

Discussion on the Problems of Cooperative Learning in Primary School English Group

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Keywords: primary school English; group cooperative learning; diversification evaluation; Formulation of Teaching objectives

Abstract: This paper provides a brief introduction on the significance of English cooperative learning, and analyzes the existed problems in the cooperative learning of English groups in primary schools. Moreover, this paper puts forward the innovative grouping form to cultivate students' cooperative learning ability. Based on the content of teaching materials, we should set clear teaching objectives and carry out diversified evaluation activities. In this way, we can ensure the efficiency of group cooperative learning, clarify the division of labor, stimulate students' interest in learning, and set up reasonable teaching activities. Effective measures to improve students' English ability are aimed at teachers' rational use of group cooperative learning mode to further improve teaching level and effect.

1. Introduction

Cooperative learning is extremely important in the process of English teaching in primary schools. In order to better adapt to the requirements of the new curriculum reform, teachers must innovate the teaching mode. Students in the class can be divided into different groups to explore knowledge together through the way teachers set learning tasks. In primary school English class, this way can effectively shorten the relationship between teachers and students. For the problems encountered in learning, the use of appropriate measures can improve students' enthusiasm of English learning. Moreover, it can also cultivate students' ability to communicate and cooperate with others, further improve the quality of English teaching and promote students' all-round development.

2. The importance of cooperative learning in primary school English groups

2.1 Reduce personality differences between students.

First of all, due to the difference between the educational and living environment, students' emotional expression and learning thoughts are different. Some students are outgoing, and some don't like to talk. Using group cooperation can further enhance the communication between students. Students know how to care for each other and put students with different personalities in the same group, which can effectively reduce the personality differences between them and help them to establish a good self-confidence and achieve long-term progress.

2.2 Narrow the gap in group resources.

Because each student's experience and learning ability are different, the degree of control over English resources is also unlike. By sharing resources and exchanging ideas in groups, students can face unique problems and integrate the information of English resources, so as to narrow the knowledge gap between students.

3. Problems of cooperative learning in English groups

3.1 Group labor divisions lack clarity.

In the process of group cooperation and dialogue performance, teachers will find long sentences in the dialogue and students will encounter some problems in the process of understanding. For students with poor performance in English learning, they cannot play a practical role in the actual performance process, which will have impact on students' learning enthusiasm. This situation leads to the failure of group cooperation and the teachers fail to realize the significance of hierarchical teaching.

3.2 Simple group communications.

In the process of primary school English teaching, learning requirements and content differences require the appropriate communication methods. A single way of communication cannot attract students' interest in learning. So in the process of one group member making a speech, other members seem to be indifferent. The teacher found that this way of communication cannot take into account the members of each group, which is not conducive to the student formation of good learning habits.

3.3 Single English teaching objectives.

Although the teaching concept is changing constantly and the teaching method has been innovated, the actual situation analysis shows that the teachers still pay attention to the examination result. This results in the disconnection between the English teaching goal and the students' learning result. Ignoring the importance of quality education in order to improve students' scores will have a direct effect on the improvement of students' English ability.

4. Effective path of group cooperation studies in the primary school English classroom

4.1 Innovate the form of grouping and cultivate students' cooperative learning ability.

First of all, teachers should understand that the construction of a reasonable grouping can establish a good sense of cooperative learning students, which has a direct influence on the actual teaching effect. Therefore, teachers should combine with the actual situation, divide the work reasonably among the students in the class, and distribute the number of group students reasonably, so as to guarantee that the number of each group is controlled within 8 students. This is because primary school students are younger and more likely to be the only child, and lack the experience of collaborative learning. The main problems are not modest to listen to the opinions of others, inadequate ability to communicate with people, not willing to express their true thoughts. Therefore, teachers should further refine the grouping work, fundamentally improve students' ability to cooperate, and help them to communicate and cooperate with[1].

Secondly, teachers can use the fixed grouping model to further ensure the rationality of grouping according to the main teaching content and students' learning achievements. Moreover, it is necessary to ensure the distribution of male and female ratio, so as to lay a good foundation for the smooth follow-up teaching work, enable students to help each other in practical cooperative learning, and gradually deepen the memory of knowledge points [2].

Otherwise, we can also use dynamic grouping. By changing groups regularly, students can feel the freshness of group learning, thus enhancing their enthusiasm for learning and guaranteeing the teaching quality of the English class. Therefore, teachers can combine the two methods to set clear teaching objectives and ensure the flexibility and effectiveness of the teaching process.

