

The Development Strategy of Group Cooperative Learning in the Youth Physical Education Teaching Under the Background of The New Curriculum Reform

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Abstract

Group cooperative learning is a teaching mode that takes students as the main body and completes learning tasks together through division of labor, cooperation and interactive communication. Its core is to promote the development of students; autonomy, cooperation ability and comprehensive accomplishment. Under the background of the new curriculum reform, this model has been widely used in the youth physical education teaching, and has become an important way to cultivate students; team consciousness, practical ability and lifelong learning quality. In this context, this paper explores the strategy of group cooperative learning in youth physical education teaching under the background of the new curriculum reform, aiming to optimize the teaching design, solve practical problems, and provide theoretical support and practical guidance for improving the quality of youth physical education teaching.

Keywords

New curriculum reform; youth; physical education teaching.

1. Foreword

With the deepening of the new curriculum reform, group cooperative learning, as a student-centered teaching mode, has gradually become an important form of practice in physical education classroom. However, in actual teaching, how to scientifically design the grouping mechanism, strengthen the teacher's guidance effectiveness, dynamically adjust the role allocation and improve the multiple evaluation system are still problems to be solved. The above problems are not only related to the effectiveness of group cooperative learning, but also directly affect the cultivation of students' teamwork ability, personalized development and lifelong learning consciousness. Therefore, exploring the strategy of group cooperative learning in youth physical education under the background of new curriculum reform is not only a positive response to the current teaching problems, but also the key to promote the high-quality development of physical education.

2. The Significance of Group Cooperative Learning in Youth Physical Education Teaching Under The Background of The New Curriculum Reform

(1) To achieve the goal of "whole-person education" in physical education teaching Under the background that the new curriculum reform emphasizes the cultivation of core quality, physical education teaching is no longer limited to the improvement of physical quality, but pays more attention to the development of students; comprehensive quality. Group collaborative learning combines individual growth with collective progress through teamwork, enabling students to take responsibility, respect differences and share results in the process of

achieving common goals. This learning mode not only exercises students; physical ability and technology, but also cultivates their social adaptability, moral awareness and psychological resilience [1].

(2) Provide a personalized development and deep learning platform

In traditional physical education classes, unified teaching content and evaluation criteria often ignore the individual differences of students, while group cooperative learning creates opportunities for each student to show themselves and break through themselves through flexible task design and role allocation. In group activities, students can choose suitable tasks according to their own interests and abilities, so that they can not only give full play to their advantages in the field of good skills, but also get help and support from peers in weak links.

3. The Development of Group Cooperative Learning in The Youth Physical Education Teaching Under the Background of the New Curriculum Reform

(1) To ignore the individual differences of students

In youth physical education teaching, group cooperative learning is often easy to ignore the individual differences of students, leading to some students can not give full play to their potential [2]. On the one hand, there are significant differences in physical fitness, skill level and hobbies, but some teachers did not fully consider these factors when grouping, but simply by seating order or randomization. This extensive grouping method will lead competent students to feel that the task is too simple and lose motivation, while weak students will feel frustrated due to keep up with the rhythm. In the long run, this practice of ignoring individual differences will not only weaken the students; enthusiasm for learning, but also may aggravate the contradictions among the members of the group, and affect the efficiency of team cooperation. On the other hand, ignoring individual differences is also reflected in the task design. Some teachers tend to adopt unified task objectives and fail to provide appropriate challenges and support to students at different levels. This arrangement is not conducive to the further improvement of students with strong ability, nor can it help students with weak ability to gradually progress.

(2) Weakening the guiding role of teachers

Although the new curriculum reform emphasizes students; subjectivity, it does not mean that the guiding role of teachers can be ignored. However, in the current youth physical education teaching, some teachers misunderstand the concept of "student-centered", leading to the weakening of their guiding role. On the one hand, some teachers completely let go in the process of group cooperative learning and lack necessary guidance and support. When students encounter difficulties in completing complex tasks, some teachers fail to provide appropriate advice or demonstration in time, bringing the group activities to a standstill. It not only affects the learning efficiency, but also strikes the enthusiasm of some students. On the other hand, some teachers mistakenly think that tasks can only be assigned, without clear teaching objectives and clear rule setting. In this case, some students because of the lack of sense of direction, and even chaos.

