

# Research on the Current Situation of Evaluation of Physical Education Teaching Activities in Kindergartens

—Taking A Kindergarten as an Example

Wang Yingying

Qianhai Sunshine Palm Kindergarten, Shenzhen

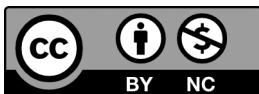
**Abstract:** As one of the important contents of early childhood education, early childhood physical education plays a vital role in the healthy development of children's physical and mental health, which is directly related to the future growth and development of children. Similarly, if we want to promote the healthy development of kindergarten physical education activities and carry out higher quality physical activities, we must do a good job in the evaluation of physical education activities, so as to promote the better physical development of children. Through the use of literature research method, observation method and other methods, the development of the evaluation of physical education activities in A Park, the existing problems and influencing factors in the evaluation of physical education activities in A Park and the countermeasures to optimize the evaluation of physical education activities in A Park were studied in three main aspects. The research found that, A kindergarten still has some problems in the five aspects of the evaluation subject, evaluation standard, evaluation content, evaluation method and teaching completion effect in the evaluation of physical education teaching activities. Therefore, it also puts forward the strategy of diversified evaluation subject, innovative evaluation standard, comprehensive evaluation content, diversified evaluation method, and teaching completion effect based on children's learning process. It is hoped to improve the physical quality of children in A Garden, promote the continuous development and improvement of the evaluation of physical education activities in A garden, and also provide a good reference for other kindergartens.

**Keywords:** Preschool sports; Evaluation of physical education teaching activities; Current situation investigation

---

Copyright © 2025 by author (s) and SciScan Publishing Limited

This article is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/). <https://creativecommons.org/licenses/by-nc/4.0/>



## 1. Introduction

The National Medium and Long-term Education Reform and Development Plan (2010–2020) states that teaching should be the primary content of teacher assessment and that a comprehensive project to improve school teaching quality and teaching reform should be implemented. With the continuous development of the education sector, the state is increasingly paying attention to the development of early childhood physical education and is also setting higher requirements for the physical education teaching abilities of kindergarten teachers. The Kindergarten Education Guidance Outline (Trial) points out that the evaluation process is where teachers use professional knowledge to review educational practices, identify, analyze, research, and solve problems, and it is also an important pathway for teacher self-growth. Teaching evaluation refers to the process of making value judgments on teaching processes and outcomes based on certain teaching objectives and using scientifically feasible evaluation methods, providing reliable information

---

**Citation:** Wang Yingying, Research on the Current Situation of Evaluation of Physical Education Teaching Activities in Kindergartens—Taking A Kindergarten as an Example [J]. *Advances in Sport Sciences*, 2025, 1 (1): 7-12.

and a scientific basis for improving teaching and enhancing teaching quality [1]. The physical education teaching evaluation in this study is an activity that makes value judgments on the methods and processes of kindergarten physical education teaching based on certain evaluation criteria and using scientific methods and means. Currently, the evaluation of physical education teaching activities in kindergartens in China has a single subject, content, and method [2], lacks a scientific and rational evaluation system specifically designed for young children [3], and does not play a role in improving the quality of physical education teaching activities.

Given this, this study analyzes the current situation of physical education teaching evaluation in Kindergarten A. Through in-depth observation and interviews, it identifies the difficulties in the current evaluation of kindergarten physical education teaching activities and proposes targeted suggestions to provide a reference for the establishment of an evaluation system for kindergarten physical education teaching activities.

## 2. Research Methods

This study used the observation method to observe three physical education teaching activities and teaching research in Kindergarten A, namely the large-class group's public lessons "Pushing the Cart" and "Sandbag Relay," and the middle-class group's public lesson "The Clever Little Rooster." Subsequently, half-hour interviews were conducted with six main teachers from the middle-class and large-class groups. The interview content mainly focused on the current situation and existing problems in the evaluation of kindergarten physical education teaching activities, including five aspects: the subject of physical education teaching activity evaluation, the standard of physical education teaching activity evaluation, the content of physical education teaching activity evaluation, the method of physical education teaching activity evaluation, and the completion effect of teaching in physical education teaching activities, to supplement the shortcomings of the observation results.