4.2 Set clear teaching objectives are based on the content of the textbook.

In the process of primary school English group cooperative learning, the content of the textbook should be based on the selection of appropriate learning methods to further improve the efficiency of English learning. In the actual teaching process, teachers must combine the actual situation to

apply in the teaching process. They should lead the students to become familiar with the content of the teaching material, combine the content of the teaching material to expand, and then design the corresponding teaching activities. Moreover, through the form of group cooperation, to build a safe learning atmosphere, so that students can focus on English teaching activities. In addition, setting clear teaching objectives can motivate students to reflect on problems. Teachers should pay attention to educating students in accordance with their aptitude, and fully understand the differences between them. On the basis of ensuring the consistency of teaching objectives, teachers should reflect the level sense of teaching work. For example, in the process of reading English stories, teachers can set separate learning objectives. Students with superior academic performance can translate and write the articles. Students with average academic performance can recite and perform the stories. Teachers can gradually expand the breadth and width of students' language use, so as to reach the goal of full participation [3].

4.3 Carry out diversified evaluation activities to ensure the effectiveness of group cooperative learning.

At present, the continuous reform of China's education system puts forward higher requirements for teachers. Teachers should take the long-term development of students as the goal of basic education, fundamentally break the traditional teaching methods, use advanced teaching concepts, and carry out diversified evaluation work. At the end of the cooperative learning activities, teachers should evaluate the actual performance of each group positively. Based on this, the teacher must understand the actual situation of the group students, and maximize the actual function of the analysis group, so that students can understand their own actual learning situation, and then improve their academic performance. In other words, whether the incentive mechanism can be reasonably used has a direct impact on the effect of cooperative learning. The more important part is to motivate students to learn English. This enables students to establish a good sense of competition, strengthen the spirit of cooperation, and enhance self-confidence in the primary school English class. For instance, teachers can take verbal rewards or material rewards. Teachers can buy candies and stickers to ensure the smooth development of English teaching activities in the way of students like [4].

4.4 Clear group divisions of labor, stimulate students' interest in learning.

In the teaching process of primary school English class, teachers can divide students into reasonable groups according to their actual English level. Based on this process, English proficiency and character of students should be divided into groups, and students with strong learning ability and introverted students should be divided into one group. It can influence each other in the process of group cooperative learning, so as to form a valuable competitive learning link and effectively improve students' competitive consciousness and cooperative spirit. Teachers should take students' ability as the basis. For example, in an English class, the teacher asks the students to act out the text they have been learned by acting, and the students assign tasks and roles in groups. The teacher can let the students choose by themselves, or by drawing lots. Students who play an important role will use their spare time to recite the words. In this way, we can truly achieve the combination of teaching and entertainment, and stimulate students' interest in learning. For example, during a tiger show, an underachieving, introverted student was given the character of a tiger. During the performance, the student showed the tiger vividly and added a lot of content according to the English vocabulary he mastered. From this, it can be seen that the learning method of group cooperation can help students establish strong self-confidence. Dare to express themselves in the team, and then achieve self-growth and development [5].

4.5 Set up reasonable teaching activities to improve students' English ability.

After a wealth of practical English teaching, the most important components of English teaching in primary schools include three categories: game participation, investigation and role playing.

(1) In the process of role playing, for example, in the course of Let's talk, teachers should encourage students to make independent groups. Students play a role in the text, in this process

everyone is very devoted, especially after the role play, they can have a deeper understanding of the text content, and further efficient access to relevant English knowledge.

(2) In the process of game participation, teachers can set relevant sport activities according to the characteristics of learning to further activate the classroom atmosphere. For example, teachers can set up a drop-off game to let students learn to say Goodbye and use similar sentence patterns to say Goodbye to others. The basic approach of the game is that the group leader acts as the driver, and the group members form a line. Students are off at each station, and then learn to say Good morning to the group leader when they get on the bus. In this way, students can master basic knowledge points and optimize the teaching process of English course.

(3) To organize survey activities is to make students write English short stories according to their actual situation. Each member of the group can speak an English sentence to further constitute a short story. Teachers can use advanced multimedia technology to play pictures or video to further stimulate students' creative inspiration. By building a real situation for students, students can inquire about the interests and hobbies of group members, so as to improve their comprehensive application ability [6].

5. Conclusion

To sum up, in the teaching process of English classes in primary schools, teachers should make evident the importance of cooperative learning. The teacher must accumulate the experience in the actual teaching, take the English teaching material as the foundation, further creates the brand-new study pattern, and helps the student to develop the excellent study custom and the cooperation custom. Teachers should make clear the subject status of students, use effective measures to shorten the distance between teachers and students, and use analogous solutions to gradually promote the learning method of group cooperation. This teaching method can build up students' confidence, deepen their understanding of knowledge points in a good learning atmosphere, improve students' English level on the basis of improving teaching quality, and promote students' all-round progress.

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