and traditional methods. Li Haiyan believed that the research should not be only limited to theoretical research, but more pay attention to making empirical research. It is lack of scientific support. In the formulation of teaching evaluation indexes, too much emphasis is placed on the evaluation of PE-related knowledge and technical skills, and insufficient consideration is given to irrational factors such as emotional attitude, will quality, and social adaptation. It is not difficult to see that comprehensive, all-round, and scientific natures have become the key words for the evaluation on students' learning of college public PE courses in China. The simple, singular and irrational natures are urgent problems to be solved in the evaluation on students' learning. Only through continuous exploration and verification can it be available to construct more reasonable and applicable content and method for the evaluation.

B. Researches on evaluation of student's learning of difficulty and beauty event group in public PE courses

Although there are not many researches on the evaluation on students' learning of difficulty and beauty event group, some events are still carried out with experimental studies on the evaluation of students' learning. In teaching experiment of college martial arts course, Wang Chengming and others used multiple evaluation indexes, including traditional attendance, teacher's independent scoring, student's self-identification, mutual evaluation between students as well as extra points for extracurricular activities, to do research. The result shows that this course not only promotes student's physical and mental health but also embodies student's individuality while improving

student's learning effect and comprehensive quality. In the construction of the learning evaluation system, Tan Zuojun included martial arts participation, martial arts skills, physical condition, martial arts cognition, affection, and cooperation into the specific content of the evaluation on students' participation. At the same time, he proposed that it is needed to get students fully understood the purpose and significance of the evaluation on student's participative learning. Feng Yuhong selected the aerobics elective courses in five colleges and universities to make investigation and research. The results show that more than 90% of the teachers mainly make evaluation on student's final technical skills and less on student's routine exercises. Gao Yuting analyzed the current status of the evaluation program for sports skills of students majoring in dance performances in sports colleges and universities. The evaluations on special events successively adopt theoretical exam, usual performance, basic skills and basic movements, competition performance and others by proportions; the criteria for evaluation on sports skills successively are new element incorporation, classroom performance and final grade, and teaching syllabus by proportions; the evaluation subjects are successively teacher and students, students, and teacher by proportions; the evaluation forms are successively in group, individually, in two persons and so on by proportions.

To sum up, experts and scholars have made some empirical researches on the evaluation subject, content and method. Among them, their cognitions on the evaluation subjects are relatively consistent, namely teacher and students; but they have different opinions on the evaluation content and method.

III. CURRENT STATUS AND PROBLEMS EXISTING IN THE EVALUATION ON STUDENTS' LEARNING OF DIFFICULTY AND BEAUTY EVENT GROUP IN COLLEGE PUBLIC PE COURSES

Comprehensiveness is the focus of the evaluation research. Especially most of the evaluations are singular, taking teacher as the only evaluation subject. Although some schools adopt the method of student self-evaluation, the proportion is very small, and student evaluation cannot play a role in the overall evaluation. Peer evaluation or other subject evaluations are still few used.

The evaluation content emphasize the completion of the sports technical skills or physical fitness in demonstration of students, and partly combines certain sports professional knowledge and sports health knowledge, namely it is the traditional evaluation contents of "theory + final skills". As for the sports moral knowledge in theoretical knowledge, few involves the special quality and rhythm in special technology, the range of progress and innovative

thinking in learning ability, the cooperative communication and will quality in emotional attitude, and other extracurricular evaluation contents.

In terms of evaluation method, result evaluation is still attached more importance to than process evaluation. In most evaluations, the final quantified athletic performance is taken as the evaluation result, lacking an analysis of the entire process from quantitative change to qualitative change. In the evaluation result, the final score was decisive, regardless of the objective state (including skill, emotion, after-class progress extent and the participation in extracurricular sports activities) in the development process of individuals. At the same time, the evaluation method fails to get student self-subjective evaluation, peer evaluation and traditional teacher evaluation connected with each other, which not only affects the enthusiasm of student participation, but also fails to play a good driving role

Therefore, the evaluation on students' learning of difficulty and beauty event group is not that rational both in the subject, content and method. According to today's educational concepts, they need to be optimized.

