

Study on the Application of Cooperative Learning Based on Constructivism in Junior High School English Reading

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Abstract: As one of the basic forms of human interaction, cooperation has penetrated into every field of human life. With the continuous improvement of the level of economic development, the society has higher and higher requirements for the sense of cooperation and skills, and the social development has stronger and stronger requirements for the sense of teamwork and spirit of people. Cooperative learning can enable students to complete reading tasks more efficiently in the context of mutual help and communication, which is also in line with the cognitive law of students, and can strengthen the emotional communication and thinking collision between students and teachers. In junior middle school English reading teaching activities, the use of cooperative learning teaching method can not only improve the efficiency of English reading teaching, but also play the main role of students, cultivate students' interest in reading, and help students to participate in learning activities in a good state. This paper takes the cooperative learning based on constructivism theory as the research object, analyzes the problems existing in junior high school English reading teaching, and then explores the strategies of cooperative learning in junior high school English reading teaching.

Keywords: Constructivism; Cooperative Learning; Junior High School English Reading.

1. The Introduction of Constructivism

Constructivism, as a learning concept, emerged in the 1980s, with Bruner and Piaget as representatives, emphasizing the initiative of students in learning. Constructivism believes that learning is a process in which learners generate meaning and construct understanding on the basis of original knowledge and experience, and this process is usually completed in social and cultural interaction. Therefore, constructivism theory holds that learners construct their own understanding of things in their own way, and different people see different aspects of things, so there is not only one standard and understanding, but through the cooperation between learners, they can transcend their own cognition and understanding, see views that are different from their own, and see the side of things. Thus, a richer and more comprehensive understanding can be formed to promote the development of their cognitive abilities [3]. Although constructivism emphasizes that knowledge is actively constructed by individuals and is only a rationalization of personal experience, such construction is not a random construction, but needs to communicate and negotiate with others and reach a consensus to constantly adjust and modify it. In this process, it is inevitably affected by social and cultural factors at that time. In short, constructivism believes that learning is a process of knowledge construction actively carried out by students themselves, rather than a process of one-way transmission by teachers and passive acceptance of external information by students [4], and cooperation can just improve the efficiency of knowledge construction. [1][2]

2. The Introduction of Cooperative Learning

Cooperative learning is a kind of teaching method or learning strategy that emphasizes the sociality of learning and

the construction of knowledge by teachers and students. By organizing students to study together with their peers in a group, help each other and communicate with each other, so as to achieve the purpose of completing the study task together. This teaching method attaches importance to the sociality of learning and emphasizes that knowledge exists in the social context. Through the cooperation between students, each student can get more knowledge from it. According to the "Compulsory Education English Curriculum Standards (2022 edition)" pointed out that English curriculum should focus on the core quality, reflect the nature of the curriculum, reflect the curriculum concept, and establish the curriculum objectives. In the English course, the core quality of students should be cultivated, including language ability, cultural awareness, thinking quality, learning ability and so on. However, the goal of the learning ability of junior high school emphasizes the cultivation of students' ability of cooperation and inquiry, which requires students to actively cooperate with others and jointly complete learning tasks in junior high school [5]. In cooperative learning, because each student's knowledge structure and perspective are different, each student can compare their knowledge with other students through knowledge exchange, which helps them properly evaluate their own knowledge level. Cooperative learning also emphasizes the co-construction of knowledge between teachers and students. Teachers are no longer mere knowledge transmitters, but become mentors and collaborators in the learning process of students. Through cooperation and interaction with students, teachers can better understand students' needs and difficulties in learning, so as to improve teaching in a targeted way.

3. Problems in Junior High School English Reading

3.1. The Teaching Method is Monotonous and Stale

Traditional English reading teaching mainly adopts grammar translation method and relies on mother tongue to teach. This teacher-centered teaching method will ignore students' participation in classroom activities. Some teachers still choose to use the traditional teaching method of "full classroom irrigation", which does not fully mobilize the enthusiasm and initiative of students, resulting in students feeling boring, so the reading classroom teaching effect is not good. English is a language subject, listening, speaking, reading, writing, reading these skills are essential, "reading" is the basis of learning English, students need to read first in order to better understand. If teachers do not fully realize the importance of reading as a language skill and pay insufficient attention to reading skills and methods in the teaching process, students' reading ability will not be effectively improved.

