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Study on the method of implementation of formative assessment in university sports teaching

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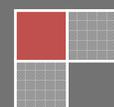
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ABSTRACT

The formative assessment in teaching process and students only pay attention to promotion, can avoid absoluteness results in a certain extent, help students according to their own actual specified learning plans and objectives, teach students in accordance with their aptitude is the concrete embodiment of implementing the. The implementation of formative assessment should not only focus on the process of evaluation and promote students to learn in the university sports teaching, but also pay attention to non intelligence and non professional evaluation, in order to better promote the implementation to enhance the overall quality of students.

KEYWORDS

Sports teaching; Formative assessment; Teaching methods.



INTRODUCTION

In the university sports teaching, on the assessment of student achievement is a more important work, is also the school teaching planning and scientific management of an indispensable link in the. Through the teaching evaluation can be timely feedback of teaching information, find the problems in teaching, so as to effectively control the teaching process. Traditional evaluation of teaching has already cannot adapt well to now teaching mode, therefore must carry on the innovation of the. The use of teaching evaluation form in sports teaching can effectively motivate students to sports learning interest, have a positive role in promoting the university sports teaching.

THE BASIC CONCEPT, FORMATIVE ASSESSMENT

The basic concept of formative evaluation is written by Kerrey in 1967, the "a" evaluation methodology in this book. The teaching process of formative assessment can effectively guide the school stage by stage, the evaluation on the teaching activities, to improve teaching efficiency. Formative evaluation pays more attention to the evaluation results of the teaching process feedback, mainly includes the study on Teachers' teaching and students' feedback two aspects. Teachers can use the formative assessment to understand the students to understand and grasp the situation of physical education, and the existing difficulties and problems to take timely measures to solve. At the same time also can the teaching method and the teaching content of teachers so that teachers give feedback, to adjust its, better motivate students interest in learning. College students can also through the formative evaluation to understand their own to the sports teaching to grasp the situation, understand oneself in the physical education curriculum in the weak links, so as to provide certain reference and the basis for their future learning, which can adjust the learning objectives, reinforcement learning objective for. It can also help students to study independently by formative assessment, have built on their correct understanding of their own and confidence to help, and mobilize the enthusiasm of the students, have a positive role in promoting the development of university sports teaching. And formative evaluation and summative assessment in evaluating method, purpose, functions exist obvious differences.

THE BASIC FUNCTIONS OF FORMATIVE ASSESSMENT IN THE TEACHING OF PHYSICAL EDUCATION

The main principle of formative assessment of student learning potential is clear, found that the teachers in teaching process problems, to improve the students' learning level. Formative assessment not only from the evaluator's needs, and more is from the point of view of evaluation of the demand, pay attention to the teaching process of teachers and students, learning experience. Formative evaluation is emphasized the relationship between people, using a variety of factors in order to achieve the comprehensive evaluation, and should pay more attention to the relationship between teachers and students. Formative assessment in college physical teaching, teachers need to do is determine the task, data collection, and students to discuss and find and solve the problems in the discussion, the fundamental purpose of evaluation is to better promote the development of students. Formative evaluation is not only related to the whole process of teachers' teaching activities and teaching evaluation, and the ways and means of its itself is also a dynamic change, and its function is diverse, but the ultimate objective is the teaching content, way of improvement, in order to better promote the development of students. Its main function has the following several aspects:

Diagnosis, feedback and encouragement function

Formative assessment is a diagnosis based on the teaching plan, the university sports teaching method, teaching process and teaching objective in the existing problems, in order to be able to timely for the teaching activities to provide effective feedback, and improve the overall quality of the school teaching activity. Formative assessment does not appear to discriminate between students good and bad

degree phenomenon, its evaluation is the main purpose of the University Physical Education "teaching" and "learning" to conduct a comprehensive diagnosis, and to determine the curriculum goal reaching degree from, to the scientific and reasonable way of feedback to the teachers and students in the evaluation process, the evaluation results and to ensure that teachers and students can accept, so as to have a comprehensive understanding of themselves, to promote the teaching work smoothly. Formative assessment to better provide students with a platform to show themselves, self presentation encourage each student better, and with a proper diagnosis and feedback mode, so as to form an effective incentive measures, to promote the development of physical education teaching activities.

