

# On the optimization strategy of deep learning in primary school English group cooperation

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**Abstract:** group cooperative learning is often applied in various stages and disciplines of teaching, especially for English teaching, which is worth our further exploration and practice. In teaching practice, English teachers can use the cooperative learning mode to cultivate students' cooperative consciousness and inquiry ability, so that students can have close thinking collision and integration, and then realize efficient classroom teaching and high-quality English education. The author believes that we should fully respect the learning experience of primary school students, while teaching their knowledge and training their ability, give them guidance and help in all aspects of thinking and behavior, so that they can learn deeply in English class, and make them feel and grow in group cooperation, so as to achieve real psychological maturity. In view of this, this paper discusses the problems in primary school English teaching, and makes specific answers on the construction strategy of deep learning mode in group cooperation, hoping to provide reference for the relevant front-line education work.

**Key words:** primary school English; Deep learning; Optimization strategy

## Introduction

In primary school English teaching, group cooperation is an important teaching method. Students can realize thinking collision and integration through group cooperative learning, and then understand mastery in English reading and Chinese thinking in English writing. Since the new curriculum reform, teachers have gradually paid attention to the cultivation of students' cooperative consciousness and ability. In order to better improve students' Comprehensive English ability and application level in group cooperative learning, teachers need to start from the new requirements and methods of the new curriculum standards, and strengthen the guidance of students through group cooperative teaching, Improve students' initiative and enthusiasm in learning English. The following discussion focuses on the optimization strategies of in-depth learning in primary school English group cooperation:

## 1. Problems in primary school English Teaching

### 1.1 Lack of attention to practical teaching

At present, there is an imbalance between theory and practice in primary school English teaching, which leads to students' lack of reading and writing, and has a negative impact on students' English level. Specifically, students' English learning is rote, and more students can not understand the corresponding knowledge points. At the same time, it is difficult to touch the core in reading and writing, so as to truly improve their English learning ability and English comprehensive level. The author believes that teaching theory and teaching practice are the forerunner, and students' theoretical learning is also to pave the way for practical application. Only when they understand the core of English knowledge and can apply it to writing, expression and communication, can they really master the relevant knowledge points. At present, we lack attention to students' English practice, which leads to poor teaching results and difficult to improve the teaching level, which is not conducive to the improvement of primary school students' English level and the development of English literacy.

### 1.2 Lack of innovation in teaching methods

Many English teachers are lagging behind in teaching ideas and teaching methods, which leads to the limitations of English classroom vision and the lack of innovation in actual teaching, and it is difficult to achieve real modernization and high-quality development. This problem also limits the main role of primary school students in classroom learning. Only when teachers are fundamentally aware of the service of education for students and the development of students' ability and quality, can they truly innovate the concept of education, innovate teaching methods, and build a learning mode conducive to students' independent thinking and independent inquiry. Therefore, in the specific teaching process, we should try our best to choose innovative and effective teaching methods to make the English teaching and learning process more vivid, so that more students can gain a lot through English learning, and then make the classroom teaching to the extreme, infect more primary school students to actively learn English, and complete communication and writing in English.

## 2. Optimization strategy of deep learning in primary school English group cooperation

### 2.1 Optimizing group cooperative learning environment

Group cooperation needs to be supported by a good learning environment, and the first thing to consider is the cooperative environment between students. In group cooperative learning, the communication between students is very important, so teachers need to create a good cooperative communication environment for students. Teachers should also fully realize the importance of strengthening students' deep thinking and deep learning in group cooperative learning, divide learning groups according to students' different situations, and formulate scientific and reasonable grouping rules to ensure that students can complete the inquiry task in an appropriate time. In the specific grouping process, teachers can consider from two aspects: on the one hand, the gender differences of students lead to uneven distribution among group members; On the other hand, the differences of students' foundation and personality lead to the uneven distribution among the members of the group. Therefore, in the actual grouping, teachers should pay attention to the roles played by different students in the learning groups,

give full play to their guiding role, and ensure that different groups can also communicate with each other. For example, according to the gender differences between men and women, boys and girls, students with different personalities are divided into a group to study together; According to the basic level and personality differences, the students with weak foundation and lively and cheerful personality are assigned to a group to study. These are feasible and effective implementation plans. Of course, they can also be analyzed and guided according to the specific situation, laying a solid foundation for the deep learning of primary school students' English.

