



Research on the Concept of Sports Cooperative Learning

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Abstract

With the continuous promotion of physical education curriculum reform in China, the word cooperative learning has attracted much attention, and has gradually become one of the focuses of research. This paper studies the concept of cooperative learning from the aspects of its origin, background, connotation and characteristics, changes in various historical periods, significance and value, communication paths and methods, and points out the problems caused by cooperative learning. It also puts forward the promotion strategy of cooperative learning, in order to provide a reference for the physical education curriculum reform in our country.

Subject Areas

Physical Education

Keywords

Physical Education Curriculum, Reform, Cooperative Learning, Strategy, Reference

1. The Origin of the Concept

Cooperative learning is a teaching method widely used in teaching, which can effectively enhance students' learning effect and promote the improvement of learning efficiency. Therefore, cooperative learning has always been one of the focuses of teaching research.

Through reading a lot of literature, it is found that the development history of cooperative learning education is very long. In the ancient Roman period, the famous educator Kun Tiliang pointed out that cooperative learning was of great help to the improvement of students' learning efficiency; as a period of great de-

velopment of education in the modern West, the most representative educator Comenius, it has been said that teachers' teaching can broaden students' cognition; at the same time, students can also help partners to learn, and can also form new learning of knowledge. In the first half of the 18th century, Western scholar Lancaster did a lot of research on cooperative learning in educational practice activities. When he established a school in the United States, he spread the relevant theories about cooperative learning, he studied in the United States, and received a lot of attention. At that time, it was recognized and respected by a large number of scholars in the American education circle. In the decades after the war, the United States has made great progress in various fields, and at the same time, there are also many social problems in the process of progress, which requires dealing with these problems, and cooperative learning is at this time, As a solution to some social problems, it developed continuously and made great progress around the 1980s, and then became an important educational thought spread and applied all over the world. In the pre-Qin era, "Xue Ji" has the teaching theory of "studying alone without friends, then being lonely and ignorant" [1], which encourages students to continue to interact in learning, and discuss their own learning perceptions with their classmates. In order to achieve the perfect classroom teaching effect, Educator Tao Xingzhi proposed the "primary school system" in 1934 based on the level of national education at that time. In this system, there are many learning exchanges between teachers and learners, and between learners and learners. Improve each other through cooperative learning, so as to improve the overall level of education in our country. In the 1940s, Chronographer Liu Junjie put forward the idea of cooperative learning in his two articles "On Cooperative Education Thought" and "The Theory and Implementation of Cooperative Education in Primary Schools", which reflects the help of students' cooperation in learning knowledge. These all reflect the exploration and practice of the ideological theory of cooperative learning education in our country. The current educational thought of cooperative learning in our country is the influx of Western educational ideas after China's reform and opening up in the 1980s, and systematic practical research is carried out according to the national conditions of the country. Educational development has been of great help.

To sum up, we can see that the educational thought of cooperative learning has accompanied the development of human civilization for a long time, and the practical research in these development processes has provided a strong basis for the development of our modern cooperative learning educational thought. Regarding the origin of the concept of cooperative learning in the modern sense, the earliest practical research on the systematic and scientific education of cooperative learning in the world was after the 1970s, while the practical research in China was formed after the reform and opening up. The previous practice research of cooperative learning at home and abroad is the foundation of modern cooperative learning educational thought. In addition, the essence of cooperative learning

in the modern sense is the same, but the expressions are different.

2. Background Analysis of Concept Generation

The concept of cooperative learning originated in the first century AD in the Origination section. But real cooperative learning in the strict sense only came into being in the 1970s. The development of the concept of cooperative learning in our country was influenced by both the Soviet Union and the Western cooperative thinking, as well as the need for internal development.

