

Original Paper

Research on the Content and Implementation Strategy of
Physical Education Teaching Evaluation in Junior High School
under Core Literacy

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Received: April 27, 2024

Accepted: May 12, 2024

Online Published: May 15, 2024

doi:10.22158/jetss.v6n2p125

URL: <http://dx.doi.org/10.22158/jetss.v6n2p125>

Abstract

The Physical Education and Health Curriculum Standard for Compulsory Education (2022 Edition) proposes to set the exercise load scientifically and cross-integrate physical education with various disciplines such as moral education, intellectual education, aesthetics and labour. Nowadays, China's education has entered the stage of connotative development, but there are still outstanding problems in teaching evaluation: influenced by the traditional concept of education, the selection function of the secondary school examination is over-expanded, the teaching evaluation is dominated by the outcome evaluation, focusing on intelligence and neglecting morality, and the only value orientation is scores and promotion, so that the students can't have a comprehensive development. The paper focuses on the core qualities of physical education, summarises the content of teaching evaluation under the core qualities of physical education, and puts forward the implementation strategy of physical education teaching evaluation. Aims to play teaching evaluation of sports teaching nurturing advantages, comprehensively promote the core literacy of junior high school students in the sports discipline high-quality development.

Keywords

Core literacy, Junior high school physical education, Teaching evaluation content, Implementation strategy

1. Introduction

Core literacy is an important initiative to implement the fundamental task of establishing moral character, but also to adapt to the development trend of the world's education reform and enhance the international competitiveness of China's education is urgently needed. Teaching evaluation is the baton

of education reform and development and an important part of education practice, is the standard for judging the effect of education quality, and has a significant guiding role for education practice. The Overall Programme for Deepening Educational Evaluation Reform in the New Era points out that it is necessary to "adhere to science and effectiveness, improve outcome evaluation, strengthen process evaluation, explore value-added evaluation, improve comprehensive evaluation, make full use of information technology, and improve the science, professionalism and objectivity of teaching evaluation." The Guidelines for Quality Evaluation in Compulsory Education also state that the implementation of quality evaluation in compulsory education should focus on optimising the ways and means of teaching evaluation, and constantly improve the scientific, targeted and effective nature of evaluation work.

2. The Content of Middle School Physical Education Teaching Evaluation under the Core Literacy

2.1 Based on Motor Ability, Talk about the Content of Physical Education Teaching Evaluation

Sports ability refers to the comprehensive ability that students show in the process of participating in sports. Sports ability includes three dimensions: physical condition, sports cognition and technical and tactical use, and sports display or competition, which are mainly reflected in the mastery and use of basic sports skills, physical fitness, and special sports skills.

2.1.1 Physical Fitness

Physical condition refers to the performance of athletes' physical quality. The evaluation of physical education teaching should also focus on the requirements of the new curriculum and optimise the evaluation content. In terms of physical quality, it is necessary to consider the individual differences of students and evaluate various aspects such as strength, speed, sensitivity, endurance and flexibility. In terms of evaluation content, teachers can choose the three evaluation angles of strength quality, flexibility quality and sensitivity quality. Strength quality mainly examines the strength of students' upper limbs, lower limbs and trunk parts, and the items examined include solid ball throwing, pull-ups, high jump, long jump and other items. Flexibility quality includes the flexibility of the shoulders, waist and lower limbs, and the test items are mainly fitness gymnastics, artistic gymnastics and so on. Sensitivity training is mainly to test whether the students can make a variety of fast, coordinated technical movements, the training is often combined with a variety of interesting games, such as "sticking the big cake, throwing sandbags, grabbing the ball," and other activities can help to test the sensitivity. In order to reflect the differences of the students, teachers can use the differential comparison evaluation method, first record the original physical quality of the students, through a period of training, and then re-examined, the new results will be subtracted from the initial results, to get the value of their progress, and the process of evaluation.

2.1.2 Sports Cognition and Technical and Tactical Application

Sports cognition and technical and tactical use refers to students' thinking ability, decision-making

ability and technical and tactical application ability in sports competition. In the process evaluation of sports, the following can be evaluated: observation and analysis ability, including the degree of observation and understanding of information about opponents, teammates and pitch space, as well as the ability to judge and analyse the situation of the game; decision-making ability, including decision-making during the transition between attack and defence, the choice of attack and defence tactics, and decision-making when teammates cooperate with each other.