(3) Solving the group division of labor form

The key to group cooperative learning lies in the cooperation and interaction among members, but if the form of division of labor is too solidified, it will restrict the play of this advantage. On the one hand, the fixed division of labor mode is easy to form the "role shaping", that is, each student assumes the same responsibility for a long time, such as someone is always responsible for recording, another person always serves as the group leader, etc. This rigid arrangement not only limits the development of students; various abilities, but also causes

some students to rely on their tasks as irrelevant, thus reducing their participation. On the other hand, the solidified division of labor form is difficult to meet the needs of different tasks. In physical education teaching, each activity has its own unique technical requirements and team cooperation mode. If students always follow a fixed role, it is difficult to develop the ability of flexibility.

(4) Simplify the evaluation and feedback mechanism

Evaluation and feedback is an important part of group cooperative learning, but the current evaluation mechanism in many physical education teaching is too simple, and it is difficult to fully reflect the students; real performance [3]. First, the evaluation criteria usually focus on the results and ignore the process. Some teachers only pay attention to the results of the competition or the final results in the evaluation, but ignore the students; teamwork and problem solving.

4. The Strategy of Group Cooperative Learning in Youth Physical Education Teaching Under The Background of The New Curriculum Reform

(1) Scientific construction of the grouping mechanism

Under the background of the new curriculum reform, the scientific construction of grouping mechanism of group cooperative learning in youth physical education teaching is the key to solve the problem of students' individual differences. In order to effectively implement this strategy, teachers need to conduct a comprehensive assessment from students' physical level, skill mastery, interests, and personality characteristics, and make reasonable grouping on this basis. Specifically, teachers can first collect data through preliminary tests or classroom observation, including students' physical fitness indicators (such as speed, strength, endurance, etc.), special skill performance (such as shooting percentage, passing accuracy, etc.), and psychological characteristics (such as leadership, teamwork tendency, etc.). These information can be obtained through questionnaires, physical fitness assessment and classroom interaction records, so as to provide a scientific basis for the subsequent grouping.

In the process of grouping, teachers should avoid simple randomization or division according to fixed standards, but should adopt the combination of "heterogeneous grouping" and "homogeneous grouping". "Heterogeneous grouping" refers to the mixing of students with different competence levels to promote students with low abilities, while "homogeneous grouping" means grouping students with similar abilities for specific tasks or activities to achieve their goals more efficiently. For example, in basketball training, teachers can use "homogeneous grouping", let the students with similar technical level practice together, to ensure that each member can keep up with the rhythm and gain; while for basic movement training, teachers can choose "heterogeneous grouping", so that high-level students can help beginners improve technical details, while enhance their expression ability and sense of responsibility.

(2) Strengthen the effectiveness of teacher guidance

Under the background of the new curriculum reform, the development of group cooperative learning in youth physical education teaching needs teachers to improve their guidance efficiency through multi-level and multi-form guidance methods, so as to solve the current problems caused by the weakening of teachers' guiding role [4]. First, teachers should adopt differentiated guidance methods at different stages of group cooperative learning to ensure that each link can effectively promote students' learning process. In the task start stage, teachers should help students quickly enter the state through clear task analysis and demonstration operation. For example, in the volleyball cushion practice, teachers can first conduct a complete action demonstration, and explain the technical essentials (combined with slow motion

decomposition, such as arm Angle, shot point position, etc.), and at the same time, use multimedia tools (such as video playback or animation demonstration) to intuitively present the action details, to help students understand the task requirements more accurately. At the same time, teachers should also provide each group with a "task guide" for each group, which includes specific steps instructions, precautions and preventive measures for common mistakes, so as to reduce students' confusion in the initial stage.

Secondly, in the task implementation stage, teachers should pay attention to the dynamic guidance in the process, and solve the specific problems encountered by students in the practice process through flexible intervention methods. On the one hand, teachers can monitor the activity progress of each group through a combination of "fixed-point observation" and "itinerant guidance". For example, in football tactical training, teachers can set fixed observation points at the edge of the field to record the running route, passing frequency and cooperation degree of each group of students. At the same time, walk around the field regularly to detect and correct individual students in time. On the other hand, teachers can also adjust the intensity and method of guidance according to students' real-time performance. For competent and successful groups, teachers can give "free guidance", only if necessary, and "interventional guidance" should be used to help students overcome obstacles by participating in practice or by adjusting the difficulty of the task temporarily.

Finally, in the task monitoring stage, teachers should strengthen the interaction with students by establishing an effective communication mechanism, and improve the pertinacity and effectiveness of the guidance. To this end, teachers can introduce the "instant feedback card" system in the process of group cooperative learning, that is, each student carries a record card to record the problems or puzzles they encounter in the activity at any time, and submit it to the teacher at a fixed time. Teachers select common problems based to the collected information and answer them in class and solve individual problems one by one through one-to-one tutoring. In addition, teachers should also encourage students to seek help actively, and set up "help signals" (such as raising hands or specific gestures), so that teachers can quickly identify the students in need of support, and provide corresponding guidance in time.

