

# **Analysis of Cooperative Teaching Strategies in Situational Teaching of Chinese as a Foreign Language in Higher Vocational Colleges**

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**Abstract:** As for cooperative teaching, the cooperative learning theory is mainly applied to the situational teaching of Chinese as a foreign language, and the new teaching mode is to guide the teaching and take learners as the center. It is an important means to promote students to communicate with each other, enhance students' participation in class, and help situational teaching to carry out better. Under the support of cooperative spirit, the classroom learning mode to complete teaching tasks together is conducive to give full play to the potential of foreign students in Higher Vocational Colleges in the cooperative learning situation, effectively construct the knowledge system, and gain more knowledge under the group role. In this regard, this paper will briefly analyze the application strategies of cooperative teaching mode in the process of situational teaching of Chinese as a foreign language in higher vocational colleges.

## **1. Introduction**

Based on China's vocational education which is in line with the international standards, international exchanges and cooperation between higher vocational colleges are becoming more and more frequent. The number of international students in Higher Vocational Colleges in China is increasing year by year. Because of the late start of teaching Chinese as a foreign language in Higher Vocational Colleges in China, there is no perfect and mature system, lack of characteristics, unclear positioning and other problems. Therefore, we should strive to explore the corresponding mode. Faced with this objective background, it is necessary to apply the cooperative teaching mode in the situational teaching of Chinese as a foreign language.

## **2. Analysis of Cooperative Learning Mode and Situational Teaching**

Both at home and abroad, situational teaching method is advocated and commonly used as a subject teaching method, especially in foreign language discipline. As far as situational teaching is concerned, it is a kind of teaching organization form which integrates roles, teaching contents and teaching scenes and has the characteristics of "simulation". From a certain point of view, it is one of the important ways to improve the level of cooperative teaching, which can overcome the shortcomings of the lack of positive interaction between teachers and students and students in the past teaching process, and provide the possibility for the full play of students' subjectivity in the actual learning process. <sup>[1]</sup>Under the situational teaching mode, teachers and students create teaching situations together, and carry out situational teaching tasks in cooperative learning mode by means of language or non language. At present, the introduction of cooperative learning mode into situational teaching has been a very effective teaching strategy in many countries. Taking learning group as the basic organization form and helping each other to achieve the goal together is conducive to adjusting the social psychological atmosphere in the classroom environment and helping students to build good non cognitive quality If cooperative learning can be applied consciously and efficiently, the learning efficiency will be greatly improved. In many teaching activities, cooperative learning methods can be introduced, such as classroom exercises and discussions on a certain topic, which can effectively attract students' attention by placing students in

simulated real social life situations. In the process of cooperative learning, students will get more communication opportunities through group learning and pair learning than by participating in class activities. In such a situation, although the students are timid and shy, they can speak freely in the face of familiar classmates. In addition, some cooperative learning activities require students to help each other, such as how to create situations and how to design. There are also some cooperative learning contents that need students to complete through unity and cooperation.

### **3. Application of Cooperative Teaching Mode in Higher Vocational Chinese Situational Teaching**

First, pay attention to role allocation. After the topic of the situation is clear, the teacher should let the students choose their own roles. The allocation of roles is the key to whether students can integrate into the situation. Students' choice of favorite roles is conducive to stimulate their own initiative and enthusiasm of learning participation, and also can provide important guarantee for integrating into the situation. <sup>[2]</sup>Therefore, the design of roles should take into account the individual differences between students to achieve teaching objectives. Students and teaching tasks based on the allocation of roles, in mutual learning, let students complete the learning task together. Take the situational dialogue theme activity of "restaurant order" as an example: first of all, design roles, with each of three students as a group, one of them acts as a waiter, and the other two act as customers to perform the whole process of ordering. Secondly, students evaluate each other to select the group with the best performance. Finally, students can choose roles. In the process of mutual communication, we can learn and understand each other, and complete the situational teaching content with the help of students. Because students enter and play the role by themselves, they are no longer the role in the textbook. Therefore, students will form a certain sense of intimacy for the role in the text of the textbook, and naturally enhance their personal inner experience.

Second, create real situations for students as much as possible. The purpose of creating a real cooperative learning situation is to let students form the feeling of being in the situation and experience behavior naturally. If the existing knowledge and experience are difficult to deal with the things in front of them, the problems generated can promote them to actively observe the surrounding environment and actively seek clues to solve the problems. We can feel the accuracy of the utterance and the positive and negative meanings in the other party's mood or expression. We can understand the cultural differences through the connection between the front and back details. Every action in the cooperation situation can provide cognitive information for students. Students in the scene can improve the speed of their reaction, in independent thinking and with the help of teachers and classmates to find solutions to problems. In order to form a clear expression of personal ideas and new meaning of language. <sup>[3]</sup>In addition, the open and real situation can make teaching achieve the effect of teaching with pleasure. For example, "class" and other related topics can easily construct a real situation.

Thirdly, the competition mechanism should be integrated into cooperation to fully mobilize students' initiative in language learning. Summary evaluation is a key part of cooperative learning theory. Through the establishment of scientific evaluation mechanism, the group learning performance is integrated into the performance evaluation system. Evaluation should be practical, fair and reasonable. In terms of reward, it can be score, praise or material. <sup>[4]</sup>Teachers should guide students to make rules together, so as to establish the evaluation structure recognized by teachers and students. <sup>[1]</sup> Group score. The cooperative learning mode with the attributes of common progress and interdependence can be accepted and understood according to the specific performance of the group. In some groups as units of reading, competition or social surveys highlight the students' individual ability activities, such as the application of this scoring form. <sup>[2]</sup> No score. The activities of two people in a group, such as correcting each other's pronunciation, dictation, checking homework, etc., are finally tested by the examination results. <sup>[3]</sup> Personal points. 5. 50% of the group score and 50% of the individual score. Add the two to get the total score of the student <sup>[4]</sup>. This method can evaluate students' real learning level fairly and objectively. It is mainly used in teaching tasks that can be easily measured by scores. <sup>[4]</sup> Score separately. Students in several

groups who are performing a certain task are assessed together, and the scores obtained are counted into each group, and then the total score is calculated. In particular, students with poor academic performance compete with students of the same level to provide opportunities for them to contribute to the group.

#### **4. Conclusion**

In the process of learning Chinese as a foreign language, teachers in higher vocational colleges should closely combine with students' language learning thinking characteristics, understand students' real communication level as a whole, and on this basis, carry out targeted setting of situations, so as to strengthen students' communicative competence. Only in this way can more and more students realize the function and fun of TCFL, and let them have intuitive perceptual knowledge and gradually rise to rational knowledge.

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