

# On the Application of Cooperative Learning Mode in Football Teaching in Higher Vocational Colleges

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**Abstract:** Owing to the deepening reform in the field of education in China, higher requirements have been put forward for the current high school football teaching. Teachers are not only required to help students master basic sports skills, but also need to focus on training students to enhance their independent and cooperative learning ability. In the new educational environment, the cooperative learning mode has gradually occupied the leading position in teaching. The application of this teaching mode in football teaching is greatly crucial for fostering students' team cooperation awareness and ability. Based on this, this paper expounds the advantages of cooperative learning mode, and puts forward corresponding teaching strategies according to the current situation of higher vocational football teaching, aiming at enhancing the level of football teaching.

## 1. Introduction

Football is currently popular among students of all ages. In the process of actual participation, students can get effective physical exercise and enhance their physical fitness<sup>[1]</sup>. However, the current football teaching in colleges is affected by the traditional teaching mode, the teaching quality is low, and the enthusiasm of students to participate in teaching is not high, resulting in poor teaching effect. The cooperative learning mode is not only in line with the group characteristics of football, but also can strengthen the teaching interaction, thus stimulating students' enthusiasm for participation to the maximum degree, and laying a good foundation for the formation and progress of students' team spirit and cooperation consciousness. Therefore, teachers should fully strengthen the importance of cooperative learning mode and actively take measures to enhance football teaching level.

## 2. Application Advantages of Cooperative Learning Mode in Football Teaching in Higher Vocational Colleges

The main body of cooperative learning is students. This model effectively abandons the disadvantages of traditional teaching model in which teachers are the main body and students are in a passive learning state. It changes the teaching focus from knowledge to students, and pays attention to students' emotional expression and learning needs<sup>[2]</sup>. Applying cooperative learning mode in football teaching in colleges can maximize group resources, and group members can gain more novel and profound classroom experience through mutual communication. In the traditional teaching mode, the teaching content is only explained in a single way, and the lack of effective communication between teachers and students, students and students, not only can not stimulate students' interest in learning, but also is not conducive to students' deepening recognition and mastering football knowledge and skills. Under the cooperative learning mode, the football teaching can let every student participate in the teaching and let students become the leader of the class. From the perspective of teaching evaluation, the application of cooperative learning mode in football teaching can enhance the fairness, objectivity and accuracy of teaching evaluation results, and break the stereotyped mode of traditional teaching evaluation that only focuses on test results.

In addition, under the cooperative learning mode, only when all members of the group actively communicate, cooperate and help each other in the process of learning and training can they better play the teaching value. In this regard, teachers should guide students to communicate and cooperate in actual teaching, so as to enhance students' learning effect and comprehensive quality.

### **3. Analysis of the Current Situation of Football Teaching in Higher Vocational Colleges**

First of all, the current football teaching method in colleges is rigid and single. Due to the influence of examination-oriented education and traditional teaching mode for a long time, most colleges still focus on teachers' explanation of theoretical knowledge and action demonstration. For instance, when students learn football dribbling, the teacher will first demonstrate for students, and then organize students to imitate his actions for practice. However, there are a large number of students in a class, and teachers cannot guide each student's actions. In the long run, students will feel bored and lose interest in learning, and the quality and effect of teaching will be greatly reduced. Secondly, students' recognition of football is superficial and not enough, and they cannot achieve the teaching objectives<sup>[3]</sup>. In current football teaching, teachers will make teaching plans according to the syllabus, and students are practicing almost the whole class, lacking time for free activities, which leads to low teaching level. Finally, the concept of teaching evaluation is conservative and backward. Nowadays, the evaluation of football teaching in colleges mainly takes the final examination results as the final evaluation standard, which has certain one-sidedness and ignores the individual differences of students. The difference in physical fitness between boys and girls will affect the final exam results. In this way, teachers can not fully recognize and master the learning situation of students, and thus reduce the pertinence of football teaching and the objectivity of teaching evaluation.

