

A Survey of Labor Education of College Students in the New Era

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Abstract: The subjects of the survey are 14 universities and colleges in Yunnan Province. By using the methods of literature data, questionnaire survey and interview, the current situation of physical education learning evaluation in universities and colleges in Yunnan Province was investigated. The results show that the reform of physical education learning evaluation in Yunnan Province is obviously lagging behind. The content, evaluation standard and evaluation method are single. Physical education teachers are the only objects with absolute authority. Teachers and students do not fully understand sports evaluation.

1. Introduction

As an important role of college physical education, learning evaluation evaluates students' learning process and learning effect according to the learning objectives of college physical education courses. Through the investigation of the current situation of physical education evaluation in Yunnan Province, this study understands the main problems and analyzes the reasons [1]. Evaluation of reform provides the basis.

2. Subjects

In this paper, the physical evaluation of students in Yunnan University is taken as the object of investigation. 14 universities including Yunnan University, Kunming University of science and technology, Yunnan Agricultural University, 9 universities in Kunming and 5 universities in each county are investigated. The subjects of the survey include college PE teachers and college students.

Table 1 Career improvement path of College Students

Main points of view	Representative Scholar	Definition Description
Characteristic View	McClelland	Competency refers to the ability to distinguish the individual characteristics of a particular T-job with excellent performance from that of a share holder.
	Bowaz	Competence does not refer to knowledge and skills in a general sense, but to the use of knowledge and skills in a particular job.
Behavior View	Sandberg	Competence is the synthesis of all the characteristics related to knowledge, technology, competence and high performance in work.
	Mirabir	Competence is the synthesis of all the characteristics related to knowledge, technology, competence and high performance in work.
Comprehensive View	Biham	Competence is all work-related behaviors, such as knowledge, motivation, etc.
	Radford	Competency is the knowledge, skills and behavioral traits that individuals possess to produce excellent performance, which are verifiable traits.

2.1 Research Methods

Search and read the domestic and foreign literature about curriculum, curriculum evaluation and physical education learning evaluation, understand the development of physical education learning

evaluation, design questionnaires, interview essentials, and analyze the survey results [2]. Collect the physical education curriculum evaluation plan of Yunnan Province, analyze the specific content and content, and lay the foundation for questionnaire design, interview summary and thesis writing.

Table 2 Excellent universities and key development areas in Yunnan and Macao

Organization name	Location	Key areas	Organization name	Location	Key areas
University of Hong Kong	Yunnan	Biomedicine, neuroscience, chemistry, computational science and information technology, medicine, genomics, integrated biology, etc	Macao University	Macao	Electrical and computer engineering, civil and environmental engineering, computer science, electromechanical engineering, applied mathematics, biomedicine, microelectronics research, integrated circuit, traditional Chinese medicine, Internet of things
Hong Kong University of science and technology	Yunnan	Nanotechnology, neuroscience, biologics, electronics, wireless communication, information technology, artificial intelligence, big data, etc	Macao University of science and technology	Macao	Traditional Chinese medicine quality and innovative drugs, lunar data analysis of Chang'e satellite and lunar and Planetary Science, system engineering, smart city, architecture and urban planning

2.2 Questionnaire Survey

According to the purpose, content and requirements of the survey, a preliminary questionnaire was made and revised in consultation with experts. The questionnaire mainly describes the specific situation of PE learning evaluation system, the understanding of teachers and students, and PE learning evaluation. In order to verify the appropriateness of the questionnaire, the expert questionnaire was used. The reliability of the answer sheet was tested by retest (one month interval), and the correlation coefficient was $r = 0.99$. 50 questionnaires were distributed to teachers, 48 of them were recovered, 45 of them got effective answers, the effective recovery rate was 90%, 100 questionnaires were distributed to students, the effective recovery rate was 96%, the effective recovery rate was 96%[3]. According to the necessity of the research, the interview summary is arranged, and the function, purpose, method, subject and problem points of teacher evaluation are investigated.

