

# On Application of Cooperative Learning Mode in Football Teaching in Higher Vocational Colleges

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**Abstract:** Cooperative learning, a new learning mode, can play an important role in football teaching in higher vocational colleges. This paper mainly analyzes the application of cooperative learning mode in football teaching in higher vocational colleges. The purpose is to further reflect the role of cooperative learning mode in football teaching and improve the effectiveness of football teaching in higher vocational colleges.

## 1. Introduction

Cooperative learning, as a collective learning mode, is based on the theory of social interdependence and has been widely used in the field of teaching. Football teaching is a very important teaching subject in higher vocational colleges. Using cooperative learning mode to carry out football teaching can play an obvious role. In cooperative learning, students can enhance their interest in football teaching, which is of great significance to cultivate their sense of unity and cooperation and improve their sense of collective honor.

## 2. Analysis of Cooperative Learning Mode and Theory

### 2.1 Concept Analysis of Cooperative Learning Mode

The interaction and mutual help among social members are called cooperation. Cooperative learning is opposite to individual learning. The biggest difference between them lies in the different organizational forms. In group cooperative learning, each member has a clear division of labor and all members work together to achieve the expected goal. Cooperative learning is mainly based on the team, in the context of cooperative interactive teaching, to promote students to interact with each other and promote their development in a better direction [1].

### 2.2 Theoretical Analysis of Cooperative Learning Mode

Under the cooperative learning mode, there are mainly the following theories. The first theory is the theory of social interdependence, which is also called group dynamics theory. As the theoretical basis of cooperative learning mode, the theory divides learners into different groups, and a group is a whole. The members in a group have mutual interdependence. The so-called interdependence refers to that if any member in the group changes his own behavior, it will have an impact on the whole. The interdependence relationship promotes members of the group work together. In addition, under the theory of social interdependence, the responsibilities of the members themselves are very clear. They are all working for the common goal. Under the theory, the members of the group can help and encourage each other. The second theory is the creative teaching idea. The application of creative teaching ideas to cooperative learning mode can fully stimulate students' creative potential, which is of great significance to cultivate students' creative learning ability. Only the talents with creative potential and creative learning behavior are the talents needed by today's society. The third theory is motivation theory. Under the theory, only if the group is successful, the individual can succeed, otherwise neither the group goal nor individual goal can be achieved[2-3].

### **3. Analysis on the Role of Cooperative Learning Mode in Football Teaching in Higher Vocational Colleges**

#### **3.1 Helpful to Enhance Students' Sense of Collective Honor**

The traditional teaching mode adopted in football teaching in higher vocational colleges is difficult to restrain students. Many students regard their personal achievements as their own business, which has nothing to do with the collective. Cooperative learning mode can close the communication between students. In the process of mutual cooperation, students can realize that there is a direct relationship between individual achievement and collective achievement. Only if each member of the group makes efforts, the overall performance will be improved. The cooperative learning mode adopted in football teaching in higher vocational colleges can make the excellent students actively help the poor students. With the help of the excellent students, the poor students will change their learning attitude and make continuous efforts for the group performance, which is of great significance to enhance the students' collective sense of honor.

#### **3.2 Helpful to Improve Students' Sense of Teamwork**

Applying cooperative learning mode in football teaching in vocational colleges can help to improve the students' sense of teamwork and close the relationship between students. Students in vocational colleges can communicate, learn and discuss each other in the cooperative learning mode, which can promote the students with different personalities and different hobbies to increase their understanding. It is of great significance to overcome the students' over closed and self-centered psychological problems. It is very important for students to establish the sense of teamwork in their future study and life.

#### **3.3 Helpful to Enhance Students' Self-Management Level**

In the cooperative learning mode of football teaching in higher vocational colleges, once the students have problems, they can discuss with each other in groups and analyze the solutions. It is of great significance to improve the cooperation between groups and improve the efficiency of group management. In addition, under the cooperative learning mode, students can more clearly define their own positioning, find their own weak points in practical training, and constantly strengthen the training effect under the supervision of team members. It can be seen that the cooperative learning mode adopted in football teaching in higher vocational colleges is conducive to enhancing students' self-management level and the mode can fully reflect the dominant position of students in teaching.

