

Strategies for Peer Teaching to Promote Collaborative Skills in Primary and Junior High School Students

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Abstract

"Practice, active exploration, and cooperative exchange should be an important way for students to learn knowledge", which is the latest requirement of the New Curriculum Standard, and is an indispensable factor for students to adapt to society in the future and gain a foothold in society. Through peer teaching, students will be guided to work together gradually according to the physical and mental characteristics of primary and secondary school students. They will exchange various ways of thinking and exploring in the process of peer education, and through interaction, cultivate their thinking ability, raise their awareness of collaboration, and enhance their ability to collaborate. Students will learn how to work together and take the initiative to work together to meet the demands of our era and our society.

Keywords— peer teaching, collaborative skills, promotion strategy.

I. INTRODUCTION

Cooperation is a kind of behavior, attitude, or emotion to cooperate for a common goal. Cultivating the cooperation ability of primary and secondary school students is conducive to secondary school students overcoming their self-centered cognition in the process of learning to cooperate with others, and developing a pro-social behavior of negotiation, cooperation, and altruism with others, and at the same time, it also creates a group atmosphere of unity, fraternity, mutual help and cooperation among secondary school students, so that they can better adapt to the school and the social life and improve their social survival ability in their later growth process.

Peer teaching, on the other hand, emphasizes the student's subject position, with learners learning from each other in the form of mutual assistance, and the roles of instructing and being instructed constantly changing

between peers. He has a certain promotion effect on students' academic performance, interest, and attitude. Therefore, the implementation of peer teaching in teaching can strengthen the communication between teachers and students, and at the same time substantially strengthen the communication between students and students, students take the initiative to participate in cooperation, become more cheerful and generous, effectively mobilize interest in learning, stimulate learning potential, and develop the ability to co-operate.

II. THE IMPORTANT VALUE OF COLLABORATIVE SKILLS

At present, whether in the family, in school, or society, you can often see students either do not communicate with others, holding a mobile phone to spend time alone; or squatting in front of the TV, a look at a few hours; even if

the activities with small friends, will not be modest, and sometimes there are you scramble for me, you snatch me the scene. As students grow older, egotistical, closed, can not be aggrieved, unwilling to communicate with others, parents can do nothing about it. And, to let students experience success and joy to get the joy of cooperation, we can use peer teaching, through the development of colorful activities.

2.1 To create more opportunities for interaction and arouse collaborative consciousness

Collaboration is fundamentally about communication. The use of peer education and the active creation of communication opportunities can bring the ability to collaborate into play in communication. Students use peer education, in the interactive process, learn to collaborate, understand cooperation, and feel the joy of collaboration. At present, most of the current students can not put themselves in the shoes of others, often "self"-centered, coupled with the fact that many students' parents work outside the home, only the elderly at home. To avoid safety hazards, the interaction between students and their peers is greatly reduced. Therefore, the prerequisite for developing students' ability to cooperate is to create opportunities for interaction.

Creating a situation conducive to peer interaction can awaken a sense of cooperation. In their daily lives, students are easily influenced by individual utilitarianism in society, failing to recognize the importance of cooperation, and preferring to do things on their own rather than cooperate with others. Parents (especially those in urban and rural areas) are too busy with their livelihoods to recognize the importance of cooperation and do not know that peer cooperation can make 1+1 far greater than 2, so they cannot talk about using scientific methods to guide students to understand the power and value of co-operation. In the process of peer classroom teaching, teachers use contextual settings and a variety of teaching tools to motivate students to participate in cooperative activities.

For example, to fully attract students' attention and stimulate their interest, when learning about the world's cultural heritage, we first make classroom materials to show various scene fragments that need to be collected, organized, and written hand in hand so that students can find out that

these scenes related to the theme have a common feature - cooperation. Then the class was divided into peer cooperation groups to carry out exercise training. The requirement of the exercise was: to introduce a Chinese World Heritage site of their choice clearly in their own words. After the group work is completed, each group selects a group of peers (2 people) to participate in the presentation of the work. The peers stand face to face, 1 person shows the results of the exercise (or handwritten board or graphic design), and the other 1 person displays, through action, language, and expression as clearly as possible the results of the group's learning. The rest of the class is a booster team if they don't speak clearly. Students were very excited about the cooperative learning and presentation activities and participated actively. Obviously, under the situation created by the teacher, students awakened the desire to cooperate and the sense of cooperation was cultivated.