2.1. External Input

After the founding of New China, the development of education in our country was greatly influenced by the Soviet Union. Most of the educational ideas and systems were inherited from the Soviet Union, and were transformed in accordance with my country's basic national conditions to adapt to my country's national conditions. The concept of cooperative learning in the Soviet Union originated in the 1960s, and has been continuously improved and optimized. After more than 20 years of practice certification research, cooperative pedagogy was formed in the 1980s. This idea was subsequently introduced to my country, and a small number of scholars in our country conducted practical research on the basis of the Soviet Union's cooperative pedagogy and combined with my country's national conditions, and also put forward the teaching idea of teacher-student cooperation in my country. In the early days of reform and opening up, our relationship with Western countries has warmed up, and we have also done a lot of learning in school physical education. The implementation of the reform has opened up our foreign learning in various fields. A large number of cooperative learning theories have been introduced into our country, and a large number of theoretical works on cooperative learning have been translated, such as "Cooperative Learning", "Cooperative Learning Teacher's Guide" and so on. In the 1990s, some coastal provinces in China studied and introduced the cooperative learning method of the United States, and carried out practical exploration in combination with the actual situation. Therefore, the development of modern cooperative learning education ideas in my country is greatly influenced by international relations.

2.2. Internal Needs

Since the second half of the 20th century, in response to the continuous revolution of technology, the continuous growth of population, global warming and other world problems, we have been seeking answers to the sustainable development of society and human beings. Therefore, many countries in the world have begun to focus on promoting the reform and development of educational experiments, and through the development and innovation of education, the road and methods to solve the current and even affect the future development are realized. In order to deal with various problems, our country is constantly carrying

out educational reforms. The education reform documents promulgated by the government clearly pointed out that cooperative learning is encouraged, student development is promoted, and teachers and students can teach each other with each other [2]. Under the clearly defined form, the generation and development of concepts are well promoted.

3. The Essential Connotation and Basic Characteristics of Concepts

3.1. Essential Connotation

Due to the different educational conditions of different countries, the definitions of cooperative learning in different countries are slightly different, which is of great help for us to find the common points of the definitions of cooperative learning and explore its essential connotation. The United States, as the birthplace of the modern cooperative learning education thought, has made an in-depth and clear explanation of this definition. Svene defines cooperative learning as: students carry out learning activities in groups, and use the performance of the whole group as a teaching technique to obtain rewards [3]. In our current dictionary, cooperative learning is defined as: "To achieve a certain purpose, work together to complete a certain task". Liu Junping's definition is: cooperation is the equal cooperation between teachers and students to achieve a common learning goal [4]. Mao Zhenming's definition is: a learning method in which the learning group has a common goal, a clear division of responsibilities, and mutual cooperation to achieve the goal [5].

All three explanations above have something in common. One is to delineate the term "cooperative learning" within a certain group, and this group has a common goal pursuit. Second, cooperation is to learn together, take responsibility together, complement each other in ability, and achieve common goals. It can be concluded here that cooperative learning is within the scope of a certain group, and there is a common goal pursuit among individuals, and a cooperative consciousness of joint efforts is formed within the group, so as to complete the corresponding goals and tasks.

3.2. Basic Features

3.2.1. Uniformity

The goals to be achieved in the process of cooperative learning have uniform characteristics in a group. Whether from the generation of common goals in the learning group, or from the point of view of goal realization, it shows the uniformity of goals. First, from the perspective of the cooperative learning process of the learning group, the members of the cooperative group share a common goal or task. This goal or task is the main goal of all learning activities among the members, and they must all move towards this goal. Keep working hard to achieve this goal. Secondly, from the perspective of establishing learning goals, adjusting and achieving goals, common cooperative learning goals are based on their own

characteristics and need to be continuously adjusted between groups. Even if a single goal is inconsistent at the micro level, the achievement of individual goals ultimately serves the goal of cooperative learning.

3.2.2. Interdependence

In the process of realizing the common goal of cooperative learning, the relationship between students and the various conditions required to achieve this goal require the cooperation of this cooperative group to actively link the various conditions that can achieve this goal. In order to achieve common goals, this is to reflect the interdependence of cooperative learning. Cooperative learning means that within a certain group, individuals have a common pursuit of goals, and within the group form a sense of cooperation with mutual recognition, responsibility, and sense of belonging, so as to complete the corresponding goals and tasks. In this cooperative environment, students can only form a true sense of cooperative learning if they reach a sense of mutual responsibility, complementarity, and unity and cooperation. Among the contradictions between students, deal with the contradictions well, and turn the contradictions of different differences among students into a kind of learning motivation, and this so-called learning difference is to expand the advantages of students and transform them into the realization of common. Therefore, interdependence is a very important feature of cooperative learning educational thought.

