

Diversified Evaluation Method of Physical Education Teaching Effect based on Cloud Computing

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By using the method of literature, this paper analyzes the development of physical education teaching evaluation, and focuses on the diversified trend of the development of physical education teaching evaluation. The pluralistic trend of PE teaching evaluation is mainly reflected in the following aspects: the pluralistic function of PE teaching evaluation, the pluralistic evaluation standard, the pluralistic evaluation content, the pluralistic evaluation subject, the pluralistic evaluation method and the pluralistic evaluation form. In view of the current situation of unified evaluation of school physical education curriculum, this paper puts forward the diversified evaluation method of physical education teaching effect based on cloud computing, and standardizes the evaluation index optimization evaluation algorithm, in order to better provide reference for the development of physical education teaching.

Keywords: cloud computing; physical education; teaching evaluation;

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With the in-depth development of theoretical research and teaching practice of physical education in Colleges and universities, the teaching mode of physical education in Colleges and universities in our country presents the situation of "a hundred flowers blossom, a hundred schools of thought contend", the reason can be traced back to the new round of curriculum reform. The implementation of the new curriculum reform has injected new vitality into the development of physical education teaching mode in Colleges and universities in China. The new curriculum standard issued by the Ministry of education advocates the stratification of educational objectives, the diversification of curriculum development, the diversification of teaching materials, and the rationalization of teaching evaluation^[1]. According to the guidelines issued by the state, combined with the actual situation and needs of our school, various physical education teaching modes have been formed. The current main models are three basic, parallel, integrated, three section, optional course and club. Physical education teaching evaluation research is an important part of education evaluation research^[2]. The evaluation of physical education teaching is an important link in the scientific management of physical education teaching, and

also an effective measure to promote the reform of physical education teaching and improve the quality of teaching. It plays a guiding and quality monitoring role in the reform of physical education teaching^[3]. With the deepening and development of the reform of physical education, especially the idea of the transition from exam oriented education to quality-oriented education, it is required to change the function of physical education teaching evaluation which overemphasizes the screening and selection, and to give full play to the function of evaluation in promoting the development of students, improving the quality of teachers and improving teaching. To establish an evaluation system with diversified evaluation contents and methods, focusing on the development of students and the improvement of teachers' quality, and effectively improving teaching practice^[4]. Diversified teaching evaluation is bound to gradually replace the single evaluation and become a major trend of today's physical education teaching evaluation

DIVERSIFIED EVALUATION OF PHYSICAL EDUCATION TEACHING EFFECT

Investigation on The Current Situation of Evaluation Methods of Physical Education Teaching Effect

In order to understand the current situation of physical education teaching mode in Colleges and universities in China, a questionnaire survey was conducted in three colleges and universities in the country^[5]. The application of diversified evaluation in physical education teaching was taken as the research object, in order to improve the quality of physical education teaching through the application of diversified evaluation in physical

education teaching, make students develop a good sense of physical exercise, and cultivate students' habit of lifelong physical exercise. Through CNKI, VIP and other related network search engines, access to recent years on the application of diversified evaluation content in physical education and other related literature, to provide a theoretical basis for the research, 32 valid questionnaires were collected. The results are as Table 1.

Table 1
Investigation on the types of physical education teaching mode in Colleges and universities in China (n = 32)

Pattern type	school	percentage
Tribasic type	6	18.75%
Juxtaposition type	5	15.63%
Integrated	2	6.25%
Three segment type	9	28.13%
Optional courses	8	25.00%
Club type	2	6.25%

The guiding ideology of physical education teaching is the understanding and opinion of the value, content and method of physical education teaching. It not only plays a guiding role in the

direction of college physical education teaching activities, but also has important significance for the implementation of the whole physical education teaching process, as Table 2.

