A Study on the Application of Group Cooperative Learning Model in the Teaching of Introduction to Education

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Abstract: Introduction to Education is an important course for training students to have a comprehensive understanding of the discipline of education. Traditional teaching methods are difficult to stimulate students' enthusiasm for learning and promote in-depth thinking. In order to solve this difficulty, a group co-operative teaching mode has been introduced, aiming to integrate the dual objectives of group co-operative discussion and in-depth exploration of the subject. This can update teachers' teaching concepts, change the status quo of students' passive acceptance of knowledge, stimulate students' learning initiative, and cultivate students' ability of inquiry learning and cooperative learning. However, the adoption of group co-operative teaching in teaching is not without challenges. Problems such as insufficient understanding of the subject matter, as well as the efficiency of teamwork and independent learning, can arise in students' independent learning and group work.

Keywords: Group cooperation; Learning mode; Introduction to pedagogy; Learning effect; Degree of participation

1. Cooperative group learning mode

The cooperative group learning model is a teaching method that aims to achieve joint learning and cooperative problem solving by organising students into groups and engaging them in learning activities together. This teaching method aims to promote students' teamwork, communication skills and critical thinking, and to improve learning outcomes. Group work requires students to divide up the work, learn from each other and promote critical thinking. In terms of division of labour, cooperative group learning emphasises interaction and cooperation among students, and promotes the co-construction and sharing of knowledge through collective efforts to solve problems. Group members usually share different roles and responsibilities in learning tasks, drawing on their respective expertise and interests to achieve more efficient learning outcomes. In conclusion, the application of cooperative group learning in an introductory course on education is particularly effective in promoting students' integrated understanding of educational theory and practice, as well as developing teamwork and critical thinking skills.

2. Introduction to Education Courses

The Introduction to Education course, as an introductory course for education majors, plays the role of guiding students to gain a deeper understanding and study of the field of education. It not only provides students with a broad framework of educational knowledge, but also enlightens their understanding of educational philosophy, policy and practice. Firstly, in terms of introduction to the subject and the building of basic knowledge. The Introduction to Education programme provides students with a comprehensive understanding of the discipline of education and helps them to build up the foundation and theoretical framework of the discipline, which is an important starting point for training professionals. Secondly, in terms of educational thinking and professionalism. Through Introduction to Education, students are able to come into contact with different educational ideas, theories and methods, and develop the core literacy of the education profession, including knowledge of educational ethics and educational psychology.

3. Problems in the application of group cooperative learning mode in the teaching of Introduction to Pedagogy

3.1 The problem of uneven student participation

The application of cooperative group learning mode in the Introduction to Education course can provide an active learning platform for students, but at the same time, it also faces a series of challenges, and one of the notable problems is the uneven participation of students

in the group. The existence of this problem may affect the effectiveness of group collaboration and the overall development of each student in the learning process. Uneven student participation is mainly reflected in the fact that some students are more inclined to silently accept the views of other members of the group and less inclined to actively express their own views. Such behaviour may stem from students' personality differences, social pressure or a sense of lack of confidence in their own views. In group work, such uneven participation may result in some students' views being ignored, reducing the comprehensiveness and integrality of group collaboration.

3.2 Team conflict problems

While the application of cooperative group learning model in the Introduction to Education course provides students with opportunities for interaction and collaboration, it also faces the problem of team conflict. Such conflicts may arise from differences in students' opinions, perspectives, and ways of working together, negatively affecting the cooperative atmosphere of the group and hindering the possibility of students' all-round development. It is common for students to experience team conflict due to differences in opinion. Each student in a group carries a unique way of thinking and point of view, and during the process of co-operation, these differences may trigger arguments and a clash of differing opinions. This conflict may lead to tension within the group, making it difficult for students to reach agreement and reducing the effectiveness of group collaboration.