## 3. Implementation of Physical Education Teaching Activity Evaluation in Kindergarten A

### 3.1. The Subject of Physical Education Teaching Activity Evaluation

The Kindergarten Education Guidance Outline (Trial) states that managers, teachers, children, and parents are all participants in the evaluation of kindergarten education. The evaluation process is a joint participation, mutual support, and cooperation among all parties [3]. The subject of physical education teaching activity evaluation can be diverse. According to the survey of Kindergarten A, the main evaluators in the kindergarten are the leadership and other kindergarten teachers. Since teachers' self-evaluation has limitations and is often too narrow to identify key points, evaluations conducted by others are considered more authentic and targeted. Through interviews with some teachers, it was found that they place more emphasis on the evaluation by the kindergarten leadership, considering them to have more professionalism and knowledge. Other teachers, who are not professional physical education teachers, are largely ignored in the evaluation process.

### 3.2. The Standard of Physical Education Teaching Activity Evaluation

The evaluation standard, also known as the judgment criterion, is a measure of the design, implementation, and effectiveness of teaching activities. In this study, the standard for evaluating physical education teaching activities is the basis for judging the quality of the teaching activities. Through interviews with some teachers in Kindergarten A and observations of public lessons, it was found that they use the achievement of activity goals, the highlighting of key and difficult points, the organization and implementation of the activity process, and the flexible use of teaching methods as the standards for evaluating physical education teaching activities.

Through data analysis, it was found that teachers first focus on whether the activity goals are appropriate and specific when evaluating, assessing from the perspective of goal achievement. Secondly, they examine the rationality of the design of each link based on the key and difficult points of the activity. Thirdly, they evaluate from the aspects of

teaching methods and the activity process. Games are an important indicator for evaluating the quality of the activity, requiring the use of games to stimulate children's enthusiasm and initiative in learning during the activity process.

### 3.3. The Content of Physical Education Teaching Activity Evaluation

Tian Xuehua proposed in "New Exploration of the Content of Physical Education Teaching Evaluation under the New Curriculum" that the evaluation content mainly comes from four fields: "motor skills," "cognitive ability," "attitude and habits," and "interest and cooperation." We strive to build a new quality goal system divided into four major fields: "cognition," "emotion," "habits," and "individual development (specialties)." The content is also divided into four parts, with each field further detailed and specifically implemented in different subjects [4]. The evaluation content of physical education teaching activities in this study includes the evaluation of teaching preparation, teaching process, and teaching effectiveness, with a focus on the evaluation of children's learning outcomes and the evaluation of teachers' teaching processes. Kindergarten A mainly focuses on these two aspects during evaluation.

Through observations of teaching and research activities, it was found that Kindergarten A mainly evaluates from two aspects: teachers' teaching behaviors and children's learning outcomes. Since children's learning outcomes can sometimes be subtle, the evaluation of teaching activities mainly focuses on the evaluation of teachers' teaching work, starting from teaching preparation, teaching process, and teaching effectiveness. In terms of children's learning, teachers pay more attention to children's engagement, with evaluations mainly focusing on motor skills, such as whether the movements are standardized and properly executed.

### 3.4. The Method of Physical Education Teaching Activity Evaluation

The method of physical education teaching activity evaluation is the method used by other teachers to evaluate the teaching of the instructor. Through observations of daily physical education teaching activities in Kindergarten A, it was found that the evaluation of physical education teaching activities usually takes place during observation and public lessons. After the activity, self-evaluation and peer evaluation are conducted through lesson presentations and critiques.

It was observed that the evaluation methods for physical education teaching activities mainly involve self-evaluation and peer evaluation. Self-evaluation is a form of lesson presentation by the instructor, covering aspects such as activity goals, key and difficult points, preparation, and process. Teachers reflect on their strengths and weaknesses, making it an important pathway for teaching evaluation and reflection. Peer evaluation involves observers sharing their feelings and suggestions. This immediate evaluation among teachers after class is conducive to communication and allows for the expression of opinions and targeted suggestions.