Table 2
Survey on the guiding ideology of physical education teaching in Colleges and universities in China (n = 32)

guiding ideology	school	percentage
Health	20	62.50%
Lifelong sports	18	56.25%
Competence Education	23	71.88%
Happy sports	18	56.25%
Physical education	27	84.38%
Skill education	29	90.63%
other	10	31.25%

It can be seen from the table that in the current guiding ideology of physical education in Colleges and universities, the idea of "skill education" put forward in the early days of the founding of the people's Republic of China to cultivate students' physical skills accounted for the largest proportion, reaching 90.63%; followed by the idea of "physical education" and "quality education", accounting for 84.38% and 71.88% respectively; Relatively speaking, the "health first" teaching thought put forward by the State Council in the "decision on the reform and development of basic education" in 2011 accounted for only 62.50%; in addition, the "lifelong physical education" teaching thought put forward with the reform and development of physical education since the 1990s and the "Happy Physical Education" teaching thought rising in recent years accounted for less than 60%. It can be

seen that at this stage, the guiding ideology of physical education in Colleges and universities in China is mainly "skill education" and physical education. Most of the guiding ideology of physical education in Colleges and universities is still relatively old. The wide spread and use of new teaching ideas such as "health first", "lifelong sports" and "Happy Sports" in Colleges and universities still need to be improved. The goal of physical education teaching is the intermediary element to undertake the goal of physical education curriculum and physical education classroom teaching^[6]. Exploring the goal of physical education teaching is helpful to deepen the research of the goal of physical education teaching, improve the cohesion of the goals at all levels, and compile the scientific specific goals, as Table 3.

Table 3

Investigation of physical education teaching objectives in Colleges and universities in China (N=32)

Teaching objectives	school	percentage
Developing students' body and strengthening students' physique	28	87.50%
Improve the quality of students and promote their all-round development	23	71.88%
Mastering scientific exercise methods and establishing the concept of "health first"	21	65.63%
Stimulate students' interest in sports, master basic sports skills and cultivate students' lifelong sports concept	17	53.13%
Cultivate good team spirit, sports morality, sports culture and tenacious will	12	37.50%
other	9	28.13%

It can be seen from the table that in the current physical education teaching of colleges and universities in China, 87.50% of the schools take developing students' body and strengthening students' physique as their teaching objectives, followed by 71.88% of the schools take improving students' physical quality and promoting students' all-round development as their teaching objectives; In contrast, the proportion of colleges and universities with the goal of mastering scientific exercise methods, establishing "health first" sports concept and stimulating students' interest in sports, mastering basic sports skills and cultivating students' lifelong sports concept is small,

accounting for 65.63% and 53.13% respectively^[7]. The most noteworthy is that only 37.50% of the colleges and universities take the cultivation of good team spirit, sports morality, sports cultural literacy and indomitable will quality as their sports teaching objectives. Physical education teaching content is the carrier of physical education teaching, through the questionnaire survey to understand the current situation of physical education teaching content in Colleges and universities in our country, in order to better enrich and improve the physical education teaching content in Colleges and universities to lay the foundation, as Table 4.

Table 4

Investigation of physical education teaching contents in Colleges and universities in China (N=32)

content of courses	school	percentage	content of courses	school	percentage
Basketball	32	100.00%	Judo	15	46.88%
Football	32	100.00%	yoga	12	37.50%
Volleyball	32	100.00%	Outdoor development	11	34.38%
Table Tennis	30	93.75%	Chinese chess	14	43.75%
badminton	30	93.75%	Baseball and softball	8	25.00%
Aerobics	26	81.25%	the game of go	11	34.38%
a martial art	28	87.50%	Rope skipping	8	25.00%
dance	23	71.88%	Athletics	10	31.25%
Tennis	17	53.13%	Dragon dance and lion dance	5	15.63%
Taekwondo	16	50.00%	Rock Climbing	4	12.50%
Orienteering	15	46.88%	Artistic Gymnastics	6	18.75%
Swimming	13	40.63%	Roller-skating	12	37.50%
Taiji	11	34.38%	other	14	43.75%

It can be seen from the table that basketball, football, volleyball, table tennis and badminton are the more common items in the physical education teaching content of colleges and universities in our country at present, and the proportion of colleges and universities offering such items exceeds 90%, among which the opening rate of basketball, football and volleyball in 32 colleges and universities surveyed reaches 100%. Although tennis has a long history of development in China, it has not been widely used. However, in recent years, the sport has developed rapidly. However, due to the limitation of sports venues, many colleges and universities have no conditions to open this program for students. At present, 53.13% of

colleges and universities have opened tennis classes. In contrast, orienteering, outdoor development, swimming, roller skating, rock climbing, yoga and other modern young and fashionable sports in Colleges and universities are not ideal, accounting for less than 50%. This shows that the content of College Physical Education in China has not been adjusted in time according to the current social development direction and students' needs, and the content of college physical education needs to be further updated and optimized. Physical education teaching method is a kind of teaching technology used by physical education teachers in Colleges and universities. Different teaching methods will produce different teaching effects, as Table 5.