2.1.1 Lead to learn social skills

On the one hand, it is necessary to change the concept of using peer teaching to give full play to students' ownership, guide students to take the initiative to cooperate with their peers, and let students take the initiative to participate in the activities; on the other hand, it is necessary to teach interaction skills. For example, teachers can guide students to discuss: "How would you like to help your peers learn? How to seek help from peers?" etc. According to the needs, students will be guided to learn the skills of listening and expression, tolerance and humility, respect and understanding, and other skills of interaction.

2.1.2 Offer the topic of communication

The bridge of student interaction is the theme, in the process of trying to learn interaction, according to the actual situation, combined with the purpose of the development of cooperation ability, you can open the "readers, performers, reading and sharing" activities, to provide students with opportunities for interaction and cooperation, with the interaction of different contents, students' cooperation ability will also be developed. With the different contents of the interaction, the students' cooperation ability will also be developed. For example, after learning the song of spring, students form a group of peers to go outdoors to search for flowers, willow branches, young grass, and other things that

reflect the characteristics of spring, and then consult with their peers, discuss the division of labor, and work together to create specimen paintings with the theme of spring. Under the guidance of thematic activities, students participate in cooperation and learn to cooperate, from which they experience the fun of cooperation and enhance their sense of cooperation.

2.1.3 Participate in activities

"Teaching by example is more important than teaching by words." To cultivate the spirit of cooperation among students, teachers should also be involved in the process, forming companions with students and serving as role models for them everywhere. For example, when students tell interesting stories, teachers take the initiative to act as "action companions", for the story rather than action, make expressions, and at the same time, will also put forward their questions, and storytellers to communicate and interact. This kind of cooperation increases the interest in the story and also subtly influences the students.

2.2 Design interaction activities to develop cooperation skills

Interactional activities promote physical and mental development, stimulate participation, and provide support for students to experience cooperation in their activities. Teachers consciously design interaction activities in the peer classroom teaching process, which can cultivate the ability to cooperate.

For example, in Grade 3 pottery class, teachers organize students to form peer groups to complete the activity of "We are masters of playing with clay". Students learned the skills of clay disc building and cooperated to complete a piece of pottery. Activities in the process will find that the group according to the theme, personalized design, a group, a person roll, a tuna, a disk, companions division of labor, with the tacit understanding, after ten minutes, small flowers tea cups, animal pencil a piece of creative ceramic works, on the completion of the work, let a person be amazed.

2.3 Create an atmosphere of engagement and enhance the space for cooperation

The environment can beautify, decorate, and enhance students' living space and cooperation space, and more importantly, it can play an educational function and form a

tacit and subtle influence on students. Therefore, there should be a purpose to create an atmosphere of interaction, so that students are in it, by its inculcation, feel that cooperation is a good habit of behavior, the formation of the initial awareness of cooperation.

For example, the reading of the book bar can be arranged to quiet down the "reading" cues or pictures, placed green plants, play a soft background sound see and learn, such an environment naturally makes the students into the reading of the book bar, softly and slowly, there are problems will be whispered exchanges, mutual consultation, in the atmosphere of the reading of the students into the act of cooperation, and further enhance the sense of cooperation of the students.

2.4 Focus on guidance and evaluation to motivate cooperation

When students carry out peer cooperation, teachers should pay attention to the words and deeds in the process of cooperation, respect the idea of personalized activities, timely detection of problems in cooperation, assist in solving the difficulties arising from cooperative activities, and encourage students to play the initiative of cooperative enthusiasm. Encouraging evaluation after the activity further stimulates students' awareness of cooperation, and desire for cooperation, and strengthens students' cooperative behavior.

2.4.1 Observe and lead effectively

Observe, find the spark of cooperation, and lead effectively. When exploring poetry activities, it is found that many students are more interested in continuing small poems, but it is a bit difficult for them to create independently. Teachers can design a poem-writing solitaire competition when teaching. For example, if the theme of "sun" is a solitaire competition, and peers cooperate in writing the poem, the difficulty can be turned into an easy one. Moreover, peers are also small teachers who can help to deliberate and revise.

