

Approaches to English Education Reform from the Perspective of Educational Ecology

Chen Bing

Ningxia Vocational and Technical College of Industry and Commerce; Yinchuan 750000, Ningxia, China
chenbingnx@126.com

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Abstract: According to the actual situation of modern English education activities in China, the ultimate goal of teachers' English education activities is to cultivate students' comprehensive language literacy and intercultural communicative competence. Therefore, it requires teachers to constantly introduce new ideas and new methods in their educational activities, analyze the ecological structure of English curriculum, and promote students' comprehensive language literacy and intercultural communicative competence. The ecological balance of English education promotes the continuous development of English education with high quality. This paper mainly studies the path of English education reform from the perspective of educational ecology, hoping to meet the current social development and effectively improve the English literacy of Chinese students.

1. Introduction

At present, when carrying out English education and teaching activities for students, teachers should pay full attention to students' autonomy and initiative, so that teachers and students can coexist equally in English class, and further promote the personal qualities between teachers and students, so that English learning activities can establish an ecological structure, and then the problems in English education and teaching activities can be improved. Enough timely discovery and timely solution. In the ecological English learning activities, students can also feel their own value, improve students' attention to English classroom, and lay the foundation for improving the quality of English curriculum.

2. Discussions on English Education in Educational Ecology Teaching

The so-called ecology refers to making the relationship between the surrounding environment and various objects more coordinated, and promoting the relationship between various disciplines to be closer. In the case of maintaining the balance of disciplines, the collaborative competition among various subjects in the ecosystem is analyzed. As far as educational ecology is concerned, when its main thinking is applied in English education activities, problems in English education can be found in time, and then problems that have long been neglected in English education activities can be found. The academic circle has carried out relevant discussions on the issue of English ecological pedagogy, and applied the basic spirit of ecology in English ecological pedagogy to promote English teaching to form an interrelated and complete whole. In order to carry out the reform of English education for students from the perspective of educational ecology, teachers should first take the internal laws of English education system as the research object, promote the balance and coordination between the internal and external parts of the education system, and analyze the relationship between English education activities and the educational ecological environment [1]. For the English ecological education system, the ecological factors in the system are not only students and teachers, but also the relationship between students and students. Therefore, in this process, teachers focus on students' language application ability and examination-oriented ability. To a great extent, students' ability of language application is closely related to their learning environment and their

initiative. Based on this, teachers should pay attention to fostering a good atmosphere for English learning, paying attention to students' creative ability in language, and strengthening teachers' and students' ability in English teaching and learning according to students' actual situation. Communication and exchanges between them lay a foundation for exploring new methods and trends in English education.

3. The Influencing Factors of English Education Reform from the Perspective of Educational Ecology

The so-called influencing factors are called non-ecological factors from the perspective of educational ecology, which are usually developed from ecological factors. From the perspective of educational ecology, when English education activities are carried out smoothly, non-ecological factors involve a wide range of aspects, including spiritual factors, social factors and so on. If teachers want to ensure the balance of English students' ecosystem effectively, they should make full use of English teaching resources, and find out the unbalanced factors in English education activities in time, and solve them in a short time. Only in this way can they break through the bottleneck of English education effectively and make the reform of English education successful.

3.1 Factors of Educational Conditions

In today's context, new requirements have been put forward for English education activities in English education objectives. This requires teachers to have good comprehensive qualities and master the methods and techniques of English education and teaching. However, due to the influence of traditional examination-taking system for many years, many English teachers neglect to synthesize their own English in the process of carrying out English education activities. The cultivation of the ability to use English together leads to the inability to integrate the teaching activities with the comprehensive knowledge of English, which is not conducive to the improvement of students' comprehensive English literacy.

3.2 Factors of Educational Ideas

According to the actual teaching situation of English education activities in China, the concept of English education is one of the main restrictive factors hindering the reform of English teaching activities. Under this circumstance, only by keeping the concept of English education up with the requirements of social development can the purpose of English education reform be realized in China. However, in carrying out English education activities, due to the nature of traditional English educational thinking, there is a utilitarian trend in the current English education activities in China. The purpose of teachers' English education activities to students is to cope with the examination, whether from compulsory education to university education, CET-4 or CET-6, or IELTS, the ultimate goal is all. In order to achieve good results in English, so that they can achieve the purpose of job hunting or entrance to school, is not to effectively improve their English learning ability and communication skills. Because of the long-term exam-oriented education in China, teachers' concepts in English teaching activities have been seriously distorted, and there has been an inversion of the end. Students can not be regarded as the main body and students' individualized needs as the main body, which ultimately makes it difficult for students to improve their interest in English teaching activities and hinders the improvement of students' English ability.