3.2.3. Openness

Although cooperative learning is carried out in a certain time and space, it is not closed, and it is closely related to the environment [6]. First, cooperative learning is not the traditional teaching view that teachers have the final say in teaching in the past, but teachers play the correct role of teachers in classroom teaching and students in learning under the cooperative educational ideology theory, so as to achieve Interactions under common goals. Second, the learning results obtained by cooperative learning may be in the scope of teaching prediction, which leads to the openness of the prediction of cooperative learning results, which is what we call the results of pre-determination. Therefore, cooperative learning has the characteristics of openness.

4. Changes in the Connotation of Concepts in Different Historical Periods

4.1. Ancient China (before 1840)

Judging from the historical laws of human development, all formation and development have their objective and unchanging laws. The development history of cooperative learning educational thought can be traced back thousands of years. Among the poems handed down in our country, there is the educational idea of cooperative learning of mutual help, mutual trust and common improvement in the learning process. In the pre-Qin era, "Xue Ji" has the teaching theory of "studying alone without friends, then being lonely and ignorant" [1]. The educa-

tional thinkers represented by Confucius in ancient my country put forward many ideas and viewpoints on cooperative learning, and there are also many poems, ancient books and other literatures that contain discussions on the educational idea of cooperative learning, which also reflects the education of cooperative learning from the side. The development of ideology in our country also has a long historical origin, which can be regarded as the basis for the development of cooperative learning education ideology in our country.

4.2. Modern Period (1840-1949)

The century-old history of humiliation in modern my country is an era that has gone through hardships. There are foreign aggression and oppression by foreign powers, and internal oppression by the feudal, bureaucratic, landlord class, and continuous wars. The vigorous period of school sports development was during the Republic of China. At the same time, during the period when the Nationalist government was in power, many documents were promulgated on education to promote the development of education. At that time, our educational thinking was also strongly influenced by the West. At this time, although the concept of cooperative learning was far from the modern cooperative learning, it was not so perfect, but the cooperative learning was still in its infancy. In the educational documents promulgated by the National Government, the sports goals not only have the requirements of developing one's own literacy and cultivating the moral character of citizens, but also pay attention to the requirements and cultivation of the group spirit [7]. The National Government attached great importance to the spirit of cooperation, emphasizing that such a sense of cooperation should be triggered from an early age. Therefore, in the period of the Republic of China, cooperative learning was in the germination of the subconscious, laying the foundation for the later development. In the standards of many physical education courses in the Republic of China, not only the training requirements for students' strong physique, but also the teaching of students' health knowledge and the cooperative collective sense of students in a small group are particularly emphasized. Under such an emphasis, some famous educators at that time also discussed the concept of cooperative learning. Tao Xingzhi, an educator in the Republic of my country, put forward: "the teaching method of students being teachers". He believes that children learn as students and as "sirs" and teach others what they have learned. It can be seen that these educational outcomes have many and very deep connections to cooperative learning. In the 1940s, Mr. Liu Junjie, a scholar, put forward the cooperative thought of group learning together in "On Cooperative Educational Thought". In the "Theory and Implementation of Cooperative Education in Primary Schools" a few years later, he pointed out: "Cooperation in learning is to allow students to develop in both physical and psychological aspects, and to acquire knowledge from cooperative practice learning. Gain organizational skills from group learning. The meaning of cooperative learning in this period is still macroscopic, not as microscopic as modern cooperative learning, nor does it have a specific concept discussion.

