

# Application of Cooperative Learning in Junior Middle School English Classroom Teaching

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**Abstract:** Junior middle school English teaching is a very important part of students' English learning stage, and it is also an important stage to improve students' interest and enthusiasm in English learning. As an important language tool, English plays a very important role in students' future study and career. It is necessary to improve the quality of English learning to meet students' learning needs. Under the premise of deepening educational reform, junior middle school English teachers need to optimize and upgrade their teaching ideas and methods in order to comply with the trend of educational reform, so as to continuously improve the quality and effect of English teaching. At present, how to take effective measures to improve students' interest in learning is the main problem that English teachers need to think about. Cooperative learning, as a new learning method, can maximize students' enthusiasm for English learning and significantly improve students' English learning ability.

**Keywords:** Cooperative learning; Junior high school English; Classroom teaching

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## 1. The significance of cooperative learning in English teaching in junior high schools

### 1.1 Change the traditional teaching mode

In the traditional teaching mode, teachers adopt a one-way knowledge transmission method in classroom teaching, so that students are always in a state of passively accepting knowledge in English classrooms, and the "one-size-fits-all" teaching method cannot really give full play to students' autonomy and enthusiasm.<sup>[1]</sup> Students' interest in English learning in this teaching environment will be greatly affected, and students will inevitably feel irritable and tired of English learning. The introduction of cooperative learning mode in junior high school English teaching can reasonably avoid the disadvantages of traditional teaching mode.

### 1.2 Pay attention to individual differences of students

Cooperative learning is to divide the class group reasonably and divide the large group into small groups. In this way, teachers can pay attention to the individual differences of students and formulate reasonable learning plans for students according to their different situations and learning abilities. . Students face peers in the group, without facing the pressure and tension of teachers, they can communicate and communicate more freely, which can really improve students' enthusiasm for English learning<sup>[2]</sup>.

### 1.3 Create a more vivid and intuitive English classroom atmosphere

Incorporating the cooperative learning model into the English teaching classroom of junior high school can fully respect the dominant position of the students in the classroom and enhance the students' sense of ownership in English learning. Group cooperative learning involves not only the communication between students, but also the interaction between students and teachers. The group cooperative learning mode can improve the level of communication between students and teachers, and shorten the distance between students and teachers. In the process of cooperative learning, teachers can't let themselves go. They need to provide correct guidance to group members, observe and understand the communication and learning between groups. Provide appropriate guidance in a timely manner, so as to achieve the purpose of improving students' English learning level<sup>[3]</sup>.

## 2. Problems that should be paid attention to in cooperative learning

### 2.1 Coordinate the relationship between independent learning and cooperative learning

Although cooperative learning can improve students' English learning initiative, it is inseparable from the individual efforts of

students to truly master this skill. When teachers integrate cooperative learning into classroom teaching, they need to focus on cultivating students' independent thinking ability, guide students to develop their own perfect learning concepts, and then communicate with group members. This teaching method can guide students to develop the habit of being good at thinking and independent learning, so that students can find their own learning rhythm in the process of English learning, which greatly improves students' learning ability.

## **2.2 Eliminate false phenomena in cooperative learning**

There are certain drawbacks in the way of group cooperative learning. Students may create a warm communication atmosphere on the surface, but there is no real exchange and mutual assistance in learning. In this case, the students' real discussion time about learning is relatively short, and the teachers have stopped the discussion before the students have really discussed the learning issues. This superficial discussion phenomenon will not only waste students' learning time, but also hurt students' motivation to learn.

## **2.3 Teachers should give active guidance**

When students are engaged in group cooperative learning, because of lack of experience and self-control, the effect of cooperative learning may be less than ideal. Faced with this situation, teachers should play an active guiding role and actively answer the problems encountered by students in group cooperative learning. Encouragement and support should also be given to the questions raised by students in the group, and positive guidance should be adopted to enhance students' enthusiasm for learning and help students make continuous progress.

## **2.4 The content of discussion should go deep into reality**

In the process of practical application of cooperative teaching, students cannot cooperate at will, and they need to control the content and depth of cooperative learning, and the content of cooperative learning is required to be meaningful for discussion and research. If the content of group cooperative learning has no practical significance and the difficulty is relatively small, it is difficult to really arouse students' interest in discussion. Therefore, teachers should choose appropriate knowledge points in the lesson preparation stage and find out the English learning content that the textbooks want to convey.

# **3. The effective application of cooperative learning in junior high school English teaching**

## **3.1 Reasonable arrangement of group tasks**

When the teacher assigns the work to the group, the number of students in the group and the characteristics of the students should be comprehensively considered, and the personality of the students should be understood and grouped according to the personality of the students. The atmosphere of group discussion will affect the effect of cooperative learning. If the group members are introverted, it is difficult to establish a benign discussion atmosphere, and it is difficult to truly achieve the purpose of cooperative learning.

## **4. Conclusion**

In my country's current English teaching process in junior high schools, teachers should motivate students positively, help students develop the habit and awareness of cooperation and mutual assistance, and stimulate students' enthusiasm and interest in group cooperative learning. In the cooperative learning mode, teachers should not stay out of the way, but should fully play a guiding role while respecting the dominant position of the students, so that the group cooperative learning mode can truly improve the students' English learning level.

## **References:**

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