

On the Application of Group Collaborative Learning in Vocational Chinese Language Teaching

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Abstract: With the development of education, vocational education is constantly undergoing reform and innovation. The application of group cooperative learning in vocational Chinese language teaching has become one of the important ways to improve classroom teaching efficiency and cultivate students' Chinese language abilities. The teaching advantages have been effectively utilized, which plays a very important role in improving the quality of vocational Chinese language teaching. Based on this, this article mainly explores several strategies for applying group cooperative learning in vocational Chinese language teaching, for reference by relevant educators.

Keywords: higher vocational education; Chinese language teaching; Group cooperative learning

Classroom teaching with students as the main body can not only enhance their learning enthusiasm, but also cultivate their independent exploration ability. The process of cooperation and communication deepens students' memory and understanding of knowledge, and to a certain extent reduces the difficulty of learning. Therefore, group cooperative learning teaching method has been actively applied in various stages of subject teaching. In vocational Chinese language teaching, teachers can use the advantages of group cooperative learning to stimulate students' interest in learning, cultivate their ability to cooperate and explore independently in the process, effectively improve the efficiency of classroom teaching, and also play a positive role in promoting the development of students' abilities.

1. Concept and characteristics of cooperative learning method

1.1 Concept.

The constructivist view of learning holds that learning is not simply a process in which teachers pass on knowledge to students, but rather a process in which students construct their own knowledge. Promoting the subjectivity of students is the most important feature of modern education. The teacher's "teaching" is for the sake of "not teaching", for the sake of students' "learning", and students are the masters of learning. Therefore, in vocational Chinese language teaching, it is necessary to give students sufficient thinking space, maximize their initiative and enthusiasm in learning, unleash their potential, enable them to acquire knowledge through active exploration, and truly become "discoverers" and "creators" of knowledge. For vocational college students, it is necessary to explain all the knowledge in textbooks, but from a long-term perspective, it is not conducive to their development. Therefore, teachers should encourage students to cooperate in learning. Collaborative learning refers to the teaching method in which students strengthen communication and interaction through group cooperation, learn from and improve each other, jointly complete learning tasks, and master knowledge. This teaching method can cultivate students' habits of being willing to study, good at thinking, and diligent in hands-on work, enhance their awareness of using vocational Chinese to solve problems, and enhance their confidence in learning vocational Chinese well.

1.2 Characteristics.

(1) Collaborate to solve problems encountered in learning. Students collaborate in groups to solve problems encountered in vocational Chinese language learning. The study group for vocational Chinese textbooks (which can be a temporary combination or desk mate, preferably grouped according to heterogeneity criteria based on cooperative learning theory) can divide the selected "learning extensions" into several levels. The first level goal is to require students to collect and extract relevant information from vocational Chinese textbooks or other sources, and to organize it briefly. The goal of the second level is to require students to be able to extract and filter out effective information based on the extracted relevant information. The goal of the third level is to enable students to analyze and integrate effective information in vocational Chinese language, and elevate it to the level of rational thinking. Finally, form the answer according to the requirements of the

question, and complete the learning task through mutual cooperation to master the learned content.

(2) Group division of labor and cooperation. For these three levels of issues, the team leader is responsible for dividing the work within the learning group, organizing student group discussions, exchanging their respective results, and ultimately forming textual results. This type of achievement can be diverse, such as small papers, survey reports, and so on. For this achievement, the teacher should provide guiding summaries and comments, ultimately enabling students to understand and gradually master the basic methods and skills of analyzing problems. Because group cooperative learning can enable students to combine their knowledge and methods, and draw different conclusions from different perspectives. Through discussion, the scope of student participation in the classroom can be further expanded, and their thinking can be further expanded, thereby cultivating their thinking ability and gaining insights into the richness of vocational Chinese language knowledge, the diversity and selectivity of analytical methods. Gradual progress not only helps to solidify the foundation, but also enables students to improve their comprehensive ability in Chinese language knowledge through cooperative learning.