4.3. The Founding of New China (1949-1976)

At the time of the founding of New China, my country and the Soviet Union had the same social system, and the relationship between the two countries was very good, and because the Soviet Union had been developing on the road of socialism for many years, and formed a relatively complete educational theoretical system. Therefore, for a period of time after the founding of the People's Republic of China, we have studied the education system of the Soviet Union, and localized the imported educational theories according to the national conditions of the country. At the same time, we will also carry out our own research based on the research results of the Soviet Union. The Soviet Union's in-depth research on the educational ideology and theory of cooperative learning has achieved fruitful results. They call cooperative learning "cooperative pedagogy". "Cooperative pedagogy" came into being in the 1960s and carried out reforms and experiments. After more than 20 years of exploration and research, a relatively mature theory of cooperative pedagogy was formed in the 1980s. Wang Cesan pointed out: China's educational practice has a lot to do with the Soviet Union, and their development and changes are worthy of our country's learning and research [8]. Therefore, in this period, the connotation of our cooperative learning is close to that of Soviet cooperative pedagogy. Cooperative learning is inseparable from the unique character development of students. Cooperative learning and students' personalities develop together and promote each other.

4.4. After the Reform and Opening up (1977-Present)

Since the 1970s, our relationship with Western countries has warmed up until after the reform and opening up, and our study of the West has also been accelerated and extended to various fields. To trace the origin of modern cooperative learning in our country is mainly the cooperative learning point of view in the United States, which has had a profound impact on our country. Cooperative learning in the modern sense of our country was introduced to our country from the United States in the late 1980s, and was studied with the actual social development of our country. Chen Li said: Cooperative learning in the modern sense originated in the United States in the 1970s, was widely promoted in the 1980s, and was introduced in China and began to conduct research in the late 1980s [9]. Therefore, the definition of cooperative learning in this period is: in the learning activities, students get rewards according to their achievements in the process of teamwork.

5. The Significance and Value of Concept Communication

5.1. The Focus of Teaching Is Changed from Teaching as the Center to Learning as the Center

Under the scientific management of teachers, students learn to cooperate and know how to cooperate [10], which not only cultivates students' abilities in all aspects, but also improves and ensures the efficiency of learning. At the same

time, the time for students to cooperate in the learning process increases, and the students' independent thinking ability will also improve; teachers can better play a leading role in the teaching process, and timely understand and correct students' mistakes in the learning process. This is not only conducive to the achievement of classroom teaching objectives, but also conducive to the correct play of the role of teachers and students in teaching.

5.2. Cooperative Learning Is Conducive to Cultivating Students' Learning Focus and Consciousness

In teaching, the use of the teaching method of cooperative learning, and because the students in the group have the same goal, will reduce the competition and increase the degree of competition in learning. Under this double trigger, it is helpful for students to focus on learning and to learn consciously. Cooperative learning makes students full of learning desire, and at the same time, in order to achieve good results in the group, each student is made to learn actively [11]. The common goal in the group makes each student's desire to achieve the goal continues to increase, because the student's ability will be recognized by the classmates, and the inner hope will become the core of the group. Therefore, everyone in the group has a central point for joint efforts, students' desire for success is stronger, and their learning initiative is effectively improved.

5.3. Conducive to Cultivating Students' Sense of Cooperation and Other Good Qualities

The "cooperative learning" of physical education can cultivate students' cooperative consciousness and social survival ability. Teaching is first to learn how to cooperate, and then to cooperative learning [12]. Cooperative learning is not only to improve learning efficiency, but also to improve students' social life, improve social self-independence, understand the basic situation of society, establish their own coping methods, and prepare for students' future development. Cooperative learning itself is to divide students into several teams with common goals, which is a smaller version of the team compared to society. In this organization, students can develop survival skills and a sense of belonging in the team. Lay a foundation for survival in the future. At the same time, let the students feel the love and care of friendship, so that the students can be sublimated inside and outside the body, develop a good team spirit quality, so as to complete the corresponding goals and tasks.

6. Paths and Methods of Concept Dissemination

6.1. The Path of Transmission

The spread of the concept of cooperative learning first began with the input of Western teaching ideas, in the early 20th century. Of course, since then, Chinese school sports have been constantly influenced by Western sports ideas. The western sports cooperative learning concept takes the group as the learning unit;

the students cooperate with each other, work together, and rely on the common strength of the members of the group to achieve the learning method of teaching goals. Its most prominent feature is that each student in the same study group gives full play to their own advantages, learns from each other, and helps each other, so that students can acquire more knowledge and skills and obtain the greatest learning effect. Secondly, after the concept enters the country, its dissemination path is a top-down dissemination process. First, the country promulgates documents, then it is communicated by various places, and finally it is implemented in schools in various places. Based on the above analysis, the dissemination of cooperative learning concept in educational practice can form a horizontal and vertical line.

