

Professional Development of College English Teachers Based on Ecological Teaching

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Abstract: The external ecological environment of college English teachers' professional development is still unreasonable, and the present situation of the internal ecological environment is also worrying. Educational ecology provides a new perspective for the professional development of college English teachers. Therefore, it is necessary to put the improvement of educational ecological environment in the first place in order to ameliorate the professional development direction of college English teachers. Based on the author's learning and practical experience, this paper first analyzed the basic ideas of educational ecology, and then discussed the connotation of teachers' professional development in the field of educational ecology, finally put forward the development mode of college English teachers from the perspective of educational ecology.

1. Basic Ideas of Educational Ecology

Educational ecology is a branch of pedagogy which rose in the mid-1970s. Its appearance provides a new perspective for the educational phenomena and laws study. Ecology is a natural science that studies the relationship between organisms or groups and their surroundings. Pedagogy is a social science to study the phenomenon of human education, to solve the problem of education and to reveal the law of educational development. Based on the theory of ecology, educational ecology draws lessons from the theories and techniques of pedagogy, ecology, psychology, management, anthropology, system theory and so on[1]. Its science lies in putting the educational phenomena and laws in the ecological environment, and taking their mutual relationship and mechanism of action as the research object. With the help of the educational ecosystem principle, especially the theories of ecological balance, ecological niche and co-evolution, the professional development of college English teachers can be explored from a new perspective[2].

2. Connotation of Teachers' Professional Development from the Perspective of Educational Ecology

2.1 Systematization of teachers' professional development from the perspective of educational ecology.

In essence, the teacher ecosystem is a dynamic and self-adjusting semi-artificial ecosystem. Teachers' professional development must coordinate the relationship between the inside and outside ecological environment in the ecosystem. In the micro environment, that is, the internal environment, teachers' professional knowledge, professional skills, professional feelings and psychological quality will have an impact on the professional development of teachers. The macro environment refers to the campus environment and the social environment, and it includes the in-campus environment (the campus environment, the management system and the teacher group culture) and the off-campus environment (the research level and service level of the social culture, economy, politics and the social foreign language theoretical research institution). Therefore, the professional development of English teachers should scientifically coordinate the relationship among three different levels of society, school and teacher, deal with the coordination between the teachers' sub-system and the college and social environment and the relationship between individual and group, and find the current and long-term balance point, which can ensure fundamentally the

sustainability of the teacher's professional development.

2.2 Balance of teachers' professional development from the perspective of educational ecology.

The educational ecosystem is evolved from the development of the ecosystem, so it follows the universal law of ecosystem development, that is, the ecological balance principle. The ecological balance of education refers to the comprehensive balance that energy flow, material circulation and information transmission reach to the state of general equilibrium, efficient operation, excellent function and highly adaptive and unified state with social environment in a certain period of time[3]. It is with the help of this dynamic balance that the internal structure and functions of the system are continuously adjusted. The factors that influence the ecological balance of education are national education policy, education funds, faculty, infrastructure, scientific research level, campus conditions and so on. The imbalance and change of any of these factors may affect the balanced development of the educational ecosystem. Therefore, if the input and output of the teachers' knowledge and ability keep dynamic balance and high coordination with surrounding environment, the teachers' professional development will improve rapidly. The society should satisfy its own social needs while emphasizing teachers' professional development. Only when its material needs and spiritual pursuits are satisfied to achieve balance can teachers' professional development potential be stimulated.

2.3 Sustainability of teachers' professional development from the perspective of educational ecology.

The professional development of English teachers is a spiral evolution process, which is sustainable. The educational ecological subject must experience time accumulation and evolution from quantitative change to qualitative change in order to develop. Moreover, the knowledge involved in teaching is complex and needs to be updated, broadened and deepened. The Chinese educator, Ye Lan, believes that the professional development of the general teachers should undergo three stages, that is, the survival period, the consolidation stage and the development stage. English teachers should take targeted measures to promote and accelerate their professional development on the basis of knowing the characteristics of professional development in each stage. The professional development of English teachers will run through the teaching profession all the time. Only by setting up the lifelong learning concept, absorbing new knowledge and mastering new skills, being diligent in learning and daring to practice, can we ensure the teaching idea, knowledge reserve and practical ability are in line with the development of the times and social requirements[4].