2.1.3 Sports Presentation

Sports demonstration refers to the skills, movements and technical levels presented by athletes in a game or performance. In the process evaluation of sports demonstration, the following aspects can be evaluated: firstly, technical movements, assessing the accuracy, fluency, control and coordination of the technical movements presented by the students in the competition or performance. This includes whether the posture of the movement is correct, whether the execution of the technique is accurate, and whether the consistency and transition of the movement is smooth; secondly, creativity and innovation, assessing the creativity and innovation of the athlete in the display; expression and interpretation, assessing the emotional expression and interpretation ability of the student demonstrated in the sports display. This includes the understanding and expression of rhythm, music, stage performance, movement details, etc., as well as the ability to be able to establish an emotional connection with the audience and to convey emotions; third, Stage Presence, which assesses the student's ability to perform on stage and the effect of stage presentation. This includes aspects such as posture, grooming, expression, power of movement and sense of rhythm. Evaluating stage presence can be done by observing the students' level of confidence on stage, interaction with the audience, and the audience's reaction to the performance; fourth, overall co-ordination, assessing the co-ordination and integrity of the students' overall performance. This includes aspects such as transition and articulation between movements, overall rhythm, and consistency of interpretive style. Evaluating overall coordination allows for the observation of the athlete's coherence and oneness throughout the presentation. The process evaluation of sports presentations needs to be comprehensively assessed in conjunction with competition footage, spectator evaluations and observations by professional judges.

2.2 *Based on Health Behaviour, Talk about the Content of Physical Education Teaching Evaluation*

Health behaviour refers to the comprehensive performance of students in promoting physical and mental health and positively adapting to the external environment. Healthy behaviours include four dimensions: awareness and habits of physical exercise, mastery and application of health knowledge and skills, emotional regulation, and environmental adaptation, which are mainly reflected in the development of good exercise, diet, eye care, work and rest and hygiene habits, the establishment of a sense of safety, weight control, staying away from bad hobbies, the prevention of sports injuries and illnesses, the elimination of sports fatigue, maintaining a good state of mind, and adapting to the natural and social environments.

2.2.1 Awareness and Habits of Physical Exercise

The content of physical education evaluation in terms of physical activity awareness and habits aims to assess students' awareness of physical activity and the development of good physical activity habits. There are the following evaluation contents: first, exercise plan and goal, evaluating whether students are able to make a reasonable exercise plan and set clear exercise goals. This includes whether students understand their personal fitness level and needs, whether they are able to make a suitable exercise plan for themselves, and whether they are able to set feasible short-term and long-term exercise goals; secondly, adherence and regularity, which evaluates whether students have adherence and regularity in the process of physical exercise. Second, persistence and regularity, assessing whether students have persistence and regularity in the process of physical exercise, including whether students can carry out the exercise programme on time, whether they have the attitude and action of persistent exercise, and whether they have a certain exercise pattern; third, safety awareness, assessing whether students have safety awareness and related knowledge in physical exercise. This includes whether students understand the basic knowledge of sports protection and general knowledge of safety, whether they master correct sports skills and postures, and whether they take safety measures in the process of exercise; fourth, self-reflection and adjustment, evaluating whether students have the ability of self-reflection and adjustment in physical exercise. This includes whether students are able to actively reflect on their exercise effect and performance, and whether they are able to make adjustments according to their own situation in order to continuously improve their exercise ability and effectiveness.

2.2.2 Acquisition and Application of Health Knowledge and Skills

Physical education teaching evaluation in the mastery and application of health knowledge and skills aims to assess the extent of students' understanding and application of health knowledge and skills. There are the following teaching evaluation contents: first, the mastery of health knowledge, evaluating students' learning and understanding of health knowledge. This includes whether students understand the structure and function of the body, the impact of living habits on health, and the prevention and response to common diseases; second, the mastery and application of motor skills, which evaluates students' mastery of motor skills in different sports. This includes students' understanding and application of basic movement skills, mastery of techniques and tactics, and the development of body coordination and flexibility. Third, the application of safety and health knowledge, which evaluates whether students are able to use safety and health knowledge for self-protection in sports activities. This includes whether students are able to use sports equipment correctly, acquire knowledge of emergency care, and comply with sports safety rules, etc.; fourth, practice and promotion of healthy behaviours, which evaluates whether students are able to transform health knowledge into behavioural practices in their daily lives, and actively promote healthy behaviours. This includes whether students have regular physical exercise habits, good dietary habits, correct rest and sleep, etc. Fifth, the setting and achievement of health goals, evaluating whether students are able to set reasonable health goals in

physical exercise and achieve them through specific actions. It includes whether students are able to set specific goals for physical exercise, make corresponding plans, and achieve the goals through continuous efforts and persistence.

