

The Application of Cooperative Learning Model in Physical Education of Vocational Schools

Chen Long

Rizhao Polytechnic, Shandong, 276800, China

ABSTRACT. *In the context of the continuous reform of education, China's physical education in education status has been rising. For vocational school physical education, the physical health of students can not be the only teaching goal of teachers, teachers should also pay attention to the psychological health of students in the teaching process. The cooperative learning model is of great significance in cultivating students' mental health in vocational school physical education. This paper analyzes the current situation of cooperative learning mode in vocational school physical education, combined with teaching examples, and puts forward corresponding strategies on how to reasonably apply cooperative learning mode to vocational school physical education.*

KEYWORDS: *Cooperative learning mode, Vocational school physical education, Application*

1. Introduction

Cooperative learning is a brand-new teaching model. Physical education in vocational schools allows students to exercise and strengthen their physical fitness while cultivating students' communication and cooperation abilities, which contributes to the development of mental health. Teachers can make full use of the teaching environment to encourage students interact with each other and take physical exercises in the process of mutual cooperation.

2. Current Situation of Cooperative Learning Mode in Vocational Schools Physical Education Teaching

2.1 The Teaching Content is Boring and Single

In the teaching of vocational school, physical education is usually the subject that students are most interested in. At present, teachers in many vocational schools do not pay attention to the improvement of their professional qualities. In the

process of physical education, they just rigidly formulate teaching plans according to the semester syllabus. In recent years, campus safety has become an important part of school management. For the sake of safety, sports teachers usually design teaching contents with relatively low risk coefficients, such as basketball, long jump, table tennis and aerobics. The boring teaching content makes students feel less fresh in the mode of cooperative learning. As a result, students gradually lose interest in physical education, which can not reach the goal of physical exercise, but also affect the quality of physical education.

2.2 Lack of Interaction between Teachers and Students

In the physical education teaching of vocational schools, some students have some problems in their psychological and behavioral performances compared with ordinary high school students. Teachers still mechanize to teach students knowledge in accordance with traditional teaching methods, without giving students the opportunity to ask questions. Under the mode of cooperative learning, many teachers do not pay attention to the guidance of students' thinking and behavior. They just let students explore freely, which affects the teaching quality and is not conducive to the healthy development of students' body and mind.

2.3 Students Pay Little Attention to Cooperative Learning Mode

In the process of physical education in vocational schools, many students' learning attitude is not correct, and they pay no attention to the significance of cooperative learning mode in physical education teaching, resulting in the lack of attention to cooperative learning mode. There will be some problems such as not actively cooperating in the physical activities of teachers' cooperative learning, which hinders the normal teaching activities of teachers.

3. The Application Strategy of Cooperative Learning Mode in Vocational School Physical Education

3.1 Combination of Fitness and Entertainment

Physical fitness and physical pleasure are the two major goals of physical education. In the process of physical education in vocational schools, it is necessary to combine fitness and entertainment to ensure that cooperative learning plays its role in physical education. Teachers can design teaching content in the form of outdoor games. First of all, they must integrate the pleasurable teaching goals into outdoor games to design teaching content. Only when the teaching is very interesting can it attract students to participate in cooperative learning sports activities and inspire students Interest in sports activities in cooperative learning.^[1] Secondly, it is necessary to integrate the teaching goal of physical fitness into outdoor games to design teaching content. Physical exercise is the most basic goal of physical

education. Students can cultivate a sense of cooperation and improve teamwork ability during the most basic physical exercise.

For example, the teacher can design a “role playing relay dribble” game, which divides the students into groups for relay dribble, the students must imitate the symbolic movements of the four masters and apprentices of Tangseng in “journey to the west” in the process of dribbling. For example, Zhu Bajie dribbles with a big stomach, Sha Seng carries the ball with his left hand, and so on. In the game, the teacher should play the role of referee observe the performance of students in the process of cooperative learning, find out problems in time and solve problems.

3.2 Combination of Interactivity and Cooperation

In the sports teaching of vocational school, the school should make some innovation in the setting of teaching curriculum. Arrange the physical education classes of 3-4 classes at the same time, enrich the teaching content, provide a variety of sports, such as swimming, various ball games, yoga, martial arts, etc., so that students can choose sports items according to their own interests and hobbies for cooperative learning. In the process of physical education, teachers teach items that they are good at, and students choose sports activities that they are relatively interested in. Therefore, in cooperative learning, teachers and students cooperate better in physical activities.^[2] Teachers should also carefully observe the status of students in the cooperative learning mode, solve problems or doubts in time when students encounter problems, and appropriately evaluate students' learning achievements, encourage students more, and enhance students' confidence heart.

For example, in swimming teaching, in order to improve the quality of teaching, teachers can increase the interactivity, so that students can choose freely to match and carry out swimming relay competition between groups. Before the competition starts, the teacher should guide each group to discuss the tactical planning of the game. During the competition, the teacher should create a tense atmosphere to stimulate the students' enthusiasm. After the competition, the teacher should make corresponding comments on the performance of each group. In the process of comment, the students should be aware of their own advantages and disadvantages, and improve in the next practice. In the learning process of this kind of competition cooperation, students can not only learn from each other in the sports activities they are interested in and make common progress, but also enable students to experience the power of teamwork in cooperative learning, and cultivate their personality of not being discouraged and not accepting defeat.

3.3 Combination of Scientificity and Operability

In the process of physical education, classroom teaching occupies the dominant position. Therefore, the teaching methods of teachers in cooperative learning classrooms must be scientific and operable in order to maximize the role of cooperative learning.

First of all, teachers should reasonably set the amount of training and training difficulty, according to the development of vocational school students' physical development and cognitive level at this stage, the amount of exercise should be targeted to avoid students' overload training and campus safety accidents. Secondly, in the process of cooperative learning, teachers should carry out differentiated teaching for students. For example, boys and girls have certain differences in physical and motor functions due to different physical functions. Therefore, the types and intensity of training should be different. According to the differences, scientific and reasonable adjustment of teaching objectives can make every student get exercise in the process of cooperative learning. Finally, teachers should pay attention to the operability of teaching content. Although it should be full of interest in physical education teaching, teachers should not only pay attention to the interest and ignore the operability of activities when setting up the teaching content. Some games are interesting, but there are great security risks. Therefore, teachers should fully consider the subjective and objective factors in the teaching content setting of cooperative learning to improve teaching quality.

4. Conclusion

The application of cooperative learning teaching mode in physical education in vocational schools can not only achieve the effect of strengthening students' physical fitness, but also promote the development of students' mental health, which is in line with the requirements of modern physical education goals under the new curriculum reform. In the actual teaching process, physical education teachers should constantly explore new teaching methods, innovate teaching contents, better use group teaching mode, stimulate students' enthusiasm for sports learning, enhance students' self-confidence and team writing ability, and cultivate comprehensive talents in line with the development of the times.

References

- [1] Wen Xinfu (2019). Thinking on the application of group cooperative learning in Secondary Vocational Physical Education[J].Contemporary sports science and technology, vol. 9, no.3, pp.153-154.
- [2] Yang Zhen (2017). Research on the application of cooperative learning model in Middle School Physical Education[J].Teacher, no. 15, pp.75.