

Math mathematics teaching in primary school team and cooperative learning problem solving strategies

primary school mathematics teaching small

for primary mathematics teaching cooperative learning in the group problems and their causes

(a) attention to forms of group activities, the lack of substantive cooperation

cooperative learning is not simply the students into several groups, cooperative learning groups can not remain in the surface form, in particular teaching process, but also concerned about the many deep-seated problems. I heard a "Find Law" group cooperative learning lessons, teachers give students time to practice as a group to do an open Problem: Give each team a lot Zhang distribution pattern of the card blank so that students imagination, Tu a beautiful regular pattern. Each student painted out a pattern, the group exchanges very little, largely remain in the independent study level, there is no real discussion and cooperation, did not play the advantages of group cooperation, the study results can not be fully representative of the group level. The reason for the lower grades of students in self-management ability, no sense of the formation of cooperative learning and ability, teachers have no time to remind and guide students in each group to discuss and exchange with each other.

(b) participation of students is not balanced

writer observed that the Panel does cooperative learning increase student opportunities for participation, but a good opportunity for students to participate more often play a useful role the difficulties students have become the audience, often without the opportunity to think independently and directly from the good students access to information, resulting in cooperative learning difficulties students in the group's benefit than the benefit in the classroom teaching even less. Those who heard the number of open class teachers will have such a discovery: a good student in the group activities in more than a chance to speak on behalf of the Panel report on the phenomenon more. Many reasons for this phenomenon, such as the open class teacher stress, fear of affecting the teaching effectiveness or delay, not to speak too much for poor students; teacher is only concerned about the idea of each team member not on individual learning that good students can represent their groups; teachers, guidance and supervision of the team is not enough, the division of labor among group members is not clear. In addition, I heard the group cooperative learning lesson, most of the existence of such a phenomenon: the group activities are more prone to the phenomenon of drift, this is more serious than Class School. Students have classes for the platform, teachers can easily find that students are not in serious lectures; and group learning, students sat around the table, teachers are not easy to find students to desertion, which is an objective reason. Only the interest groups of teachers learning outcomes, not concerned about the learning process and individual learning, it is the main reason for the formation of this phenomenon; In addition, the team leader did not manage group activities, the students deserted the lack of collective responsibility, and a cause of 1.