IV. CONCEPTION OF OPTIMIZING THE EVALUATION

A. Conception basis for optimizing the evaluation

Evaluation on students' learning is a necessary practice of teacher and also the focus of education evaluation. Its requirements are clearly stated in the "Outline of the National Physical Education Teaching Guidelines for General Colleges and Universities" and mentioned in the CPPCC National Committee's Reply to the No.450 Medical and Sports Proposal in 2017, namely on-campus extracurricular activities are also part of student participative sports activity and should be included in normal teaching plan¹. At the National Education Conference in September 2018, General Secretary Xi Jinping delivered an important speech on student sports, emphasizing that it is not only needed to always adhere to the education concept of "health first", disseminate knowledge about sports and health, but also help students to enjoy the fun, enhance body strength, improve personality and exercise will in physical exercise. The education and training of students is comprehensive, and needs to make practical efforts to strengthen cultivating their comprehensive quality, innovative thinking, and ability to innovate². In 2019, the Ministry of Education (JG [2019] No. 6) proposed:

¹ "Letter on Reply to Proposal No. 4443 (Medical Sports No. 434) of the First Session of the Thirteenth National Committee of the CPPCC" [R]. Ministry of Education.

² On September 10, 2018, General Secretary Xi Jinping delivered an important speech at the National Education Conference.

physical exercise is an important means of developing students' physical fitness; it is necessary to reasonably increase their exercise time and include the event in student assessment results appropriately. In student academic assessment system, it is needed to improve the combination of process evaluation and result evaluation, and rationally determine the proportions of process evaluations such as homework assessment, classroom question and answer, and periodic testing. Importance should be attached to the assessment of students' physical education courses, and those who fail to meet the qualification requirements under the National Standards for Students' Physical Fitness cannot graduate. Also as stated in the "National Medium and Long-term Education Reform and Development Planning Outline (2010-2020)", it is necessary to take student as the subject, care about student's physical fitness, and actively mobilize student's initiative to participate in sports, so that students can develop healthily and lively. It is also necessary to cultivate students' innovative spirit in sports, make students brave to explore, good at practice, and improve their ability to solve practical problems³.

Therefore, as for the evaluation on students' learning of difficulty and beauty event group, it is necessary to scientifically formulate the corresponding evaluation subjects, content and methods in combination with the features of difficulty and beauty event group on the basis of the criteria for college PE courses under the guidance of various documents issued by the State Council and the Ministry of Education.

B. Conception of optimizing the evaluation subject

It is expected to reform the form of evaluation taking teacher as the single evaluation subject, incorporate student self-evaluation, peer evaluation in different forms between classmates, and other evaluation form applying modern means or other sports carriers into the evaluation. ("Fig. 1")

³ "National Medium and Long-term Education Reform and Development Planning Outline (2010-2020)"

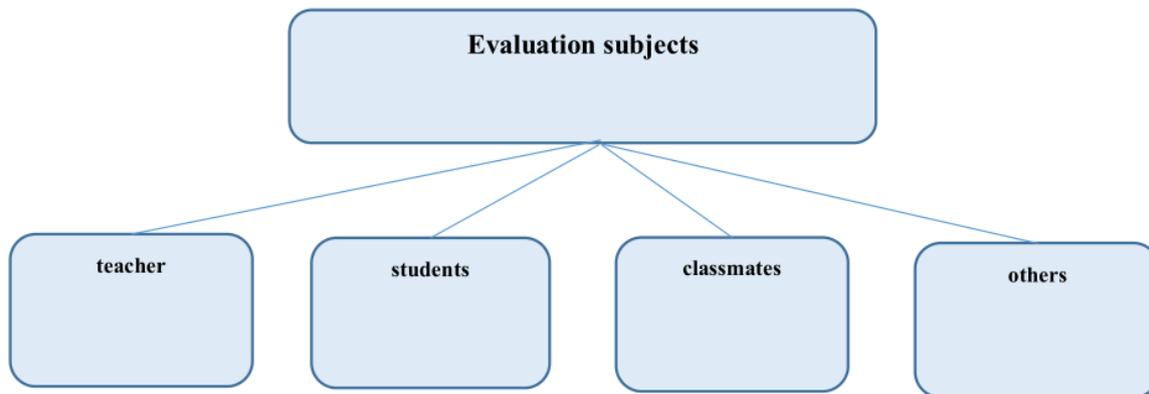


Fig. 1. Design for subjects of the evaluation on student's learning of difficulty and beauty event group.

