

Path Optimization of Physical Education Teaching Quality Management Integrated with Modern Network Technology

Zou Fangyang

Sichuan Institute of Culture and Art

Mianyang City, Sichuan Province, 621000, China

Abstract: This paper analyses the problems existing in the management concept, management mode, management system and management method of the physical education teaching management system in colleges and universities and discusses the feasibility and necessity of integrating network technology into the physical education teaching management system in colleges and universities. And referring to the theory of modern network technology, it puts forward corresponding optimization measures for the above existing problems. The four aspects of the learning acquisition degree explore the optimization path of the quality of physical education teaching in colleges and universities.

Keywords: Path Optimization, Physical Education, Teaching Quality, Modern Network

1. INTRODUCTION

Teaching quality is the lifeline of higher education in our country. With the improvement of my country's economic strength and national status, the national policies of "rejuvenating the country through science and education" and "strengthening the country through talents" have put forward more in-depth and higher-standard requirements for the cultivation of higher education talents. With the continuous deepening of the reform of physical education in colleges and universities. The current quality management system of physical education teaching in colleges and universities can no longer fully meet the requirements of improving the teaching quality in an all-round way. To seek sustainable development of sports in colleges and universities, innovations must be made in management concepts, management models, management systems and management methods. This article combines the actual situation of physical education teaching in colleges and universities. Learn from the advanced quality management theory to discuss the optimization of the quality management system of physical education teaching in colleges and universities. The European Union of Students put forward the concept of "student-centered learning". It is believed that "student-centered learning" is not only a concept and culture of colleges and universities, but also a new learning method.

Learning paradigms have not only triggered changes in higher education but have also triggered transformations in higher education. The learning paradigm does not give us a clear development framework but re-examines higher education with a new perspective. The introduction of ISO9000 is a powerful guarantee for continuously improving the quality of physical education teaching in colleges and universities. Colleges and universities monitor the quality of physical education at any time by establishing and operating a process-based physical education quality management system. And through the quality policy, quality objectives, and internal audit, management review, continuous improvement and other procedures required by 0, the self-improvement of the management mechanism is constantly realized.

In short, it is necessary to introduce and implement the optimization of the teaching quality management system in

the physical education teaching quality management system in colleges and universities. The students themselves are not interested in physical education. Do not accept the content of classroom learning. The class is just to cope with the school curriculum, plus the content of the physical education curriculum is old-fashioned. The construction subject deviates. Student engagement is neglected. Students have become the objects of education and teaching, which seriously affects the quality of physical education teaching. The university curriculum construction of this one-way knowledge transfer mode can no longer meet the needs of effective teaching. It leads to the alienation of students' "science world" and "life world". College courses generally adopt a modular approach, subject to strict time and space constraints, it is difficult to meet the individual needs of students.

From this point of view. The connotations of "customer-centered" and "student-oriented" are consistent. It's just that the former is the foothold. The latter is the starting point. Build a "customer-centric" management concept: first. Colleges and universities should investigate, identify, and understand the needs and expectations of students and other customers for physical education services. And ensure that these needs and expectations can be effectively communicated in the entire physical education management system: Second, based on fully considering all needs, university leaders formulate quality policies and objectives for physical education in colleges and universities. The quality values of departments and individuals at all levels of physical education quality management are coordinated.

2. THE PROPOSED METHODOLOGY

2.1 Main Problems Existing in the Quality Management System of Physical Education Teaching in Colleges and Universities

Form a multi-level value concept system with a common point. The quality evaluation of physical education teaching in colleges and universities in my country follows the logic of management accountability, and teaching evaluation is mainly used as a means of school accountability and strengthening teaching management. The teaching evaluation of physical education teachers is hardly carried out from the level of

students' "learning", but mainly from the level of teachers' "teaching". For example, whether the classroom preparation is sufficient, whether the course organization is reasonable, whether the course content is appropriate, etc., through the evaluation, the quality of the evaluation results is used as an important indicator for the promotion of teachers' professional titles and salary determination. This assessment appears too materialistic. Did not meet the standards of teaching and educating people. The principle that logical analysis or intuitive judgment of data and information is the basis for effective decision-making.