Table 5

Survey of physical education teaching methods in Colleges and universities in China (N=32)

teaching method	school	percentage
drill	28	87.50%
Competition method	26	81.25%
Language explanation	23	71.88%
Inquiry method	18	56.25%
Perception method	30	93.75%
Other methods	8	25.00%

It can be seen from the table that at present, the most commonly used teaching methods of College Physical Education Teachers in China are perception method (such as demonstration method, demonstration method, etc.) and practice method (such as decomposition practice method, complete practice method, repeated practice method, circular practice method, etc.), accounting for 93.75% and 87.50% respectively. This shows that the teaching methods adopted by most teachers are relatively primitive, and there are not many innovative teaching methods. Learning methods appear. Secondly, the competition method is also a common teaching method for college physical education teachers^[8]. Through games, competitions, scene simulation and other forms, it can not only activate the classroom atmosphere, but also replace

The results show that the current physical education teaching objectives in Colleges and universities are mainly formulated under the guidance of physical education and skill education. In the period of ecological civilization, the educational thought of advocating the cultivation of all-round development of people has not been implemented, and the teaching goal of establishing the "health first" sports concept and cultivating students' lifelong sports consciousness has not been paid attention to^[9]. The teaching goal of most colleges and universities still stays in the level of developing students' body and strengthening students' physique, so as to cultivate students' good physical education through college physical education. The humanistic education function of morality and indomitable will has not been brought into full play. This shows that the new era of college physical education teaching objectives need innovation and optimization, can adapt to the current social development, meet the needs of college students, but also conducive to the rapid development of college physical education.

Standard Algorithm of Physical Education Teaching Evaluation Index

Diversified teaching evaluation refers to the use of two or more ways to evaluate students' academic performance, not limited to a single test, and can take into account the learning results of cognition, affection, skills and so on. Diversified evaluation is to take the curriculum and teaching activities jointly participated by teachers, students and teachers

practice with competition. There are 71.88% of college physical education teachers choose to use language explanation method for teaching. However, due to the practicality of physical education teaching, it is not appropriate to use language explanation method too much in physical education teaching. The proportion of inquiry methods similar to small group learning, discovery learning and problem discussion is 56.25%, which shows that the use of experimental and innovative teaching is relatively less. At present, there are various forms of physical education teaching organization in Colleges and universities in China. According to the teaching staff of the University, different forms of teaching organization are selected.

and students as the object, combined with various theories, evaluation tools, methods, resources and other diversified approaches, so as to understand teachers' teaching efficiency, students' learning achievements, as well as the situation of curriculum design and Implementation^[10]. Diversified evaluation has five basic principles: long-term evaluation, diversified evaluation, feedback evaluation, informal evaluation and self-evaluation. The principle of diversification includes the diversification of evaluation objectives, methods, subjects and contents. In the traditional physical education teaching, the evaluation of teachers' teaching level is often based on the students' examination results^[11]. The evaluation of students' learning results mainly focuses on the mastery of knowledge, the development of intelligence and other cognitive fields, and does not pay enough attention to the development of students' Ideological and moral character, personality, teachers' teaching behavior and teaching quality.

The diversification of evaluation methods and characteristics of physical education teaching in traditional physical education teaching, the evaluation mostly adopts a single method, using a simple quantitative or qualitative method, which affects the objectivity and scientificity of the evaluation results of physical education teaching. As Table 6 and Table 7, pluralistic evaluation combines absolute evaluation with relative evaluation, which includes summative evaluation and has its own unique features, making the evaluation more specific and comprehensive^[12]. In the orientation of evaluation, diversified evaluation

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focuses on the profundity of quality; in the procedure of evaluation, diversified evaluation focuses on the experience of the evaluation process; in the role of evaluator, diversified evaluation follows the humanism, according to the life background and ideas of the evaluated, more to the

extent of progress in order to realize the value of people, fully reflects the respect for people. Suppose that the three research objects are A, B and C, and the values are shown in the table after average value processing.

