

Research on the Quality Evaluation System of Table Tennis Special Classroom Teaching For Sports Majors in Colleges and Universities

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Abstract: The talent strategy of revitalizing the country through science and education aims to drive the country's strength and revitalization through education and technology, and cultivate more outstanding talents; the current teaching quality of colleges and universities is the top priority of cultivating outstanding talents, and our standard for measuring quality is science To promote the high-quality development of talents through evaluation and promotion of education is the effect of the teaching quality of colleges and universities in the new era. Therefore, based on the teaching situation of table tennis in sports majors, this paper focuses on optimizing the quality of classroom teaching, and on the basis of collecting and querying existing research, this paper adopts the method of combining quantitative research and qualitative research to study table tennis for sports majors in colleges and universities. Ball classroom teaching quality evaluation system, aims to formulate a scientific and rigorous teaching evaluation system, promote the continuous improvement of table tennis teaching work and teaching quality, can point out the direction for table tennis classroom teaching work, and lay the foundation for cultivating high-quality table tennis talents.

1. Introduction

Quality is the foundation of teaching work in colleges and universities. Due to the expansion of university enrollment in our country, while the scale of "quantity" continues to expand, the improvement of "quality" has increasingly become the focus of teaching work in colleges and universities. Improving quality is the core requirement. There is an urgent need to change from the scale-expanding development state to the quality-centered connotation development, and teaching quality evaluation is an important means for the state to monitor and manage the teaching quality of colleges and universities. The evaluation of classroom teaching quality is an indispensable part of the teaching work of various colleges and universities. Based on the predetermined teaching objectives, appropriate evaluation methods are selected to judge whether the overall educational activities meet the established curriculum standards, and whether teachers and students meet their own needs. An activity that develops needs. Solve the problems of teaching quality.

In recent years, the state has attached great importance to the improvement of teaching quality in education reform, and issued a new quality improvement measures and related documents. In 2003, the Ministry of Education launched the "Teaching Quality and Teaching Reform Project in Colleges and Universities"; in February 2007, the Ministry of Education promulgated "Several Opinions on Deepening the Reform of Undergraduate Teaching and Improving Teaching Quality" clearly pointed out: "Colleges should further strengthen Teaching quality control, establishing internal quality assurance and evaluation mechanism, classroom teaching evaluation system, teacher and student participation in society and business evaluation system for courses and teaching content, practical teaching evaluation system, peer review system, student regular feedback system and teaching supervision system , strengthen the management of the talent training process, improve the quality assurance mechanism at the three levels of teachers, departments and schools, and gradually establish a long-term mechanism to ensure the quality of teaching. In 2019, the Ministry of Education issued the "Opinions on Deepening the Reform of Undergraduate Education and Teaching to Comprehensively Improve the Quality of Talent Training" It clearly states: "Strictly manage classroom teaching, strictly abide by teaching discipline, and ensure the quality of course teaching." In 2020, the state promulgated the "Overall Plan for Deepening the Reform of Education Evaluation in the New Era", which is the first document on the systematic reform of educational evaluation in New China. It is also a programmatic document to guide and deepen the reform of education evaluation in the new era. It is important for guiding the whole party and the whole society to establish a scientific view of educational development, cultivating newcomers of the era who take on the great responsibility of national rejuvenation, and cultivating socialist builders and successors with all-round development of morality, intelligence, physique, beauty and labor. People, speed up the modernization of education, build a strong country in education, and do a good job in education that the people are satisfied with.

To sum up, this study starts from the current practical problems of the quality of table tennis classroom teaching in colleges and universities in my country, and takes professional certification standards as the program. Taking curriculum standards as the core, aiming at cultivating students' professional quality, starting from the improvement of students' ability standard, reshaping the quality of classroom teaching and building an evaluation system for classroom teaching quality. Through the evaluation, the teaching purpose is improved, the teaching content is improved, the teaching strategy is selected, and the evaluation results are considered, so as to improve the effect of table tennis classroom teaching for sports majors. After evaluating the quality elements of classroom teaching, the goal of practical teaching can be expected to be evaluated, so that input resources can be adjusted in practical teaching and process links, and teaching strategies can be changed to ensure the effectiveness of achieving expected goals and practical teaching purposes. Realize accurate quality management and supervision of classroom teaching.

2. Theoretical Composition of the Teaching Quality Evaluation System of Table Tennis in Sports Majors

2.1 Composition of Classroom Teaching Quality Evaluation Elements

2.1.1 The country's Guiding Documents on Improving Teaching Quality in the Past 5 Years (Document Elements)

When constructing the evaluation system of table tennis classroom teaching quality for sports majors in colleges and universities, the relevant policies on the "quality of classroom teaching in

colleges and universities" are taken as an important basis for the construction of the system. This study selects the most representative country's latest policy guidance in the past five years. Selected "Opinions on Deepening the Reform of Undergraduate Education and Teaching to Comprehensively Improve the Quality of Talent Cultivation", "Several Opinions on Deepening the Reform of Education and Teaching and Comprehensively Improving the Quality of Talent Cultivation", "Several Opinions on Further Strengthening the Work of Practical Education in Colleges and Universities", and "Deepening Education in the New Era". Based on the four important regulations and policies promulgated by the Central Committee of the Communist Party of China, the State Council and the Ministry of Education, the overall plan for evaluating the reform is coded, and then the core content keywords of the guidance of each document are coded. Select some high-frequency words and keywords with high repetition rate as the main axis code. According to the interpretation of the organizational keywords, we find out about the quality evaluation of classroom teaching. Keywords with high repetition rate are used as secondary codes.

