

## On the effectiveness of group cooperative learning in the teaching of pioneering education

Cao Minyan

Wujin Open University ( Changzhou 213100

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**Abstract:** Learning , Combining teaching practice , discusses how to enhance the effectiveness of group collaboration Learning , aim at developing students ' initiative to learn by themselves , team spirit and Responsibility , Promote the development of students ' psychological quality , Improve classroom teaching efficiency .

**Keywords:** Entrepreneurship Education ; Group Collaboration Learning ; effectivity

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Ancient Chinese great educator Confucius once said : learning alone and No friends , is solitary and know . The is also said: "" Three-person line will have my division . co-consciousness and capabilities , is the basic quality that modern people should possess . the Rapid development of science and technology and the deepening of informatization , Make the Regiment Team cooperation more and more important , This requires a good team. capabilities , Communication Ability , can do just right to Express yourself View , and Humbly accept other people's views and so on . So when you go to a student Line Education , in order for it to be better integrated into society, we need to work together on Group cooperation education with .

The focus of entrepreneurship education in vocational schools is to develop students Cooperation Awareness , Entrepreneurship and broadening students ' horizons . This school for student Development Center , principles for improving overall quality . except for collective collaboration can play a good role in classroom learning , Team Cooperation Learning is also a relatively good teaching model . a pattern such as can Foster students ' awareness of the protagonist in study , students can will come to Happy learning .

Group Collaboration Learning can usually include the following key links : reading preview , Cooperative discussion , Show Exchange , Summary review , Compliance testcomment . The most important thing is to show the communication. , students and teachers Through this phase, you can complete the FAQ , to make the Learn to extend and improve to some extent . Whether it is a teacher -student between or between students can be through this link to the spiritual Exchange flow , Interchange of views ,under the intense collision of wisdom and wisdom , makes the The has the entire learning sublimation . at the same time this link can show students the The offer a chance ,to get confidence and prosperity in the process fun double elevation .

however , because of the students ' cognitive abilities and the level of teacher teaching Factor Restrictions , Group

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Cooperation in our Entrepreneurship Education Classroom study Teaching Reform Practice , show what the communication link should do get full play , There are also low efficiency , for student thinking can problems with insufficient force promotion , We need to seriously study and change the forward .

## **1. The Problem of group cooperative learning in the classroom teaching of entrepreneurship education in vocational schools**

### **1.1 too much emphasis on the form of cooperation**

Cooperative Learning form single . is only the same table , Front table 4 person Temporary Cooperation , missing meaningful heterogeneous in Group , Group Homogeneous Exchange Cooperation . This cooperative learning is overly focused on form , no Textual research on the real need , No students stand up to think about , only for cooperation . This makes cooperative learning only a "" teaching mode , instead of a tangible effect , floats on the surface to be heavier than form , This kind of collaborative learning can only adversely affect students .

1.2 There is no clear cooperative task or cooperative task that lacks challenge Classroom Activities , Teachers do not have cooperative learning with students Clear Learning tasks , and direct students to collaborate , Nothing is happening , overwhelmed . Just a few people together , aimless cooperation . The other situation is that when everyone can solve the problem directly , Let Students collaborate on , content of collaboration is challenging .

1.3 ignores students ' principal role in cooperative learning

Although it is called Cooperative learning , but still exists teacher an row "" condition , Extreme distrust of students , Don't let them alone to complete a task . theAutonomy of cooperative learning has been greatly reduced , It's just a step-by-step task for the teacher . , not polite The whole process of saying is only a communication between teachers and students , and the teacher occupies the main status , students have little right to say and choose .

### **1.4 ignores the cultivation of student cooperation habits**

There are some collaborative learning in the classroom now , has three extreme manifestations : The first case is , classroom chaos into porridge , students collaborate on the Exchange General Very bad , own own , or talk about some internal things that are irrelevant ; The second scenario is , Student in cooperation only perfunctory , makeown own , Just a few people gathered in together , doing their own thing , No cooperation can be said , not so much in Line Cooperative Learning , More than a few students together for self-study .; Third scenario is , part of the students in the big talk , Another part learns Live without a thing , Don't listen , excludes itself from the group .

## **2. Group Cooperative Learning Strategies in classroom teaching of entrepreneurial education in vocational schools**

### **2.1 Scientific grouping is the base**

different students have different emphasis on learning , from Learning theory , experience is different , Learning about constructivism content , Group learning is a learning exchange between students , can to complement each other , Better digest various knowledge , for knowledge theory , background A more comprehensive construction of, content, etc. .