2.2.3 Emotional Control

Emotional control is an important social-emotional ability, which is of great significance to the growth and development of the individual, and in the teaching evaluation, teachers should also pay attention to the regulation of students' emotions, and they should be guided to control their emotions correctly. In terms of emotional control, teachers can evaluate the following aspects: self-awareness and emotional perception, to evaluate whether individuals have the ability of self-awareness and emotional perception, and whether they can accurately observe and distinguish their own emotional changes; emotional regulation and emotional expression, to evaluate whether individuals are able to effectively regulate and express their own emotions, including positive and negative emotions; rational decision-making and problem solving, to evaluate whether individuals in the emotional state of emotional regulation and expression, including positive and negative emotions; rational decision-making and problem solving, to evaluate whether individuals in the emotional state of emotional regulation, to guide them to correctly control their emotions. problem solving, evaluating whether individuals are able to make decisions and solve problems rationally in emotional states; emotion and interpersonal relationship, evaluating whether individuals are able to establish good interaction and communication with others in terms of emotion expression and emotion regulation.

Taking football as an example, the teacher assesses students' behavioural norms in terms of emotion regulation and emotion expression. See if students appear to kick or hit others because of their competitive nature while participating in football. If there are such problems, they can be organised to take part in the "Dangers of Emotional Loss of Control during a Football Match", for example, by asking them to watch a video of their own match and talk about what kind of emotional loss of control they had and how they should control it. In watching the video, highlighting the scenes of abusing opponents with gestures and words, and asking them to say what is wrong, students will build up the awareness of controlling emotions, and recognise the importance of controlling emotions correctly in football matches to ensure fair competition. If a code of conduct can be written into the evaluation guidelines so that students can clearly see that emotional control also carries considerable weight, then they will become more aware and correct their sporting behaviour.

2.2.4 Environmental Adaptation

The evaluation content of the environmental adaptation aspect aims to assess students' ability to adapt and cope in different sports environments, with the following evaluation content: spatial adaptation, which evaluates students' ability to adapt in different spatial environments. It includes whether students are able to adjust their sports according to different venues and scenarios, such as indoor and outdoor environments, and the characteristics of different sports venues; Social Adaptation, which evaluates students' ability to co-operate and get along with others in sports activities. This includes whether

students are able to communicate and collaborate effectively with teammates, opponents and coaches, and whether they are able to maintain good interpersonal relationships in a crowd; Time Adaptation, which evaluates the ability of students to adapt in different time periods. This includes whether students are able to exercise at different times of the day, such as in the morning and in the evening, and whether they are able to effectively organise their exercise programme and complete their tasks within a limited period of time; Adaptation to the sports environment, which evaluates the ability of students to adapt to different sports environments in specific sports or competitions. This includes whether students are able to cope with the effects of different climates, temperatures, weather and other factors on sports, and whether they are able to adapt to the characteristics of different venues and equipment; Adaptation to Stress, which evaluates the ability of students to adapt to competition and challenges. This includes whether students are able to remain calm and focused during competitive matches or high-intensity training, and whether they are able to cope with pressures and difficulties from the outside world.

2.3 Based on Sports Character, Talk about the Content of Sports Teaching Evaluation

Sports character refers to the behavioural norms and sports ethics that students should follow in sports, as well as the values and spirituality that they form. Sports morality includes three dimensions: sportsmanship, sports ethics and sports character. Sportsmanship is mainly embodied in positive enterprising, courageous and tenacious, not afraid of difficulties, perseverance, team spirit, etc.; sports morality is mainly embodied in obeying the rules, respecting the referees, respecting the opponents, honesty and self-discipline, fair competition, etc.; sports character is mainly embodied in self-respect and self-confidence, civilised and polite, sense of responsibility, and the correct view of victory and defeat.