Horizontal line: The Western concept of cooperative learning appeared in the early 18th century. Lancaster, an Englishman, conducted extensive research and practice on cooperative learning theory. When Lancaster School was established in New York in 1806, he brought the cooperative learning educational theory to New York, and was recognized by many educators in the American education circle at that time. The concept of cooperative learning was introduced into our country after modern times, especially during the May Fourth Movement and the New Culture Movement, the introduction of Western ideas and the development of Western learning in all aspects, Western educational ideology and sports-related ideological theories. It spread rapidly at the time. The concept of early cooperative learning began to spread in China. After the founding of the People's Republic of China, the social system was also determined. Most of the educational aspects were learned from the Soviet Union. The educational thought of cooperative learning has played a great role in the development of education in our country. After the 1980s, China's domestic development requirements and policies towards other countries changed, and our exchanges and studies with foreign countries increased a lot. From the end of the 1980s, the American cooperative learning and educational ideas were introduced, and translated and published. A monograph devoted to cooperative learning, the concept of cooperative learning in the modern sense has also begun to spread in our country, and it has continued to develop and is still in use today.

Vertical line: First, the corresponding national policies or guidelines are released, and local governments will formulate corresponding measures to ensure the implementation of policies, and schools are responsible for the implementation of specific work. During this period, sports thinkers and workers will put forward different viewpoints and promotion plans. In the process of continuous teaching implementation, cooperative learning will be constantly used and modified, thus becoming a regular method of classroom teaching.

Under the background of education reform, the State Council issued relevant documents on education reform, which clearly pointed out the role of cooperative learning in classroom teaching, and advocated cooperative learning, so as to cultivate students' cooperative awareness and future social awareness. Necessary communication is not afraid of difficulties and other good qualities. Obviously,

the cooperative learning method is a focus of future education reform. Therefore, as an important part of education, physical education should organically combine the educational ideology of cooperative learning with physical education teaching, and practice the cooperative teaching theory suitable for the field of physical education. In 2002, it was mentioned in the reform document of physical education curriculum in colleges and universities: to explore and study the cooperative learning physical education teaching mode [13]. At the same time, in the physical education standards formulated by the Ministry of Education in 2002, it was also proposed that teachers should use cooperative learning methods to stimulate students' interest in learning, thereby improving students' classroom learning effects. Under the requirements of a large number of policies and regulations, cooperative learning is spread as an important teaching method.

6.2. The Method of Dissemination

The dissemination methods of cooperative learning concept are mainly spread in the form of sports policies promulgated by the state, texts of thinkers, thematic reports and national training programs. Several representative thinkers are selected here: Professor Liu Qiong, Ji Liu, Shao Weide, Wang Tan and other professors. They all mentioned the concept of cooperative learning more or less in their academic research. Liu Qiong mentioned in the article: Cooperative learning is the highlight of education reform, and it can well solve the problem between large class teaching and new curriculum reform [14]. For cooperative learning, we should strengthen the research, use and summary, so as to give full play to its greatest effect. Therefore, in classroom teaching, to trigger the effect of cooperative learning in teaching, it is necessary to use this method correctly to ensure the effect of teaching. Scholar Ji Liu also proposed that teaching should also focus on the use of traditional methods according to actual needs, and integrate traditional teaching methods with cooperative learning in the context of reform as a representative teaching method, such as the "cooperative learning" teaching method. Teaching should be flexible and change, and constantly trigger the correct value of teachers and students in the teaching process. It is necessary to strengthen students' concentration in class and trigger teachers' enthusiasm in teaching. Teaching should pay more attention to acquiring various abilities through students' own learning and perception. Therefore, more classroom time should be given to students for cooperative learning [15]. In Professor Ji Liu's article, he emphasized the role of cooperative learning concept in physical education, and further promoted the spread of cooperative learning concept. Professor Shao Weide also mentioned in the article that cooperative learning is a teaching method that physical education teachers pay more attention to [16]. Educational reform is constantly deepening, and cooperative learning teaching methods are being used more and more. This is a general trend today. It is one of the teaching methods recognized by the country, society and schools, and indirectly shows the value of this teaching method, is a teaching method worth