### 2.2 Cultivate students' cooperative learning ability

Group cooperative learning is an important part of modern education and teaching. It can have a positive impact on students' autonomous learning and in-depth learning. Organizing group cooperative learning, guiding students' in-depth thinking and exploration, and focusing on cultivating students' cooperative learning ability are important teaching directions that all front-line teachers need to explore and practice at the current stage. The author believes that through the group cooperation mode to guide students' in-depth learning, students can communicate and discuss with each other, and help each other understand and digest knowledge. At the same time, it can also effectively improve students' social skills and reflection ability, enable students to communicate, collaborate and communicate with other students in the group, better solve problems, and improve students' collective cooperation and communication ability. Students can think more deeply about problems, discover the essence of problems, and can think from multiple angles to better understand and master knowledge. Why not?

For example, after learning "we're making a cake." In this class, the teacher first let the students interact and communicate the steps of making a cake, sort out the verb phrases and the corresponding order, and then use the present continuous tense of we're... I am... To explain the steps of making a cake in class, learn the language of the present continuous tense in the context, and cooperate to complete the cake making at the same time, Enjoy the delicious production process and taste the delicious cake. In this way, primary school students can also use the core English words, sentence patterns and grammar of this class to support the completion of dialogue and communication tasks, and combine it with labor education to have a deeper understanding and grasp of the knowledge points of this class. Of course, the most important thing is that students really have in-depth exchanges and dialogues with others, and jointly explore a topic and task, so as to realize the exercise and improvement of cooperative learning ability. In group cooperative learning, students master language knowledge through communication and cooperation, and cultivate their sense of cooperation and cooperation ability. Therefore, teachers should actively guide students to learn how to listen, share information, and complete tasks in group cooperative learning, so as to help them develop good cooperative learning habits.

### 2.3 Building a harmonious and democratic classroom atmosphere

In primary school English group cooperation, teachers should pay attention to the establishment of a harmonious and democratic classroom atmosphere. Teachers should encourage students to actively participate in group cooperation activities, cultivate students' self-confidence and initiative, and give students sufficient freedom at the same time; Teachers should encourage students to actively undertake the task of group cooperation and assist other team members to complete the task, so as to cultivate students' sense of responsibility and team consciousness; Teachers should also pay full attention to fairness and justice, promote equal cooperation among students, prevent bullying, and let everyone immerse in a relaxed and pleasant classroom atmosphere for in-depth learning, and ultimately benefit a lot.

For example, in the class hour of "on the fruit farm" in unit 2, module 4, Volume 2, grade 3, Volume 2 of the external research edition (the first starting point), the teacher can first let the students determine what fruit they like and what fruit they want to pick in the orchard, and then let the group discuss and exchange, and take the "money" earned according to the students' performance in class to buy fruit in the orchard, And use "I will pick/buy..." to output sentences and exchange reasons with each other. Such a teaching situation can enable students to actively participate in group discussion and cooperative exploration, and complete the learning task through mutual communication, discussion and cooperation in the group. Because this topic is very vivid and has a certain flavor of life, students in this happy and harmonious classroom atmosphere can better stimulate students' interest in learning and desire to express, and then gain in classroom learning.

### 2.4 Coordination among team members

In the primary school English group cooperation, it is important to coordinate the relationship between the group members. The team leader shall be responsible for coordinating the relationship among the members of the group and timely handling the contradictions and problems within the group. Teachers should encourage active communication among group members, solve contradictions and problems in time, and ensure the smooth progress of group cooperation. If a group member does not coordinate with other members, the teacher should take timely measures to adjust the members of the group to ensure the effectiveness of group cooperation. The unity and cooperation between students is an important guarantee for group cooperative learning.