Paying attention to the process of the activity, choosing the appropriate opportunity, and the teacher as a peer to participate in the activities of students promptly are some of the most effective and natural methods of guidance. For example, when students are making lanterns and find that they accidentally break and dirty the surface of the pre-

prepared lanterns, the teacher can seek students' consent and then find suitable items to recreate the lanterns together, to ensure that the activity is completed successfully under the guidance of the teacher!

2.4.2 Seize the opportunity and lead effectively

Students often need to cooperate in activities, but they are seldom aware of it, which requires teachers to seize the opportunity to intervene in time and consciously guide them. For example, the first-grade students carried out the activity of "drawing our classroom", the clean and tidy classroom attracted the students and they drew very seriously. But the teacher inspection also found that the students in the cooperative painting of high enthusiasm, but more or less small problems affected the process of the activity, You pulled my paintbrush under the table, and my paintbrush color stained his hands, clothes, the table, the painting of the paper was made dirty At this time, the teacher should take the initiative to intervene and guide the students on how to use the brushes correctly, how to arrange the learning utensils in an orderly manner, and how to cooperate in drawing The teacher's intervention makes the activity more effective and further stimulates the children's interest in cooperative drawing.

2.4.3 Fair assessment and lead effectively

To strengthen the sense of cooperation, the lower grades carried out a "book sharing activity" in which students introduced their favorite books to their peers and read them together. After the activity, the teacher will guide the students by asking them, "What book did you bring today? What is the story of the book? Who did you read it with? Try to let the students express their cooperative behavior in the activity and their excited mental feelings after cooperation. For good sharing behavior, teachers give timely recognition and reinforcement to promote students' strong desire to cooperate again.

When students are engaged in activities, they sometimes say and do things that are not conducive to the completion of cooperative activities. Teachers should organize timely discussions among students, and guide and promote them through the discussions. For example, most students spend a long time competing for the leading role in classroom drama. Teachers can make use of the class talk time to discuss with students "What should we do if we all

have to play the leading roles in the performance activities?" Students speak freely and put forward a lot of ideas, and also realize that everyone must consider the big picture and negotiate with each other to promote the successful completion of cooperation when doing collective activities.

2.5 Focus on resource sharing to enhance the efficiency of cooperation

Home-school-community cooperation provides opportunities for communication and experience sharing between teachers, parents, and students. Parents learn about and share advanced educational concepts, skills, and experiences through educational activities such as parent forums; teachers get more effective information from parents, learn about their understanding and expectations of education, and get support from them, and students get the right way of cooperation from their parents.

For example, when carrying out the thematic learning activity "Good deeds around me", students can seek help from their parents, collect materials in different ways, bring them back to school, and exchange them with their peers to experience the joy of sharing.

In the new era, cooperation is a major trend, and it is imperative to cultivate students' cooperation ability.

III. THE PROMOTION STRATEGIES OF COOPERATION CAPACITY

Cooperative ability, an ability to develop mutual psychological support, cooperation, and coordination of speech and behavior in the process of implementing peer teaching by students, is a core competency for success and a kind of pro-social behavior, which is more the focus of teaching and learning efforts. It coordinates interpersonal relationships, leads peers to get along better, communicate and exchange more effectively, gradually develops team awareness, and enhances mutual trust, mutual understanding, mutual accommodation, and mutual advancement among peers. Therefore, the use of appropriate strategies to implement peer cooperation can enable students to complement each other's strengths and weaknesses in the process of carrying out cooperative learning, improve efficiency, and promote the social development of individuals. Specifically, there are the

following strategies:

3.1 Built a co-operation group team

Appropriate and reasonable group construction is a key factor in the success of cooperative learning. Teachers need to fully understand the individual situation and needs of students, optimize the group, and group members each have a clear division of labor.

"Heterogeneous grouping" is a conventional practice when forming student cooperative groups. "Heterogeneous grouping", that is, when teachers divide the group, in addition to considering the factors of student seating arrangements, but also combined with the academic performance, personality, strengths, hobbies, and so on, will be different levels of different qualities of students into cooperative learning groups.

