The Design and Application of Group Cooperative Learning Mode in Classroom Teaching

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Abstract: We should pay attention to the overall quality, problem-solving ability and interpersonal cooperation ability of the students in the education community. As an educational strategy, group cooperative learning is more and more suitable for classroom education. In order to investigate the effectiveness of this in-depth study of educational strategy, this paper is based on the principle of combining theory with practice and the educational experience of Gaotang's original experimental primary school, and introduces the Chinese language and evaluation of the school in detail. Using the group coordination learning model, the paper compares it with the group coordination learning model by using multiple case studies.

1. Introduction

Now, it is a trend to use group learning in classroom education. It can be said that schools, classes and classes use groups to study together. The discussion of Chinese collective cooperative learning has a long history. In the first half of the 20th century, collective cooperative learning appeared in Chinese education literature[1]. In the 1950s, the teahouse education mode appeared. For important educational methods. To promote the collaborative learning in the new curriculum reform, the education of group learning is more formal and operational than the general use of a variety of group cooperation, but these modes are incomplete theoretical construction and unreasonable operation process.

2. Research Trends at Home and Abroad

2.1. Summary of Domestic Research

Chinese scholars further studied the group form of group learning. The representative character is the teacher Xu Yin. Three different grouping methods, hole code group, dating group and pedicle group, are proposed[2]. Among them, the cooperation groups refer to the consistency and stability of the cooperation groups in different subject classrooms. Teacher groups identify fixed groups for each topic through discussion. Friendship group refers to "intra group heterogeneity and inter group homogeneity", and "quality" is the premise of grouping. Teachers lead students to volunteer activities and help each other[3]. The group of field style means that four students form the same pattern of field and closely depend on it.

When students have different emotions, inconsistent places, new knowledge guidance points, difficult problems, divergent thinking and content decomposition points, they should carry out collective coordinated learning[4]. The author believes that students should pay attention to group cooperation when they want to study together.

The two basic groups work together to learn knowledge education based on knowledge transfer and "typical style" based on "free style". On the use of group learning in writing teaching, this paper puts forward discussion, discussion, the second creative thinking training method, the third practical method of writing skills, the fourth evaluation, discussion and general reform method [5].

3. A Collection of Foreign Studies

3.1. Research on Group Strategy of Cooperative Learning in China

Slavin grouped the groups according to their knowledge level, cultural background, personality characteristics and abilities. The heterogeneous group method is advocated. According to Johnson Brothers, students' random matching will not produce the expected learning results. If you want to structure the group, you can divide the cooperation group.

3.2. Research on Group Cooperative Learning Model

In addition, the research on Johnson Brown common learning model, sslin's student team learning model, Sharon's group inquiry model and other overseas group learning models is also very popular[6]. They all emphasize to let students join the team and promote their individual learning and collective progress.

Table 1 Expert validity test of exercise attitude scale

Title	validity	Very high	higher	commonly
professor	Content design	4	0	
	Measurement design	2	2	
	Each item reflects	3	1	
associate professor	Content design	8	1	
	Measurement design	6	1	2
	Overall evaluation	7	1	1

4. The Basic Model of Group Cooperative Learning and Its Investigation

The research mode of cooperative learning is not long, it stays in the concept stage of "independent cooperative inquiry". According to the characteristics of theme and educational practice, the author establishes the basis of cooperative learning based on the above analysis framework. In China, most of the group learning in the classroom is based on the above basic model. The model is based on a large classroom. Under the guidance of the new curriculum, learning groups are used as the basic form of learning process based on the internal connection of autonomous learning, coordinated learning and consulting learning. Under the guidance of teachers, individuals study independently. When individuals encounter problems that cannot be solved independently, please record them and participate in the discussion in class. The teacher will ask the following questions: whether the group has different opinions, whether it can discuss the results, carry out large group discussion, and finally make comments and movements[7]. From the perspective of teaching objectives, this model focuses on the balance among the three-dimensional objectives of teaching cognition, emotion and technology. Judging from the operating procedure, this mode uses mixed mark, the process is not perfect, there are many problems. For example, divide the group, determine the number of members, discuss how to deal with excessive situations, and evaluate whether it is appropriate. The study of details is not clear enough, involving a series of practical problems. At the same time, the ideal effect of this model can reduce the burden of teachers and improve the enthusiasm of students. In fact, students will have "psychological dependence"[8]. When they are in trouble, they don't use their brains. They use group discussions to place their hopes. It is one of the research topics in this paper to avoid these problems and to summarize and manage the whole process of coordinated learning. From the perspective of the relationship between teachers and students, this model is a student-centered activity. So, how should teachers guide students to "practice" in and out of the classroom? This is the gap that the model needs to fill. From the feedback point of view, Professor evaluation is chaotic. When others focus on standard reference evaluation, some teachers focus on oral evaluation in class. They broke the original group order, and the group test was conducted for excellent students and poor students. The total score of each member is the group score of the group[9]. This standard reference evaluation can not be applied to primary schools. Group evaluation means that students have good and bad scores and scores. Therefore, the reasonable design method of cooperative learning evaluation

