

Research on Group Cooperative Learning Practice of College English Teaching Based on Network Multimedia

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Abstract: Under the influence of reform and opening up, China's economy and society are developing rapidly, and all walks of life are facing different opportunities and challenges. Higher education as a leader in China's education industry undoubtedly plays a pivotal role. With the progress and development of society, the demand for high-tech talents has risen sharply. As a compulsory course for higher education in China, college English courses are the responsibility of cultivating qualified talents to meet the needs of the new era. Therefore, the reform of college English classroom teaching in this situation is deepened, reformed and improved. As a teaching mode, group cooperative learning is a more successful teaching mode that effectively guides students' English learning and improves their learning interest in theoretical research and practical exploration. In the cooperative learning teaching mode, students can not only learn together and make progress together in cooperation and discussion, but also cultivate students' sense of cooperation, skills and spirit. In this process, it not only promotes the interest and self-confidence of college students in learning English, but also teaches them how to seek cooperation in the fierce social competition in the future in order to win-win and share.

1. Introduction

At the end of the 1990s, China's higher education curriculum standards were in full swing in the new round of education curriculum reform in full swing. "People-oriented" is highlighted in the new college English curriculum standards. Under the influence of this concept, the teaching of college English pays more attention to teacher-led and student-oriented roles. At the same time, we cannot ignore the differences in individual psychological characteristics of students. When teaching students according to their aptitude, the students' lifelong learning ability, social communication, communication, and adaptive ability outside the campus are more prominently emphasized to promote the multi-directional and multi-functional development tendency of college English teaching. The Ministry of Education's Department of Higher Education recently issued the "University English Curriculum Teaching Requirements (Trial)" notice, which regards the pilot work of college English teaching reform as one of the important evidences for the cultivation of English teaching ability of non-English majors. The "Notice" also pointed out that the training objective of non-English major college English in higher education in China is to train students to be able to listen and speak; and to have a variety of talents with independent and active learning capabilities, so that college students can work and live in the future. Can promote the development of themselves and society. The recently issued "Notice" also tells us that the communication of English language, communication ability and the cultivation of students' own learning and development ability are one of the important indicators for English teaching in higher education in China. In this age of knowledge, "live to the old, learn the old" has become a well-known, deeply rooted learning philosophy, so today's college English education should be "give people fishing", not simply "give people "Taking fish", therefore, students should develop good learning habits of independent learning and cooperative learning in the course of learning, so that they can stand in the fierce social competition in the future.

2. Significance of Cooperative Learning in College English Classes

Under the traditional teacher-centered teaching model, various college English teaching reforms are in full swing. Under the influence of humanistic thinking, the traditional teacher-centered educational thought is gradually replaced by the student-centered educational thought. In college English classrooms with this concept, students truly become the subject of learning, and teachers become the real leader, and the cooperative learning method of teaching is precisely the modern student-centered relationship between teachers and students. Stand out. In such an English classroom, students have the opportunity to fully express their views, which greatly stimulated their autonomy in learning. Classroom teaching is no longer a teacher singing a “one-man show”, and it is no longer the traditional one in the traditional classroom. The audience, with the participation of students in the classroom, the classroom atmosphere is active. In the process of discussions and exchanges between groups and group members, each expresses his own opinions and divergent thinking, which truly reflects the advanced student-centered teaching ideas and cultivates students' innovative ability. Give them a space to fully show themselves and provide a large space for their future development on the road.

In traditional English classrooms in elementary and middle schools, the classroom communication between teachers and students is often teachers asking questions to individual students, and students are often expected to answer the “standard answer”, even if it is “victory”, which is affirmed and praised by the teacher. Some students in the class who are more introverted or have poor academic performance in English subjects, when they receive the teacher's questioning signal, they are often an evasive psychological state, and even more, they are anxious because they cannot answer the teacher's questions. psychological. It can be seen that this part of the students have no interest, no confidence, and have no intention to participate in the classroom interaction. The cooperative learning teaching mode uses groups as a unit to conduct group discussions in the class. Everyone works hard and cooperates for a common goal, which greatly reduces the student's anxiety and turns individual competition into competition between groups. This greatly enhances the student participation in the college English classroom, and a variety of group cooperation teaching models will also improve the learning interest and self-confidence and self-esteem of members in the group. And many teaching practices have proved that cooperative learning mode is better than independent learning in the past in improving English learning performance, teaching efficiency, and teaching quality.