At the same time, attention should also be paid to the issue of "homogeneity between groups". Pay attention to the "group homogeneity", that is, in the formation of peer groups, in addition to taking into account the heterogeneous grouping of students should be, in addition to making each group as far as possible to form a relatively balanced strength, which is also one of the requirements of the group's fairness, to achieve the goal of enhancing the ability to co-operate and to fully embody the "group co-operation, competition, and promote development" concept. This is also one of the requirements for fairness in the group, to achieve the goal of improving the ability to cooperate and fully embody the concept of "cooperation within the group, competition outside the group, and promoting development".

According to the principle of "heterogeneity within the group and homogeneity between the groups", generally each group should be 4-8 people, and the "parallel line" type, "horseshoe" type, or "field grid" type is the most suitable. Parallel lines", "horseshoe" or "field grid" type is the spatial pattern of group seating arrangement.

According to the feedback from the questionnaire we conducted, the peer grouping method in which students make free choices under the guidance of the teacher is the most effective and the most popular among students. This is because students have different learning and acceptance abilities for different subjects. In practice, it is necessary to give full consideration to the characteristics of the subject,

according to the different learning needs, according to the size of the subject's receptive ability to divide the students into four tiers of ABCD, each group of 1-2 people per tier. Students are encouraged to help each other in the process of peer learning and to show their abilities and strengths.

To ensure the order and effectiveness of peer learning, after the group is established, first of all, we should encourage students to elect a person who can manage and convince everyone to be the "leader" - the leader of the group, who is not only responsible for himself, but also responsible for the group members, who will organize the members to actively participate in peer learning, and guide the members to clearly define their responsibilities and actively discuss and actively cooperate with other members so that each member has the opportunity to perform and learn something. He will organize members to actively participate in peer learning, guide them to clarify their responsibilities, and actively discuss and cooperate with other members so that each member will have the opportunity to perform and learn something.

Secondly, guide the peers to discuss and establish the name of the group, the objectives, the group logo, and their respective responsibilities and tasks. Each peer learning session establishes a group of peers as a spokesperson and recorder, which are not fixed so that each person has the opportunity. Spokespersons and recorders act as facilitators of peer learning activities, learn to listen to peer learning, record the collection of peer cooperative learning process gains and confusion, point out the problem, discuss together, form a unified opinion, as a representative of the peer cooperative learning results. Peer learning exchanges, appropriate care for class D students, guiding class B or C students to be their helping companions, so that they first choose the learning tasks according to their ability to feel the benefits of group learning, so that they can also have something to do every activity, have a gain.

3.2 Clarification of the objectives of cooperation

The direction and guide of cooperation is the goal, which is the evaluation standard of peer cooperation. The clear objectives of cooperation should fully reflect the principles of subjectivity, cooperation, and inquiry in students' learning, and achieve the purpose of promoting students' ability to cooperate.

Vertically, the first is the learning goal, that is, the correct emotion, attitude, and value requirements, that is, "to obtain the important subject knowledge necessary to adapt to the future social life and further development, as well as the basic subject ideas and methods and the necessary application of skills" and other requirements of the new standard; the second is the ability goal, that is, the peer co-operative learning processes requirements such as communication, listening, communication, expression, communication, expression and other process requirements. Students should be clear that every day not only to complete the task of peer cooperative learning but also to understand that through cooperative learning, to learn the method of cooperation with others, to develop good habits of cooperation, cooperative awareness, and quality of cooperation.

Horizontally, the first is personal growth goals, including academic level goals, knowledge and ability goals, emotional development goals, social growth goals, etc.; and the second is peer growth goals, including common growth goals, peer progress goals, and good star evaluation goals.

3.3 Arranging the content of the cooperation

Teachers should design the content of cooperative learning based on an in-depth study of the teaching materials. The content of cooperation is flexible open and carefully arranged. Practice has proved that not all problems are worth solving by students in a cooperative way. Only those contents that have some value for inquiry and discussion and have a certain degree of difficulty are suitable for the use of cooperative learning. Suitable cooperative learning content should have the following characteristics.