College sports managers need to use a scientific attitude, based on facts or data and information, and make correct decisions through scientific analysis to effectively manage college sports. The management methods based on facts include: first, teaching process monitoring. Colleges and universities through the establishment of physical education information network. Including channels for information exchange and feedback mechanisms for all staff. Feedback the relevant information and data found and collected in daily teaching and management activities to teaching managers in a timely manner. And ensure that these information and data are accurate and reliable enough so that managers can adopt flexible strategies and measures to deal with the problems found in a timely manner according to the feedback information. The construction content of college physical education courses should choose the value orientation that promotes students' high-quality learning.

Give full play to students' ability to explore the options of university course content. Students are the active constructors of their own knowledge. Under the guidance of the "knowledge guide" teacher, based on the original knowledge and experience, the process and result of the interaction between the teacher and the students is the new course content that needs to be learned. The initiative and enthusiasm of the new course content knowledge mobilizes the creativity of both teachers and students. The course content jointly created by teachers and students is challenging for students, satisfies students' curiosity about the unknown world, and improves students' interest in learning. Colleges and universities collect information such as physical education quality management performance, teaching evaluation, stakeholder satisfaction and other monitoring data, analyze existing problems and gaps based on quality objectives, find out causes and related factors, and identify areas and opportunities for quality improvement .

After running the physical education quality management system for a period. Through internal audit and management review to fully understand and master the operation of the quality system. in university education. Teaching and learning are interconnected. There are not only teachers' teaching, but more attention should be paid to students' learning. Universities are places where learning activities are generated by imparting knowledge. The real purpose of teaching is to stimulate students to learn and cultivate high-quality talents. Teaching resources are designed to create a good learning environment for students. Teachers are only helpers and supporters of learning. Real learning is the construction of learners' personal knowledge. As far as students' learning is concerned, teaching does not necessarily lead to learning, and it does not mean that what is taught must be learned, let alone how much is taught.

2.2 Elements of the quality management system of physical education teaching in colleges and universities integrated with modern network.

The quality manual is the first-level document, which is used to describe the policy, goal, organization, and responsibility of teaching quality, and to determine the interaction between the teaching quality system and internal processes: the second level is the program document. It is used to describe the various departmental activities or related responsible personnel involved in the teaching quality system management process, and clearly stipulates the responsibilities of departments or personnel in the process of management activities, as well as the methods of implementation and verification: the third level is the implementation documents. Formulate special teaching quality plans and measures, clarify the allocation of teaching resources, the sequence of management activities, evaluation methods and standards.

And the format of the content that should be recorded. Under the learning paradigm, taking students' learning as the center requires changing the teaching methods of teachers and the learning methods of students. Academic exchanges between teachers and exchanges between teachers and students create conditions for teachers to discover their own problems and produce new ideas, further improve teaching methods, and transform teaching styles. From another angle. Teaching development should be reflected in teaching research. Teachers innovate through teaching methods. Promote interactive learning between teachers and students. Students should be the subjects of the learning process and students should be responsible for their own learning. The quality policy of physical education teaching in colleges and universities is the quality criterion for all members of the physical education organization to participate in various sports activities.

To engage in physical education teaching activities, we must first clarify the quality policy of physical education teaching and accurately position the quality goals; secondly, we must ensure the stability and suitability of the teaching quality policy. The goal of physical education teaching is to improve students' physical fitness, while the goal of other disciplines is generally to develop students' intelligence. There are certain differences between physical education and other disciplines, with uniqueness and inherent requirements. Although the teaching administration department of colleges and universities has a certain relationship with the physical education department, the responsibilities between the two are clear. Teaching has its own basic laws. Physical education is an independent branch in college education and teaching. Physical education must implement teaching according to its own basic laws to reflect the meaning and value of its own existence. The "student-centered" learning paradigm expresses the partnership between teachers and students, which promotes teaching and learning to go hand in hand and complement each other, which is an important part of curriculum construction. The dynamic nature of the curriculum, the construction of the curriculum must be dynamic and open, so that students can transform from the receiver of knowledge to the constructor of knowledge.

