



The Application of Cooperative Learning Strategy in Higher Vocational English Teaching and Its Influence on the Improvement of College Students' Positive Psychology

Yinxin ZHOU

Guangdong Polytechnic of Water Resources and Electric Engineering, Guangzhou, Guangdong, China

Abstract. As one of the key and difficult points of business English teaching in higher vocational colleges, due to the weak foundation of students and the lack of professional knowledge of teachers, the current business English reading teaching in higher vocational colleges has the problems of single teaching content, monotonous teaching methods, and low participation and learning enthusiasm of students. The cooperative learning method emphasizes that under the simulated real business situation, under the condition of active and independent participation of students, students can complete the learning task together through interaction, complementarity, mutual aid and cooperation. Therefore, the cooperative learning method came into being at the historic moment, gradually entered higher vocational colleges, entered the eyes of the majority of vocational English teachers, and became a new concept of English teaching. It has played a great role in improving the traditional teaching mode and uneven education level. This paper mainly discusses the application of cooperative learning strategies in vocational English teaching.

Keywords: Cooperative Learning Strategy, Higher Vocational English Teaching, Positive Psychology

I. INTRODUCTION

Since China's entry into the WTO, foreign trade has developed rapidly, and a large number of foreign language applied talents with high English skills and certain foreign trade knowledge are urgently needed. Therefore, many domestic vocational colleges have set up business English majors to adapt to the development of this situation. Business English reading, as a major course for business English majors, has always been a key and difficult point in professional teaching.

Neglecting the training of students' language behavior and practical communication ability will easily make students become passive receivers of language knowledge, thus restricting the improvement of students' language application ability; With the vigorous development of higher vocational education and the continuous expansion of enrollment in higher vocational colleges, English classes in many higher vocational colleges have to adopt the form of large classes, with large classes, few class hours, heavy teaching tasks for teachers, a single teaching organization form can not flexibly carry out various more authentic language teaching activities, synchronous classroom teaching rhythm can not take into account the differences in language abilities between students, which will lead to a situation of "good students can not eat enough, poor students can not eat enough" Nowadays, English as a required course in various colleges and universities has

become very important, and vocational colleges are no exception.

Most of the students who have been admitted to higher vocational colleges have relatively weak English knowledge foundation. Many students did not learn English well when they were in primary school or junior high school, resulting in more and more problems in later learning. Even if some students want to work hard to change the bad situation, few can persist. These students who are not good at learning are, first of all, seriously short of vocabulary and grammar knowledge. This also leads to students' lack of focus on learning and practice, such as listening, speaking, reading and writing, and their unwillingness to participate in relevant courses, let alone actively participate in classroom interaction with teachers. Cooperative learning means that students participate in classroom activities in groups. Under the guidance of teachers, each member undertakes different tasks and cooperates to help each other complete the tasks assigned by teachers. It focuses on organizing teaching activities based on groups and learners, and emphasizes learners' self guidance, personal development, personality, intrinsic motivation and sense of cooperation.

II. THE PROPOSED METHODOLOGY

This theory rose in the United States in the early 1970s and made substantial progress from the mid 1970s to the mid 1980s. It is an extremely effective teaching theory and strategy. At present, the current situation of business English reading teaching in higher vocational colleges is not optimistic, and there are mainly the following problems: First, in terms of teaching content, due to the poor English foundation and low vocabulary of higher vocational students, the current business English reading teaching mainly focuses on vocabulary learning, while the article content is mostly explained and translated word by word. Therefore, many students are still limited to understanding and mastering words when reading articles. Cooperative learning refers to a positive interdependence between students in the learning process, including students' personal sense of responsibility, students' skills in dealing with interpersonal relationships, face-to-face communication and the ability to manage the whole cooperative process.

