

Reform of College English Education from the Perspective of Educational Ecology

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Abstract: Under the trend of internationalization and globalization, English education has gradually become an important curriculum knowledge in current language education in China. It even runs through all stages of students' education, including adult English education. Nevertheless, there is still a problem of poor effectiveness in carrying out English education and teaching activities at this stage, and the reform and development of English education is also a long-term and continuous research issue. In this context, this article focuses on the innovative development of English education in universities from the perspective of modern education ecology. Combining educational ecology and advantages, it fully integrates with English education in universities to create more contemporary and diverse forms of education, making students' English learning more interesting and dynamic.

Keywords: Educational Ecology; College English; English Teaching; Innovative Development Path

Introduction

From the perspective of educational ecology and environmental education, the concept of sustainable development in English education is increasingly receiving attention from national education departments and various sectors of society. In the process of learning English major, it is necessary to establish a correct awareness of educational ecology, further construct an English curriculum system that meets social needs, innovate teaching systems, change traditional teaching methods, establish and improve the evaluation system of English major courses, and improve the overall construction of professional English teacher teams, so as to further maintain the sustainable development of college English education. Therefore, this article analyzes the impact of educational ecology on the sustainable development of English major education.

1. Sustainable Development of College English Education in the Context of Ecological Education

1.1 Low professional level of teachers

In the context of the development of educational ecological environment, an important factor affecting the teaching of high English majors is the professional level of teachers, which directly determines whether teaching work can be balanced, stable, and progressive. However, currently, some college English teachers do not have the professional ability to master English teaching experience and skills in a teaching environment. This hinders the implementation of comprehensive teaching activities based on internal and external factors in the education ecosystem, which is not conducive to the balanced development of the education ecosystem and the sustainable development of English teaching.

1.2 Existence singularity of ecological subjects

In recent years, the number of students in universities has gradually increased, and English teachers are facing increasing pressure and teaching tasks in their teaching activities, which is the main problem faced by teachers. Many teachers working in educational institutions face difficult working conditions and insufficient time for educational reform. They only complete teaching tasks according to course requirements and textbook content, undertake a wide range of teaching activities, and students passively learn vocabulary, grammar, and reading knowledge. They cannot fully understand the relevant learning content, nor can they fully highlight their dominant position in the classroom, nor do they have the initiative and motivation to attend English classes.

2. Innovative Development Path of College English Education from the Perspective of Educational Ecology

2.1 Keeping up with the times and emphasizing the use of ecological education

The role of ecological education itself lies in the dissemination of information, which has different forms of expression on different terminal platforms, both entertaining and content oriented. University teachers can fully integrate their functional value with English teaching, and use the media form of educational ecology to integrate English knowledge with it, presenting new forms of knowledge teaching to students. For example, teachers can take Tiktok as one of the teaching application resources, open special accounts to popularize college English knowledge points, present and explain knowledge in the form of short videos, and use Tiktok's own rich forms of expression, such as sitcoms, self directing and self acting, presenting videos, etc. In this way, teachers can create knowledge points and publish them to the Tiktok account so that students can watch them in their spare time to achieve fragmentation learning, create a good learning atmosphere for students and normalize their English learning. For another example, teachers can also rely on the Himalaya APP to organize students to use resources in the Himalaya to imitate English film and television clips, and set up corresponding display and evaluation activities, such as imitation competitions, likes ranking lists, and other fun forms, to encourage students to actively engage in oral imitation under the joint action of the platform and innovative forms, in order to achieve the exercise and cultivation of students' oral skills. In addition, in regular classroom teaching, teachers can supplement and expand students' knowledge based on specific teaching content and with the help of educational ecology, helping them better understand English knowledge while diversifying their cultural knowledge content, enabling them to achieve comprehensive learning development and a more comprehensive understanding of English. For instance, when teaching the knowledge about food, teachers can make corresponding micro lesson content to present the differences between Chinese and Western food culture to students. In terms of content and form, current food variety show can also be selected to help students fully understand food culture and form a good cross-cultural awareness through intuitive presentation and comparative display of food culture, so as to improve students' English learning effect. In addition, when applying educational ecological resources during course teaching, teachers need to pay attention to improving their information technology capabilities and actively immerse themselves in the educational ecological environment. They should conduct in-depth research on the functions and operations of various platforms, optimize and utilize them with good technical skills, and provide basic technical support for the smooth implementation of educational ecological teaching forms.