2. Application strategies of cooperative learning method in vocational Chinese language teaching

2.1 Cultivate students' reading comprehension ability for vocational Chinese language knowledge. Reading is an important part of vocational Chinese language learning, and teachers should pay attention to the foundation and grasp the cultivation of students' reading comprehension ability in vocational Chinese language teaching. Firstly, using group cooperation and applying relevant reading strategies, teachers should guide students to master reading strategies and require them to correctly grasp fast reading and skip reading skills. Secondly, carefully read vocational Chinese textbooks, understand and read thoroughly. Teachers should guide students to fully extract effective information while reading, connect with vocational Chinese language knowledge, pay attention to specific material analysis, effectively grasp the learned content, and promote the improvement of teaching effectiveness and learning efficiency.

2.2 Cultivate students' ability to extract effective information from vocational Chinese language. Firstly, it is important to attach importance to reading training and grasp background knowledge. When reading materials, in addition to understanding the main text, special attention should also be paid to informative text and the source of the materials. Secondly, attention should be paid to non textual sources of information. Including various types of charts such as regular tables, bar charts, curve charts, pie charts, etc. in vocational Chinese textbooks. Therefore, vocational Chinese language teaching should strengthen attention to non textual information sources. Once again, strengthen language and writing training. Key implicit meaning that key words are not annotated, and teachers can intentionally use a plain tone to describe key words. All possible methods that may highlight key points are implicit, simulating situations where no one prompts in the exam room, deepening students' understanding, obtaining effective information, and promoting teaching effectiveness.

2.3 Cultivate students' ability to analyze vocational Chinese language materials. Be good at analyzing the connections between materials and finding breakthroughs in learning. In cooperative learning, teachers guide and help students analyze the connections between teaching content, identify the center, focus on the center, confirm the content involved in teaching, or transfer textbook knowledge to find a breakthrough. In addition, it is also possible to find similarities with the textbook, compare key information with the content and viewpoints of the textbook, confirm the correlation between the material and a certain chapter of the textbook, deepen interest in vocational Chinese language learning, enhance cooperative learning skills, and master vocational Chinese learning skills, promoting the smooth progress of cooperative learning.

2.4 Master the skills of cooperative learning in vocational Chinese language. A good start is half the battle, and the first question of cooperative learning is the key. Answering the first question correctly will solve the rest easily. To answer the first question, it is important to understand the meaning of the material, analyze its implicit meaning, comprehensively consider the positive and negative aspects of the problem, and strive for accuracy. To summarize the teaching content, the segmentation method in vocational Chinese texts can be used. Firstly, analyze the materials, divide the long materials into several paragraphs, and identify the meanings of each paragraph. Breaking down short materials into sentences, identifying the meanings of each sentence, and analyzing them layer by layer can help extract effective information. Adopting the form of small papers for learning, pay attention to reviewing questions in vocational Chinese language learning, and strive to

be more precise and detailed in reading materials, striving to not miss any effective information. When handling materials, it is even more important to pay attention to understanding, grasp their positions and viewpoints, understand the characteristics and contemporary characteristics of the phenomena described in vocational Chinese textbooks, integrate the effective information from textbooks into the system of learned knowledge, and form correct conclusions.

2.5 Pay attention to the application of effective strategies to promote the smooth progress of collaborative learning. In vocational Chinese cooperative learning, it is necessary to organize cooperative learning according to specific requirements and determine the amount of content according to the requirements. Pay attention to standardized problem-solving and organize answers in a rigorous and organized manner. Overcoming fixed thinking patterns, in the process of learning and solving problems, materials that contradict the viewpoints in the textbook will be selected to test the ability to extract material information and grasp correct viewpoints. When answering and learning, it is necessary to overcome fixed thinking patterns, conduct specific analysis of materials, extract viewpoints from materials, and deepen understanding of vocational Chinese language learning. To accurately distinguish viewpoints in vocational Chinese language, sometimes the materials used are mostly primitive historical materials with their own limitations. In teaching, teachers should guide students to adhere to dialectical materialism and historical materialism, accurately distinguish viewpoints and fallacies. Through mutual cooperation, learning from each other's strengths and weaknesses, improving one's own learning shortcomings, learning from the strengths of other students, deepening interest in vocational Chinese language learning, and promoting the improvement of teaching effectiveness.

The application of group cooperative learning in vocational Chinese language teaching not only reflects the student-centered teaching philosophy, but also highlights the importance of harmonious teacher-student relationships and a relaxed atmosphere for student learning. Teachers should attach importance to cultivating students' self-learning ability in the teaching process, guide students to actively engage in group cooperative learning, and improve the quality of vocational Chinese language teaching while promoting student ability development.

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