Adjustment and correction function test, teaching design

In university sports teaching, formative assessment more application in teaching, to evaluate whether the completion of various projects in physical teaching. In the process of teaching teachers by observing the behavior of students to make relevant feedback, to adjust the teaching methods better, grasp the direction of teaching. Formative evaluation can not only evaluate the single sports event, but also can be a plurality of project comprehensive evaluation, and can also be a number of individual results are combined together to evaluate. For example: a school in a university in the first grade 6 class immediately pulled out 3 classes as research on the image, the sub formative evaluation based on 3 classes of students physical skills, sports knowledge, the relationship between teachers and students, learning attitude, learning ability and the students of sports to grasp the situation, then partial to every student the advantages and disadvantages of the teaching situation, such as analysis, timely feedback, correction of the deficiencies, and then the partial results together the same evaluation, feedback and correction, in order to better promote the development of university sports teaching. For the student's correction measures are mainly to provide university students in the same but different teaching means and methods of teaching opportunities; teachers individual tutoring to students according to the results of the evaluation on physical education teaching; students according to the different understanding of the situation, take the Jiao Zhengfang method is different, the only way to better ensure the student to master the study the development of things, to continue to improve and promote the university sports teaching.

The diversification of theme, content, time function

Characteristics of formative evaluation is evaluation, evaluation content and evaluation period subject pluralism, and advocated by using evaluation means and methods according to the actual situation of different, especially qualitative evaluation methods, such as the teacher teaching, student growth record notes, in addition, formative assessment is also more emphasis on the evaluation of the daily, because the growth doing so can clear, comprehensive records of the university students in the physical education teaching process, it has profound significance for the students after learning and working.

Reflection, summary, improve the function of

Formative assessment is not only pays attention to student evaluation of learning effectiveness and the level of teaching, but also pay attention to the students to participate in all aspects of sports teaching evaluation. University students to participate in the evaluation, the general will produce a certain pressure on students, can effectively stimulate their consciousness, introspection and reflection, and made a detailed summary of its own, and then specify a set of reasonable future plan of study, and summarizes such training will better the students of sports teaching reflection, to continuously improve their sports ability.

THE SPECIFIC IMPLEMENTATION OF FORMATIVE ASSESSMENT IN THE TEACHING OF PHYSICAL EDUCATION IN UNIVERSITY, THREE

The basic principles of university sports teaching formative assessment

(a) The principle of objectivity

In a related evaluation under the guidance of the theory, the basic situation of university sports teaching in our country is analyzed, and a comprehensive grasp of all aspects of the factors existing in

the formative evaluation, to ensure that all aspects of elements of the evaluation system is objective. Formative assessment can enhance the university sports teaching effective effect in physical education teaching evaluation, not only to maintain an objective, reasonable and fair, but also to students "study" and judging teachers' "teaching" to make real and objective.

(b) Feasibility principle

The formation of all the indexes in the evaluation of all characteristics to meet the student's body and mind development characteristic and the sports disciplines, and requires that all standards would have to comply with the principle of feasibility. In the formulation of the evaluation system, the first to the basic situation of the college sports teaching in our country are analyzed and a comprehensive understanding of, and find the existing defects and shortcomings, in addition to certain university sports teaching formative assessment in the presence of dominance, and on the basis of the construction of evaluation system of a set of scientific and reasonable the.

(c) The scientific principle

University sports teaching form comprehensive must each index evaluation, ensure that all aspects of the evaluation system can be very good to meet the requirements of the evaluation target. In the selection process of formative evaluation should fully respect the law of PE teaching, to ensure that the evaluation index system of inside in the independent state, and in the existence of the relationship between containing and being contained in the causal relationship and the superposition of each index is not the same level.

(d) Comprehensive principle

Sports teaching formative assessment process to inspect and analyze all aspects of the evaluation object, but also to the evaluation of the comprehensive research and comprehensive evaluation. In addition to the indicators of the evaluation of information together, and finally make a comprehensive analysis and proper decision.

(e) The guiding principle

The development of university sports teaching formative assessment must be able to guide the work of physical education and accurately, but also can promote the sports teaching activities carried out smoothly, only to play the guiding role of formative evaluation, timely evaluation of information feedback out, to ensure the defects in physical education teaching and problems are corrected promptly and improve. Formative evaluation of the main purpose is to better improve the quality of physical education, to ensure the full development of College students. The evaluation can effectively identify the rationality and irrationality of the sports activities, thus further affirmation and negation on it, to provide help for the development of the school sports teaching and students.