In group cooperative learning, more attention is paid to inquiry learning and autonomous learning among freshmen. This will greatly reduce the teaching amount of teachers, and on the basis of respecting individual differences among students, conduct more targeted and differentiated teaching and teach students according to their aptitude. At the same time, in the group collaborative learning process, students and students learn in the process of communication and exchange. The role played by the teacher between the teacher and the student is no longer an indoctor of knowledge, but an organizer of group activities. With the smooth progress of the control group, the student is no longer the “faithful” listener at the beginning, but an explorer who learns independently and actively. The relationship between teachers and students is no longer the “subordinate” relationship in the traditional classroom, and the individual competition between students has also become a group competition.

3. The Main Ways of College English Classroom Cooperative Learning

Before the cooperative learning is implemented, some preparations are needed. It mainly refers to two aspects, one is to search the literature about cooperative learning, understand the existing research results, read the theoretical knowledge and practical application of cooperative learning, and design a more suitable teaching design through comparison, comparison, analysis and other research. The first is to organize student surveys in the class through questionnaires to understand students' attitudes and attitudes towards cooperative learning (“Do you know what kind of cooperative learning style of learning?” Are you willing to conduct cooperative learning? “ “ Do

you think cooperative learning is helpful for your English learning? “Interviews), survey the students' interests and hobbies, personality differences, and the status of learning English subjects. In order to make cooperative learning smoothly in the class.

In order for the cooperative learning model to be carried out smoothly and successfully in the class, before the lesson, the recognition teacher needs to make a good plan and arrangement for the teaching goals, teaching methods, and teaching tasks. It is important to let students know when applied to English group cooperation When studying, what kind of cooperative learning mode is used, and how will the classroom organize and evaluate the cooperative learning in the classroom. 1Because of the basic education that college students receive before entering colleges, the teaching mode of English classes is basically the traditional teacher-centered teaching method. In the English classroom learning of this university, a new cooperative learning model will be used to take classes. Before, teachers need to make detailed introductions to learning goals, cooperative tasks, etc. to let students know one or two, so as to avoid the confusion, doubt and tension before class. First of all, for teachers and students, it is very important for each student to know and clarify teaching goals and learning tasks before class. Some scholars pointed out that before the class teachers must have a very deep understanding of the teaching objectives of the content taught, and estimate the teaching objectives that students should achieve after class learning. Subsequently, the teacher can only assess the gap between the expected target and the actual achievement of the student, in order to understand the level of pre-class preparation for the student, and after learning the gap between the expected goal and the actual achievement of the goal, the teacher must be strict Rethink what kind of teaching strategy and content is beneficial for students to achieve their actual goals. Secondly, the determination of teaching goals should be carried out throughout the classroom, not only need to clarify the teaching goals before the lesson, but also include during and after the lesson. The teaching goal is the starting point of any teaching design and the basis of an effective teaching method and teaching evaluation mechanism. It contains two aspects, one is the teaching goal, and the other is the social skill goal. For group cooperative learning, the teaching goals of cooperative learning include not only learning the language knowledge of English subjects in the classroom, but also learning the cooperative skills, cooperative consciousness, and cooperative spirit that will be used in society. In traditional teaching goals, people always think that the teaching goal is only enough to learn relevant knowledge. However, the emotions, attitudes, and values that are closely related to learning, and important content related to student growth should also be included in the teaching goals and learning. In the goal. In the cooperative learning of English learning class, the group activity of cooperative learning is the central link for cooperative learning. It can provide a face-to-face two-way communication learning environment for students, through the members of the group, and between different groups to learn English language Various discussions, explanations, clarifications, and suggestions from different perspectives can promote the development of multi-angle language communication practice functions in the process of students learning English language. At the same time, some effective cooperative learning activities can also stimulate students' enthusiasm for language learning, reduce their nervousness and anxiety in cooperative learning, improve classroom teaching atmosphere, and achieve teaching goals in a better state and improve teaching quality.

4. Conclusion

The effective use of group cooperative teaching in college English teaching has an important effect on improving the quality of college English teaching at the current stage, which can effectively change students' knowledge of traditional English knowledge learning, improve the initiative of learning English knowledge, and build a good English knowledge learning for students Learning environment. Modern college English knowledge teaching students have a relatively weak foundation. The use of English group cooperative teaching methods has effectively increased the opportunities for practical communication between students, improved the level of basic English knowledge, and enabled students to learn more about relevant knowledge This will lay a good foundation for students' use of English knowledge and further education in the future.

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