

Research on the Construction of College English Ecological Teaching Mode Based on Network Environment

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Abstract: In recent years, with the high popularity of the Internet, China's educational environment has ushered in tremendous innovation, and the teaching form of Internet + classroom has been loved by teachers and students. However, after the Internet platform penetrates into the classroom of colleges and universities, the content of subject teaching is richer, and the classroom ecological environment is always in an unbalanced state. This paper will conduct a deep research on the construction of college English eco-teaching mode based on the content of college English classroom in the network environment, aiming to help the existing colleges to get rid of the ecological imbalance in the English classroom and build a more complete English classroom content.

1. Introduction

Life and learning in the Internet+ era have a breakthrough convenience compared to the past. The blunt text content originally used for teaching has been transformed into a more active video, which makes college students more able to integrate into the classroom teaching atmosphere. Especially in English teaching, traditional English teaching lacks a real-time Internet platform. English teaching relies on the ability of English teachers alone [1]. The teaching process has higher requirements for English teachers, and the bias in the teaching process will have a greater impact. For example, the oral problem of English teachers can affect the learning effect of multiple classes. After integrating into the network environment, this problem has been effectively improved. However, the existing English teaching classroom still has ecological balance problems, and such problems affecting the teaching experience of students need to be solved urgently.

2. The Meaning of Ecological Teaching

2.1 Educational Ecology Concept.

The concept of "ecology" would have only appeared in the biology teaching process. For the first time, the concept of "ecology" was integrated into other courses, which was the dean of a US college. In his many years of teaching experience, he explored a unique "ecological teaching" model, and proposed to apply the "ecology" concept in the biology curriculum and the operating rules of the ecosystem to the teaching process of other courses. He believes that no matter which subject, his classroom teaching content has certain interaction with the surrounding environment, for example, the classroom environment gradually adapts to the surrounding ecological environment, or the surrounding ecological environment gradually restricts the classroom teaching process. By studying the interaction between this classroom and the surrounding ecological environment, we can find ways to improve the quality of education and improve the efficiency of education [2].

On the other hand, jumping out of the conceptual constraints of biological systems in biology, the educational environment of colleges and universities can be understood as an "educational ecological circle". This kind of ecological circle is a common social form with competition at the same level. Coordinating the interaction between the classroom and the surrounding environment

and achieving a balanced state will enable better classroom teaching.

2.2 Overview of College English Classroom Ecology in the Network Environment.

No matter which course, classroom ecology is the application of ecological theory in the teaching process of other courses. It integrates the content of classroom teaching with the surrounding environment to create a classroom atmosphere that conforms to the development of "ecosystem". After the integration of the college English classroom into the network environment, the "ecologicalization" of English teaching is mainly the impact of the network on the English ecological classroom. The University English Ecology Curriculum, which uses the convenience of the Internet, has ushered in a new educational environment, which is also a new "ecological circle". Although the Internet has brought enough conveniences to the college English classroom, it has brought more problems to the English ecological classroom [3].

3. The Main Problems of the University English Ecological Model under the Network Environment

The English teaching in the Internet environment has improved under the guidance of the exam-oriented education. The use of the real-time teaching mode of the Internet platform has improved the original English teacher's spoken language problem. Students can learn American English spoken language through the online platform and correct the past. Language learning is the same. Both English and Chinese are the accumulation of long-term national culture. Language habits are the gap between regional cultures. Therefore, using the Internet to actually understand the customs of the United States, you can truly learn English well. However, the main body of college English education is still teachers. Students can only follow the teacher's educational habits. Teachers often explain words, sentences and grammar knowledge in the classroom. The teaching content is monotonous and kills the students' thinking space. Just like a flock, if you only eat grass, if the grass grows badly, the flock will face survival problems. Therefore, the university English ecosystem lacks innovation. As time goes by, the teaching "energy" will be exhausted. Students' lack of continuity in English knowledge can only cope with examinations and have no ability to communicate with foreigners.

After the opening of the network platform, the existing teaching environment has expanded relatively. However, the dominance of online teaching has always been in the hands of teachers, and students are still in a passive state of learning. The original problem of teaching subject defects has not been effectively improved. Language learning such as English should be an open and interactive learning mode. However, the existing college English teaching has always been the absolute dominant position of teachers. Students can only learn the knowledge taught by teachers and tell the content of the teacher. Such a teaching model lacks more teaching interactions, especially the lack of interactive content between students, and does not really solve personal problems in the teaching process. Although the Internet has been used in English classrooms, students have never enjoyed the convenience of the Internet. They can no longer use the Internet to directly query the answers to internal problems. In order to save teaching time, teachers often directly answer the questions of high-speed students. Students lack the process of exploring knowledge and have no active learning process. At the same time, teachers use Internet teaching without innovation. The classroom teaching content is always the teaching plan PPT provided by the network platform. It is not changed according to the learning situation of the classmates, and does not conform to the concept of survival of the fittest in the "ecosystem" [4].