Table 6

The investigation of college physical education teaching organization form under the multiple evaluation method (N=32)

Teaching organization form	school	percentage
Administration class teaching	6	18.75%
Course selection and class division	8	25.00%
Gender division	4	12.50%
Small class teaching	1	3.13%
Group teaching	2	6.25%
Combining morning exercises with physical education	2	6.25%
Administrative teaching in grade one and class selection in grade two	9	28.13%

Table 7

Evaluation index system of physical education teaching under multiple evaluation methods

First level indicators	Secondary indicators	Evaluation content
Evaluation index system of Physical Education Teaching	Teaching attitude	Whether the teaching state is natural, and the condition of sportswear
	Preparation of teaching plan and teaching equipment	Whether the preparation of teaching plan is standard, and the preparation of teaching site and teaching equipment
	Late, early leave, attendance	Are you late or leave early or leave the teaching site midway? Are you strict with students' attendance and record
	Language expression	Is Putonghua accurate and concise
	content of courses	Are you familiar with syllabus requirements and clear teaching objectives
	Sports concept	Is it conducive to the formation of students' lifelong sports concept
	Teaching focus	Are the teaching contents proficient, difficult points and key points prominent
	Teaching progress	How to grasp the teaching progress and whether the time arrangement is reasonable
	teaching method	Action demonstration
	teaching devices	Is the explanation clear and the demonstration correct
	teaching method	Are modern teaching methods used
	Learning intensity	Whether the teaching methods are interesting and can arouse the students' enthusiasm in sports
	Teaching safety	Is the learning density and intensity reasonable
	Teaching information feedback	Whether the teaching safety measures are in place and whether the safety awareness is strong
Teaching achievements	Interest stimulation	Is it reasonable to deal with students' information feedback in teaching
	Examination situation	Can we stimulate students' interest
	Sports enthusiasm	Students' mastery of the course
	Competence Education	Can we arouse students' enthusiasm in sports and make them play their main role
		Does it reflect the cultivation of students' quality education

Teaching research

Let the first level index be, the second level index be, and M5 denotes the physical education teaching quality of the second college. First, we deal with the "teaching attitude" index, which can be expressed as a matrix.

$$D^1 = \begin{bmatrix} 0.75 & 0.78 & 0.76 \\ 0.70 & 0.78 & 0.74 \\ 0.58 & 0.61 & 0.65 \\ 0.65 & 0.68 & 0.61 \end{bmatrix} (1)$$

Because each index is benefit index, the maximum value of each index in A, B and C is taken as the optimal index.

$$D_{\max}^1 = [0.78 \quad 0.78 \quad 0.65 \quad 0.68]^T (2)$$

When analyzing the correlation degree between reference data column and comparison data column, we need to analyze the correlation degree between individual indicators, which is the correlation coefficient. If we use the optimal index set: $D_{\sin} = [L_1, d_2', \dots, d_n']$ is the reference data, $D_j' = [d_{12}', d_{2c+}', L, d_{\alpha,4}']$ is the data to be compared, the calculation formula of the correlation coefficient between the j-th index of the s-th University and the index of the reference index set is as follows:

$$\xi_{js}^i = \frac{\min_k |d_k^i - d_{kv}^i| + \rho \max_k |d_k^i - d_{ks}^i|}{|d_j^i - d_j^i| + \rho \max_k |d_k^i - d_k^i|} (3)$$

Where

$i=1,2,L,5, j=1,2,L, n_i, s=1,2,3, \rho$ is the resolution coefficient, which is generally taken as $\rho = 0.5$, so as to obtain the correlation coefficient between each index and form the evaluation matrix.

$$F_i = (\xi_{jk}^i)_{n,x} (4)$$

Therefore, the "teaching attitude" index matrix D1 is transformed into the evaluation matrix.

$$F^1 = \begin{bmatrix} 0.333 & 1 & 0.429 \\ 0.333 & 1 & 0.5 \\ 0.333 & 0.467 & 1 \\ 0.538 & 1 & 0.333 \end{bmatrix} (5)$$