(3) Dynamic adjustment of role allocation

Under the background of the new curriculum reform, in the strategy of group cooperative learning in youth physical education teaching, "dynamically adjusting role allocation" is an important means to solve the problem of solidified division of labor and improve students' comprehensive ability. To implement this strategy effectively, teachers can adopt the following practices. First, teachers can establish a scientific role rotation mechanism to avoid students being fixed to a certain responsibility for a long time, resulting in the simplification of ability development or psychological [5]. Specifically, teachers can design a "role rotation table" according to the teaching objectives and activity characteristics, and clarify the responsibility scope and rotation cycle of each role. Taking the content of basketball training as an example, teachers can set up different roles such as "point guard", "scoring forward" and "defensive expert", and stipulate the rotation after each class or each training session. This regular rotation not only allows students to experiment with different technical movements and tactics, but also enhances their understanding of the overall operation of the team. At the same time, teachers should provide necessary training and support before role rotation to help students quickly adapt to the requirements of the new role. For example, when a student changes from "recorder" to "group leader", the teacher can explain the responsibilities of the group leader (such as organizing discussion, coordinating division of labor, summary report, etc.) through a brief guidance meeting, and share successful cases for reference. In the process of rotation, teachers should encourage students to actively reflect on their own performance, record the gains and deficiencies in the new role, so as to promote self-cognition and ability improvement.

Secondly, teachers can also encourage students to participate in role allocation through independent choice and negotiation, so as to enhance their subject awareness and sense of responsibility. In group cooperative learning, teachers can adopt the "role competition system", that is, students voluntarily declare the role they want to assume before each task, and determine the final division of labor through internal group negotiation. Taking the content of gymnastics performance as an example, teachers can ask students to apply for the roles of "leader", "action demonstration" or "rhythm controller" according to their interests and specialties, and explain their advantages and reasons in the group discussion. If multiple people compete for the same role, the teachers can guide the students to make fair decisions by voting or drawing lots, and provide other important responsibilities to the unelected students to ensure that each member can play a role.

(4) Improve the multiple evaluation system

Under the background of the new curriculum reform, the development of group cooperative learning in youth physical education needs to solve the problem of simplifying the evaluation feedback mechanism by perfecting the multiple evaluation system. To implement this strategy effectively, teachers can adopt the following practices. First, teachers need to construct multi-dimensional evaluation standards to avoid the limitation of a single result-oriented evaluation on students; development. Specifically, the evaluation criteria should cover many aspects of skills mastery, teamwork, problem-solving skills, and emotional attitudes, and set clear scoring rules for each dimension. Taking basketball game teaching as an example, in addition to considering scores and outcome results, teachers should also quantitatively evaluate technical indicators such as passing success rate, defensive coverage area, and tactical execution effect; at the same time, teachers should increase the qualitative evaluation of team communication quality, rationality of role division, and mutual assistance among members. To facilitate the operation, teachers can design a "group cooperative learning evaluation scale" and refine the above indicators into observable behavior description. For example, "actively communicating with teammates" can be divided into "actively reminding teammates to stand" or "responding to others; requests in time", and students' specific performance can be recorded by scoring (such as 1-5 points).

Secondly, in addition to establishing multi-dimensional evaluation standards, teachers also introduce process evaluation methods to pay attention to students' efforts and progress in the activities, rather than only focusing on the final results. In the specific implementation, teachers can continuously track and record students' performance through phased task decomposition. For example, in the track and field relay training, teachers can divide the whole training process into three stages: "starting practice", "handover stick coordination" and "sprint promotion", and set independent evaluation content for each stage. For example, in the "starting practice" stage, teachers can pay attention to students' reaction speed, movement standardization and psychological stability; in the "baton coordination" stage, focus on students' coordination ability and tacit understanding. In the "sprint promotion" stage, teachers should focus on students' physical distribution, speed maintenance and psychological ability to resist pressure.

5. Epilogue

In conclusion, this paper reveals the potential of group cooperative learning in improving the quality of youth physical education, promoting the overall development of students and enhancing the teamwork ability, and provides practical strategies for physical education practice. With the deepening of the new curriculum reform and the continuous evolution of physical education goals, the importance of group cooperative learning in youth physical education teaching will continue to be highlighted. Future research needs to further explore the

combination of group cooperative learning and physical education teaching practice, and constantly innovate the teaching mode and implementation path, so as to adapt to the demand of students' core literacy training in the new era and the trend of educational development.

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