Teacher is the main subject of the evaluation but not the sole subject. The weight of teacher as the subject of evaluation should be appropriately reduced; at the same time, the weight of peer teachers to participate in the evaluation should be increased. Student self-evaluation, classmate and peer evaluation and other evaluation system to ensure realizing a scientific and objective evaluation.

Students are the subjects of learning in teaching, and should also be the subjects of participation in teaching evaluation. Students are the experiencers of the entire process and also the embodiment of the final effect. They can objectively evaluate their learning status in the evaluation; their evaluation can help increase the comprehensiveness of the evaluation.

Group practice or group cooperation is a common practice form in the PE class of difficulty and beauty event group. Mutual collaboration and observation among students is the basis of peer evaluation and also the information feedback from another perspective.

In addition, extracurricular physical exercise plays a supporting and extending role in public physical education. Sports APP, sports club, or various types of sports competitions are the way for students to participate in physical exercise and should also be taken as the evaluation subjects.

C. Conception of optimizing the evaluation content

The content of evaluation on students' learning of difficulty and beauty event group should be determined in the principle of comprehensiveness, and designed reasonably according to student's physical fitness basis, skill reserves, health knowledge, sports ethics, and mental health.

The content design can be divided into five aspects, namely the mastery of the difficulty and beauty event group related subject knowledge, the proficiency in operating skills, the development of learning ability, the emotional attitude and values of learning, and the

assessment on performance in extracurricular sports competitions⁴. Among them, the mastery of the subject knowledge is further divided into sports health knowledge, special basic theory of difficulty and beauty event group, and sports moral knowledge; the proficiency in operation skills is further divided into basic movements, basic skills, special qualities, sense of rhythm, expressiveness, and complete sets of movements; the development of learning ability is further divided into the progress range in skill, the improvement range in physical fitness, and the ability to innovate; the emotional attitude and values of learning are further divided into attendance, classroom performance, teamwork, and will quality; the assessment on performance in extracurricular sports competitions is further divided into performance in sports competition, sports APP, and sports club activities. ("Fig. 2")

⁴ Chen Yaqi. Research on Aerobics Performance Evaluation of Students Majoring in PE Major in General Colleges and Universities of Henan Province [D]. Henan University, 2016.

