

Research on the Application of Teaching Mode of "Group Cooperative Learning"

Liu Xiaoyuan

Ningxia Normal University, China

Keywords: Group Cooperation; Learning Mode; Teaching Methods; Exploration and Analysis

Abstract: The group cooperative learning mode is a popular and mature teaching method, which is of great significance to promote the reform of China's education system. This paper will study the application of the group cooperative learning model, and optimize the application of the teaching model according to the application experience of the curriculum reform of the Middle School Students' Moral Development and Moral Education, hoping to provide reference for the teaching reform of other courses.

1. Introduction

"Quality Education and Moral Education for Middle School Students" is set according to the "Professional Standards for Middle School Students (Trial)". The purpose is to enable normal students to grasp the basic laws of the development of moral character of middle school students, so as to timely discover the problems existing in the psychological construction of middle school students, and give corresponding Guiding education. We use the group cooperative learning of this course as the research object, explore the effectiveness of the teaching mode, and constantly stimulate the students' enthusiasm for learning, thereby improving the quality and efficiency of teaching and achieving the goal of curriculum reform.

2. The Significance of the Group Cooperative Learning Model Application

Group cooperative learning is a product of modern education reform and development. It has had a profound impact on traditional class teaching and can effectively promote the all-round development of quality education. Group cooperative learning is a heterogeneous group as the main organizational form, which is conducive to students' learning and complementing each other, uniting and cooperating to achieve learning goals and accomplish learning tasks, thereby enhancing their cognitive, communication, presentation and collaboration skills. Quality.

At this stage, the group cooperative learning model has a wide application in the world. It is a practical and creative teaching theory and strategy system, which effectively improves the learning style of students, improves the classroom atmosphere, enhances interpersonal emotions, and improves the situation. Academic achievement is called "the most important and successful teaching reform in the past decade." Therefore, it is very necessary for the application and research team to cooperate with the learning model. We have reformed the acceptance-based learning style in traditional teaching, incorporated the teamwork model into the classroom teaching, and built group cooperation and independent exploration. The basic characteristics of the classroom teaching structure, by bundling the group activities, guide the students to establish a cooperative and win-win learning consciousness, so as to achieve common development and common improvement in the atmosphere of mutual assistance, mutual learning and mutual education.

In addition, there are many problems in the past teaching process that need to be solved urgently. Because the development of middle school students' moral character and moral education is a short-term course, many students' ideological attention is not high, and simple theoretical teaching leads to poor practical application ability. It is impossible to deeply understand the theoretical connotation and the application level is low. Therefore, the teaching mode of the course needs to be reformed. With the gradual maturity of the group cooperative learning application, it is necessary to

introduce the model into the teaching activities of the Middle School Students' Moral Development and Moral Education, and continuously improve the teaching reform and improve the teaching effect.

3. Analysis of the use of group Cooperative Learning Mode

3.1. Clear research content

In the process of conducting the group cooperative learning model, we first clarified the research content, that is, the effectiveness of the group cooperative learning model in the application of the psychology curriculum represented by "School Development and Moral Education of Middle School Students", through the exploration of optimization team allocation In terms of teaching methods, performance evaluation, homework setting, etc., we will find practical and feasible group cooperation methods, establish students' teaching subject status, and give full play to their subjective initiative to enhance teaching effects and learning effects.

3.2. Design application goals

The development of group cooperative learning should not only improve the knowledge level, but also pursue the improvement of comprehensive quality. Therefore, we have designed research objectives from multiple dimensions, including learning interests, learning methods, cooperation ability, learning habits, etc. At the same time, these indicators are used as important content of teaching evaluation, and provide reference for future group cooperative learning.

Interest is the best teacher, and cultivating students' interest in exploring knowledge is an effective measure to improve teaching effectiveness. In the traditional education system, teachers occupy a dominant position in teaching and have a natural barrier with students, so it is easy to produce misunderstandings and contradictions, while the group cooperative learning model allows students to communicate on an equal footing, which is more conducive to Cultivation of learning interests. During the teaching process, we found that some students have poor academic performance mainly because they can't find a suitable learning method. Through teamwork, students can learn from each other's strengths and gradually explore the learning methods that suit them, so as to continuously optimize the learning effect. Cooperation ability is the foundation of people's social life and the basic requirement of quality education system reform. The group cooperative learning mode is based on teamwork, so it should have a prominent role in improving cooperation ability. In addition, group cooperation is both a mutual help and a mutual constraint. The behavioral habits of each team member will affect the overall performance of the group, which is conducive to cultivating students' good study habits and has a profound impact on the long-term learning of students.

4. Optimize the Combination Form

4.1. Selection of a strong team leader

In the group cooperative learning process, there are problems such as individual war, vicious competition and serious formalization, which greatly weaken the effectiveness of cooperative learning. In order to better realize the effect of group cooperative learning, students with outstanding comprehensive ability should be selected as the team leader. Comprehensively measure the comprehensive factors such as character reputation, organizational ability, intelligence level, emotional intelligence level, communication expression, performance desire, etc., so that the team leader is responsible for the internal organization of the activity to guide the work, thus ensuring the smooth operation of the team, avoiding the generation of negative factors and giving full play to The role of the leader is to let the students actively discuss in an atmosphere of equality, mutual trust and harmony.