using and popularizing. Professor Wang Tan pointed out that cooperative learning in teaching is meaningful to the field of teaching research, teaching interaction theory and organizational form, emotional function, and teacher-student orientation [17]. In the process of collecting and reading the literature, Professor Wang Tan has done a lot of research on “cooperative learning”, and produced a lot of papers. These results will definitely have a significant impact on subsequent researchers, and also play a very important role in the dissemination and development of the concept of cooperative learning. The requirements of educational reform and the advocacy of cooperative learning by many famous scholars at home and abroad will be of great help to the promotion of cooperative learning.

7. Problem Inspection

7.1. Overemphasis on Cooperative Learning in Teaching and Neglect of the Role of Traditional Teaching

Cooperative learning is not suitable for all teaching [18]. Some foreign scholars have found in educational research that cooperative learning is suitable for classroom teaching with difficult learning objectives. Therefore, when teaching students in class, various teaching methods should be scientifically and reasonably used, and should be determined according to the actual teaching situation. Some domestic scholars have also found that cooperative learning is suitable for use in a more complex teaching environment that requires students to cooperate with each other. In addition, cooperative learning emphasizes small class teaching. When there are many students in the class, there are many factors that need to be controlled in the teaching process, which will reduce the teaching effect of the classroom and play a negative role. For example, in my personal experience of teaching practice, most middle school football classes are taught in the form of classes, and the number of students in each class generally reaches about fifty people. When teaching learning methods, because physical education classes are conducted in an open environment, teachers have to control more factors in the classroom, which brings great uncertainty to students' learning effects. In addition, some studies have found that some relatively simple teaching content may have the opposite effect after using the teaching method of cooperation, because the simple learning content can be completed when students study alone. For example: in the learning of Taekwondo “down split” movement, it is a simple movement, and the cooperative learning method is adopted. Some students get together to chat, and their enthusiasm for learning decreases, thinking that learning is too simple; in addition, it also delays the completion of learning tasks. In fact, this action only needs the teacher to explain and demonstrate. Therefore, in physical education classes, the use of teaching methods should follow the actual situation in classroom teaching, and do not ignore traditional teaching methods because of deliberately meeting the needs of reform and conforming to the trend. Physical education classroom teaching should be the change and interweaving of

various teaching organization methods. What kind of teaching organization methods should be used in any teaching situation and teachers should use them correctly.

7.2. In the Process of Practice, Teachers Have a Vague Understanding of Cooperative Learning and Use Copying

At present, teachers' understanding of the concept of cooperative learning is not clear enough in the process of classroom teaching. There is still a lack of awareness, most of them are blindly copied, and the method of cooperative learning is not used correctly. Bao Xueming pointed out that in the application of cooperative learning, only those related activities that have direct cooperation are considered to be cooperation, and cooperative learning is not placed in the entire learning environment [19]. Therefore, in the course of classroom teaching, in order to ensure the effective implementation of cooperative learning, those unnecessary teaching activities should be cancelled and the efficiency of classroom teaching should be improved.

8. Promotion Strategy

The continuous promotion and application of cooperative learning in physical education will have great practical significance for promoting the reform of physical education curriculum education in my country, the improvement of teachers' classroom teaching level, and the improvement of students' learning effect. The promotion strategy of cooperative learning concept can be carried out from the national macro level, local meso level and school micro level.

8.1. National Level

Entering the 21st century, China's education reform is constantly being carried out, and the State Council has also promulgated relevant documents on education reform, in which it is clearly stated that cooperative learning should be encouraged in classroom teaching, and students' good cooperation concept in learning should be cultivated. Let the students subtly form a sense of cooperation, and lay a solid foundation for the future survival in the society and adapting to the society. On the other hand, as one of the focuses of education reform, cooperative learning is the heavy carrier of physical education curriculum construction, and cooperative learning plays a very important role in improving teaching efficiency. The state's affirmation of cooperative learning at the macro level and the implementation of cooperative learning with the will of the state in the form of policies and regulations is an important strategy for concept dissemination and development. At the same time, cooperative learning is also one of the important teaching methods of school physical education. In some teaching situations, comparing cooperative learning with traditional teaching methods, it will be easier to trigger students' learning feelings and improve the learning effect. On the other hand, cooperative learning and traditional teaching methods are interrelated, complement each other and promote each other.

