

Research on the evaluation of special students ' physical Education learning under the new curriculum standard

Lufori Wang Ting had ², Zhu Guihua ¹

1. Guizhou Polytechnic Institute of Physical Education , Guizhou Guiyang 550003 2. Guiyang School , Guizhou Guiyang 550001)

Abstract: with the promotion of humanistic care and education , Development of public reform , Special group Students ' body and mind health concerns , to make special Education school The research nonporous in sports is booming . author through CNKI Document retrieval system lookup and collected about disabled persons Physical Education , Special Physical Education related documentation ,, Find students with disabilities in special physical education Education Learning evaluation articles are rare . author considers , to study on the evaluation of Physical education of students with disabilities nonporous not only can enrich the development of sports teaching field of handicapped persons ,, Improving the quality of physical Education for the handicapped , can also encourage the disabled Students actively , enthusiastically put into the physical classroom Learning ,, Promoting effective learning for disabled students . Sports Teaching evaluation is a means, not a purpose ., Its basic function is feedback and motivation , make all learn Physical learning can progress , therefore should be clearly evaluated Price Concept , do not emphasize results , to be more The learning-oriented process . nonporous through Guiyang School students ' evaluation of Physical education learning is now Look for analysis , Comprehensive understanding of special pedagogy Evaluation criteria and implementation of physical education learning , Find out The problems with in evaluation of sports learning for special students and deficiencies , propose reasonable countermeasures and recommendations .

Keywords: Integration Education course ; knowledge Ditch ; Education Fair ; Isolated Education

1. Research objects and methods

1.1 Research Object

take Guiyang School as an example , to the new lesson mark the status of sports learning evaluation for special students nonporous .

1.2 Research Methods

1.2.1 Documentation Method The author passes theCnki

Document retrieval system consulted and collected about disabled persons Physical Education , Special Physical Education related documentation , and from China Special Education Network , China Disabled Union to get the latest policies related to special sports and Info , and systematically on collected data ,, Summary and Analysis .

1.2.2 Field survey multiple visits to Guiyang

School , for Guiyang School's collar Guide , Physical education teacher interviewed , for student sports learning

Copyright ©

This is an open-access article distributed under the terms of the Creative Commons Attribution Unported License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

field visits , more complete face , Learn about students ' physical education in detail condition .

1.2.3 Logical Reasoning Search through literature

Material , based on previous research on the evaluation of Physical education learning nonporous , combining

Guiyang School student Sports Learning reality ,Inference and generalization .

2. Results and Analysis

New Course standard provides : Sports Learning Review Price includes students ' learning effects and learning processes price , The main evaluation process is the physical fitness of the student , skills , Learning attitude , Emotional performance and team work Awareness Evaluation . physical education Evaluation is a review of general teaching evaluation in physical education price . It is based on specific physical education goals and standards , Systematic investigation of the whole process of physicaleducation , Its value is excellent for general teaching evaluation , disadvantage in Line further improved procedure . to Guiyang Analysis of the status of school sports learning assessment fruit is as follows .

2.1 Evaluation Content single rigid , lacks a complement

Defects and imparting health knowledge

Physical Education content is based on physical education teaching objectives Select , based on student development needs and teachings conditions for processing , in Physical education environment Grant sports knowledge to students away from sports technology and more than game methods etc . Evaluation content selected by a sports instructor to directly reflect evaluation function play . through interview and field trips learn about Guiyang School Physical Education content mainly for blind table tennis , Flowers like skipping the , nineth set of broadcasting , Sports Games , Basketball , Volleyball , items such as martial arts . Select these items for the main reason : (1) Fitness for these items sex ,, practical and interesting strong , Low activity , security all , Special for students of different ages body Features ;(2) Guiyang School Sports hard device extremely deficient , and these items not subject to objective Environment and natural environment restrictions , Easy to organize and open show . because there are no specific evaluation criteria , to Students ' learning attitude and affective performance and cooperation aspect enter Line Evaluation , only on simple and easy to operate layer face , without an exact evaluation , to make comments Price single rigid , Lack of compensation for defects and health imparting knowledge .

2.2 Evaluation methods focus on results and ignore process Evaluation

There are a number of ways to learn physical education , should be based on not Same rating , Select appropriate evaluation method . scientifically sound evaluation methods can effectively promote learning Physical Education Learning . new lesson changed , for evaluation party method should be quantitative and qualitative evaluation ,outside and internal evaluation , combination of procedural and result evaluation , Phase Evaluation vs. absolute evaluation , Vertical Evaluation and horizontal review

price combination . through the Guiyang School Division Leadership interview , learning Guizhou Province Education Department , Guizhou Province Sports Bureau currently does not have a unified body education Course Evaluation Criteria , in most special pedagogy School , lack of physical and mental characteristics for special students Sports Performance evaluation Indicator , Hugh Education evaluate to the final evaluation of the main . when interviewing with your Yang City School Leadership interview find , Guiyang School student Sports results rating more focused on summative evaluation , and suddenly View procedural evaluation . because there is no uniform course Mark no , Sports textbook , P.E. teacher only from teaching plan written by ;, teaching content Single , evaluation After teaching is also based on yourself the content that the teaches is evaluated .