3.3.1 Difficult apt appropriate

The problem of cooperative inquiry should not be too simple, superficial questions have no value to explore. The difficulty of the problem is moderate, with the students thinking to explore the actual match, The results of the investigation should be students "jump a jump can pick the fruit", otherwise it is not easy to mobilize the enthusiasm of the students to cooperate in learning.

3.3.2 Situational novelty

Problems are set in novel situations that can stimulate students' desire to explore. Starting from the topics that

students are interested in, such as the digital life show, imitation PK competition, and class mini-theatre, I also come up with questions Such problematic situations inspire students to think continuously from shallow to deep, or thematic situations that lead students to carry out continuous inquiry activities.

3.3.3 Openness of Results

The conclusions of the cooperative inquiry questions are exploitative and challenging, the answers are not unique, and different results can be obtained from different perspectives using different theoretical knowledge so that the student's passion for inquiry can be greatly enhanced and their needs for self-expression and co-operative inquiry can be satisfied. Improvement of co-operation ability in mutual help and exploration, to achieve the expected teaching effect.

IV. SEIZE THE OPPORTUNITY FOR COLLABORATION

Cooperation enables students to have a clearer and more comprehensive understanding of the problem. Cooperative learning is not available at all times, teachers should accurately grasp the timing of cooperation and reasonably allocate the time for cooperation.

Some studies believe that cooperative knowledge construction will go through two stages: individual knowledge and cooperative joint construction. Only after forming their own individual knowledge construction through independent learning can the collaborators effectively coordinate the differences in individual knowledge structure through cooperative discussion. Therefore, individual learning based on students' independent learning must be carried out before cooperative learning. Students learn independently to complete independent inquiry, the formation of more mature, personalized insights, in cooperative learning and communication before the collision of different sparks of thought, the formation of a deeper understanding. Teachers in teaching must also give students independent learning, thinking, and exploration time, so that students with their initial understanding of the common discussion to improve the effectiveness of cooperation, and timely search for the timing of cooperation, to fully mobilize the wisdom of the

small group so that the cooperative learning to go smoothly. In general, there are several situations when cooperation can be carried out.

4.1 In the teaching and learning difficulties

Each lesson has its key points and difficulties, which are often difficult for students to grasp and breakthrough when they are learning and understanding on their own. Generally speaking, when students encounter thinking bottlenecks, and can not rely on individual learning to solve and choose the problem, cooperation and communication are meaningful and effective. Seize such a time to carry out co-operation, help to achieve the teaching objectives, and teach breakthroughs in the key and difficult points.

4.2 Mind blurring

Peer teaching process, students independently solve the problems within their reach, face difficult questions think in a fuzzy confused state, unable to make a reasonable judgement, which allows students to carry out in-depth exchanges and discussions, helps students clarify the concepts and deepen understanding.

4.3 Inconsistent answer

Learning process, students for the answers to the questions inevitably produce differences, At this time the teacher does not have to rush to answer, you can let the students combine different answers and contradictions in the debate and analysis, to create an atmosphere of cooperative inquiry, expand thinking, inspiration, collision of thinking sparks, the formation of a unique understanding.

4.4 Complexity of tasks

Classroom time is limited, and sometimes the learning task is more complicated, and complex, guiding students to analyze and simplify the complex into simple, and difficult into easy, the need to collaborate on cooperative learning, to enhance the effectiveness of the school. Such as the eighth-grade language "tree-planting shepherd", this lesson is longer, and more content, and explores the main question "What kind of shepherd is this?" Cutting in, sorting out the vein of the text. In this way, classroom teaching has a soul, cooperation has a direction.

V. TIMELY ADJUSTMENT

The new standards emphasize that students are the

masters of classroom learning, and the classroom should fully reflect the status of the main body of students. However, this does not mean that teachers can stand idly by while students engage in cooperative learning. On the contrary, in the process of cooperative learning, teachers should be a leader, timely regulation and leadership. Therefore, teachers should take up the responsibility of "navigation" when students carry out peer cooperative learning.

5.1 The teacher is a regulator.

Peer cooperative learning classroom to carry out peer cooperative learning in the early stages, some cooperative learning groups may lack organizers, resulting in a lack of tacit understanding between the members, and not working together smoothly, and even the discussion of the problem will not talk each other in an embarrassing situation. At this time it is necessary for the teacher as a "regulator", a timely analysis of the specific causes of the problem, leading students to conduct discussions and exchanges, look for methods and countermeasures, the flexible use of measures to activate thinking, encouraging bold expression, to open the cooperation "ice-breaking" journey.