4.2. According to the characteristics of students, reasonable combination

The basic principle of the group cooperative learning model is that the heterogeneity is within the

group and the homogeneity is between the groups. Therefore, the teacher should fully grasp the characteristics of the students, and carry out group matching according to the comprehensive factors such as the ratio of male and female, hobbies, learning level and personality differences. Try to achieve the overall difference between the groups is small, the configuration is reasonable, to avoid the gap between the groups is too large or the group is not harmonious due to the homogenization, the group cooperation is usually based on 4-6 people, too many or too few people are not easy to play The advantage of the group collaborative learning model[1].

4.3. Ensure that the division of labor within the group is clear

In the group cooperative learning process, many students showed indifference, doing nothing, psychological dependence, and even blaming each other and pushing each other. Therefore, we must ensure that the division of labor is clear, that each member should actively participate, independently undertake part of the project, solve problems together, achieve fairness and rationality in team building, and not affect the self-esteem and self-confidence of individual students. Before the formal start of the group cooperation study, the teacher should explain and demonstrate the small group of workers to help the students to a reasonable division of labor.

5. Cooperative Learning Mode

In the teaching process, we have developed a specific teaching plan based on the relevant educational psychology theory of group cooperative learning. The class discussion, after-school homework, and performance assessment are all carried out in the form of group cooperation, and in each class, according to the "pre-study + questioning" + Discussion + Teaching + Practice" mode for teaching. In the classroom, according to the content of the professor for discussion and analysis, for example, in Kohlberg's theory of moral development stage theory, students are required to analyze the moral performance of each stage according to Heinz stealing cases, and give examples. The setting of after-school homework requires the team to cooperate to complete the investigation report on the status quo of middle school students' moral behavior. In the performance appraisal, the team is assessed by the group. Each team is responsible for the teaching of a chapter. The students work together to complete a series of content such as material collection, ppt production, teaching case writing, lectures, etc., so that the whole group can cooperate throughout the teaching activities. The teaching philosophy of the learning mode.

6. Teamwork Skills

The group cooperative learning model requires teachers to have good classroom control ability and improve the rationality and effectiveness of teaching activities design. In the group cooperative study of "Science and Moral Development of Middle School Students", we have scientifically applied a teaching technique such as sound measures, non-interference measures, and two-minute measures, so that team members can get better in the process of exchange discussion. The effect is to cultivate good cooperative habits of the students and jointly maintain the classroom teaching order. The so-called sound measure means that when the students stand up, other students should be quiet and listen carefully to avoid the noise and influence the classroom discussion atmosphere. The mutual non-disturbance measures are mainly applied to the discussion within the group. The volume of the members of this group should be moderate, so that other members of the group can hear it clearly, and can not disturb the discussion environment of other groups to prevent conflicts between groups and bad competition. The two-minute measure means that the group should keep the time within two minutes when reporting the speech, so that the students can express their opinions in a short, fluent and well-organized language, so as to cultivate their good thinking logic and language organization ability, and effectively improve the classroom time. Rationality of distribution. At the same time, give full play to the role of teachers in organizing and guiding students, encourage students to speak freely, and strictly prohibit the use of communication opportunities to play and make troubles, and ensure the effectiveness of the group cooperative learning model.

7. Sound Evaluation System

In the assessment of group cooperative learning results, we pay more attention to the overall evaluation of the learning process, comprehensive consideration of pre-class preparation, classroom performance, motivation, study habits, learning methods, daily tests, after-school homework, moral quality and other factors, improve The comprehensiveness and scientific nature of the evaluation, and the performance of the group's overall performance. Since the group cooperative learning mode is mainly based on two aspects of questioning and confusing, we have specially set the two honorary titles of the best questioner and the best respondent in the classroom, which also stimulates the enthusiasm and initiative of the students. Sexuality allows them to think and discuss more carefully during cooperative learning, fully embodying the value of questioning and confusing. At the same time, in the classroom performance module of the evaluation system, the knowledge points, question points, answer points, and innovation points are included to improve the quantifiability of the evaluation, and the assessment basis and evaluation results are publicized in time to lead the students in the results. Go in the right direction. At the same time, pay attention to receiving feedback from students, appropriately adjust and optimize the group cooperative learning evaluation system, correctly handle the relationship between the group and the individual, and let the group cooperative learning in a good atmosphere[2].

In summary, this paper first clarifies the application significance of the group cooperative learning model, and then through the "teaching development and moral education of middle school students" course teaching reform experiment, from research content, application goals, combination forms, cooperation models, cooperation skills, The evaluation system and other aspects have been studied, hoping to play a positive practical sense, give full play to the role of the group cooperative learning model, enhance the overall quality of students, and then promote the development of modern education system reform.

Acknowledgement

In this paper, the research was sponsored by the NingXia Normal University in 2018 NJ201832.

References

- [1] Jia Ke, Lu Haidong, Li Huanyu. Several key strategies to promote student cooperative learning. *Modern Primary and Secondary Education*, 2015, 31 (03): 45-49.
- [2] Tang Yujing. "Precision" enhances group learning effectiveness——analysis based on classroom observation tools. *Primary and secondary school moral education*, 2018 (01): 57-60.