The formation of university sports teaching key points of implementation evaluation

(a) Insist on personalized evaluation as the main body

Different stages of learning of students, their interests in sports, hobbies are different, even the same segment of the students, due to various factors, living habits of their own genetic, contact sports such as time, its interest in participating in physical activities is not the same. Sports has the characteristics of multi functional, but each of the students interested in sports, hobbies, also has the diversity characteristic. With the reform of school physical education, physical education teaching began to develop physical and mental demand and pay more attention to students' individuality more, so the teachers should help students make better development goals, make sure they are on every PE class are able to learn the knowledge, find the fun. Therefore, formative assessment to the personalized development adhere to the students, and strive to create a good learning atmosphere for them.

(b) Adhere to the students' self evaluation as the main body

The main way of teaching university physical education is physical exercise. Therefore it not only to the formation of the law to follow the movement skills and other disciplines, but also follow the

laws of cognition. Formation and development of sports skills, techniques often rely on the feeling of the body, and the physical load usually to feel after fatigue and recovery of their own, others are very difficult to be keenly aware of to load the feeling. Today's sports teaching more pay attention to the learning interest, attitude and cultivate relationships and evaluation of students, because this a few plays a great impact on students' future development. However, evaluation of these aspects of the only self assessment is the most accurate, most real, so in the physical education teaching of formative evaluation, we should adhere to the students' self evaluation as the main body.

(c) Adhere to the combination of qualitative and quantitative

Carries on the appraisal to the university physical education mainly has two forms: i.e., index system and problems. In the evaluation of the university students' sports scores, physical status, it should be possible to use quantitative index for testing and evaluation, in order to ensure the accuracy and objectivity of formative assessment. But the evaluation for some non intelligence, emotion class sports project, qualitative evaluation usually only using general questions way. For the conclusion of the evaluation of PE teaching, not only to the measured quantitative evaluation data, but also through a qualitative approach to analyze the problem, and achieved certain results, guiding students in their learning goal of learning. Therefore, on the formation of university sports teaching evaluation must be pay attention to the combination of qualitative and quantitative methods to carry out a full range of evaluation process.

(d) Focus on extensive evaluation data sources

The university sports teaching in the teaching contents, items, exercise way has a certain repeatability, so the evaluation of each study section of the data are likely to become the future of formative evaluation data. Interpersonal communication in the teaching process of PE is more frequent, various projects of the students are in the competitive and cooperative atmosphere, and each student expression often show up in the face, which makes teachers' personality characteristics of students, attitudes toward sports have more understanding, and provide the basis of formative assessment for the future. Therefore, the university sports teaching evaluation has formed characteristics of data sources are widely.

THE IMPLEMENTATION OF THE FORMATION EVALUATION THE MATTERS NEEDING ATTENTION IN COLLEGE PE TEACHING

To pay attention to the evaluation of non intelligence factors

Modern sports teaching with the cooperative innovation, sports attitude, sports consciousness sports factors as the main teaching objective, can greatly influence the cultivation of this several sports factors on students' sports consciousness, at the same time for students to learn from the deep mechanism also plays a restricting role. However, sports scores and students' physical, learning related small progress such as degree, so in the modern physical education teaching should be based on the students' individual learning degree as the evaluation subject.

Observation and control should pay attention to the teaching process

College sports teachers must have a long-term vision, teaching methods, improve the existing teaching content, in order to better motivate students enthusiasm for sports and emotion. Since the evaluation time interval of formative evaluation is short, the variation range of each evaluation index is also relatively small, so it can be said that the formative evaluation is more generally used a problem for the evaluation of the leading. In addition to the evaluation of the plan within, for students ideological deviation appears, encountered in the process of sports students' frustration and learning achievement etc. should be given timely evaluation.

To pay attention to stimulate students' subjectivity

Formative assessment more should be based on students' self evaluation as the main body, at the same time also with the evaluation between students and teachers. Through the understanding of

students' sports demand, formative assessment incentive function can better, it not only can let the students a better understanding of their learning situation, but also to the cultivation of self analysis and evaluation of the ability of students, so as to realize the effective control of the students. Students only through self analysis, research and evaluation, to foster their enthusiasm for sports learning, change their traditional attitude to PE teaching. Student evaluation and teacher evaluation results timely feedback to students, and then through the contrast, make students further understand themselves, so as to improve the students' learning interest and efficiency.

CONCLUDING REMARKS

To sum up, the university sports teaching formative assessment is the reform of PE baton, related to the school sports reform effect. Formative evaluation mainly advocate to improve learning for the purpose of evaluation, it can timely feedback the related information to the teacher and the students, in order to ensure related defects can be timely resolved, continue to enhance teaching efficiency.

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