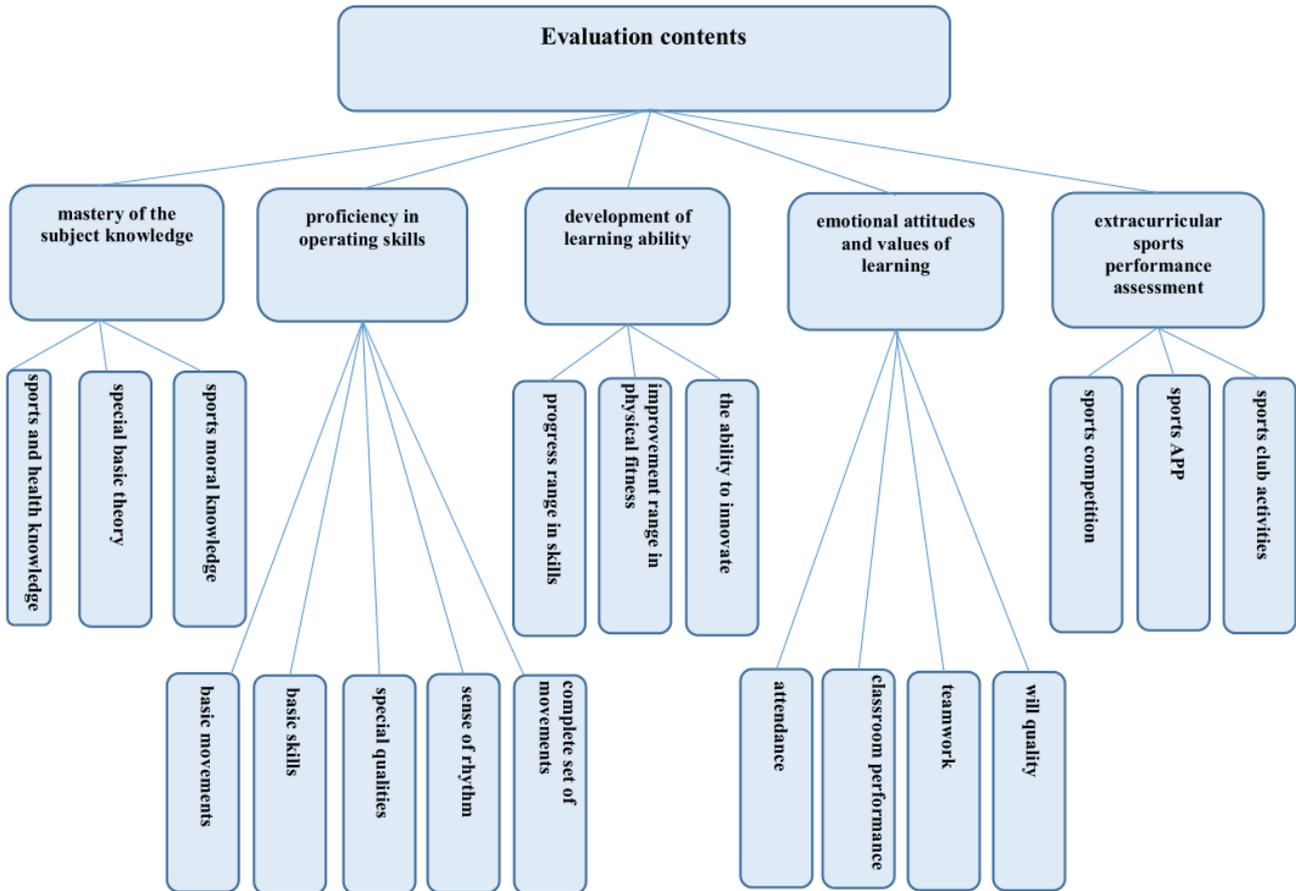


Fig. 2. Design for contents of the evaluation on student's learning of difficulty and beauty event group.

D. Conception of optimizing the evaluation method

The methods of evaluation on students' learning of difficulty and beauty event group in college public PE courses should consider both process and result, and consist of formative and final evaluation methods.

Formative evaluation is an uninterrupted evaluation on the entire learning phase and is a trinity evaluation. Summative evaluation is a way to evaluate student's learning results after a stage of teaching, namely the final grade. Formative evaluation and summative evaluation play their respective roles and are inseparable. Making a summative evaluation on the basis of formative evaluation is more in line with the requirements of teaching goals. Therefore, according to the characteristics of difficulty and beauty event group,

it is needed to adopt the combined method of formative evaluation and summative evaluation. Among them, formative evaluation includes classroom Q&A., class assignment, in-class test, exercise after class, mid-term exam, progress range, teamwork, the ability to innovate, and so on; summative evaluation includes final exams on theory, skills, physical fitness, and complete sets of movements, as well as the performance in extracurricular sports competitions.