2.3.1 Sportsmanship

Will quality is an important content of sportsmanship. Based on the new curriculum standard of physical education which is based on moral education, teachers should evaluate students' will quality. Taking artistic gymnastics as an example, teachers conduct process evaluation based on two points: toughness and self-control. "Toughness" examines whether students can persevere when encountering difficulties. For example, horizontal support is a difficult static movement that many students cannot successfully complete after many attempts. At this time, the performance of individual students was different. Some took the initiative to seek help from others, asking them to help them hold their bodies upright and assist them in finding their balance. This performance demonstrates both resilience and solidarity, and the teacher should give it a high rating. Some students repeatedly trained on their own, their ability to improvise was not strong but they had unwavering beliefs, teachers should also focus on encouragement and remind them to seek help from others. Some students give up lightly and move on to other programmes. These students need guidance and encouragement to challenge the difficulty of the movements again. In terms of "self-control", students should be examined to see if they can study conscientiously without being disturbed by other factors. For example, some students may be attracted by other programmes on the sports ground, watch others' activities and even participate in them. When

such a situation is found, the teacher should make timely criticisms and organise the students to divide into groups to start mutual assessment. When you see your peers' eyes wandering, etc., you can remind them to pay attention to it. The group leader should also discuss with the group members and think about how to make the training interesting and enhance the attention of the peers. For example, students suggested that we can design a game of "you compare and I guess", in which one person makes the movements of artistic gymnastics and the others imitate them to see who can do it the most similarly.

2.3.2 Sports Ethics

The content of the physical education teaching evaluation in terms of sports ethics aims to assess students' moral quality and behaviour in sports activities. The following are the specific sports teaching evaluation contents: first, observing rules and fair play: to evaluate whether students observe the rules and the principle of fair play in sports competitions or activities. This includes whether students abide by the rules and ethics of the game, do not resort to cheating, threatening or improper means to gain a competitive advantage, and respect the judgement of their opponents and referees; second, teamwork and sense of cooperation: to assess whether students have a sense of teamwork and cooperation in group sports activities. This includes whether students are willing to share, support and encourage their teammates, are able to co-operate with each other, have mutual trust and respect, and do not compromise the interests of the team with their personal interests; thirdly, self-discipline and self-control, which evaluates whether students are able to exercise self-discipline and self-control in the process of sports training and competition. This includes whether students are able to consciously follow the training plan, maintain focus and effort in training, control their emotions and behaviours, and do not give up or surrender; fourth, respect and friendly behaviour, which evaluates whether students are able to respect others, treat others kindly, and demonstrate good behaviour and courtesy in sports activities. This includes whether students respect coaches, referees and teammates, respect the efforts and achievements of their opponents, and positively convey friendliness and positive energy; Fifth, moral awareness and sense of responsibility, which evaluates whether students have an awareness of sports ethics and a sense of responsibility. This includes whether students recognise the ethical issues and challenges in sports activities, are able to take the initiative to take responsibility and mistakes, and actively promote the tradition of sportsmanship and sports ethics.

2.3.3 Sports Character

Character is a part of character, and the pedagogical evaluation of sports character can be carried out in the following aspects: first, self-confidence and self-esteem, evaluating students' self-confidence and self-esteem in sports activities. This includes whether students have the confidence to face their physical abilities and skill levels, and whether they are able to maintain a positive self-image and self-worth in physical activities; second, fairness and honesty, which evaluates students' performance of fairness and honesty in physical activities. This includes whether students are able to follow the rules, refrain from cheating, and maintain an honest and fair attitude towards the efforts and achievements of

others; Third, Dedication and Concentration, which evaluates the student's attitude of dedication and concentration in sports training and competition. It includes whether students are able to devote themselves to sports activities, respect the opportunities for training and competition, and maintain a dedicated attitude towards the guidance and support of coaches and teammates; Fourth, Social Responsibility, which evaluates whether students possess a sense of social responsibility in sports activities. This includes the student's ability to actively participate in social and sport-related activities, concern for the needs and plight of others, and willingness to make positive contributions to society.