5.2 The teacher is a navigator.

Teacher guidance should be inseparable from effective cooperative learning. In the process of students' cooperative learning, teachers should carry out the necessary "cruising" and "navigation", listen carefully to the student's opinions, understand the results of the cooperation of the group, the focus of the discussion, the difficulty of thinking, the pain point of learning, and give timely guidance to the students' cooperation and communication. Guidance cleverly breaks down the problems that cause students to think and guides students to put forward their thinking and views. When students make mistakes, correct them in time, show them the path, and give them guidance on learning methods and strategies. Only in this way can peer cooperative learning be implemented smoothly and efficiently.

VI. ESTABLISHMENT OF EVALUATION MECHANISMS

According to the results of monitoring and feedback on students' cooperative learning in the classroom, teachers will evaluate the process, results, and performance of

cooperation, so that students can reflect on their cooperative behaviors and understand the effectiveness of their cooperative learning in time. Therefore, a reasonable evaluation mechanism is an important guarantee of the effectiveness of cooperative learning and an important initiative to improve the ability to cooperate.

The evaluation form is diversified and focuses on combining the evaluation of the learning process with the evaluation of the learning results, the combination of group evaluation, peer evaluation, and individual members' evaluation, In addition to the teacher's evaluation, there is also self-evaluation, peer evaluation, and inter-group

evaluation. Based on the development of the "student cooperative learning" good star "evaluation form" (as Table 1) on the construction of peer groups to make qualitative and quantitative provisions of the learning process and learning results of the evaluation of the combination of peer group evaluation and individual members of the combination of evaluation. Such a multi-dimensional evaluation mechanism develops students' emotions, attitudes, and abilities, and encourages students to gain useful insights and understand the value and significance of cooperative ability in the constant collision and integration of interactions, and to pay more attention to the process of improving cooperative ability.

Cooperation Capacity Evaluation Form

Class		Name		Date		
Name of group cooperation program (activity)						
Evaluation						
Item	Content	Self	Peer	Group	Teacher	comprehensive
Speak	The speech was close to the topic, communicated with peers, and the voice was moderate and did not affect other members and the group.					
Hard work	Strive to contribute according to goals, and never slack.					
Duty	Undertake the learning tasks assigned by the group to themselves and their peers, try their best to achieve their goals, and strive to be responsible for themselves and their peers.					
Activity	Actively participate in activities, do not be lazy, do not desert, do not disturb others, and help peers in difficulty.					
Help	Carry out mutual aid activities, collaborate with peers discuss problems, solve problems, and achieve learning goals.					
Share	Share resources, materials, and ideas, exchange learning methods, and share learning achievements and gains with peers.					
Listen	Respect and recognize the efforts of peers, and learn to listen and summarize the views expressed by other students.					

Cooperation	Activities with peers, both independently and collaboratively as required; Share learning outcomes with peers in groups (classes).					
Assessment	After completing the activity, they can distinguish the advantages and disadvantages, and objectively evaluate the performance and results of the activity process of individuals, peers, and groups.					
Description of qualitative evaluation						
What did you do well in peer cooperative learning in this lesson?						
Have you improved your ability to co-operate with your peers in learning compared to last time? If so, how did this manifest itself?						
What should be improved or strengthened for future peer cooperative learning?						
Total						

(Note: In the quantitative evaluation column, the evaluation is evaluated in grams, with a maximum of 5 stars; in the qualitative evaluation column, the evaluation is filled in with great, good, nice, and try harder.)

Table 1

Of course, students' growth is constantly changing, the problems that arise in the process of peer cooperative learning are not static, and cooperative learning strategies are not fixed, which requires us to explore, think, reflect, and summarise constantly in the practice of peer teaching. "To do a good job, we must first sharpen our tools." Use appropriate strategies to guide students to cooperate in an orderly manner, gradually learn to communicate and express themselves in the process of cooperation, and learn to accept others and accept themselves, to develop themselves and achieve the enhancement of their ability to cooperate.

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