In determining the index weight, the author adopts the entropy method to calculate. The entropy method in information theory is an objective weighting method, which determines the weight

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according to the size of the observed value information of each index. Its advantage is that it can not only reflect the relative speed of index change, but also reflect the relative level of index value. According to the actual situation of physical education teaching evaluation in secondary vocational colleges, using entropy method to determine the index weight can increase the scientific rationality of the evaluation process^[13]. The decision information of each index can be expressed by its entropy value.

$$e_j^i = -\lambda \sum_{k=1}^4 x_{jk}^i \ln x_{jk}^i (6)$$

Where, $\lambda = 1/\ln q$, q is the number of evaluation items, $q = 3$.

$$x_{js}^i = \frac{d_{js}^k}{\sum_{k=1}^q d_{jk}^i} (7)$$

Then calculate the utility value d of each index, that is, the deviation degree of each index. The greater the deviation degree is, the greater the value of the index is, and the greater the weight is.

$$d_j^i = 1 - e_j^i, j=1,2,L, n_i (8)$$

Then the entropy measure is used to express the weight factor of the second index as:

$$w_j^i = \frac{d_j^i}{\sum_{k=1}^{n_i} d_k^i} (9)$$

According to the calculation method of entropy method, the weight vector W^1 of the secondary index under the "teaching attitude" index is obtained.

$$W^1 = (0.2752 \quad 0.2412 \quad 0.2555 \quad 0.2280) (10)$$

The evaluation result matrix of "teaching attitude" index was calculated.

$$R^1 = (W^1)^T F^1 = (0.3801, \quad 0.8637, \quad 0.5701) (11)$$

The evaluation result matrix of "teaching attitude" index was calculated.

$$R^1 = (W^1)^T F^1 = (0.3801, \quad 0.8637, \quad 0.5701) (12)$$

In the same way, repeat the above steps to calculate the evaluation result matrix of "teaching content", "teaching method" and "teaching achievement".

$$\begin{cases} R^2 = (W^2)^T F^2 = (0.5826, 0.6164, 0.6816) \\ R^3 = (W^3)^T F^3 = (0.7218, 0.5679, 0.4557) \\ R^4 = (W^4)^T F^4 = (0.7709, 0.6126, 0.5272) \end{cases} \quad (13)$$

The Pluralistic Trend of The Evaluation Function of Physical Education

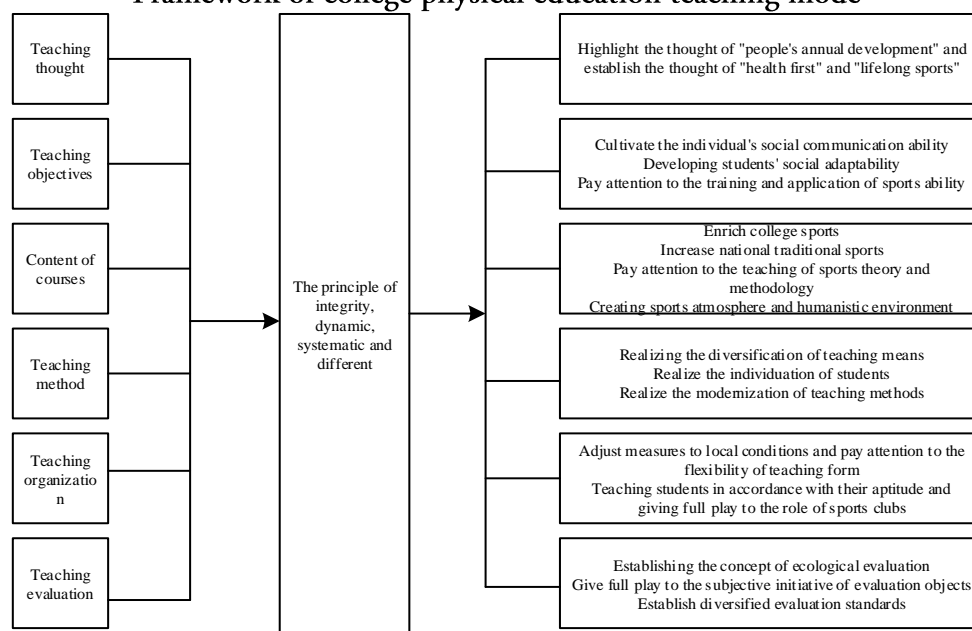
At present, the way to evaluate the current situation of physical education teaching in Colleges and universities is relatively single. The results of physical education courses are too much focused on quantification, and the comprehensive evaluation of students' daily learning process is not fully considered. The students' psychological, emotional and other internal factors are not included in the assessment scope. The way of students' physical exercise, physical and mental quality, and the lack of values are easily ignored. The summative evaluation is not conducive to the overall development of students, is not conducive to the cultivation of talents in our country. The innovation of physical education teaching methods from the perspective of ecology should take the concept of sustainable development as the purpose, pursue the sustainable development of students' individual life, take the existence of students' life as the most fundamental value pursuit in the process of physical education teaching, and respect the individual differences of each student in physiology, psychology, behavior and other aspects. Considering students from many aspects and dimensions, evaluating students' advantages with appreciation, correcting students' shortcomings in the development process in time, guiding students to correctly understand the value and special significance of physical education for their own development, and urging them to have the motive force to participate in sports activities^[14].