3. Results and Analysis

3.1 Evaluation Content of Physical Education

According to the survey, all universities and colleges in Yunnan Province are evaluated on the basis of sports 100 points. Scores of 60 are allowed, and corresponding credits and credits are obtained according to the scores. Comprehensive evaluation score is a comprehensive evaluation of physical strength and skills, learning attitude, physical health test and sports theory. The differences of performance evaluation between universities are mainly reflected in the differences of the proportion of physical strength, skills, learning attitude and other evaluation contents in the comprehensive evaluation results[4]. The condition and comparison of "contour line", the evaluation of physical education courses in universities and colleges in Yunnan Province, the content of evaluation is too simple, the development of College Students' emotional disregard, learning interests, sports habits, quality, social communication ability, and so on. The results show

that 71.1% of teachers and 61.6% of students are dissatisfied with the current evaluation content of physical education, and they think that the evaluation content focuses on the evaluation of physical strength and sports ability. In Chapter 47, 9% of the students thought that such evaluation would weaken their interest and motivation in learning. At the same time, universities generally lack the motivation to reform the content of PE learning evaluation. The main reasons are as follows. Generally speaking, school physical education is still the weak link of education, and school physical education has not received enough attention. Mental health care, social adaptation, sports participation and other target learning evaluation indicators can not be operated. PE teachers do not study the theory of learning evaluation. In order to learn and evaluate the comprehensive requirements of school education management part of the physical strength and physical strength of college and comprehensive university students, in order to evaluate the standard and 12 minute results of the compulsory part of the evaluation content as the emphasis, after the compulsory results, the class must participate in the evaluation of the project[5]. After the interview, the University and sports as the basic part of sports evaluation accept physical tests and physical tests. In 2007, the "opinions of the Communist Party of China on strengthening physical strength of youth sports" issued by the National Review Committee, and the "notice on strengthening school sports activities" issued by the chief executive of the provincial minister of culture and culture of the Ministry of culture and culture, as well as the general management of sports, students, physical performance indicators with strong endurance and speed pointed out that they continued to decline. In order to fully understand the importance and urgency of strengthening school physical education, the 2012 notice on strengthening school physical education requires all regions and departments to strengthen school physical education. In addition, in order to improve the physical strength of students, the outline of education plan and the cultivation of talents are important topics. Then, please put it in a more important position, put it into an important topic, and grasp it carefully. On the surface, the guiding principle of "health first" has been seriously implemented in school physical education, and the physical standard of students has been greatly improved. However, the idea that students' physical fitness level is the only standard of school physical education is actually just the pursuit of the real-time effect of sports. It seriously affects students' enthusiasm for sports and has a great limit on students' life-long sports influence [6]. The formation of healthy and ultimately achieving the goal of "healthy life" is hindered. As an active and experiential course for students, physical education can create a special educational situation for students and promote the overall improvement of students' physical, moral, cultural, psychological and nature. The various functions of sports in training all-round talents determine the diversified needs of sports learning evaluation. In addition, at present, the college physical education curriculum presents diversified development of objectives, contents and guidance modes, and the reform of learning evaluation lags behind obviously, which hinders the reform and development of college physical education to a certain extent.

Table 3 Acceptance number of labor dispute cases

Particular year	2010	2011	2012	2013	2014	2015	2016
State-owned enterprise	198445	21516	26757	32478	42896	45621	48777
Group enterprise	11102	13546	27824	23054	27566	27895	29534
Private enterprise	7565	10690	13298	20346	23046	30164	31066
Individual worker household	861	1584	2449	4098	6420	6528	9642

3.2 Evaluation Standard of Sports

According to the survey, 71.4% of universities and colleges usually use the standard evaluation and standard evaluation to evaluate the unified standard of physical strength and sports ability [7]. In the standard reference evaluation, "measurement" standard is derived from the knowledge content that students need to understand. The standard refers to the evaluation standard defined by the evaluation, not based on the knowledge content that students want to master. The standard is the standard performance level of students of a specific age. These two evaluation standards ignore the individual differences of students, do not care about their progress, do not support the individual

development of students. The traditional Chinese University Sports evaluation adopts the unified "national physical exercise standard", which emphasizes the standard evaluation of physical strength and sports skills. The unified absolute evaluation standard is helpful for students to understand the gap between their learning results and objective standards. Its formulation and implementation, to a certain extent, improve the physique of students, cultivate the habit of students to participate in sports, and promote school sports. At present, the physical education teachers of many universities in Yunnan Province are influenced by traditional concepts. The result of questionnaire shows that 68.9% of PE teachers use the unified standard to evaluate the education content according to the requirements of the school, and 8.9% of PE teachers mainly consider the evaluation degree of students [8]. He said PE teachers focus on observing students' learning attitude. None of the teachers surveyed set different standards according to the level of students. Through interviews, we know that there is no unified standard for PE teachers to evaluate students' future and learning attitude. They mainly rely on the teacher's "feelings". The evaluation is random and lack of science. The outline clearly requires that students' progress be included in the evaluation of physical education learning, which can make the evaluation criteria diversified. However, the investigation shows that the relevant work of colleges and universities in Yunnan Province has not yet begun.