For example, in "today is a special day" in class 3, module 5, Volume 2, grade 4, teaching and research edition (the first starting point), teachers conduct hierarchical teaching when making a role play. Teachers give students three performance packages:

Retell. Students retell in groups.

Role play. Students can choose the text for group performance and encourage students to add new language appropriately, as long as it conforms to the situation

Role reading. The group with complex composition of members in the group can choose to read the text with pure emotion, so that the pronunciation and intonation are correct and the language is fluent.

During the final migration innovation, students need to output from when where what how and other aspects to describe Jim's family activities during the Mid Autumn Festival. Teachers can divide the work of ABC in the group. Group leader a coordinates the work of the

whole group, carries out the most difficult part, and explains the activities of each group member. When and where are handed over to group B members with good basic knowledge for elaboration. How can be handed over to classmate C with weak foundation. Teachers should actively understand the distribution of each group. Group members B and C can work with group leader a to analyze the characters and things in the picture. Finally, in the writing process, group leader a is responsible for whether group leaders B and C really understand the information expressed by a and can correctly write it in writing. This can not only promote the unity and cooperation among the members of the group, but also let them understand the output of describing events from several aspects, and the ability to observe pictures. The author believes that it is very important to coordinate the relationship between groups and members in this process. We should not only help primary school students solve problems, but also guide more students to think deeply and study deeply, so that every student can gain more in cooperative learning.

#### 2.5 Give full play to the positive role of teachers in organizing teaching

In the primary school English group cooperation, the teacher is the organizer and guide of the whole activity, and should play an active role in guiding students' exploration and practice, so that pupils can really reap a lot in the activity. According to the actual situation of students, teachers make a reasonable grouping scheme through reasonable grouping to ensure equality and fairness between groups; Teachers provide guidance for each group, timely provide guidance to group members with different division of labor, answer students' questions, and guide students to learn self-learning; Teachers regularly check the results of group cooperation and timely adjust the class level and group, evaluate students' learning situation, and timely adjust and deal with problems found, so as to ensure the effectiveness of group cooperation and ensure that more students can study and think deeply, so as to achieve the synchronous growth of English learning ability and comprehensive level.

In teaching practice, teachers should choose appropriate teaching methods and strategies according to students' learning situation, and pay attention to guiding and enlightening students in teaching. For example, teachers can let students explore and analyze the text content independently in the introduction of new courses, and actively interact and communicate with teachers. Teachers can also organize some group cooperative learning activities so that students can promote the learning and consolidation of knowledge by completing tasks cooperatively. For example, teachers can organize some game activities and performance activities to make the English classroom more rich and exciting, so that more students can speak and express in class, and then get the opportunity of in-depth learning and exploration practice. For example, group work to learn the comedy version of "journey to the west"; The guessing game that you draw and I guess in groups and so on are both concrete schemes that can be implemented and have good effects, and can fully reflect the positive role of English teachers in organizing activities. It can be seen that teachers are very important for the organization of English classroom activities and cooperative learning. As long as teachers think and solve problems from the perspective of students, they can create an efficient and high-quality English classroom and further improve the effect of classroom teaching.

### Concluding remarks

In a word, it is necessary for primary school English teachers to build an efficient and high-quality English classroom. Organizing students' game activities and group cooperative learning are feasible and effective teaching programs. On the one hand, we should build a dynamic English classroom atmosphere through the cooperative learning mode in groups, attract students' attention, exercise and cultivate students' knowledge understanding ability; On the other hand, we should deepen students' English learning ability, knowledge practice ability and so on based on the group cooperative learning mode, so as to improve the personal ability and quality of primary school students. If possible, it is also necessary to carry out online interaction and cooperative exploration in cooperation with information technology and education app, so that pupils can obtain more knowledge progress and quality development under convenient learning conditions.

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