

合作学习法在初中道德与法治课教学中运用状况的探究 ——以西安惠安中学为例

摘 要

进入 21 世纪后,教育实践方法发生了新的变化,在之前旧的基础上新增自主、合作、探究的实践方法。于 1980 年前后传入我国,受到广大教育工作者的认可,在教学过程中结合我国现实情况将其运用。总结前人的探究,根据新课程改革理念,并以西安惠安中学为调研对象,运用文献研究法、访谈法、问卷调查法及案例展示法,对西安惠安中学初中道德与法治课教学过程中运用合作学习法的现状进行了系统的探究,以点代面,从而探究整个初中道德与法治课教学中合作学习法的运用现状。通过探究发现,学校对合作学习法的开展是给予肯定的态度,号召教师们在教学过程中多运用合作学习法并组织一定规模的公开课,通过运用合作学法提高了学生与人沟通交流的能力,加强了学生的合作意识,也使得学生加深了对知识点的印象。但调查发现,因教师实施方式单一,内容选取及分组原则存在误区,学生缺乏合作意识等原因并受班级人数、课堂时间有限及纪律的现实情况影响,导致合作学习法的运用仍存在一些问题。不仅是学生对合作学习的认识存在偏差,导致学生参与度低等,教师也同样存在这个问题,表现为对合作学习法的理解不够等方面。为此,做出了以下的优化策略。针对教师而言,教师对合作学习的分组及内容选取应科学合理,不断提高专业技能的培养并加强对合作学习法重视。对于学生而言,要不断培养学生的主动学习性,提高学生的交流能力并增强学生的参与意识。

关键词: 初中道德与法治课, 合作学习, 教育实践法

Abstract

After entering the 21st century, new changes have taken place in the practice of education. On the basis of the former, new practice methods of autonomy, cooperation and exploration have been added. It was introduced into our country around 1980 and accepted by the majority of educators. In the process of teaching, it is used in combination with the reality of our country. According to the concept of the new curriculum reform, and taking Xi'an Hui'an middle school as the research object, using the methods of literature research, interview, questionnaire and case display, this paper makes a systematic research on the application of cooperative learning method in the teaching process of moral and rule of law in Xi'an Hui'an middle school, so as to explore the whole teaching process of moral and rule of law in junior middle school. The application of cooperative learning in China. Through the research, we found that the school gave a positive attitude to the development of cooperative learning method, and called on teachers to use cooperative learning method and organize a certain scale of open classes in the teaching process. Through the use of cooperative learning method, students' ability of communication and communication was improved, students' sense of cooperation was strengthened, and students' impression of knowledge points was deepened. However, the survey found that there are still some problems in the application of cooperative learning due to the single implementation of teachers, the misunderstanding of content selection and grouping principles, the lack of cooperative consciousness of students and the influence of the number of students in class, the limited time in class and the reality of discipline. It is not only the deviation of students' understanding of cooperative learning that leads to the low degree of students' participation, but also the teachers' understanding of cooperative learning. Therefore, the following optimization strategies are made. For teachers, the grouping and content selection of cooperative learning should be scientific and reasonable, and the training of professional skills should be improved and the cooperative learning method should be emphasized. For students, we should constantly cultivate their learning initiative, improve their communication ability and enhance their awareness of participation.

Keywords: Moral and rule of law in junior high school, cooperative learning, Educational practice

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