

Classroom Management Methods of Group Cooperative Learning for Geography Teaching in Middle School

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Abstract: The new curriculum reform advocates autonomous learning and group cooperative inquiry learning for students, so that students can return to the classroom and be the masters. Based on the requirements of the new curriculum reform, teachers actively organize students' group discussion and cooperative learning. However, there raise some problems in group cooperative learning, such as unclear division of labor within the group, insufficient participation of some students in group discussion, deviation of group discussion from teaching theme, and wasting long time but low effectiveness, which also become the main influencing factors limiting the effectiveness of group cooperative learning. Therefore, it is imperative to actively explore the classroom management methods of group cooperative learning in middle school teaching to address the above problems and ensure the effectiveness of group cooperative learning. Taking geography teaching in middle schools as a case study, this work discussed the effective methods of classroom management in group cooperative learning in order to optimize classroom management and enhance the effectiveness of group cooperative classroom teaching.

1. Introduction

Group cooperative learning, as an effective attempt of teaching mode under the background of quality education, arouses students' enthusiasm of autonomous learning and brings about the construction of inquiry-based democratic classroom. However, to achieve the effectiveness of student group cooperative learning, we need to focus on classroom management. Scientific and effective management brings harmonious classroom atmosphere and group discussion with clear learning orientation, ensuring the order and effectiveness of learning discussion [1]. As the main body of classroom management, teachers are advised to master the classroom management strategy of group cooperative learning.

2. Scientific Grouping and Flexible Implementation

The key to the effective development of group cooperative learning is scientific grouping to ensure that students can learn and compliment each other. As concerned of geography teaching in middle schools, there are generally 4 - 6 people in a group. Teachers should give full consideration to students' learning foundation, learning attitude, learning ability and personality characteristics in the composition of team members, to ensure a good leading demonstration in the group, good discussions for the problems in depth, and effective expressions on their opinions. Scientific grouping reduces the dependence of some poor students on the top students, and also allows poor students to enjoy the right to speak and the enthusiasm to discuss, and actively participate in the discussion of problems. The internal atmosphere of the group is warm, harmonious and democratic, and students learn from others' strengths while releasing their individuality [2-3]. The personality characteristics of team members can not be ignored. Based on the principles of high and low collocation, outgoing and lively students can complement quiet and introverted students to ensure the enthusiasm, depth and comprehensiveness of problem thinking.

Development of cooperative learning in groups should be flexible. For example, in geography teaching, students often need to find a certain geographical element in the map, and help each other at the same table to arouse students' enthusiasm and enhance their sense of cooperation. Another

example is parallel group cooperation. For several parallel and parallel contents, let each group take charge of one content, carry out cooperative learning among groups, and then report in class, which is suitable for learning ethnic groups, languages and international organizations. Another example is debating cooperative learning. Students are grouped according to different viewpoints, collecting data before class and debating in class can effectively promote the formation of students' emotions, attitudes and values, which is suitable for the study of population growth and tropical rain forest protection. On the basis of scientific grouping, it is necessary for students to make clear their responsibilities in the group, so that students can participate effectively in classroom discussion. If students are responsible for recording, summarizing, collecting materials, and speaking on behalf of the group, etc. respectively, according to their shining points, then they can get the satisfaction of discussing and participating in the group. On the basis of scientific grouping and rational division of labor, teachers should also focus on the overall situation of class group discussion, introduce competition and incentive mechanism, encourage students to actively discuss, communicate within groups, and compete with other groups, so that students can always keep their enthusiasm for group discussion.

3. Create Situations and Stimulate Enthusiasm

For better implementing the group cooperative learning in middle school geography teaching, it is necessary to pay attention to the stimulation and maintenance of students' enthusiasm for discussion. In addition to scientific grouping and dedicated preparation before class, teachers can also stimulate students' enthusiasm for discussion by creating situations, and make them keep enough attention to cooperative discussion. Good questions and interesting question situations can play an important role in attracting more attention, so that students can be attracted by topics, consciously focus on what they have learned, and actively explore and think [4]. For example, on explaining "Change and Distribution of Temperature", teacher first introduces interesting teaching situations: wearing cotton-padded jacket early and wearing yarn at noon, eating watermelon around the stove, which arouses students' curiosity. Why such abnormal situation happens? What is the truth behind it? Naturally, it is connected to the study of temperature change law, so that students can talk about the temperature change law they know by combining their own life experience in groups. Under the guidance of interesting question situations, students will try to start with the daily and annual changes of temperature and enter the theme of temperature study. The interesting problem situation before class stimulates students' interest in learning and ignites students' enthusiasm for exploring the law of temperature change. Next, the study of temperature change charts in temperate zone, tropical zone and cold zone is also more interesting, and the teaching is more efficient. For example, when teaching the cognition of contour topographic map, you can set up the story situation of "bear haunting". Logger Vick, Xiong Da and Xiong Er respectively get a contour topographic map to see who can read it and climb from the foot of the mountain to the top of the mountain at the earliest. Originally boring contour topographic map recognition learning achieved the purpose of creating interesting teaching situations under the rendering of cartoon stories, and suddenly aroused students' interest in group discussion. The situation creation also makes the students' group cooperative discussion not deviate from the theme, and the group cooperative learning moves forward towards the established teaching goal.