3. Implementation Strategies of Teaching Evaluation in Junior High School Physical Education Teaching

3.1 Focusing on the Characteristics of Sports for Teaching Evaluation

"Teach, practice hard, often race", this is the new standard for teachers to put forward the requirements. The new standard requires teachers to change from "teaching" to "educating", from teaching "knowledge" to guiding students to explore "knowledge inside and outside school". The teacher is required to change from teaching "knowledge" to guiding students to explore "knowledge inside and outside the school". In teaching evaluation, teachers should focus on the characteristics of the sports programme for evaluation. For example, in basketball teaching, teachers through classroom observation found that some students did not do a good job of passing the ball, but also often blame others for passing errors. This requires teachers to adjust the teaching programme in time and help students raise awareness from the aspects of ability and literacy. In the aspect of ability, teachers arrange students to participate in the activity of "passing the ball among many people". Multiple people form a circle, and when they hear the command, they remain in the same position and pass the ball to their classmates to see how well they understand each other. This game allows students to expose weaknesses in their passing, and they can adjust their movements under the guidance of their peers. For example, some students found that: "When passing the ball, the back foot should be stomped on the ground and the body weight should be moved forward. But the students stood still when passing the ball, no wonder the direction was often shifted. This time the students watched the movements of other students carefully and identified the problem." Through a series of movement training exercises such as chest pass, ground pass, low hand pass, overhead pass, one-handed shoulder pass, etc., students compared and analysed the similarities and differences of each movement. In the specific practice, students can also grasp the key details of the action, swing the forearm quickly, and pass the ball out with a sharp and forceful shake to improve the level of passing skills. In the area of literacy, we designed a "self-finding" activity, in which students were asked to film their own passing movements, find out the problems in the movements, and then they were asked to reflect on whether it was themselves or others that were the main reason for their passing mistakes. This makes students realise that everyone has problems and not to blame others for their mistakes.

3.2 Teaching and Learning Evaluation in Units Based on Curriculum Objectives

Based on the core literacy, teaching is carried out in units according to the objectives of the physical education curriculum. The goal of evaluation is changed from screening and selecting to promoting development. Teaching evaluation does not only focus on students' mastery of certain knowledge or skills, but also examines students' ability to apply knowledge and skills in the whole unit learning situation or real extracurricular life situation, students' self-development learning motivation, ability to show transfer of knowledge and skills in the situation and excellent sports character. The direct goal of teaching evaluation is to judge the unit teaching achieves the extent to which it fulfils the curriculum objectives and the degree to which the students' core literacy in PE is achieved. Turning the unit teaching objectives into specific indicators that can be operated and assessed is also an important strategy for transforming core literacy into concrete learning and practicing results. Students are able to understand what they need to master and demonstrate against the evaluation indicators. Teachers need to design assessment around the core qualities of physical education, and provide effective assessment that can promote students' physical and mental co-education. The assessment objectives should be highly relevant to the subject core literacy. Firstly, evaluation is designed to assess the motor ability of the physical education learning process of the unit, focusing mainly on making judgements about the state of physical, technical and tactical and psychological abilities during the learning and practising activities. The evaluation is centred on physical fitness, sports cognition and the use of skills and tactics, and sports demonstrations and competitions. Secondly, the evaluation is designed to assess the health behaviours in the course of the unit of study, focusing mainly on the students' physical and mental health and active adaptation to the external environment in the unit of study to make a judgement. The evaluation focuses on students' awareness and habit of exercise, mastery and application of health knowledge, emotional regulation, and adaptation to the environment. Thirdly, the evaluation is designed for the performance of sports morality in the process of unit sports learning, mainly focusing on making judgement on the behavioural habits, value pursuits and spirituality in learning, and evaluating the students' sports morality, sportsmanship, sports character and other aspects. Against the requirements of the school and the local education bureau, it is generally recommended to be divided into four grades: excellent, good, qualified and unqualified, which should be given a score and be observable, measurable and evaluable.

3.3 Using a Diversified Evaluation Mechanism for Teaching Evaluation

Diversified teaching evaluation, teacher evaluation combined with student evaluation. Let the main body of the unit study evaluation, the evaluation perspective, the evaluation content is more comprehensive. Teachers and students can use the sports file bag, group work, stage assessment, exercise log, written questionnaires, interviews, daily observation and so on as the basis for evaluation. Physical education teachers should strive to improve the credibility and validity of the evaluation basis, standardise the evaluation content and enhance the effectiveness of the evaluation process. Physical education teachers can use all kinds of evaluation methods comprehensively according to the unit

theme to obtain information about students' physical education and health unit learning in primary school from multiple perspectives and dimensions, and infer the development of their core literacy in physical education.

4. Conclusion

When junior middle school physical education under the core literacy is evaluated in teaching, teachers should pay attention to the improvement of students, and design different levels of academic quality passing standards around athletic ability, health behaviour, physical integrity and so on. Facing all students promotes the overall development of students and meets the requirements of the new curriculum. In junior high school physical education teaching, teachers focus on the characteristics of sports for teaching evaluation, conduct teaching evaluation based on the curriculum objectives in units, and use diversified evaluation mechanisms for teaching evaluation. In addition, they can also establish scientific evaluation standards, make good records of students' growth, and complete comprehensive quality evaluation. This can optimise the teaching effect, motivate students to be optimistic, develop good habits of independent exercise, and promote the overall development of students.

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