8.2. Local Level

Due to the vast territory of our country and the obvious regional differences, in the case of steady progress in education reform, the local government in charge of education should, in accordance with the requirements of education reform, integrate the requirements of national education reform with the actual situation of local education practice to form an integrated responsible Mechanism, to achieve effective communication between the upper and lower levels, and the administrative departments at the same level to ensure the effective implementation of the concept of cooperative learning, and at the same time, we must also do a good job of reflecting on and solving problems in the implementation of the concept of cooperative learning. Therefore, the first is to establish and improve the supervision and management system for the implementation of the concept of cooperative learning. The evaluation of cooperative learning effect should be more scientific, so as not only to ensure the implementation of concepts, but also to ensure the improvement of teaching quality. Secondly, local education departments should increase the research on the construction of school sports legislation system. Sports and the legal system coexist. In all sports activities, rules exist all the time. Therefore, in sports, the role of law is indispensable. The law should regulate the internal and external environment of school sports to escort the development of school sports. Under the promotion according to the actual local situation, the dissemination of the concept of cooperative learning will be vigorously strengthened.

8.3. School Level

Schools are the final destination for the advancement of the concept of cooperative learning, and schools in various places should carry out physical education teaching according to actual conditions. From the issuance of the curriculum teaching standards in the form of documents to the implementation of the standards, physical education teachers are needed as a bridge. This span is so large that local schools need to have a good understanding of the conditions for cooperative learning in advance, and then under the actual conditions, to promote the development of cooperative learning with local characteristics.

The conditions for cooperative learning can be based on the unique local teachers, perfect school infrastructure, or a unique teaching atmosphere. It is necessary to fully tap all the available resources around, and determine the requirements that are helpful to the implementation of cooperative learning. Then, scientifically grasp the learning ability of students, and clarify what cooperative learning programs should be adopted by students at different developmental stages. Finally, formulate the evaluation standard of multi-subjective cooperative learning, and improve the feasible basis.

9. Conclusion

Based on the development of sports cooperative learning, a large number of

scholars in my country's sports field have conducted in-depth research on the problems, application strategies, teaching characteristics, and mode exploration of cooperative learning. The author's research finds that cooperative learning has been developing in human society for a long time. Cooperative learning in the modern sense came into being in the 1970s, while the concept of cooperative learning in the modern sense in our country has been influenced by the dual background of external and internal, and interdependence and openness. At the same time, the study found that the evolution of cooperative learning concept in various historical periods in China is divided into three stages, namely ancient China, namely before 1840, modern times, the founding of New China to 1976, and the reform and opening up to the present. The concept of cooperative learning has a long history of development and has great significance and value in dissemination in my country, which is mainly reflected in three aspects. First, the focus of teaching is to change from teaching as the center to learning as the center; second, it is conducive to cultivating students' learning focus and consciousness, and finally, it is conducive to cultivating students' sense of cooperation and other good qualities. Based on the important value of cooperative learning in physical education, the dissemination of ideas in our country has gone through a top-down dissemination process. First, the state promulgated documents, and then it was communicated locally. It is disseminated in the form of texts, thematic reports, and national training programs. In addition, in the process of dissemination, there has been an overemphasis on cooperative learning in teaching, ignoring the role of traditional teaching; teachers have a vague understanding of cooperative learning in the process of practice and the use of copying. In order to better promote the cooperative learning method, it is recommended to link the national level, the local level, and the school level, so as to optimize each level and integrate the three levels, so that cooperative learning can continuously exert its advantages in teaching. As a new teaching mode, PE cooperative learning can effectively solve various contradictions in PE teachers' teaching. Therefore, in the process of research, it is necessary to closely follow the needs of school teaching, and continue to conduct in-depth research on the theory and methods of the teaching mode of sports cooperative learning.

Conflicts of Interest

The author declares no conflicts of interest.

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