The dynamic adjustment of students' personality development should be strengthened. For students, it is very necessary to dynamically adjust the curriculum according to the learning situation. The interconnection between different teaching

research and learning situations is related to the achievement of learning effects. The quality of teaching in colleges and universities mainly depends on the teaching level of college teachers. The establishment of a teaching quality management feedback system can help colleges and universities understand the situation of teachers in class and students' learning conditions. Online evaluation of teaching by students is a good form of feedback for teaching quality management. In short, to continuously improve the teaching quality, it is inseparable from the teaching quality management feedback system.

3. CONCLUSION

As a service, physical education teaching in colleges and universities must meet the needs of students as the core. Only by updating the concepts of physical education teaching and teaching quality management, clarifying the ideas of teaching quality management, improving the teaching quality management system, and establishing a sound teaching quality management system can we comprehensively improve the level of physical education teaching quality management and improve the quality of physical education teaching. While cultivating students' independent learning ability and habits, teachers are also improving their academic quality. Teacher development and student development are integrated to give full play to their own maximum value. Complete the common goal of teachers and students and promote the connotative development of my country's higher physical education.

4. REFERENCES

- [1] Chen Jianfeng, Chen Ming. Discussion on the use of ISO9000 standard quality management principles to build a quality management system for physical education in colleges and universities [J]. Journal of Shandong Institute of Physical Education, 2010, 26(8):4.DOI:10.3969/j.issn. 1006-2076.2010.08.019.
- [2] Shan Fei. Reflections on the Construction of the Quality Management System of Physical Education in Colleges and Universities [J]. Journal of Xinxiang University, 2015, 32(5):3.DOI:CNKI:SUN:PYDX.0.2015-05-021.
- [3] Zhou Bing. Ideas and Strategies of TQM-Based Quality Management of Physical Education in Private Universities [J]. Talent, 2018(32):1.DOI:CNKI:SUN:CAIZ.0.2018-32-060.
- [4] Ding Yamin. Thoughts on the Construction of Physical Education Quality Management System [J]. Commodity and Quality, 2015(47).
- [5] Tang Xiaobo. Optimization of Physical Education Teaching Quality Management System in General Universities Based on ISO9000 [J]. Journal of Guangdong Technical Normal University, 2011(12):76-79.DOI:CNKI:SUN:GDMZ.0.2011-12-024.
- [6] Wu Liwei. Research on the application of ISO quality management system in school physical education assessment [J]. Journal of Zhejiang Normal University: Natural Science Edition, 2006, 29(3):4.DOI:CNKI:SUN:ZJSZ.0.2006- 03-023.
- [7] Zheng Yuxia, Wang Xu. Exploration on the Teaching Quality Assurance System of Physical Education in Colleges and Universities ①[J]. Contemporary Sports Science and Technology, 2015.
- [8] Wang Qifa. The complete book on the construction of high-quality public sports courses in colleges and universities, the teaching design of learning cases, and the quality management supervision and evaluation standards [M]. Nanjing University Press, 2011.
- [9] Fu Yinying. On the Modernization of Physical Education Teaching Quality Management in Colleges and Universities [J]. Journal of Chengdu Institute of Physical Education, 2000, 26(3):3.DOI:CNKI:SUN:SORT.0.2000-03-005.
- [10] Wen Caixiong. The Construction of Higher Vocational College Physical Education Quality Management System Based on ISO Theory [C]//Compilation of Abstracts of Papers of the Ninth National Sports Science Conference (4).2011.
- [11] Wang Ruiqiang, Ni Wenzhi. Research on Quality Management of Physical Education in Colleges and Universities [J]. Physical Education Journal, 1999(3):2.DOI:CNKI:SUN:TYXK.0.1999-03-041.
- [12] Hui-Chen Lee, Mei-Fang Chen, Chi-Chang Chung. Research on Applying Kano Model to Physical Education Quality Management [J]. Taiwan Sports Management Journal, 2010(10) :93-113.DOI:10.6547/tassm.2010.0004.
- [13] Tang Xiaobo. Optimization of the quality management system of physical education teaching in colleges and universities based on ISO9000 [J]. Journal of Physical Education for Adults, 2012, 028(001): 87-88.