2.3 Sports Learning evaluation subject Dislocation

The subject of sports learning evaluation plays a role in the evaluation of A very important role , largely determines the The methods and criteria used in the evaluation process and the results of the selection and evaluation . under New course standard next , Sports Learning evaluation subject's diversity is teaching Division students and parents can

participate in The evaluation, more The focuses on the student's self-assessment and peer review between groups . but "" Multiple views of Guiyang School Physical Education mo find , Learning ratings are usually taught by teachers one Personal complete , Students basically don't participate in evaluation of procedure . evaluation body with top to bottom evaluation and teaching Master Evaluation main , Although some students have their own comments price , But overall students in the evaluation of sports learning is still in passive position . This evaluation principal dislocation , ignores the role of the candidate , make physical Education and learning assessment of sports activities become a passive procedure , is not conducive to motivating students. , also does not The habit of developing students ' lifelong physical exercise and the ability Force , so that it loses the truth about valid instructional information. Feedback .

2.4 Evaluation Criteria are not comprehensive

The evaluation of Physical Education quality is the teaching of physical education Effect Evaluation of a comprehensive measure , It promotes expectations teachingachievement of learning goals and improvement of physical education quality with have positive meaning . to make the quality of physical education Evaluate objective ,Exact , and can perform its evaluation Positive effects , First you must determine a reasonable evaluation standard . Reasonable evaluation criteria you can't just stand on the teacher leader's position , should be more in the student principal The position of the is considered . through an interview with Guiyang School dean's Office , Guiyang Teaching evaluation of P.E. teachers in schools with a "" amount of hours , the Personal publication Research and teaching theory , , Personal Special education skills ,Guidance for students The award-winning situation evaluation criteria for evaluation , evaluation means Mark All stand the angle of the professional development of the P.E. teacher degree . While the quality of physical education is good and bad , student is Most-experienced person in the audience . Evaluation indicator lack of learning principal status pay too much attention to teacher-led make with , is not comprehensive enough .

3. Conclusions and recommendations

3.1 Improve the level of professional development for teachers , Fung Rich student learning evaluation content System

because of the greater diversity of special children , so Special Education for special education teachers ' professional accomplishments out more , Higher , More comprehensive requirements . Special education School P.E. teachers need not only education Learn , psychology , Major in sports events [knowledge and Skills] , requires special teaching educated knowledge and skills . For example , Sign Language basic training and teaching method , Paralympic Games and Special Olympics related knowledge knowledge , Special Education and training , listening to and aid devices , and so on . Strengthening special Education School sports The teacher's knowledge and skills reserve for special education , To teach content Diversity , improving teaching quality , from to enrich students ' learning evaluation content System .

3.2 focus on student learning attitude , Emotion table present and spiritual evaluation

Evaluation of students ' effects on physical education including learning The Diagnostic decision and learning results for The learning process set , The most direct manifestation of is sporting performance . criteria for the assessment of Physical education for children with disabilities should not be At the end of the semester a piece of sports performance is quasi , should take the study Student Learning Attitude , affective performance and cooperative Spirit side The face is more integrated into it ; should be based on special student's Physiological and psychological features , Choosing a Reasonable evaluation method vs . Standard. from simple technology , skills and knowledge test Development as a pluralistic evaluation system , will have more The facilitates the full realization of physical education objectives .

3.3 Sports Learning Evaluation subject Diversity

After the new curriculum reform , with students as the primary body , teacher-led The educational philosophy of the is being

Identity , The subject of physical learning evaluation has also changed ,, from traditional teacher-focused single evaluation Show to students on their own results , Grouppeer review and parental evaluation of students , from single to changes to multiple . Special Education P.E. teachers to be positive organization , Science guides disabled students to their own achievements for self evaluation , Group peer review and parent to student's rating etc , let disabled students find their own in time Step , at the same time find yourself with others in the Gap and Insufficient , Realization of special physical education Learning evaluation subject diversity .

3.4 Enriching the teaching quality of P.E. teachers price Standard

with Health First is the guiding ideology , to Special The school's physical education teacher evaluates , to focus on teaching on students ' learning attitude , Sports emotional performance and The role of the Spirit . to a special school body The The evaluation of the education teacher must be in the spirit of development for teachers and students principles and student requirements , pay attention to teachers the Establishment of teaching objectives and the optimization of the teaching process condition , More concerned about the quality and effectiveness of special students ' study Fruit . Schools should provide training for young teachers or self-development opportunities, to enrich its own Knowledge Structure , Further improve the teaching level of teachers etc .

References

-
1. Wu Yandan. . Special Physical Education evaluation : points to Student Life Development (nine) [J]. physical Education , 2009 (9) : 32-33.
 2. Wang Daquang. . Sports Teaching evaluation system related to nonporous [[D]]. Chongqing : Southwest University , .
 3. Liu Shengmi. . Student evaluation of individual learning in track and field application in teaching nonporous [D]. Suzhou : Suzhou Big Learn , 2013.
 4. Zhu Jing. . part of Shanghai Junior High school sports and fitness Course implementation status and Countermeasures nonporous [D]. Shanghai : Shanghai Normal University ,?
 5. Choshaokong . Shanghai Dimension , Chinese High School student body Self-esteem nonporous [D]. Shanghai : Shanghai Normal University Learn , 2014.
 6. Wang Zhou. . Special Education School sports in Shaanxi province Status and development countermeasures nonporous [D]. Xi ' an : Shaanxi Normal University ,2007.