4. Change Your Identity and Pay Attention to Inspiration

In geography teaching in middle schools, teachers should change their identities properly and pay attention to instruction in order to optimize classroom management. Group cooperative learning gives students the right to learn independently, encourages students to communicate and discuss in groups, thinks independently, etc. Teachers are no longer the leaders of the classroom, but play more roles such as teaching assistants, maintainers of classroom discipline, and answering students' questions, which means that the identity of teachers has changed, which requires teachers to adapt to the change of identity in classroom management, play the role of their own guides, effectively

patrol and carefully observe, and let students discuss and answer questions freely. Students are the main body of the classroom, and teachers serve them. This also puts forward two requirements for teachers' classroom management. On the one hand, it is to manage people with emotion-- respect students, affirm students and encourage students. Classroom teaching activities are a process of cooperation and interaction between teachers and students, which permeates emotional communication and insists on managing people with emotion, that is, caring and respecting students in teaching, communicating with students in knowledge, emotion and meaning, exploring the shining spots of students, praising more and affirming more, and letting students trust teachers and establishing a good teacher-student relationship. Students can actively communicate with teachers when discussing problems in groups, and keep a positive attitude towards geography study and group cooperative study [5]. Emotion management also corresponds to teachers' in-depth and comprehensive understanding of students. Based on the classroom teaching situation, it creates a harmonious and democratic classroom atmosphere, makes students' group discussion more enthusiastic, and is able to cooperate with group knowledge contest and role deduction, so that students can fully participate in class group discussion. On the other hand, teachers should insist on taking students as the foundation. Let students self-educate, self-manage, solve problems in group cooperation, and gain the satisfaction of classroom discussion participation and the sense of accomplishment of learning. Under the guidance of teachers, students manage scientifically, adjust themselves and study efficiently.

In the specific geography teaching, scientific grouping and effective situation creation can make students love, enjoy and be good at learning, and realize "I am the master of my class". Teachers should pay attention to students' individual differences in instruction, strengthen educational guidance, and let students always discuss around the theme to ensure that they do not deviate from the theme. On the basis of listening to the students' ideas, teachers can question the unreasonable place, which leads to in-depth discussion in the students' group, gives them some help to explore the practice, and stimulates students' self-awareness better, so that students are willing to manage themselves and get the satisfaction of learning in self-management. Students' cooperative learning in middle school geography teaching does not mean that teachers let go. Students should be respected as the main body of learning, and teachers are supposed to pay attention to teaching and give students meticulous and scientific guidance. Teachers should inspect and supervise students' activities, so that they can know students' behaviors and progress at any time, and give timely supplement and guidance.

5. Multi-evaluation and Deepening Cooperation

The whole teaching process includes teaching evaluation, and group cooperative learning is no exception. Based on the initiative given to students by group cooperation, we should insist on diversification in evaluation so that deepening students' cooperative learning by effective evaluation. In the past, classroom teaching evaluation was relatively simple, and most of them are teachers' evaluation. Also, students could not participate in learning evaluation, and this lack of participation in learning evaluation also affected their attitude of group cooperative learning and participation in topic discussion. In the group cooperative teaching, in order to optimize the class management, teachers should put in time and energy on evaluation, be good at applying teaching evaluation, and innovate teaching evaluation methods to stimulate students' learning enthusiasm, taking motivation and encouragement as priority, and giving students more and more comprehensive evaluation. For example, in the stage of displaying the results of group cooperative learning, teachers can let students display the results of group cooperative learning first. Wherein, the group members can evaluate themselves, affirm their research value from their own perspective, and reflect on the shortcomings of research [6]. By cooperating with other group students' comments, students can realize good sharing learning of discussion experience, and reasonable avoidance of deficiencies and defects. When evaluating students' learning, we should pay attention to individual differences for avoiding "one size fits all" evaluation. We should explore students' advantages and encourage them more. Based on the students' personality characteristics and ability, this work evaluates the

students according to their participation, attitude, contribution, and achievement changes in group cooperation, and understands their learning state and learning psychology. Guided by the evaluation, it urges students to recognize their own advantages and face up to the shortcomings in learning, to thus improve and deepen their learning.

6. Conclusion

As an effective classroom teaching method, group cooperative learning should be carried out in middle school geography class. The reform of quality education also points out the direction and provides support for group cooperative learning. In organizing and implementing the cooperative teaching of geography group in middle schools, teachers should also recognize the problems encountered in the current cooperative learning of geography group, mainly the problems of classroom management. The classroom management is optimized by the scientific division of labor, the change of teachers' role, and the adjustment of teaching evaluation, which makes the cooperative learning of geography group in middle schools more effective, and also drives the individualized training of students, so as to realize the improvement of their geography literacy and the in-depth study of geography knowledge.

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