### 3.5. Evaluation of the Effectiveness of Physical Education Teaching Activities

The completion effect of teaching in physical education activities is very important in the evaluation of physical education teaching activities. The completion effect of teaching refers to the degree to which teaching goals are achieved, including whether basic knowledge, basic skills, and emotional attitudes are appropriately taught. In this study, the completion effect of teaching refers to the overall performance of teachers and children in the teaching process, with a primary focus on the children's performance.

When evaluating the completion effect of physical education teaching activities, Kindergarten A mainly focuses on the children's immediate performance, which is reflected in their engagement in the activity and their mastery of movements. The three teachers observed clearly expressed the children's engagement and mastery of movements, which can most directly and visibly reflect the teachers' on-site teaching effectiveness.

## 4. Existing Problems in the Evaluation of Physical Education Teaching Activities in Kindergarten A

### 4.1. Single Evaluation Subject

The evaluation subject refers to the evaluator. In theory, the evaluation subject should include various types of

personnel, such as curriculum experts, managers, children, and parents, especially those on the front lines of teaching. Through the survey of Kindergarten A, it was found that the current evaluation of physical education teaching activities in kindergartens is mainly based on evaluations by others, with a single evaluation subject and insufficient emphasis on the self-evaluation of the evaluated. Teacher evaluations are mostly conducted by kindergarten managers, and child development evaluations are mostly determined by teachers. The evaluation subjects for physical education teaching activities in Kindergarten A are other kindergarten teachers and the kindergarten leadership. Due to the lack of a specialized physical education research group, the main participants in the evaluation are other teachers and leaders. Although kindergarten teachers conduct self-analysis and reflection after each teaching activity, in practice, teachers still play a “solo” role in the evaluation of physical education teaching activities, while children act as listeners. Therefore, from the perspective of the evaluation subject, the evaluation of physical education teaching activities in Kindergarten A is mainly external evaluation, with internal evaluation showing a single-personnel characteristic.

## 4.2. Simple Evaluation Criteria

In general, teaching evaluation should be objective, fair, and standardized, with evaluation criteria and indicators also being normalized. Different evaluation criteria and indicators should be used for teaching evaluations with different purposes and methods as a course evaluation scale. Through interviews with some teachers and observations of public lessons, it was found that the evaluation criteria for physical education teaching activities in Kindergarten A mainly include four aspects: achievement of activity goals, highlighting of key and difficult points, organization and implementation of the activity process, and flexible use of teaching methods. Although these criteria cover various aspects, they are generally too simple to effectively improve teachers’ teaching levels.

## 4.3. Partial Evaluation Content

Based on observations of public lessons and interviews, it was found that the evaluation content of physical education teaching activities in Kindergarten A is not comprehensive. While there is a focus on the actual completion of teaching content, the teaching environment and educational links are not sufficiently emphasized. Although attention is paid to teachers’ explanations, activity design, and organization, the appropriateness of evaluations for children is lacking. Teachers often only focus on children with stronger motor skills, paying less attention to those with weaker abilities. Evaluations of children lack professional language, limited to simple praise and encouragement, such as “good job” and “keep it up.” The activities emphasize children’s engagement and interaction but lack opportunities for children to challenge themselves. Teachers’ evaluations of children focus more on the mastery of sports skills, neglecting children’s interest in participating in sports activities, emotional experiences, and efforts. Additionally, teaching evaluations are overly formalized, usually only conducted during observation or public lessons, with teaching reflection being the norm in daily practice.

## 4.4. Singular Evaluation Method

Through observation, it was found that the current evaluation methods for physical education teaching activities in Kindergarten A are relatively singular. The evaluation mainly takes the form of public lessons or teaching observations, and the frequency of evaluation is not high. It is usually conducted during leadership inspections or when other kindergartens come to learn. The evaluation methods primarily rely on peer evaluation and immediate feedback. Teachers’ evaluations of children are limited to verbal assessments, and during the observation process, it was found that some children felt confused.