3.3 Evaluation Subjects of Physical Education

The main body of college physical education evaluation includes students' body and teachers' body. The subjective position of students in sports learning evaluation is determined by their subjective position in sports learning. To include students in the evaluation of physical education learning is to fully respect the subjective state of students and encourage them to form their own unique qualifications and styles. It plays an important role in arousing the enthusiasm and enthusiasm of sports students and increasing their interest in sports. There are two types of student evaluation: self-evaluation and mutual evaluation. In the 14 universities investigated, the evaluation of physical education is mainly based on physical education teachers. There is no self-evaluation and mutual evaluation of students. The physical evaluation of college students is mainly decided by teachers [9]. The single form of teacher evaluation contradicts the subject state of physical education students, neglecting the role of students in the learning process. The key points of comprehensive physical education in Colleges and universities put forward that in the evaluation of physical education in Colleges and universities in Yunnan Province, the evaluation methods of different subjects such as students' self-evaluation, mutual evaluation and teachers' evaluation cannot be effectively combined. Only 10% of PE teachers do not realize the value and importance of students' self-evaluation and mutual evaluation. Due to the lack of student evaluation, the conscious understanding of students' physical condition, the lack of understanding of learning problems, and the insufficient progress, students' enthusiasm for the development of lifelong sports habits can not be aroused.

3.4 Evaluation Methods of Sports

A survey of physical education teachers in 14 universities and colleges in Yunnan Province shows that 100% of physical education teachers use the final evaluation of students at the end of the semester. Several physical education teachers in the learning process of the student process evaluation of "comprehensive university comprehensive sports guidance essentials" suggest that the student's learning evaluation should be combined with process evaluation and additive evaluation. The disadvantage of the comprehensive evaluation is that the feedback of the learning process is not evaluated in time when the evaluation and the teaching of the course are finished at the same time. The students who fail to improve their learning can not help. Process evaluation can feedback results to students and PE teachers to improve the learning process and adjust the guidance plan[10]. In addition, in order to clarify the specific difficulties of physical education students, physical education teachers can timely carry out diagnostic evaluation in the process of evaluation, give students appropriate guidance, and seek solutions to improve guidance. Sports performance is an important index to evaluate excellent students and scholarship students. Therefore, PE teachers use

quantitative evaluation. This total and quantitative evaluation method emphasizes the scientific value of scores. The evaluation content is mainly physical strength and skills. It ignores all kinds of development and changes of students in the process of sports. It can not fully reflect the comprehensive learning situation of students and the objectivity of evaluation. Moreover, accuracy is difficult to guarantee. However, due to the limitations of the comprehensive learning evaluation system based on the management of university teachers, all PE teachers and students think that the quality evaluation is not suitable for PE evaluation. In addition, if the evaluation index is not quantified, the evaluation is not objective and correct.

4. Conclusion

The content of sports evaluation is based on the existing physical strength and sports skills. The evaluation standard of physical education is mainly formulated by the school. Physical education evaluation is based on physical education teachers. The University adopts students' self-evaluation and mutual evaluation, while the evaluation ignores students' subjectivity. Only 13% of the teachers evaluate the process at the same time. In PE class, PE teachers and students lack feedback and communication. PE learners and students lack of understanding of the purpose and function of PE learning evaluation, which limits the diversified development of PE learning evaluation. There is a general lack of reform impetus in Yunnan universities. Teachers have a high awareness of PE learning evaluation system, but there are many students with high scores. Universities and colleges should carry out comprehensive publicity on learning evaluation theory, training and research. According to the concept of modern education, we should scientifically design a variety of school learning evaluation system, and at the same time reform the teaching management related work to provide a variety of learning evaluation support. The university should establish the important position of the school physical education, make clear the goal of the university physical education curriculum, and provide the foundation for the establishment of the sports evaluation system. Physical education teachers should make clear the status of students as the main body of learning and enhance the sense of service. Through the combination of professional characteristics, actively carry out the theoretical research and practical exploration of sports learning evaluation. In accordance with the spirit of the guide to physical education in China's comprehensive universities, the evaluation reform of physical education learning is gradually carried out.

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