system to promote primary school level cooperative learning motivation must meet this model.

5. Cooperative Group

Collaborative learning takes the former teaching methods as the main body, the whole teaching as the main body, and the group as the main body of guiding activities. Therefore, it can be said that the basis of coordinated learning is the formation of learning groups. The key to the effective implementation of coordinated learning lies in the scientific and reasonable grouping. Therefore, scientific and reasonable grouping method is the primary problem that teachers must solve when implementing cooperative learning guidance strategy.

5.1. Sets of Dimensions

The so-called cooperative learning group size refers to the result of dividing the number of students in each cooperative learning group in the process of applying cooperative learning guidance strategy to curriculum education. The number of divided cooperative groups directly affects the completion of cooperative learning tasks and the development of students' abilities in various situations. The scale of cooperative learning group is generally controlled by one person, so the number of groups is appropriate. The basic number of students required for cooperative learning tasks of each learning group can be effectively terminated, which can not only make the learning group avoid the excess number. Because of the expansion of responsibility. However, considering the actual situation of large-scale in China and the success of the joint learning practice in China, it is reasonable to decide the group size as a person. The cooperative learning group in this experiment consists of people.

5.2. Grouping Method

In the application of cooperative learning guidance strategy, the principle of grouping is the homogeneous original shell between heterogeneous groups. Therefore, in the process of joint learning and implementation, each student group's own advantages can be given to the game for performance. Each student group can be divided by itself. When the group, the members of the group can only be different. Please confirm. Academic performance, ability, personality, sex, family background and other differences, this is not only to make the group as balanced as possible. However, every student can get rich and stimulating value experience. Learning experience is a "complementary supplement" to promote the maximum progress and development of each student in the learning environment. Second, cultivate students and improve their adaptability. In order to strengthen the cooperation and communication among students, the cooperation groups between mature time can not be changed frequently, according to the learning content and learning needs. And, just like changing the teaching objectives, we should divide the research groups reasonably, cultivate the ability of cooperation and communication between students and different groups, and promote students to get more exercise.

5.3. Role Assignment within the Group

The heterogeneity within a collaboration group means that the members of the group are different. Generally speaking, the role of cooperative learning groups can be roughly divided into group readers, job manufacturers, recorders, a total of four. In the learning task of each group, each group member finds a suitable role in the group according to their own characteristics, experiences different roles, and completes the largest development. The division of work between these roles in the research group is clear. Group leaders play a leading role in the organization, so that group learning activities can be carried out effectively and orderly. The main task of the speaker is to speak for the group members during the group discussion session, explain the opinions and opinions of the group members, and report the cooperation of the group. The main responsibility of the recorder is to record the final results of the research group after discussion. In different classes, each student can play a different role, in order to let each student in all aspects can improve their ability, accept a variety of training.

6. Conclusion

Cooperative learning, students' cooperation, cooperative skills, the spirit of innovation, practice, not only improve students' cognitive level, effectively improve students' self-confidence and self-esteem, improve the formation of students' self-awareness can promote and improve. In addition, strengthen the cognitive quality of students. In education, teachers are investigating cooperative learning, deliberating, updating teaching concepts and methods, teaching in the classroom is active, soft, expectant, and really learning students' CSI. In order to play games, give students positive, efficient, and happy experience, it is necessary to continue. Learning atmosphere, expressing their own opinions, developing their own opinions, their cognition and emotions, and promoting cooperation, and developing their own opportunities and platforms for students to exchange, so as to provide their own students to experience the joy of success. This will effectively promote the comprehensive, balanced, sustainable and lifelong development of students, and ultimately achieve the goal of training and developing students' collaborative learning.

Acknowledgements

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