### **4. Analysis on the Application Measures of Cooperative Learning Mode in Football Teaching in Higher Vocational Colleges**

#### **4.1 Scientifically Allocate Team Members**

Football teaching in higher vocational colleges adopts cooperative learning mode to carry out teaching tasks. First of all, teachers need to allocate team members scientifically. The implementation of cooperative learning in groups is an indispensable condition. In football teaching in higher vocational colleges, teachers need to scientifically divide groups according to the actual learning situation of students and the advantages and disadvantages of each student, so as to ensure that each group of students can complement each other, give full play to the advantages of each team member, and improve the football level of the whole team. It is necessary to make clear the responsibilities of each team member, such as the responsibilities of forwards, defenders, goalkeepers, midfield and substitutes. All members are fully familiar with their own responsibilities, which can improve the overall combat level. After the team members are clear, the teacher should

appoint a member with organizational leadership and calling ability as the team leader, carry out the responsibility mechanism by team leader within the team to implement the football training plan of the team members. For example, the team leader can lead the team members to practice shooting. The process of group practice can enhance students' sense of unity and mutual assistance, and effectively improve the effect of football training.

#### **4.2 Strengthen the Interaction and Communication between Students**

The cooperative learning mode is adopted in football teaching in vocational colleges to carry out teaching tasks, which is inseparable from the interaction between students. In the process of communication and interaction, students can identify the problems in their football training and find the key points of training. Therefore, teachers should fully tap the flash points of students in football teaching, guide students to build a good football training atmosphere in the interaction and communication, and further highlight the role of cooperative learning. For example, in the practice of passing football inside of the foot, the teacher can ask each two students for one group to practice to kick the fixed ball. One student uses fore sole to step on the ball, and the other student kicks the fixed ball inside of foot. During the students' practice, teachers should strengthen the tour guidance, correct the students' wrong actions and motivate them. After training, students can communicate their practice situation with each other and strengthen their exercises according to their weak points.

#### **4.3 Formulate Scientific and Reasonable Teaching Tasks**

Before the football teaching in higher vocational colleges, teachers need to make clear the teaching tasks of this class to students and make full preparation before class. For teachers, it is necessary to make a good teaching plan in advance. For students, it is necessary to understand the purpose of the teacher's teaching plan to ensure that the pace of teachers and students in the whole football teaching is highly consistent. Most of the traditional football training in higher vocational colleges is carried out in the way of individual practice, which has obvious shortcomings, and it is difficult for teachers to find teaching blind area. Therefore, in order to solve the shortcomings of traditional football individual training, teachers need to assign challenging tasks to students, so that students can complete the challenging training tasks in group cooperation. For example, before each football training, the teacher can let students discuss the theoretical knowledge related to the football training in groups and communicate with each other. Mastering the theoretical knowledge of this football training can help students better implement the training task.

#### **4.4 Construct Learning Community**

The construction of learning community is an indispensable condition for the effective implementation of cooperative learning mode. The purpose of football teaching in higher vocational colleges is to enhance students' physical quality and improve their team coordination ability, thinking ability and team cooperation ability. In football teaching in higher vocational colleges, teachers need to construct learning community according to students' cooperative learning situation. In football teaching, students' football skills, team coordination ability and team cooperation consciousness are different. It is obviously difficult to achieve the best training effect in a short time. In view of this problem, the teacher can adhere to the principle of "heterogeneity within the group, homogeneity between groups", so that each student's advantages can be brought into full play, so that students can improve the overall football training level in personalized learning [4].

#### **4.5 Ensure the Diversification of Evaluation System**

Diversified evaluation system is an indispensable part of cooperative learning mode. The traditional football teaching in higher vocational colleges is often based on examination. Under this evaluation system, students' team cooperation ability and daily performance are not paid much

attention to, so it is difficult to realize the comprehensive evaluation of students. For a long time, students' interest in football learning will be reduced. Under the diversified evaluation system, students' daily training can be included in the total score, and the students' team cooperation ability, organization ability and coordination ability can be evaluated systematically, which is of great significance for promoting the smooth development of cooperative learning mode. In addition, under the diversified evaluation system, the evaluation subjects become diversified, including peer evaluation, student self-evaluation and teacher summary evaluation. The diversification of evaluation subjects can improve the effect of cooperative learning [5-6].

## **5. Conclusion**

To sum up, cooperative learning is a new teaching mode under the background of quality education. Applying cooperative learning mode in football teaching in higher vocational colleges can effectively solve the problems existing in the traditional teaching mode and is of great significance to enhance students' team cooperation ability, team organization ability and team coordination ability. Therefore, cooperative learning mode can be further applied in football teaching in higher vocational colleges.

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