

Discussion on the Effective Strategy of Group Cooperation in Secondary Vocational Education

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Abstract

Secondary vocational education is to make secondary vocational students understand scientific and cultural knowledge, master certain life skills, developing a good habit of life is an important basic subject, in the formation and development of the students' core literacy plays an important role. However, due to the influence of traditional teaching philosophy and other factors, the development of secondary vocational education in some schools is slow, and students' learning efficiency cannot be effectively improved, which is not conducive to the formation and development of secondary vocational students' core quality, and is not conducive to the cultivation of good ideological character and behavior habits.

Keywords

Group Cooperative Learning; Secondary Vocational Education; The Effective Application.

1. Introduction

As a flexible learning mode, group cooperative learning has been widely used in the vast teaching activities and achieved good results. The focal point of this way of teaching is to stimulate the students' cooperative learning awareness, let the students learn to harness the power of the collective to find problems and solve problems, which is to constantly improve the level of student learning, develop students at the same time, promote the students thinking, shorten or to bridge the gap between the students, and bring a better learning experience for students, promote the development of students' thinking and comprehensive knowledge level of ascension.

2. Scientific Establishment Group

Implementation of group cooperative learning in secondary vocational education, teachers should build good cooperative learning environment, to reasonable grouping of students, in order to motivate different students participate in classroom teaching, make the backward level, learning motivation weaker students can effectively guide and inspiration, thus effectively play to the team members in their respective interests and talents, improve the efficiency of cooperative learning. Students who are not good at learning and communication are often in a weak position in collective learning. On the basis of comprehensive analysis of students' learning ability and specific situation, teachers will arrange students in different groups in batches and at different levels according to different personality characteristics of students, and consider them from various aspects and multi-dimensions, so as to maximize the effectiveness of group cooperative learning.

For example, students who have good grades and love learning and students who have good grades and love learning are assigned to the same group, so that students can promote each other, encourage each other, and make progress together. For students with low learning

enthusiasm, teachers can match them with some students who are interested in communication and like lively activities in a group, so as to mobilize students' learning enthusiasm. Furthermore study result good students with poor academic performance of students should be mutual collocation, distinct personality characteristics, can produce more intense collision of ideas between students, and, in turn, expand students' thinking, promote the students to think about, shorten or to bridge the gap between the students, give full play to the effectiveness of cooperative learning group, improve the efficiency of secondary vocational education.

3. Closely Combined with the Teaching Material

The application of cooperative learning mode in secondary vocational education must be centered on the content of textbooks, and teachers must not be separated from textbooks in teaching to choose teaching resources. In today's school classroom teaching, the multimedia teaching, some teachers like extracurricular scientific knowledge resources from the Internet search, no longer limited to text information, content is very rich, such as music, film and television, game form, especially the young science teachers, often try new things, this behavior is innovative, encouraging. Cooperative learning method is extremely open teaching model, students can have group discussions with relative freedom, but does not mean that the teacher can choose at will read the content, on the basis of centering on the teaching material, can be appropriately expand learning, but at the same time, learning content must links up with teaching materials, and textbooks closely linked, thus ensuring the effective implementation of the teaching goal, improve the students' comprehensive knowledge literacy level.

4. Tap Students' Potential

In secondary vocational education, teachers play a leading role in the whole teaching process. Secondary vocational students need timely guidance and help from teachers in order to achieve certain results in learning. If we want to give full play to the important role of group cooperative learning and let students master more relevant knowledge in class, we must give full play to the guidance role of teachers. For example, put forward some appropriate problem scenarios, bring students into the situation, and guide students to think and solve problems independently. At the same time, teachers should fully tap students' learning potential so as to give full play to students' learning subject status. Pay attention to highlight the principal position of students, so as to make the group cooperative learning teaching strategy can be really applied.

5. Reasonable Arrangement Teaching

Scientific and reasonable teaching arrangement is helpful to give full play to the teaching effect of group cooperative learning method. The teaching arrangement of group cooperative learning method should be carried out from the following two aspects: First, the teaching arrangement should be closely related to the teaching material, and the topics to be explored should be closely related to the content of the teaching material as far as possible, so as to improve students' ability and successfully complete the teaching objectives at the same time. Secondly, the teaching arrangement should accord with the actual grouping situation. Group cooperative learning is not only in order to improve the student's knowledge reserves and the ability to learn, to improve the students' communicative ability and innovation ability, therefore, the teacher wants to further understand the specific situation of the students, according to the individual differences between different students to carry out teaching activities, only in this way, can give full play to the advantages of cooperative learning group, improve the efficiency of the secondary vocational teaching activity.

For example, when explaining the knowledge related to temperature and thermometer, some students have some questions about the scale of thermometer and the range of thermometer. They are confused about how to measure the temperature of water with thermometer. At this time, secondary vocational teachers collect these questions, and then carry out practical teaching activities to guide students to simulate the harvest scenario of cooperation. In the process of guiding the students to cooperate in the simulation, the teacher described the thermometer and how to measure the temperature of water in detail. At the same time, such discussion and description also stimulated the interest of students, so that the members of the group had a positive exchange and interaction. Through the effective combination of teaching content and students' reality, the teacher simulates the life-style teaching situation, effectively promotes the students' interactive learning, and obtains abundant returns.

6. Innovating Teaching Content

The Times are constantly changing and developing, students' learning ideas and life experience are also changing with the changes of The Times. Teachers should fully combine students' practical needs in teaching, enrich teaching methods and supplement teaching resources. Therefore, in the process of cooperative learning group, the teacher can't according to teaching materials to undertake an "orderly" as usual, but on the basis of the teaching material stipulated, in accordance with the requirements of education, be added appropriately expand of teaching content, both to ensure that the teaching of systematic, scientific, and cannot be separated from the teaching material, make the teaching content, teaching goal difficult to achieve, and should pay attention to is practical, anyhow secondary vocational teaching content relatively simple, the knowledge related to expand the extension of surface are relatively broad. The specific situation of different students is different, the understanding degree of the textbook is different, the comprehension ability of the teacher's teaching content is different. Therefore, in the process of applying science teaching strategies, teachers should pay attention to teaching students according to their aptitude, give priority to students, and carry out teaching feedback activities, explore more about the content of science textbooks, and assign appropriate tasks to students., for example, part of the secondary vocational teachers in the interpretation of the animal's life cycle when this part of the choice of the corresponding class homework for the students, the contents of the textbooks for teaching materials to paint and display, actual chance to try, to give students in class for the contents of the textbook of beautiful illustrations and text teachers use multimedia to find the corresponding electronic data and images to display, fully observe the student's specific reaction, know the difference between the students. At the same time focus on providing practical opportunities. Such different tasks were assigned to students in different groups to make choices and make judgments. Such a full of autonomy and life style task, but also greatly mobilize the enthusiasm of students cooperative learning, also make the content of textbooks have been fully used and displayed, so that vocational teaching activities can be smoothly promoted.

7. Conclusion

In short, the teacher in the use of cooperative learning group in the course of development of secondary vocational education, according to the specific learning needs of students, scientific cooperation rules, pay attention to the students' learning potential of the excavation, formulate scientific and reasonable teaching arrangement, at the same time of improving students' ability, can complete the teaching goal, but also attaches great importance to the innovation of teaching content, teaching should not only ensure the systematic, scientific, and cannot be separated from the teaching material, and should pay attention to is practical, improve the efficiency of the secondary vocational teaching activity.

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