

# Analysis of the Connotation and Component Factors of College English Classroom Ecological Environment under the Background of “Internet +” Education

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**ABSTRACT.** *College English classroom teaching is a collection of multiple existences, in which various factors are concentrated and interact with each other to form a micro-ecosystem. Since it is an ecosystem, we must consider the balance of various ecological factors. To this end, we will introduce a diversified Internet into it, relying on the advantages of the Internet to promote the organic connection of various factors within the university English classroom ecosystem, and achieve effective information transmission and energy efficiency. Transform and build a counter-feeding eco-class that is suitable for students' learning and growth. In the analysis of college students' English education, based on the background of “Internet + education”, this paper discusses the ecological environment of college English classroom from the perspective of connotation and constituent factors, and further develops from the perspective of building a better English classroom ecosystem. The specific measures to promote the construction of a good ecological environment in college English classrooms were discussed.*

**KEYWORDS:** *internet background; college English classroom; ecological environment; connotation; constituent factors*

## 1. Introduction

Under the concept of educational ecology, educational institutions exist as an ecosystem, fully integrating the dual connotations of ecology and education, and providing a powerful boost for college English teaching reform. At present, college English education has begun to pay attention to the construction of classroom ecological environment. However, based on the lack of deep research on educational ecology by university English teaching and research personnel, and lack of application practice, there are many problems in the actual construction of classroom ecological environment, including connotation unclear and the composition factors are not in control, which eventually leads to an ecological imbalance in the college English classroom. Faced with this problem, college English teaching and research personnel should continue to deepen the study of the classroom ecological

environment, master the elements of the education ecosystem, fully facilitate the English information technology, and build a more balanced university English education ecosystem.

## **2. The profound connotation of college English ecological classroom**

Interpretation of the ecosystem from the perspective of natural sciences refers specifically to the system of organisms and environment within a certain space, and is an organic unity. In this ecosystem environment, there is a mutual influence and constraint between the organism and the environment, and it shows a state of checks and balances in a long period of time. From the perspective of micro and humanities, the ecological environment of college English classroom emphasizes a specific ecosystem. The ecological factors mainly include classroom ecological subject, classroom ecological environment and classroom ecological teaching strategy. That is to say, in this ecological environment, the interaction between the above ecological factors and the overall dynamic growth trend can promote the balance of the dynamic system of the classroom, thereby creating a harmonious classroom environment, and teachers and students also can better to interact and achieve sustainable improvement in the classroom. In general, the use of educational ecology in the study of college English classes can fully integrate ecological principles with college English teaching practices. It is a model for interdisciplinary research and can truly improve the quality of college English teaching.

## **3. The analysis of the constituent factors of the college English classroom ecological environment**

### ***3.1 Classroom ecological subjects***

In the college English classroom ecological environment, the primary component is the classroom ecological subject, which includes the two main bodies of teachers and students, and can be subdivided into teacher ecological individuals, student ecological individuals and student ecological groups. The teacher ecological individual is the main component, and its role is mainly for the producer. In the teaching process, the teacher will use the teaching resources such as teaching materials and teaching aids, and at the same time, formulate the corresponding teaching strategies, the ecological subject and other components of the teacher. There will be sufficient interaction between the factors. Student ecological individuals and ecological groups exist as knowledge audiences. At the same time, they are also active classroom subjects under the modern teaching concept. Teachers should pay attention to the interaction with students. These two components are closely related and more interactive. The relationship of the person presents a dynamic change, which has a direct impact on the energy flow of the classroom ecological environment. For the two ecological subjects, teachers and students, they also have the elements of the subjective classroom ecological subject, namely the personal factors of the teacher and the personal factors of the students.

### ***3.2 Classroom ecological environment***

In the ecological classroom, the microscopic ecological environment is also the main constituent factor. Specifically, it includes the guest ecological environment and the derivative ecological environment. The objective ecological environment specifically refers to the actual environment among teachers, including teacher table and chair settings, class size, educational equipment, and classroom lighting. The derivative ecological environment refers specifically to the teacher-student relationship derived from the classroom subject, and the relationship between students and students. In addition, the teaching management system, management system, class style, campus school spirit, etc. can all be regarded as a derivative ecological environment.