2.2 Professional leading model for novice teachers combining micro systems

The microsystem in the ecological perspective refers to a pattern of activities, roles, and interpersonal relationships experienced by individuals in situations with specific physical and material characteristics. This article explores a professional development path for novice teachers guided by experts. Experts refer to experts, researchers, and experienced teachers who can play a leading role in educational research. By learning from these individuals, novice English teachers in universities can quickly access advanced experience, technology, and ideas in the field of English teaching, thereby promoting their professional development.

Specifically, the professional leading model includes the following:

Firstly, the professional leadership model requires the enthusiasm and initiative of both experts and English teachers to be fully utilized. The focus varies depending on the leading personnel. Research experts focus on the theory of education and teaching, so they lead the close integration of research theory and practice. Novice teachers need to have a high level of professional leadership ability, which can provide specialized guidance in theory, provide advice in specific teaching activities, and also provide appropriate guidance to help teachers carry out specific teaching activities in effective ways. For the led teachers, they should continuously improve their own qualities, actively cooperate with the work of research experts and backbone teachers, actively listen to the precise analysis of experts, and summarize and analyze their teaching activities, reflecting on their previous teaching activities.

Secondly, the requirement of the professional leading model is the clarity and appropriateness of objectives, content, and methods. The overall goal of professional development for novice English teachers in universities is to master new knowledge and information, and to be able to use these new knowledge and information to improve their professional quality. In fact, there are individual differences in the level and professional development direction of novice English teachers in universities. Therefore, when conducting professional guidance, professional leaders should start from the actual situation of different novice teachers, formulate scientific and reasonable goals, choose targeted content and methods to guide, in order to achieve the effectiveness and rationality of guidance.

Thirdly, professional guidance should be in place. The guidance of professional leaders only provides necessary guidance and assistance for novice English teachers in universities, and is not a complete replacement for teachers. Building a professional research team and holding regular group meetings can be considered to discuss recently encountered issues or new teaching methods as the

main topic. Based on the issues discussed, the research direction can be determined and research topics can be developed together, so as to collaboratively develop solution proposals, allocate research tasks, and carry out research plans to achieve mutual development and improvement through cooperation. Another option is to simulate the implementation of a specific teaching strategy, analyze its practical application, and then engage in a group discussion to propose modification suggestions for the sake of achieving better and more perfected results. Novice teachers who are able to join relevant research groups will have smoother career development paths. Therefore, in terms of professional guidance, professional leaders should allow novice teachers to independently conduct theoretical research education and practice, and continuously improve the theoretical and practical abilities of different novice teachers.

2.3 Creating a space for students to explore independently

During college, students' cognition and thinking gradually mature, and they need to enhance their learning abilities through independent exploration. Therefore, in English teaching, teachers can combine cultural perspectives to create independent exploration spaces for students, allowing them to understand and master the cultural content contained in English through independent exploration. For example, college English teachers can ask students to collect and organize content related to the integration of Chinese and Western cultures from textbooks or through the internet when assigning homework after class. This type of content is not limited to English vocabulary and sentences, but can also be related to certain goods or literary works. Teachers can allow students to collect and organize their own homework, or they can have students complete their homework in groups to stimulate their learning enthusiasm. By creating independent exploration spaces for students, their cultural literacy can be further improved, which will have a positive impact on their future English learning and employment development.

3. Conclusions

The education ecosystem can be likened to an ecosystem in a natural environment, where things are interconnected and influenced by each other. Changes in one side can cause a series of changes in symbiotic relationships, so it is necessary to maintain a balanced state to ensure the development and effectiveness of education reform. Improving teacher literacy is a key point in maintaining the balance of the education ecosystem. Only teachers with teaching abilities that are suitable for current teaching needs can meet students' learning needs. The professional development of teachers is a dynamic, systematic, and comprehensive process that requires collaborative attention from teachers themselves, schools, and society.

References:

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