3.2. Students Don't Have Enough Time to Read for Deep Comprehension

Some teachers do not have enough reading time for students in the reading class, so they are eager to ask questions when students have not finished the reading task. As a result, most students are busy thinking and answering the questions raised by the teacher when they have not finished the reading task. In fact, this kind of questioning directly ignores the essence of reading teaching, which is not conducive to students' deep understanding of the text and makes most students in a passive learning state, which not only affects the reading quality of students, but also fails to exercise and develop their language application ability. Therefore, teachers need to reasonably plan class time and ensure that students are left with enough reading time. Before reading, teachers can guide students to preview, put forward some questions, and let students read with questions, so as to improve the pertinence of reading.

3.3. Students are Weak in Basic Knowledge and Lack Reading Skills

Teachers should pay attention to the teaching of students' basic knowledge, including vocabulary, grammar, sentence patterns and so on. Through systematic classroom teaching and exercises, students are helped to consolidate basic knowledge and improve language ability. Teachers can strengthen the guidance of students' reading skills in reading teaching, such as skimming, searching, and summarizing the main themes of the article. Through systematic training and guidance, help students to master the correct reading skills, improve reading speed and comprehension. At the same time, teachers should recommend appropriate extracurricular reading materials according to the actual situation of students' learning level, so that students can broaden their reading range, exercise their reading skills, and organize students to share their reading experience and experience. Through communication and interaction, stimulate students' interest in reading and improve their reading ability.

3.4. Students' Inadequate Vocabulary Affects Their Reading Comprehension

The lack of students' vocabulary is one of the important

factors that affect students' reading comprehension. Some students cannot understand the content of reading materials because of insufficient vocabulary, which affects the improvement of reading ability. Teachers should pay attention to vocabulary teaching in English teaching to help students expand their vocabulary. Vocabulary dictation, vocabulary games, vocabulary exercises and other ways can increase students' vocabulary memory and understanding. Teachers can encourage students to accumulate vocabulary independently, increase their vocabulary through extracurricular reading, watching English movies, listening to English songs, etc. At the same time, provide timely guidance and support to help students solve the problems encountered in learning. In reading teaching, teachers can use context to help students learn vocabulary, so that students can understand the meaning and usage of vocabulary in the context, so as to help students better memorize and understand vocabulary and improve the effect of vocabulary learning.

3.5. Lack of Knowledge of English Cultural Background

Some students have difficulty in understanding the reading materials because of the lack of English cultural background knowledge. Teachers' insufficient introduction to the cultural background of an article in English reading teaching will make it difficult for students to understand the author's intention and expression in reading. Therefore, teachers should pay attention to the introduction of cultural background knowledge in English teaching, and help students understand the culture, history and customs of different countries. Teachers can increase students' understanding of other cultures through classroom teaching, special lectures, cultural exchanges, etc. Multimedia teaching resources can also be used to let students understand the cultural background of other countries in an intuitive way. At the same time, it guides students to think and discuss deeply, and improves students' sensitivity and understanding of cultural differences.

4. The Advantages of Cooperative Learning Based on Constructivism in Junior High School English Reading

4.1. Stimulate Students' Interest in Learning

Constructivist theory emphasizes students' active participation and cooperative interaction, which can stimulate students' interest in learning English reading. In cooperative learning, students can interact with classmates and teachers to discuss the problems in the reading materials, think and solve the problems together, so as to understand and master the reading materials more deeply. This way of learning can improve students' reading comprehension and problem-solving skills, so that they can enjoy reading more. However, because the traditional teaching mode can not mobilize the enthusiasm of students effectively, some students are afraid of cooperation and communication in the group, and even do not want to participate in or cooperate with others to complete the task. In addition, in order to attract students' attention, some teachers will divide the group into "small teaching groups" or "individual teaching groups", which makes students feel isolated from the group and unable to achieve autonomy.

Therefore, teachers should pay attention to students' emotional changes and use teaching methods reasonably.

4.2. Cultivate Students' Autonomous Learning Ability

Constructivism theory emphasizes students' independent learning, and cooperative learning also advocates independent inquiry. In English reading teaching, teachers can build their own knowledge structure by guiding students to choose reading materials independently, analyze and understand the content of articles independently. This way of learning can improve students' interest and ability of independent learning, and cultivate their ability of independent thinking and problem solving. In cooperative learning, students are no longer the object of passive acceptance of knowledge, but become the subject of learning and actively participate in the learning process. This way of learning can stimulate students' learning enthusiasm and improve their learning initiative.