The innovation and optimization of College

Physical Education Teaching Mode under cloud computing should be guided by promoting the all-round development of students, and build a three-dimensional and diversified learning evaluation system. First of all, the evaluation of physical education teaching in Colleges and universities should change from the single assessment mode to the combination of process evaluation, summative evaluation, students' self-evaluation, students' mutual evaluation and other forms^[15], as Fig. 1. Through this evaluation method to promote the development of students' personality, pay attention to the qualitative analysis, the students' personality development meaningful things as the evaluation object. It emphasizes the openness, transparency, interaction of the evaluation process and the two-way choice between the evaluation subjects. Public evaluation and mutual evaluation between teachers and students can make students clear their own advantages and disadvantages, which can reflect the respect for people. Secondly, the content of evaluation should be diversified, individual evaluation should be emphasized, and general evaluation should be weakened^[16]. As Fig. 1, the establishment of multiple evaluation standards requires teachers to abandon the traditional single assessment method and solve students' questions and problems with a more tolerant and magnanimous attitude. Stand in the perspective of students' personality, transposition thinking, with the heart and practice to experience the students' inner feelings, to achieve zero distance between teachers and students. Teachers should always pay attention to the development trend of students' psychology, personality and personality, and understand the individual students' ability to adapt to the complex social environment^[17]. From the horizontal, vertical, detail and overall aspects of comparison and comparison. On this basis, from the dynamic, systematic, open direction to promote students' all-round development oriented three-dimensional, diversified learning evaluation system.

Fig. 1

Framework of college physical education teaching mode



In the traditional physical education teaching, physical education teaching evaluation activity is a single evaluation of others, the main body of evaluation is a single physical education management department, as the evaluation object of teachers and students did not participate in the process of evaluation, in a passive position^[18]. The main body of evaluation is diversified. The main body of evaluation is transformed from the simple management department of physical education to the teachers themselves, teachers of the same profession and students. They participate in the evaluation process of physical education teaching activities and evaluate the physical education teaching activities. Teachers enrich classroom teaching content through diversified teaching activities and diversified evaluation, enhance students' cognition and interest, and constantly expand students' horizons^[19]. Make students get psychological satisfaction, improve students' learning enthusiasm, make them from passive learning into active participation.

In physical education teaching, teaching evaluation is only used as a means to evaluate teachers' teaching and students' learning effect. With the deepening of people's understanding of teaching evaluation, the function of teaching evaluation in the field of physical education also shows a trend of diversification^[20-21]. The diversification of modern physical education teaching evaluation function is mainly reflected as follows: value oriented function. Teaching evaluation is a working process that evaluates the teaching effect and the degree of realization of teaching objectives through systematic detection and assessment of the teaching and learning

situation in schools, and makes corresponding value judgments in order to improve. Teaching evaluation plays an important role in guiding schools to achieve certain training objectives.

Through the analysis of teaching effect and its causes, we can understand the situation of all aspects of teaching, and judge its quality and level, advantages and disadvantages, contradictions and problems. These feedbacks not only provide the information of teaching and learning, but also reflect the problems in teaching design and provide the basis for correction, so as to point out the direction for teaching decision-making or improvement.