3.3 Management System Factor

According to the actual situation of English education activities, the management system factor is an important factor affecting the normal development of English education activities. Because most schools in our country belong to public institutions, and have been using hierarchical management in the long-term development process, this has led to a large gap between students, parents and teachers, and hindered the effective development of English education activities [3]. Firstly, there is a gap in the communication of teaching information due to the separation between English teaching and

school administration in school content. It is difficult for English teachers to communicate actively and effectively between the makers of English teaching system and the implementers of the system, which inevitably leads to deviations between English teaching activities and expected goals. In addition, there is a gap between teachers and students. Distance sense is also one of the factors that make it difficult to carry out English education and teaching activities. It causes students to be afraid of expressing themselves in English teaching activities, and brings serious obstacles to improving students' communication ability.

4. English Education Reform Strategies from the Perspective of Eco-education Ecology

As we all know, the composition of student groups is very complex, so teachers should divide students' individual differences in English education activities, such as according to their personality, age and other factors, find out the contact points for different groups, and carry out targeted teaching. The teaching effect is usually influenced by many factors. To carry out English education and teaching activities from the perspective of educational ecology, the main goal of the reform is to pay attention to talents who meet the needs of social development in China, so as to improve their intercultural communicative competence and promote the accumulation of students' comprehensive literacy. The following contents elaborate on the strategies of English education reform from the perspective of eco-education ecology.

4.1 Improving the English Teachers' Teaching Level and Expanding the English Teaching Team

In view of the shortage of teachers in English teaching activities in China, colleges and universities should constantly expand the number of English teachers while improving the quality of English teaching, especially in remote areas. Relevant departments should strengthen their input in English teaching. Local governments should increase funding for English teaching activities, improve the treatment of English teachers and promote English teaching. In addition to the continuous improvement of teachers' level, a systematic online training platform for English teachers should also be established. In order to achieve the goal of the reform of English education activities and in light of the actual situation of social development in China, a perfect teacher training mechanism should be formulated to improve the English application and communication abilities of teachers, so as to lay a foundation for the continuous development of English teaching reform. In addition, we should construct a professional on-the-job training platform for English teachers and use multimedia and Internet platforms to promote teachers' self-improvement. In this project, we should pay attention to the fact that the construction of the platform is a step-by-step process and can not be achieved overnight. Colleges should fully integrate their own English teaching resources with their own characteristics at different stages. To organize a high-quality English teaching team, and to meet the needs of the times in our country, to formulate training strategies for the development of English teachers in our college, so as to lay a foundation for improving the overall quality of English teachers, so as to promote the reform of English education in our country.

4.2 Promoting English Teachers to Change Their Concepts of English Education

As we all know, English learning is a long-term process of accumulation. Therefore, teachers should give full play to students' subjective initiative in order to improve students' comprehensive English application ability when carrying out English education and teaching activities. Therefore, teachers should excavate the meaning and function of English from the perspective of ecological education, pay attention to teaching English skills and methods to students in educational activities, so that students' interest in learning English can be enhanced, and students' initiative to learn English can be fully stimulated. Teachers in English teaching activities should not simply sum up English knowledge points, but should thoroughly break English. The traditional concept of language education, focusing on students' future development, insists on linking students' own needs with English education activities, and focuses on students' communicative and learning abilities, so as to

improve students' English quality.

4.3 Schools should construct humanized management model

The so-called school education should be a place full of humanistic atmosphere, but due to the influence of traditional hierarchical concept, campus can not form a strong humanistic atmosphere. Humanized management in campus management can strengthen the relationship between students and teachers to a certain extent, improve the interaction between teachers and students, and promote the participation of English education and teaching activities. He and she can establish a harmonious relationship in an equal atmosphere [6]. It enables participants to achieve effective communication in the best niche in English education and teaching activities, and promotes the continuous improvement of their English ability.

4.4 Adopt flexible evaluation system

In order to effectively promote the reform of English education activities, we should improve and adjust the evaluation system in the process of activities, so that the evaluation system can really play a supervisory role and effectively stimulate the enthusiasm of teachers and students [7]. When evaluating students, teachers can divide students into different levels according to their learning conditions, so that students at the same level can stand on the unified starting line, stimulate students' competitive consciousness, realize individualized characteristics of English education activities, teach students in accordance with their aptitude, strive to create an ecological English teaching atmosphere, and lay a foundation for promoting English education reform. From the perspective of ecology, when carrying out the reform of English education, we should give full play to the role of each niche in the educational activities and provide guarantee for the smooth development of English teaching activities in the light of the current demand for talents in China's social development.

5. Conclusion

In summary, the main content of this paper is to analyze the problems and solutions in current English teaching activities in China. Colleges and universities should fully consider the current form of social development when carrying out English teaching activities. From the perspective of educational ecology, they should reform English teaching activities to promote teachers to change their English teaching concepts. Schools in this regard should take full account of the current forms of social development in China. We should also actively promote the reform of English teaching by improving teaching conditions and improving the evaluation system so as to realize the path for the reform of English education.

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