The feedback system is an indispensable part of the ecosystem. The existing networked English ecology teaching has improved the original ecosystem imbalance. However, there is always a lack of diverse feedback channels. The feedback system in the ecosystem must be diversified, and ecosystems without multiple channels often do not sustain long-term development. The existing college English teaching lacks corresponding school-level evaluation, parent evaluation, and the evaluation of student internship units are not included in the evaluation system at the end of the period. Evaluation of this kind of "feedback channel" lacks sufficient quantity, and the feedback

effect is not comprehensive enough. Such evaluation often does not reflect the overall situation of students, and the evaluation effect is biased. On the other hand, the feedback quality of the English classroom ecosystem is also relatively general, and the evaluation content is too monotonous. For example, students often use the scoring system to evaluate teachers. However, the teaching process is a holistic experience, which is based on the student's perceptual experience. The content of the teacher's tasting is often difficult to quantify, and there is a lack of qualitative and quantitative evaluation. A lot unquantifiable content lacks corresponding evaluation. At the same time, the teacher's evaluation of students mainly focuses on the students' learning ability, test scores and classroom learning process, lack of students' evaluation of course emotions, and students' evaluation of after-school learning.

4. The Construction Mode of College English Ecological Teaching Mode under the Network Environment

The traditional college English education is mainly exam-oriented education. In the process of teaching, college teachers only need to introduce the key points of the curriculum, so that students can memorize and focus on the exams, and they can meet the test, and the true effect of English education is not achieved. There are many problems in both text teaching and oral teaching. The content of language teaching is lacking in a lot, and the style of formalism teaching is prevalent. In order to improve the original English teaching mode, the existing English teaching should emphasize "sustainability". The English ecological curriculum of building a network environment should pay attention to the learning experience of students. Only when the classroom experience of students is good enough can the ecological balance of English classrooms be guaranteed. The continuity of the new education model can last. First of all, colleges and universities need to cultivate college students' multi-directional English knowledge, pay attention to oral learning, and cultivate the practical application ability of language. Students can use the Internet platform to communicate with foreign friends online, strengthen language learning, and cultivate the comprehensive ability of English knowledge. Knowledge English has communication.

Traditional English teaching can be said to be the "one-sentence" of English teachers. Students' understanding of English knowledge comes from teachers. Take the ecosystem as an example. If only one lioness feeds the lion, there will be a small lion that died of lack of nutrition. If the English class is not open enough, students will not learn real knowledge. In the computer network environment of ecological university English classroom teaching, the teacher design teaching content should be guided by the connection and integrity. First, the teaching content should reflect the integrity. First of all, the teaching content should reflect the integration of adjacent knowledge series. Secondly, it is necessary to embody the integration of similar courses. In college English teaching, English and American literature, linguistics, lexicology, translation studies, rhetoric and other courses should be properly and appropriately integrated. Again, it should reflect integration with other natural and social disciplines. Finally, it should reflect the integration of culture. Especially when explaining contemporary articles, you should keep up with the latest cultural trends in Britain, the United States and other countries. Second, the teaching content should reflect the connection. The teaching content should fully reflect the connection between students and their living environment, and attach importance to the cultivation of students' contact awareness. In short, it is necessary to strengthen the connection between teaching content and nature, society and culture [5].

The original English classroom teachers have the absolute status of the classroom, and the students lack the evaluation channels of the teacher's teaching quality, which leads some teachers to be fearless. After constructing the teaching content of the network environment, colleges and universities have added a teacher evaluation platform for the network educational system. This kind of evaluation channel is the feedback function in the ecosystem. The students reflect the teacher's classroom situation through the teacher's evaluation channel, and the teacher summarizes the student's learning situation in the student's comprehensive quality evaluation. Colleges and universities need to increase student mutual evaluation, class leader evaluation and class teacher

evaluation in the existing evaluation system. Student mutual evaluation is the same level feedback in the ecosystem. Only students who live together can deeply understand the learning situation of students after classroom teaching, and the evaluation content will be more comprehensive. The squad leader has a certain understanding of the classmates in the class, and often can see the students' problems in the learning process and the attitude of daily learning [6]. The class teacher can look at the students' personality and interests from the perspective of learning. While evaluating the learning ability, he can also add the evaluation of emotional content. Such a feedback system can be more sophisticated and reflect specific problems in the entire ecosystem.

5. Conclusion

After the network environment penetrated into the English ecological classroom, the original English ecosystem has undergone major changes, and the ecological imbalance of traditional exam-oriented education has been improved. However, there are still many ecological imbalances in the existing English ecological classrooms. Colleges and universities should pay attention to them, correct the problems of English ecological classrooms through Internet channels, and improve the English ecological balance system.

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