2.1.2 Inspection Interview

Before the relevant indicators were determined, we used in-depth situational interviews. During the interviews, we selected 20 college table tennis teachers with teaching experience, conducted relevant interviews around the quality of classroom teaching, and made records, listened to the experience interviews of 20 front-line teachers, and formed a three-person group according to the interviews. The recordings were listened to repeatedly to encode high frequency words. For the words that have a high probability of occurrence and are related to teaching quality repeatedly, we set them as three-level indicators. At the same time, we also arranged for 20 students to conduct interviews, through the students' views on the quality of classroom teaching and their needs for teaching quality; according to the words that appear more frequently in the students' interviews, they form a three-level coding. Combining the basis mentioned above and the opinions of long-term teaching experience in this research field, the number of mentions is compared with keywords, and three-level indicators are extracted.

2.2 Principles of Selection of Evaluation Indicators

2.2.1 The Principle of Clarity

When establishing the constituent elements of the teaching evaluation system in classroom teaching, it is necessary to ensure that the names and descriptions of the constituent elements are clear and specific. When taking the questionnaire, you can correctly understand the meaning of each component and its corresponding question.

2.2.2 The Principle of Independence

When establishing the constituent elements of the classroom teaching quality evaluation system, in addition to making the meaning of the individual constituent elements clear, it is also necessary to ensure that they are independent of each other, and that there is no overlapping and overlapping part between the constituent elements. There is no similarity and overlap of element names within and between each other, and each description must be independent of the corresponding constituent elements.

2.2.3 Feasibility Principle

Feasibility principle is that according to the name of the principle, feasibility can be understood as the establishment of constituent elements must be able to play an evaluation role, that is, to be effective. The direct purpose of constructing the classroom quality evaluation system of table tennis teaching in colleges and universities is to use it as a tool that can measure and improve the teaching quality, and actually apply it in the measurement and evaluation activities of the training quality of practical teaching talents in colleges and universities, so as to obtain the implementation of the plan actual situation feedback. Therefore, when designing the evaluation system, we should try our best to ensure that the number of constituent elements is appropriate, the evaluation criteria are clearly expressed, the evaluation system is simple and easy to operate, and the ability to reduce evaluation difficulty and evaluation workload is the embodiment of the feasibility principle and the development of actual evaluation activities requirements.

2.2.4 Practical Principles

Practical teaching quality evaluation is an effective way for colleges and universities to complete and improve practical teaching. Practice is the only criterion for testing knowledge, and this is an eternal truth. The construction of the practical teaching quality evaluation system must start from the concept of educating people, select the constituent elements that fit the practical teaching activities, truly evaluate the constituent elements of teaching, and focus on the relevant constituent elements through the influence of the constituent elements on the expected goals. Adjustment and evaluation of elements. Paying attention to the establishment of practical components is conducive to the cultivation of students' practical ability. Therefore, colleges and universities must highlight the practical principle when carrying out the quality evaluation of practical teaching. The practicality of practical teaching is reflected in all aspects of teaching activities.

2.2.5 The Principle of Operability

When constructing evaluation indicators, it is necessary to avoid unclear expressions and complicated content, otherwise it will lead to the difficulty of data statistics and the increase of workload, and the final result may make the indicators meaningless. Therefore, the establishment of evaluation indicators must be based on reality, proceed from reality, fully eliminate possible problems in practice, and try to ensure that the evaluation indicators are clear and practical, and can be fully applied in real classroom teaching.

2.3 Composition of the Quality Index Evaluation System of Table Tennis Classroom Teaching For Sports Majors in Colleges and Universities

The primary condition for evaluating teaching quality is the selection and determination of index observation points. The content of the indicators should be combined with the analysis of pedagogy, sociology, psychology, etc., as well as research on teachers and students, to form a structural system with clear overall thinking and clear scientific orientation. This research starts from the theory, through the comparative analysis and optimized understanding of different index systems, and strives to ensure that the logic of the content runs through the entire evaluation system, so that the independence and integrity of the index content at each level and between the same level coexist. Combined with the coding of the interview research in this article and the interpretation of relevant

national policy documents, the composition and evaluation index ratio of the table tennis classroom quality index system for sports majors in colleges and universities is 100%, and the total score is 100 points. The proportions are shown in Table 1 below.