4.3. Promote Students' Knowledge Construction

Constructivism believes that knowledge is actively constructed by learners rather than passively received. In cooperative learning, students can discuss, exchange and share each other's views and insights together, so as to better understand the reading material and realize the construction of knowledge. By inspiring and complementing each other, students can improve their own knowledge system and form a more comprehensive and in-depth understanding.

4.4. Improve Students' Cooperation Awareness and Social Skills

Cooperative learning emphasizes the interdependence and cooperation among group members, and students need to learn social skills such as listening, expression and negotiation. In the process of completing common learning tasks, students need to learn to analyze problems, propose hypotheses, test hypotheses, and finally solve problems. This kind of learning mode helps to cultivate students' cooperation consciousness and cooperation ability, and improve their social skills.

5. Implementation Strategies of Cooperative Learning Based on Constructivism in Junior High School English Reading

5.1. Rational Grouping

Teachers need to fully understand students' English level, learning style and personality characteristics, and divide students into reasonable groups to ensure that members of each group can complement each other, help each other and make progress together. Only by ensuring that the division of groups is scientific and reasonable, can we ensure the achievement of cooperative learning goals on the basis of improving students' learning efficiency. To ensure that students have a good sense of teamwork and cooperation, and ensure that all students can assume their own responsibilities, can lay a good foundation for the achievement of cooperative learning goals. It should be ensured that all members in the group have a clear division of labor and perform their respective duties, and work together to complete the learning

task under the management of the group leader. Teachers should pay close attention to the learning situation of each group, understand the problems encountered by group members in cooperative learning, and give necessary guidance and help.

5.2. Clear Teaching Objectives

Before cooperative learning begins, teachers need to clarify the teaching objectives and let students know what kind of learning effect they need to achieve through cooperative learning. Teachers should be specific and clear when making teaching objectives, and avoid vague and general objectives. At the same time, the teaching goals set by teachers should be operable, that is, students can achieve these goals through cooperative learning. When setting teaching goals, teachers should also consider the individual differences of students, including their differences in English level, learning style and interests, so as to set goals at different levels to meet the needs of different students.

5.3. Guide Students to Cooperate with Others

Teachers should actively promote cooperative learning, organize students to have group discussion, role play, team writing and other activities, and let them complete tasks through cooperation, so as to improve their cooperation ability and communication ability. Teachers also need to guide students to carry out effective cooperative learning, including how to cooperate in division of labor, how to communicate and discuss, how to report and show, so that students can improve their English reading ability and communication ability through cooperative learning. In cooperative learning, teachers should always pay attention to students' participation and cooperation, and give timely guidance and help.

5.4. Give Feedback and Evaluate Timely

Teachers need to make timely evaluation and feedback on students' performance, point out their strengths and weaknesses, and give constructive suggestions and guidance. At the same time, teachers also need to guide students to conduct self-evaluation and peer evaluation, so that they can better understand their learning status and existing problems. Through effective feedback and evaluation, teachers can help students better understand their own problems and improve them, and improve their reading ability and comprehensive quality. At the same time, teachers can adjust the teaching plan and method according to the feedback and evaluation results of students to improve the teaching effect.

5.5. Integrating with Other Teaching Methods

Cooperative learning combined with other teaching methods, such as task-based teaching method, situational teaching method, teaching method, etc., can improve the teaching effect and achieve the teaching goal better. Combining cooperative learning with other teaching methods can give full play to the advantages of various teaching methods and improve the teaching effect. Teachers can choose appropriate teaching methods according to specific teaching objectives and teaching contents, and use them flexibly to achieve better teaching results.

6. Conclusion

The introduction of cooperative learning mode into junior high school English reading teaching activities can not only

stimulate students to participate in the classroom, but also enhance students' teamwork and cooperation spirit, while ensuring students' dominant position, promoting students' cooperation ability, language expression ability and core English literacy. All in all, in junior high school English reading teaching, teachers should give full play to the guiding role, highlight the subject status of students, and pay attention to the teaching and guidance of students' learning strategies. It is also necessary to pay attention to the feelings of each student, design learning goals of different levels according to their differences, create a good reading learning atmosphere at the right time, so as to cultivate and stimulate their interest in reading, so as to avoid the fear of students in English reading and induce every student to love English reading. In order to improve the efficiency of English reading classroom teaching, the students are encouraged to actively participate in English reading learning.

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