Of course, some students are willing to work hard to change their destiny, but they will eventually be disappointed or even waver in English because of their poor foundation and lack of corresponding reports after much effort. Reasonable grouping is the premise of group cooperative writing. Teachers should group students according to their characteristics of English learning and their gender, interests, abilities,



personality, emotional characteristics and other non intellectual factors. Each group consists of excellent students, intermediate students and students with learning difficulties. Outstanding students play a leading role in the process of group cooperation writing, organize and arrange activities, ensure the smooth development of group cooperation, and guide other students to participate in activities. Cooperative learning, also known as collaborative learning. In EFL and ESL teaching, it is considered to be a very effective teaching method that can promote the development of students' cognitive and language skills.

The team members must rely on each other and help each other, otherwise the team goals will not be achieved. As a result, there is an equal chance of success among team members. In this way, in addition to the rapid and accurate completion of teaching tasks, it can also enhance the collective sense of students. In the process of classroom teaching, students are imperceptibly influenced by quality education. Cooperative learning is one of the organizational forms widely used in teaching in colleges and universities today. Through flexible classroom forms, it has a positive impact on students' learning mobility, so that students can become more active in learning and thinking. On the premise of mastering basic knowledge, they can constantly develop their brains and improve their comprehensive abilities.

Cooperative learning theories include psychology, language communicative competence and constructivism. Make up for learning defects and enhance endogenous motivation. In the process of cooperative learning, the teacher consciously matches the team members reasonably, takes full account of the learning achievements, knowledge background, language expression and other factors among the members, conducts reasonable team formation, and forms complementary advantages in their respective areas of expertise to achieve the team formation effect of $1+1 > 2$. Moreover, this kind of team formation can also condense students through the common goal, guide students to study consciously and try their best through the collective sense of honor, and improve the learning effect. Compared with the traditional individual learning, the overall atmosphere of cooperative learning is relatively loose, the learning environment is friendly and positive, and the relationship between students is mutual trust and support. Finally, each group selects a representative to present the discussion results in the class, select meaningful and satisfactory information, determine the genre, framework and tenses of the article, and complete the first draft through the group mutual evaluation and teacher comments.

In this link, through group cooperation, students' enthusiasm for English writing can be improved, their writing ideas can be activated, and their knowledge system related to topics can be improved, so as to cultivate their ability to plan for the layout of articles. In this process. The teaching objectives of cooperative learning include both academic objectives and cooperative skills objectives; It includes both the teaching objectives in the cognitive field and the teaching objectives in the emotional field. It turns the competition between individuals into the competition between groups, and learns through interpersonal cooperation and interaction in teaching. Cooperative learning emphasizes the interaction and communication between students and teachers. Team members trust each other, discuss together, share resources, and achieve team goals together.

Teachers and students respect each other and are democratic and equal. Teachers act as organizers of teaching activities in the classroom, and students act as facilitators and facilitators of learning. Classroom becomes a place for teachers and students, students and students to exchange knowledge. Cooperative learning is one of the organizational forms widely used in teaching in colleges and universities today. Through flexible classroom forms, it has a positive impact on students' learning mobility, so that students can become more active in learning and thinking. On the premise of mastering basic knowledge, they can constantly develop their brains and improve their comprehensive abilities. Cooperative learning theories include psychology, language communicative competence and constructivism. First of all, teachers should supervise the overall process and give timely advice and guidance to each group.

According to the situation of students and teaching development, encourage students to explore ideas and courage in questioning, guide students to differentiate and analyze controversial issues through reasonable expression and communication, encourage students who do not speak to dare to express their own language and ideas, help them use correct expression and listening, and learn to ask questions and adopt. By strengthening the memory of words from cooperative games, new synthetic words can be derived at the same time, which greatly improves the efficiency of memory, expands the additional English vocabulary knowledge, and makes the classroom atmosphere no longer boring. Under the guidance of teachers, students can independently complete cooperative memory, improve the self-confidence of vocational students in learning English, and strengthen friendship. It also lays a good foundation for the future study of other knowledge. Inspire students with collectivism, guide students with collective emotion, and make all students realize that the greatness of collective strength comes from every member's contribution to the collective.