Table 1: Evaluation indicators of table tennis classroom teaching quality

first-level indicator	Secondary indicators	three-level indicator	weight factor	total score
Classroom teaching content design	Textbook Analysis	(1) Be clear about the support and logical relationship of the goal to the achievement of the teaching material. (2) Be proficient in the technical composition, key points, difficulties and operation methods of classroom teaching content. (3) To be able to tap the educational value of the project, and pay attention to the integration with students' life. (4) Be able to arrange and design the teaching sequence of teaching materials based on students' existing cognition and understanding. (5) Incorporate cutting-edge research results into teaching materials in a timely manner.	2	15
	Study situation analysis	(1) Understand the basic situation of students (2) Analyze the cognitive characteristics of students (3) Understand the needs of students. (4) Pay attention to the differences in students' classrooms	4	
	teaching objectives	(1) Accurately grasp the training goals and classroom teaching goals of sports professionals. (2) The combination of knowledge, skills and literacy. (3) Clarify the primary and secondary relationship between the core teaching objectives and the classroom teaching objectives. (4) Establish operational, evaluable, and measurable mission objectives.	3	
	teaching method	(1) Clear teaching philosophy, goals, methods and methods. (2) Advanced teaching methods, integration of information technology and teaching, and emphasis on cooperative, inquiry-based, autonomous and individualized learning. (3) Observation, communication and effective guidance in the course of classroom teaching. (4) Effectively arrange skills and physical fitness, and the load is appropriate. (5) Guide students to master the key and difficult points. .	5	
	Teaching plan preparation	(1) The standard and content of the teaching plan are clear. (2) Instructional design language conforms to the teaching situation.	1	
classroom teaching implementation process	Teacher guidance	(1) The purpose of the guidance process is clear, the thinking is clear, the key points are prominent, and the specifications are complete. (2) There are learning situations that stimulate perception and motivation. (3) Be good at inspiring students to think actively. (4) Can use multiple means to expand. (5) The classroom is lively and the atmosphere is tense. (6) Actively guide students to think and highlight course ideology and politics	10	40
	Student practice	(1) Multi-method (2) Highlight student initiative and leadership (3) Form active learning and reflection habits	17.5	

	Situational interaction	(1) The classroom atmosphere is harmonious, warm and peaceful. (2) Help and learn from each other and share learning.	7.5	
	Organizational measures	(1) Organization and implementation of norms, outstanding learning atmosphere (2) The teaching grouping is reasonable, which is conducive to teaching	5	
Classroom teaching effect evaluation	Knowledge	(1) Proficiency (2) Basic mastery (3) Unable to grasp	6	35
	Skill mastery rate	(1) Freedom, automation (2) Basic mastery (3) Differentiation and mastery	9	
	Awareness and Expansion	(1) External behavior (2) Internal cognition	7	
	Physiological load of exercise	(1) Large (above 120) (2) Medium (100-120) (3) Small (below 100)	3	
	Thought and action	(1) High concentration, pay from arrangement (2) slow action	5	
	Students' subjective performance	(1) Reflection of subjective initiative (2) Objective initiative	5	
After-school value-added evaluate	After-school guidance	(1) After-school homework (2) Summary after class (3) After-school tutoring	5	10
	Teaching reflection	(1) Staged reflection and improvement (2) Case reflection and summarizing experience (3) Problem reflection	5	

In the evaluation index system of this paper, based on the requirements of relevant national documents and relevant research results, combined with the teaching experience of experts and teachers, a quantitative evaluation of the quality of classroom teaching is carried out. The average value is determined by the mean normalization method. The calculation formula is $W=V/\sum V$ (W is the weight of the indicator, and V is the average value of the importance score of the indicator). According to the weight indicator, multiple rounds of questionnaire distribution and Expert interview, α coefficient greater than 0.75, conforming to the international inspection and evaluation standard greater than 0.70 are valid, and the test coefficient is significantly different ($P \leq 0.05$). The inspection process is standard, reliable and meets the research requirements. In order to facilitate the evaluation and calculation of statistics, the value of the evaluation index coefficient is controlled within the range of 0.5 after the decimal point, so it is concluded that the final evaluation standard of table tennis classroom teaching quality is calculated based on the weight value.

3 Conclusions

As my country's economy moves from high-speed growth to high-quality development, focusing on the development of high-quality education will be the focus of the development of various types of education at all levels in my country. This paper studies the quality evaluation system of table tennis classroom teaching, based on optimizing classroom teaching and promoting the subject The teaching quality constructs the teaching quality evaluation of table tennis for sports majors; the evaluation indicators are composed of 4 categories of first-level indicators, 17 second-level indicators, and 53 third-level indicators, focusing on process evaluation and classroom effect

evaluation. After-school value-added service evaluation jointly builds a new classroom teaching quality evaluation system, the purpose is to promote the improvement of teaching quality through quantitative evaluation, improve teachers' teaching attitude and sense of responsibility through evaluation, benefit students, and export more professional teaching for the country and the industry. Qualified talents.

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