Information feedback function, no matter which aspect of teaching evaluation, must provide certain information. This information can be used as the basis for adjustment or improvement if it is returned to the evaluation object.

On the one hand, objective and fair teaching evaluation can stimulate teachers' and students' motivation of teaching and learning, and have a positive impact on students' and teachers' self-consciousness, emotion and will. For example, positive evaluation can make students and teachers have a sense of achievement. On the other hand, teaching evaluation may also have some influence on the formation of students' personality. The process of teaching evaluation can strengthen the sense of self-respect of students and teachers, regulate learning psychology and emotion, cultivate and firm the quality of will, and help to form students' sound personality.

In addition to promoting teachers' teaching and students' learning, teaching evaluation also has the functions of investigating and identifying teaching

quality and level, advantages, disadvantages and problems, and judging and distinguishing students' learning ability, academic status and development level. Besides, teaching evaluation can also provide managers with the basis of decision-making.

Physical education evaluation is the process of evaluating the whole process of physical education teaching, and it is the process of judging the educational achievements and values. It is the key link of educational evaluation, as Table 8.

TABLE 8
COMPONENTS OF COLLEGE PHYSICAL EDUCATION EVALUATION(N=32)

name	school	percentage
Technical examination results	32	100.00%
Usual results	32	100.00%
Theory test results	4	12.50%
Physical fitness test results	13	40.63%
Self rating	8	25.00%
Group rating	6	18.75%
Progress points	7	21.88%
Score in sports competition	6	18.75%
Score in extracurricular physical exercise	3	9.38%

The diversification of PE teaching evaluation standard is an important embodiment of the diversification trend of PE teaching evaluation, because the scientific or not of the teaching evaluation standard determines the accuracy of the whole evaluation result to a great extent. "In order to effectively predict and control the educational phenomenon, the traditional evaluation, which attaches importance to scientificity and objectivity, often puts the evaluated object under a common standard or norm, and demands the evaluated object with some values of the evaluator." Under the guidance of this kind of evaluation, people will inevitably use the unified standard to ask for different regions, and the regional education administrative departments will inevitably use the unified standard to ask for different schools, so the schools will inevitably use the unified standard to ask for students, and the students' personality differences will inevitably be wiped out, and the trained people can only be "one side of a thousand people". With the development of society, the demand for the full development of human personality is more and more intense, and this demand can not be satisfied by the unified teaching evaluation standard, so the teaching evaluation standard must be diversified. The diversification of evaluation criteria can not only improve the reliability and validity of evaluation results to a great extent, but also give full play to the incentive function of evaluation.

SUGGESTIONS ON THE OPTIMIZATION OF EVALUATION METHODS OF PHYSICAL EDUCATION TEACHING

In recent years, with the continuous exploration and practice of physical education researchers in Colleges and universities, the quality of physical education teaching in Colleges and universities has been improved to a certain extent, and many

colleges and universities try to let all kinds of experience teaching into the students' classroom, but this innovation has not become a large-scale reform, most of the physical education teaching content in Colleges and universities is still focused on sports technology and skills, far away from learning The actual situation of the students' life makes it lack of continuity and lifelong of college physical education. The teaching mode of College Physical Education under cloud computing thinks that the teaching content of College Physical Education in the new period should be innovated and optimized from four aspects: enriching college physical education, increasing national traditional sports, paying attention to the teaching of sports theory and methodology, and creating sports atmosphere. Diversified evaluation is an indispensable part in the whole process of education. Through a variety of evaluation means and methods, teachers' teaching and students' learning echo each other. A variety of rating methods, evaluation means and evaluation tools are used to comprehensively evaluate students in the learning process. Pay attention to the comprehensive evaluation of students' learning process, promote the improvement of teaching and enhance students' performance.

Diversified teaching evaluation still adheres to the final score test as the basis, and uses diversified elements in the test process to achieve the effect of combining quantitative and qualitative evaluation. Diversified teaching evaluation can give full play to students' ability, make teaching objectives achieve better teaching effect, make teaching effect adapt to students' learning, and make teaching objectives clear.