The has a lot to do with the building and composition patterns of the learning team. seek , Schedule for same team members should follow features requirements ,Group Students should be people at different levels and different characteristics , package include Comprehensive Learning quality , Specialty Hobbies , differences in character characteristics , but try to consider the degree of running-in between team members , Avoid large flushes "" , to better complement each other , Cooperation Mutual encouragement . but for not with group settings , should be as strong as possible , number Reasonable , to make competition between groups more equitable . The members of the last group activity should be is even if a change of , different combinations of activities take a different approach , Pass separated by different criteria , Group activities more interesting , more appropriate The communication between students and the improvement of students ' own qualities .

## 2.2 rules are made to ensure that

The team learns a lot about the details of the problem is well worth thinking about . for Example Group learning for students more efficiently , The teacher should be clear about the learning target , allow students to think and solve , give them values Explore Learning problems , Increase the propagation of cooperative learning ideas . butmany times , The depth of the question is not reasonable by the teacher , even have is not worth discussing . So students in the discussion process are more perfunctory ,Did not meet the purpose of the group discussion. , and group internal can appear with Follow instead of Discussion Behavior , Intense for There is no exchange of knowledge under .. in the final show also found that not all groups are actively involved in the issue. on , Even many groups are running out of the loop to show results .

good habits are key to success in doing things . Mr Ye Shengtao has said that past , the straightforward interpretation of education is to develop good habits . and learning the habit is critical. , to have a flexible set of small combinations as rules , penetrates this set of rules into custom training . with this , the habit of cooperative learning can foster students ' sense of cooperation . , thereby Play The advantage of group cooperation .

### 2.2.1 Reasonable Division of labor , Clear Responsibility

The team should be clear about the division of the , has a leader , Rapporteur , Recorder . The responsibility of a small group leader is to work with members of a team ,To periodically have a count of to do activities explore , To actually do a hands-on operation , No more activities Summarize , Open an experience exchange discussion , So the candidate for the leader will be with a strong sense of cooperation , organized students as ; The rapporteur is going to Summarize learning in a class report ; the recorder will to Note the important contents .

Each team member together makes up the entire team , so the individual to ensure that you complete your tasks , active responsibility , As a whole and a solid Now team cooperation , Everyone learns from each other , works effectively with . so teachers to according to different activities , Different aspects of each person's ability to do

Division of Labor .

to have the team collaborate specifically to each person , Classroom should have a reasonable leveling , and training for everyone , lets students not only enough to do your job , also learn to work with help other members . This is maximizing each person's ability to achieve , To achieve the cooperation . Learning the goal of maximum efficiency .

### 2.2.2 General to establish an orderly cooperative exchange

Teachers and students discuss , Everyone has to say their own View , co- Develop learning cooperation rules , So students can practice from The proposed rules , active will be higher . with the rules that you have proposed easy for students to implement , Because the rule is the , Content More Understanding , no strange State , no burden ,more aggressive , because the rules they all have memorized by heart . even out Current Issue , rule is corrupted , Don't let everyone panic , quickly Find a solution to the problem .

### 2.2.3 Develop good cooperative learning habits

to have independent thinking , cannot conform to the same , with the wave flow . to fit into this group collaborative learning to , actively publish personal see solution . at the same time requires the principle of cooperation and the order of the classroom compliance , omit unnecessary arguments and arguments .

2.2.4 Develop students ' good communication habits , to let students learn to express We usually face the problem. , is students are doing Self-view statement , No ability to express real ideas . from on Various factors , Many students will choose silence when they are more worried . face this section of students, Teachers need to help them actively and encourage , make them less emotionally responsible for speeches , to have They are really involved in the discussion of group cooperation . , Find self Save feel and experience the pleasure of learning this pattern .

## 2.3 the appropriate opportunity is critical

Part of the teacher is not based on actual facts and teaching features , a The pursuit of a change in learning style ,

make Group cooperative learning ineffective The law is actually shown in the teaching of entrepreneurial education . such as : with Teacher in an easy or difficult place Design Group discussion , Some teachers in where students are exploring, arranging group exchanges, etc. , results due to bad timing , results very little . at the same time , There are also group cooperative learning , is often a time when a teacher renders a problem and leaves the student with a moment to think Declare Cooperative Learning start , is called in less than two or three minutes Stop . at This time , Some groups have not really entered the Cooperative learning topic , have small The Group is only just beginning . Group collaboration with not only does not work together purpose of learning , and it's easy to frustrate students ' enthusiasm for cooperative learning ,

develop a perfunctory habit .