3.3 Task division problem

In the cooperative group learning model, students have different disciplinary backgrounds and professional interests in their groups, which may lead to an insufficiently rational division of tasks, thus affecting the effectiveness of group learning. The existence of this problem may trigger academic incoherence, weaken the overall effectiveness of group co-operation, and hinder the possibility of students' all-round development. First of all, the differences in disciplinary backgrounds and professional interests of different students may lead to an uneven division of tasks within the group. Some students may be more adept at specific areas of knowledge, while others may be more interested in other areas. Failure to take these differences into account in the division of tasks may result in some members being overburdened, while others may feel a lack of commitment and satisfaction in the task.

4. Strategies for the application of group cooperative learning mode in the teaching of Introduction to Pedagogy

4.1 Improving the evenness of student participation

Uneven student participation is a common problem in cooperative group learning, which may lead to some students being marginalised within the group and affect the effectiveness of cooperation. To address this problem, teachers can adopt a range of strategies to promote more even student participation in group co-operation and create a fair and congenial learning environment. Teachers can focus on team building in the early stages of group formation to learn about group members' interests, professional backgrounds, academic goals, and other information that will help to develop a more trusting and congenial group atmosphere. In the early stages of group formation, teachers can host some team activities to encourage students to know and trust each other better, so as to reduce shyness and increase participation. Design inspiring tasks and activities to stimulate students' academic interest. By designing interesting and challenging tasks, students' curiosity and desire for knowledge can be stimulated. The inspiring and engaging nature of the tasks can make each student more motivated to participate in group work, thus alleviating the problem of uneven participation.

4.2 Promoting teamwork and resolving conflicts

Establishing good communication channels is the basis for dealing with team conflicts. Teachers can encourage team members to engage in open and honest communication and encourage them to express their views, needs and feelings. To avoid misunderstandings and unnecessary conflicts, team members are advised to keep an open mind and be ready to share and listen during discussions and co-operation. Use effective strategies for conflict resolution, such as negotiation and compromise. When there are differences among team members, teach-

ers can guide them to negotiate and find common solutions. By working together to find compromises, conflicts can be resolved and team goals can be achieved. Teachers can provide relevant training in conflict resolution skills to help team members better handle disagreements. Setting up clear team goals and division of roles can help reduce team conflict. When team members have a clear understanding of their respective tasks and responsibilities, conflicts arising from unclear roles can be reduced. Teachers can begin teamwork by clarifying the team's goals and assigning clear tasks to each member to ensure that everyone is clear about their responsibilities.

4.3 Rational division of labour for tasks

Teachers can clarify the task objectives and requirements before the start of group work, stressing the importance of each task in the overall learning. Through clear task objectives and requirements, it can help students better understand the core content of the task and contribute to a reasonable division of labour. At the same time, emphasising the contribution of each task to the overall group work stimulates students' sense of responsibility and makes them take the division of labour more seriously. The use of student-selected tasks allows students to choose their own division of labour based on their interests, professional backgrounds and skills. This ensures that each student is involved in an area they are interested in or specialise in, increasing motivation for task completion. It also enables a more complementary and coordinated division of tasks within the group, thus improving overall learning outcomes. In addition, teachers can guide students to engage in effective communication and negotiation in order to reach an agreed plan for the division of tasks. In group work, students are encouraged to engage in discussions and share each other's interests and professional expertise in order to better understand their respective strengths. By reaching consensus through negotiation, a more scientific and reasonable division of tasks can be formed, improving students' satisfaction and the effectiveness of cooperation.

Conclusion

The cooperative group learning model provides students with opportunities for collaborative learning. The application of the cooperative group learning model in the Introduction to Education course provides an effective way to improve the quality of teaching and develop students' comprehensive literacy. However, in order to overcome the difficulties and challenges involved, it is necessary to continue to deepen the teaching concepts, strengthen the students' foundation in the subject, build a good learning environment, as well as further improve the training system for teachers. Only through continuous practice and improvement can the cooperative group learning model better fulfil its educational potential and provide students with a more in-depth and inspiring learning experience.

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