### **4. Application Strategies of Cooperative Learning Mode in Football Teaching in Higher Vocational Colleges**

#### **4.1 Reasonably Divide Cooperative Learning Groups**

In the application of cooperative learning mode in football teaching in colleges, the primary task of teachers is to divide learning groups. Teachers should make a comprehensive analysis of students' sports ability, physical differences, hobbies, personality differences and other factors, and always adhere to the principle of differences within groups and seeking common ground between groups. For instance, students with good athletic ability and students with general or poor athletic ability can be divided into a group, which can play a good complementary role and promote the common progress of the students. The number of group members should not be too large, which is easy to slack, and should not be too small, which is not conducive to group competition, communication and cooperation between students<sup>[4]</sup>. The number of team members should be around 6 to 8 as far as possible. Scientific grouping is the first step to effectively develop cooperative learning mode. Teachers should fully recognize and master the actual situation of students, and enhance the rationality of grouping. Some students have conflicts after grouping due to personality reasons. The teacher should guide them in time to promote students to integrate into the group and make progress in mutual help. In the follow-up practice process, students' football level will be enhanced to different degrees. Teachers should adjust the team members appropriately according to the students' abilities to enhance the rationality of personnel allocation, and then enhance the football teaching effect in colleges.

#### **4.2 Conduct Group Competitions**

Football is a highly antagonistic sport. It can not only arouse students' interest in learning, but also enhance their team awareness and cooperation ability by properly playing games according to their actual learning situation. Each group is a team. If students want to win the competition, they need to cooperate with each other and fully play their collective strength. Students will recognize the importance of teamwork in the competition, and then enhance the level of tacit understanding in

the competition<sup>[5]</sup>. For instance, some students have mastered football skills, but other students in the group have poor football skills. To win the competition, students will carry out independent learning and training among themselves, thus enhancing the overall sports level of the class. Physical education teachers can reward the winning teams, mobilize the interest of the teams, and encourage students to deeply explore their personal potential in the competition. However, when carrying out the group competition, we should keep the principle of friendship first and competition second, and notice the personal safety of students. In case of accidental injury, teachers should treat it in time to avoid causing physical injury to students. Developing diversified group competitions can effectively meet students' sports needs and is greatly crucial for enhancing students' sports ability.

### **4.3 Strengthen Students' Subject Status**

To carry out cooperative learning mode in football teaching in colleges, we should focus on strengthening students' dominant position. Students are the main objects of cooperative learning mode. Only by giving full play to their subjective initiative can students be motivated to participate in teaching more actively and enhance the teaching effect. However, in the actual football teaching of colleges, there are some problems that some students lack physical exercise and are not enthusiastic about football. PE teachers should innovate teaching forms, such as designing football games, creating teaching situations, etc., to create a good teaching atmosphere and make football a happy thing. Students should also be given more independent time and space to enhance their enthusiasm for classroom participation. While students play football, teachers should fully play the role value of the instructor, correct the wrong posture of students in time, constantly enhance the teaching quality and effect, and then effectively foster and enhance students' football level<sup>[6]</sup>. Physical education teachers should also teach students according to their aptitude and respect the differences between students. When developing cooperative learning mode, teachers should think from the perspective of students. For instance, boys have higher interest in football, while girls have lower learning enthusiasm. In this case, teachers can divide boys and girls into different learning groups. For boys, football matches can be held, while girls can learn from basic movements. This will help students to constantly master football skills and strengthen the teaching effect.

### **4.4 Perfect the Teaching Evaluation Mechanism**

Teaching evaluation is a crucial reference basis for enhancing teaching quality. Its main purpose is to find out the problems existing in students through teaching evaluation and enhance the learning effect through perfecting teaching models and programs. In this regard, teachers should break the traditional evaluation model based on the final examination results and establish a perfect evaluation system. In addition to the examination results, they should also focus on the examination of other abilities of students, such as classroom performance, learning attitude, progress, team cooperation ability, etc. In addition to teachers' evaluation, students should also be guided to evaluate each other, and then reflect<sup>[7]</sup>. Teachers should also encourage and praise students, fully tap the bright spots of students, and then enhance students' confidence in learning. In this way, students can participate in teaching more actively and enhance their learning level.

## **5. Conclusion**

To sum up, cooperation is everywhere in life. The effective application of cooperative learning mode in football teaching in colleges is greatly crucial to stimulate students' enthusiasm for learning and enhance their sports skills. It is also of great help for students to step into society and adapt to society in the future. Cooperative learning mode is the concrete embodiment of quality education in actual teaching, which is conducive to students' deep recognition and mastery of football knowledge and skills, and also can enhance students' overall quality. The application and promotion of this teaching mode has far-reaching significance for enhancing the quality and effect of football teaching in colleges.

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