## 4.5. Vague Criteria for Judging Teaching Effectiveness

Through the survey, it was found that Kindergarten A mainly focuses on the children’s immediate acceptance level when judging the teaching effectiveness of teachers, paying attention to the children’s mastery of sports skills and the interaction between children and teachers. Although this can reflect the development and individual differences of each child, it neglects the emotional changes of children throughout the activity and the efforts they have made. Judging the completion effect of teaching based on the children’s level of mastery and using this to evaluate the teachers’ teaching level is inaccurate. Some children may not achieve the expected results due to physical development reasons, but this

could be mistakenly attributed to insufficient explanation and demonstration by the teachers, making it difficult to accurately judge the effectiveness of teaching.

## **5. Optimization of Physical Education Teaching Activity Evaluation in Kindergarten A**

### **5.1. Diversifying the Evaluation Subject**

Kindergarten education evaluation is an important part of the comprehensive work of kindergartens and is also one of the important ways to further improve the quality of kindergarten education. When evaluating teachers, the evaluation subject can be themselves, other teachers, or parents, and should not be limited to kindergarten leaders or dominated by evaluations from others. When teachers evaluate children, in addition to verbal evaluations, non-verbal evaluations such as patting the head or giving a thumbs-up can be used to encourage children. Children can also engage in peer evaluation or self-evaluation. Through mutual communication and exchange, promoting continuous improvement and development. Only by emphasizing the diversification of evaluation subjects in the evaluation of teachers and children can we more comprehensively and accurately reflect the teaching level of teachers and the development status of children, better promoting the development of both teachers and children.

### **5.2. Innovating Evaluation Criteria**

During activities, whether teachers introduce knowledge from other fields, such as incorporating art-related knowledge like drawing into children's games; whether recent topics of interest to children are included in the teaching content; whether teaching methods break traditional norms and encourage children to challenge themselves; whether teachers can seize opportunities for interesting interactions with children; and teachers' ability to adapt to situations on the spot—all these can serve as evaluation criteria. Only by clarifying the evaluation criteria can we better assess teachers' teaching levels and make evaluations more effective.

### **5.3. Comprehensive Evaluation Content**

The evaluation content of kindergarten physical education teaching activities is rich and varied. For teachers, evaluations can cover teaching style, teaching content, teaching environment, educational links, teaching methods, and teachers' adaptability. For children, evaluations can focus on personality, attitude, emotional experiences, and efforts made. A single evaluation criterion cannot fully reflect the rationality of the content. Therefore, it is necessary to analyze the difficulty levels and the rationality of key and difficult points based on the characteristics of the teaching content itself.

### **5.4. Diversifying Evaluation Methods**

Improve result evaluation and strengthen process evaluation. Avoid overemphasizing the evaluation of children's learning outcomes while neglecting their learning process, which is more deserving of evaluation. Overall, diversified evaluation methods in kindergartens, from internal evaluation to external certification, are important components to ensure the healthy growth of children. When conducting evaluations, kindergartens should focus on the comprehensive use of internal and external evaluations, continuously enhance their quality awareness and sense of responsibility, and improve the level of kindergarten education. At the same time, attention should be paid to the application of evaluation results, promptly using them to improve and enhance kindergarten operations, truly providing high-quality educational services for children's growth.

### **5.5. Focusing on Children's Learning Process to Judge Teaching Effectiveness**

When judging the effectiveness of teaching, it is better to consider children's emotional attitudes towards the activity, their participation levels, interactions during the activity, and their learning styles, rather than solely focusing on their mastery of sports skills. While skill mastery is important, it is not the primary focus, as children are not

emotionless learning machines. Additionally, examining whether teaching goals are achieved is also a good method for judging the effectiveness of teaching. Combining these two approaches can better assess the effectiveness of teaching and promote the improvement of teachers' teaching levels.

## References

- [1] Wang Hanlan. Educational Evaluation [M]. Kaifeng: Henan University Press, 1995: 82.
- [2] Zhang Nan. A Study on the Current Situation and Countermeasures of Physical Education Teaching in Kindergartens in Changchun [D]. Jilin: Jilin Sports University, 2016.
- [3] Tao Chunlei. A Study on the Evaluation System of Physical Activities for Young Children Based on Health-Related Fitness [J]. Talent Intelligence, 2018(35): 1.
- [4] Tian Xuehua. New Exploration of the Content of Physical Education Teaching Evaluation under the New Curriculum [J]. New Curriculum (Secondary School Edition), 2008 (10): 12.