There are various forms, including memorizing vocabulary, dialogue performance, reading competitions, etc. See which group remembers more, learns quickly, and reads well. In order to get ahead of the group, no one wants to pull the back of the group, and even those students who don't listen carefully and do little things will actively participate. In this way, it is easy to form a learning atmosphere of mutual supervision and encouragement, provide a large number of practical opportunities for foreign language learners, and truly achieve learner centered. First of all, in terms of topic selection, teachers can determine the writing topic through group discussion, so that students can write a good article only after they have a deep understanding of the topic; Secondly, after setting the topic, in the process of writing, teachers can guide the central idea of the article and commonly used vocabulary sentences to help students complete the writing task; Finally, the article is exchanged and appreciated in groups.

CONCLUSION

The application of cooperative learning to business English reading teaching in higher vocational colleges has changed the traditional teacher centered classroom teaching mode. It emphasizes student-centered, making students become active, active and self-conscious learners, researchers, participants and practitioners. It not only promotes students' language learning, but also promotes the development of students' social, academic and thinking skills. It meets the requirements of higher vocational education to cultivate



"applied talents", and is worth studying and vigorously promoting by business English teachers in higher vocational colleges.

References

- [1] Yong, QiaoLing. "Application of artificial intelligence to higher vocational english teaching in the information environment." In Journal of Physics: Conference Series, vol. 1533, no. 3, p. 032030. IOP Publishing, 2020.
- [2] Weiwei, L. (2019). Evaluation and Suggestion on the Application of "Rain-Flipping Double Classroom" Teaching Mode in Higher Vocational English Teaching. Institute of Management Science and Industrial Engineering. In Proceedings of 2019 International Conference on Education, Economics, Humanities and Social Sciences (ICEEHSS 2019). Institute of Management Science and Industrial Engineering:(Computer Science and Electronic Technology International Society) (pp. 647-652).
- [3] Zou, Yumei. "The Construction of Effective English Classroom in Higher Vocational Colleges under the Internet Environment." International Journal of Social Sciences in Universities: 65.
- [4] Jiang, Liping. "Factors influencing EFL teachers' implementation of SPOC-based blended learning in higher vocational colleges in China: A study based on grounded theory." Interactive Learning Environments (2022): 1-20.
- [5] Qian, Guo. "An Attempt to Task-based Teaching in Intensive English Reading Course in Higher Vocational Education." Frontiers in Educational Research 4, no. 9 (2021).
- [6] Chen, Jing. "Research on the Construction of A Soft Environment for Autonomous Learning in the Higher Vocational English Information Environment." World Scientific Research Journal 8, no. 6 (2022): 876-882.
- [7] Feng, Yan. "A Survey and Reconstruction of Child-ren's English Teaching Skills of Preschool Education Major in Higher Vocational Education."
- [8] Gao, Zhenfeng. "Research on the Cloud Teaching Mode of Public English in Higher Vocational Education Based on Cloud Computing-Taking Lanmoyun Class as an Example." In Journal of Physics: Conference Series, vol. 1648, no. 4, p. 042014. IOP Publishing, 2020.
- [9] Mo, Hui, and Xuejuan Yan. "Problems and Countermeasures of Cultivating Autonomous English Learning Ability in Vocational Colleges based on Informationization." Journal of Contemporary Educational Research 5, no. 6 (2021): 1-7.
- [10] Niu, Yuanyuan. "Research on the Training Mode of Business English Majors in Higher Vocational Colleges Against the Background of Free Trade Zone." In 3rd International Conference on Culture, Education and Economic Development of Modern Society (ICCESE 2019), pp. 1007-1009. Atlantis Press, 2019.
- [11] Huang, Qiuyu. "Analysis of the Pros and Cons of Students' Online Courses during the Epidemic and the Prospects for the Development of English Online Platform in Secondary Vocational School." Education Reform and Development 2, no. 1 (2020).