The implementation of diversified teaching evaluation constantly promotes the teaching reform. The implementation of diversified teaching evaluation follows the teaching evaluation objectives, chooses the most appropriate evaluation

method, and evaluates students' learning achievement more fairly and objectively. Diversified teaching evaluation takes into account the difficulties of teachers and students, and adheres to the principle of "simple and feasible" when implementing diversified teaching evaluation.

Rigorous diversified evaluation will plan to make evaluation index as scoring basis before evaluation to reduce the interference of subjective factors. Diversified teaching evaluation will draw up scoring basis objectively and fairly, and regard evaluation as a new starting point of learning. The evaluation results will not only be used as the basis of rewards and punishments, but also make students deeply think about the advantages and disadvantages in learning, and summarize the disadvantages according to the summary. The corresponding remedial measures, put forward suitable teaching development strategy, remedy the lack of students in learning, stimulate the potential of students, diversified teaching evaluation is not the end of learning, but another starting point of learning.

The guiding ideology of college physical education teaching is the soul of college physical education teaching mode, which has a great influence on the setting of college physical education teaching objectives, the design of physical education teaching process and the selection of physical education teaching methods. According to the results of the survey, the current mainstream ideas of physical education in Colleges and universities are still the ideas of physical education aimed at strengthening students' physique and skills education aimed at cultivating students' physical skills. Although the curriculum reform has been carried out many times, but from the current situation, sports skills still occupy the dominant position, modern education thought still stays in the stage of slogan, the teaching thought of taking students as the main body and paying attention to students' all-round development has not really been realized in college education practice, which is particularly obvious in college physical education. According to the definition of the concept of health by the World Health Organization, this study believes that the guiding ideology of college physical education teaching mode constructed from cloud computing should reach three standards: first, it is an advanced guiding ideology of physical education teaching based on ecology; second, it is an advanced guiding ideology of Physical Education teaching based on cloud computing; Second, it is a process of changing from the idea of improving physical quality and skills to cultivating students' awareness of "lifelong sports"; third, it can guide students to master lifelong sports skills and cultivate students' sports ability. Physical education in Colleges and universities should establish the basic physical

on teaching ideas of "health first" and "all-round development of human beings", and take lifelong physical education as the development direction to guide physical education teaching, cultivate all-round development of college students, and promote the harmonious and healthy development of college students.

College physical education is the last stage for students to accept school physical education. It plays an important role in cultivating students' lifelong sports consciousness. In physiology, the age of college students is the best period of human body function and sports function. These characteristics provide a good material basis for students to better master sports skills and practice lifelong sports. In psychology, college students can also have a deeper understanding and analysis of problems, and their personal cognitive level and emotion are becoming mature. Therefore, in this stage, the cultivation of students' lifelong sports consciousness will achieve the best effect. Colleges and universities should make full use of students' psychological and physiological characteristics in this period, cultivate students' correct cognition of physical exercise and lifelong sports, encourage students to actively participate in physical exercise, and lay the foundation for the formation of lifelong sports. The guiding ideology of teaching is directly reflected in the teaching objectives, so the innovation and optimization of College Physical Education Teaching Mode under cloud computing must first clarify the teaching objectives of the new physical education teaching mode. The teaching goal of physical education teaching mode in Colleges and Universities under cloud computing is the all-round development of people under the guidance of the overall principle, including five major areas of physical health, mental health, sports participation, sports skills and social adaptation. It should not only embody the goal of forming sports technical skills, strengthening physical exercise and strengthening students' physique, but also embody the goal of modern health education, mastering sports culture and cultivating excellent sports morality.

CONCLUSIONS

In physical education teaching, the use of diversified evaluation to judge the value of teachers' teaching and students' learning can make teachers and students develop together on the basis of mutual trust, improve teachers' teaching quality and innovative ability of teaching style, and comprehensively promote the coordinated development of students' body and mind. At the same time, the application of diversified evaluation in physical education undoubtedly puts forward higher requirements for teachers. The application of diversified evaluation can make physical education teachers clear their main position,

promote their own development, improve teaching effect, promote the coordinated development of students' body and mind, stimulate students' interest in physical education, and form the habit of lifelong physical exercise.

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