3. The Mode of the College English Teachers' Development from the Perspective of the Educational Ecology

3.1 Teachers should establish self-consciousness of professional ecological development.

Compared with the traditional concept of teacher professional development, teachers' professional ecological thought is more advanced. It introduces the sustainable development concept of ecology into the pedagogy field, and considers that teachers' professional development is harmonious, stable and positive under ideal conditions, and it is different from the utilitarian professional development view of teachers in colleges and universities in ethnic minority areas at present, which considers that teachers' professional development is a passive process, and the sole purpose of improving the scientific research and teaching level is purely to promote professional titles and raise the level of salary. What is more, the professional self-consciousness includes two aspects, the first is the cognition of college English teachers' occupation and its development connotation. That is, as a college English teacher, what qualities and abilities should be possessed and how to improve vocational skills. The second is self-evaluation and orientation, that is, the problem of identity, and in a broad sense, it also includes career planning and development in the medium and long term. In order to establish the self-awareness of professional ecological development, college English teachers in ethnic minority areas should accurately position

themselves, and link the current situation of other teachers' development, student evaluation and the ecological environment of campus professional development while objectively evaluating themselves, which can fully reflect the consciousness of self-development based on ecological conditions.

3.2 Constructing favorable ecological culture of teachers' development and building teaching community.

The microcosmic ecological environment such as classroom and campus teachers' development environment should be optimized, and the macroscopic ecological factors such as the construction of professional development training system for college English teachers in ethnic minority areas should be paid attention to. The core is to form favorable teacher culture, which refers to the teachers' values and related behaviors accumulated in the teaching process, including vocational view, moral idea, educational concepts and practical activities. Teacher culture is not only a type of social culture, but also an important part of campus culture. It is restricted by social culture and campus culture, at the same time, it counteracts to society and campus, especially to the development of teachers themselves[5]. Excellent teacher culture can promote teachers' professional development, which is marked by the formation of teachers' professional development community, and is embodied in advanced educational and teaching concepts, advanced teaching forms and methods, and positive growth model. The advanced education and teaching idea is the foundation of the college English teachers' professional development in minority areas, and its formation is the mutual action result of the macro-and micro-environment and the teachers of the ecological subject. Therefore, colleges and universities in national and minority areas should convey and instill the latest educational ideas to teachers, and urge college English teachers in minority areas to renew their teaching concepts.

Firstly, managers should build a democratic and harmonious teacher development atmosphere and carry out human-based management. Secondly, teachers should be encouraged to cooperate in development. Practice has proved that cooperation is the best form of development, and the highest level of cooperation is the formation of teaching communities, that is, teachers generate a group with common positive goals and behaviors that are dynamically, and this cooperative platform is composed of managers, experts, teachers and knowledge information. Teachers are at the core, they interact with other elements of the platform while cooperating with each other. The manager is the coordination factor, the expert is the student aid, and the knowledge and information are the essential nutrition elements of the teachers' professional development. In this platform, teachers complement each other and share resources, which is beneficial for exerting the advantages of resultant force, maximizing the potential of teachers and solving practical problems. In recent years, the teaching community has been favored in the United States and other western countries, and it has obtained good implementation effect. From the perspective of operability, the community for the professional development of college English teachers in ethnic regions can be expressed as: Firstly, teachers culture and ideological and moral construction; Secondly, the common development of teachers' teaching skills, including teaching ability, information literacy and so on; Thirdly, the scientific research academic level enhancement and the related specialized knowledge renewal, including the academic exchange and so on. While the view of cooperation runs through all the time, in fact, this process is based on mutual respect and trust, and naturally forms a harmonious ecological culture circle of teachers.

3.3 Bringing into play the co-evolution mechanism of each ecosystem and promoting the professional development of teachers in minority areas.

The co-evolution mechanism of the ecosystem in which the professional development of college English teachers in minority areas is based is covariant and symbiotic. "Covariant" is the interaction and interrelationship of each system and its internal ecological factors in the professional development of college English teachers in the ethnic minority areas, and the synergistic change of one side caused by the change of the other side. For example, the learning attitude and classroom performance of college English learners in minority areas are also one of the direct factors that

affect the enthusiasm of teachers' professional development. If students are diligent in learning, teachers will be urged to improve their professional quality and teaching level to meet their needs. On the contrary, if learners have no interest in college English learning and face the "stagnant water" classroom for a long time, teachers will also have job burnout. The "symbiosis" requires to construct the professional development community for college English teachers, which is linked by the state, the minority region and the university. The country and the ethnic region should promote its development from the aspects of policy and funds. For example, it should establish special fund and management system for college foreign language teacher training, strength teacher cooperation among regions and colleges, and implement dynamic evaluation of teachers' achievement and construction of talents pool.

4. Summary

The professional development of English teachers is not only related to the needs of teachers' personal growth, but also determines whether their students can develop healthily, meet the needs of society, and become needed talents for the society. With the rapid development of English, we must pay attention to the problem of whether teachers' professional development can keep pace with it. In the process of English teachers' professional development, the ecological environment of English teaching provides them with some favorable factors for their development, but there are also some restrictive factors that limit their development. We are necessary to recognize these favorable factors and make full use of them. At the same time, we should recognize the existence of restrictive factors and try to eliminate them so as to establish a harmonious ecological environment for the development of English teachers.

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