We think that , Group Collaboration Learning is an important part of classroom teaching way , but not the only way . teachers to learn from the content , learning Live and teaching environment conditions , Select valuable content , benefits Opportunity and appropriate number of times for students to collaborate on learning . generally ,Simpler learning content , All you need is a personal independent study or carry out the class Teaching , and more complex , Comprehensive learning content , can take group Cooperative Learning . teachers should carefully set the Count Group Collaborative learning with the characteristics of the content question , provides students with the appropriate , with A certain challenging learning object or task , bringing students into recent Development Area . at the same time , Teachers organize students to collaborate on learning Ask title , can be teacher's focus in teaching , Research design in difficult places sex , divergence , contradictory questions , can also be a student in question Proactive questions , But it's not appropriate to schedule too many small combinations in one lesson for Learning times and Times , Prevent arbitrariness and formalization , never For group collaboration, the " Group Cooperation " .

## **2.4 Ability Training is fundamental**

because of the disharmony between the parties, the entire group has been taught the threads appear in various issues , Vocational School students in cooperative learning aspect of the skills are very limited . case : on four sources of opportunity , teacher guides students through the source of the opportunity , Ask the student to collaborate with the group to Explore the business of demographic changes because of the change of population. Machine ( but also available for information), and design a table for each group , Students are required to record their group's ideas on the form . student receives after task , is busy now , are Busy searching the internet for information ... This case, Students do not have a good habit of cooperative learning . So-called cooperation learning , Nature cannot be accomplished by one's own , This requires group Joint effort of all members , is a kind of collective behavior , students have Team Awareness is the basic guarantee that the entire partnership is complete . so succeeded Cooperation inseparable from the establishment of a sense of division of work .

shows , Teachers need in the process of working together in a group to make timely guidance to students , Let students really master this kind of learning method ,improve their real-life collaboration . How to organize how to listen , How to speak , How to question et cetera . in the teaching to have the consciously gradually develop students ' cooperative learning Ability :

(1) Learn to collect data . Under normal circumstances , need to work through collaboration Learn to complete tasks with higher difficulty , on how to quickly accept Set Useful information , through what way , the tools of the to Complete the resolution of issues such as , Enables students to The ability to is elevated .

(2) Learn how to listen to . Listen for the entire collaborative learning process is also critical to , So we have to develop the students ' listening ability , Make it aware of the difference between being open-minded and active speaking, and between the relationship . easy to find , only pay attention to self-expression, ignore them . is one of the common problems in the classroom . This requires the instructor to make the correct boot for this class situation , Let the students learn to listen to the three , to learn to listen to Take other people's speeches do not interrupt do not interrupt ; Learn to

summarize others' speeches main points, Improving information gathering ability; Learn to view other people's views point to think, focus on improving students' evaluation, Information processing Ability Force.

(3) Learn to express ideas. Before people communicate with each other in the first condition is the language expression. need to pool the views of Each member in cooperative learning This requires each member to use a relatively accurate vocabulary. Complete self-thought expression, This allows the idea to be mutually Understanding. to be able to reach a problem on the basis of understanding each other Cooperation Explore. in teaching teachers should confide their own ideas to students. Opportunity, The also appropriately points out the problems that occur in the process.

(4) Learn to discuss issues. The best way to work around a problem is to discussion, Each member of the team can confide in this section views, When a different view occurs, and need to be studied Investigate discussions, do not have their own opinions, To reach a final agreement, To publish the solution Summary scheme. Teachers at this stage are primarily in the role of urging guidance, Familiarize your students with the methods and procedures for discussing issues. team members conflict is normal, The needs to be disputed at this time, The root of the contradiction is explicitly, and all members need to know the controversy, contradictions just to get things done, not for someone., Everyone's starting point is to make the team's interests secure, All members of the team consistently guarantee Unity.

### 3. Epilogue

To summarize, Group Collaboration Learning is a new learning concept and Mode, This way allows students to be able to perform a phase of deep Emotional communication, can help each other in this process to get double to promote, Play the learning initiative to the extreme. as a teacher our responsibility for the is primarily to create and provide students with such a possible opportunities for Learning, The effectiveness of group cooperation in the entrepreneurial education class sex gets a fundamental boost.

### References

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