On the basis of teacher evaluation, it is expected to combine many evaluation methods such as student self-evaluation, classmate and peer evaluation and sports APP, which both takes into account the commonalities and personalities, thus forming a more complete evaluation method. ("Fig. 3")

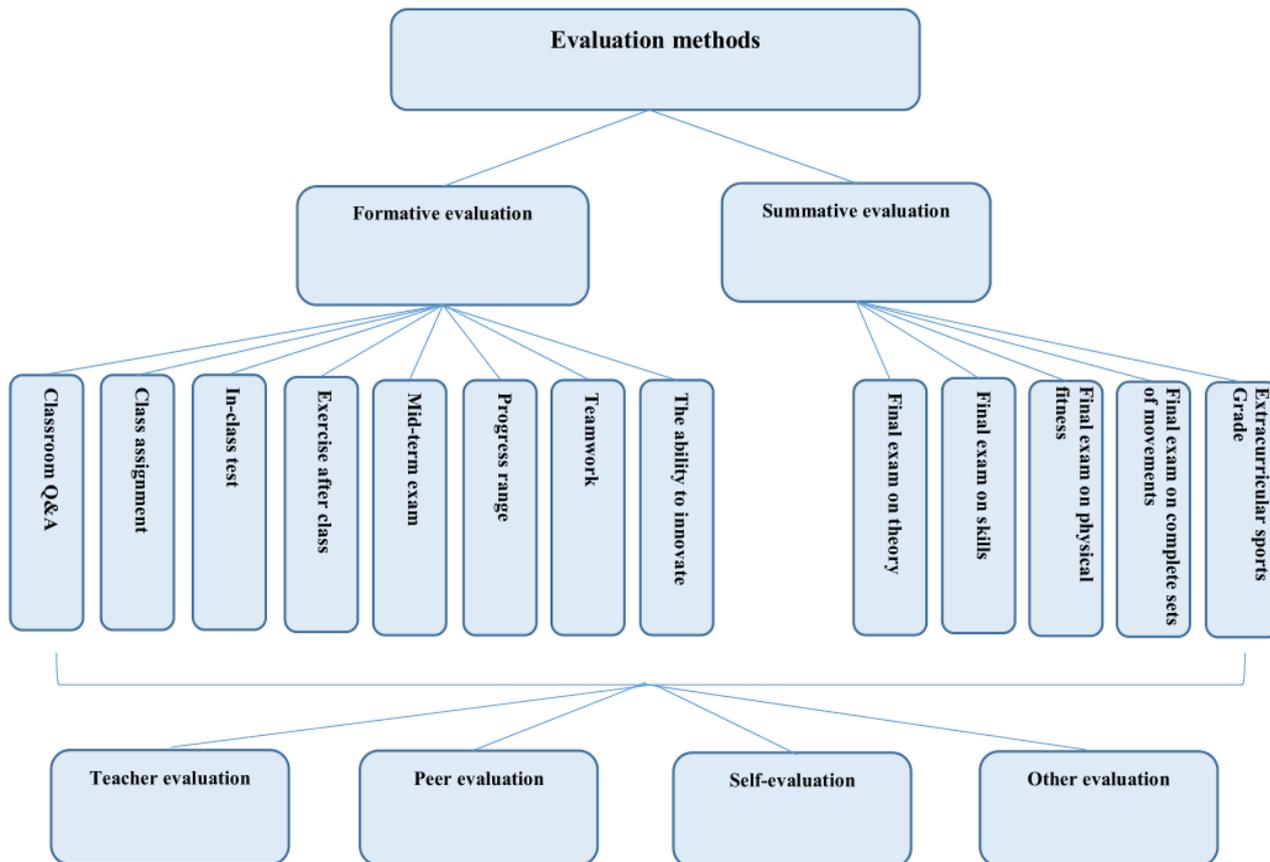


Fig. 3. Design for methods of the evaluation on student's learning of difficulty and beauty event group.

V. CONCLUSION

Based on the status of evaluation on student's learning of difficulty and beauty event group in college public PE courses, according to the requirements of the "Guideline Outline", and in combination with the features of the difficulty and beauty event group, this paper optimizes the subjects, contents and methods of the evaluation, further enriches the evaluation subjects and contents, getting the evaluation more subjective and rational. Multiple evaluation methods are combined, optimizing the previous simple result evaluation method. The optimized evaluation method involves both student's emotional performance and progress range and is more comprehensive. Surely, the work of this research is still in the conception stage, and needs to be confirmed, revised and improved in the subsequent physical education teaching practice.

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