### ***3.3 Classroom ecological teaching strategies***

In the college English ecological classroom, teaching strategies can be seen as independent constituent factors. It can be subdivided into multi-symbiotic teaching strategies and multi-competitive teaching strategies. For the multi-symbiosis teaching strategy, the main performance is collaborative teaching activities, that is, group-based teaching. Under this teaching mode, students need to work together to complete the learning task. For the multi-competitive teaching strategy, it mainly emphasizes the teaching activities with the nature of the competition, and introduces the competition mechanism in the teaching process, which can fully stimulate the students' enthusiasm for learning, and thus can obtain better teaching results.

## **4. Optimized creation path of college English classroom ecological environment under the background of “Internet + education”**

### ***4.1 Improving the ecological teaching environment***

#### **(1) Appropriate adjustment of the niche of ecological factors**

The ecological factors in the ecological environment of college English classrooms are the key factors determining the effectiveness of ecological classroom teaching. Therefore, when improving the ecological environment of teaching classrooms, teaching and research personnel should make appropriate adjustments to the niche of each ecological factor based on the current development background of education reform and the needs of personnel training. Specifically, the niche of the two ecological factors of teachers and students should be adjusted. The traditional teacher-centered teaching environment should be changed. Teachers should play the role of guides, and students should become the main body of the classroom. Based on this, teachers can carry out scientific pre-school design and full teaching guidance, and be good at exploring students' potential and interacting effectively. In the whole teaching process, teachers should also pay attention to the two ecological factors of teaching environment and teaching strategy. Teachers should optimize the

teaching environment, including teaching equipment and teaching equipment. For teaching strategies, teachers should also actively adjust, to understand the characteristics of each student, to teach students in accordance with their aptitude, to ensure that the entire teaching activities can achieve a virtuous circle.

(2) Create a flexible ecological location

In the traditional college English teaching process, the spatial order of English teaching is relatively fixed. Under the guidance of the current educational ecosystem education concept, college English teaching and research personnel should pay attention to the ecological balance of college English classroom and construct a more flexible classroom ecological relationship. Based on this, the teacher can adjust the ecological location in the classroom environment, specifically the student's seating arrangements. When arranging the student seat in the eco-environment classroom, the teacher can flexibly adjust the seat according to the different teaching tasks. On the basis of understanding the teaching content and teaching requirements, the teacher can adjust the student's seat to the corresponding shape, including the ring shape, horseshoe shape and so on. Through reasonable seating arrangements, teachers can draw closer to students, and students and students are more likely to discuss and cooperate with each other, thus activating the classroom atmosphere and helping students to learn more proactively.

#### ***4.2 Building a three-dimensional teaching resource***

In the context of "Internet + education", college English teaching and research personnel have a wider range of access to teaching resources. Teachers should actively improve the content of teaching materials when constructing ecological teaching classrooms. A three-dimensional teaching resource system should be constructed on the basis of understanding the learning needs of students. Teachers should actively innovate teaching concepts, fully apply various advanced technologies, and combine computer resources, multimedia CDs, etc. to construct three-dimensional textbooks for college English classes. From the paper textbooks to lay a good foundation of knowledge, from the computer and multimedia equipment resources to enrich the knowledge system. Students can adjust their knowledge content structure under this three-dimensional teaching resources, and finally construct a three-dimensional learning knowledge system.

#### ***4.3 Creating a personalized teaching classroom***

When teachers are teaching college English, based on the requirements of teaching ecological adjustment, they should pay more attention to the ecological factors of students, and should meet the learning needs of different students from the perspective of individualized teaching. At this time, teachers should be able to personalize the design of the classroom, to be able to investigate the student's learning style and knowledge acceptance, and in the group teaching mode, truly promote personalized teaching strategies. In the actual teaching process, teachers

also need to assign different learning tasks to different groups and adopt different evaluation criteria, so that the targeted knowledge instilling students can be realized on the basis of a harmonious teaching environment.

#### ***4.4 Promoting the information teaching mode***

Informatization is one of the main trends in the development of college English teaching. Under the informationization situation, college English classroom teaching will be easier to construct a good ecosystem. The combination of information technology and practical teaching requires teachers to master computer operation skills and fully understand the new teaching forms. Teachers can actively record micro-courses, and can build a complete information teaching environment with multimedia equipment. Teaching and research personnel should also pay attention to integrating various ecological factors with the information-based teaching environment to ensure that the university English classroom ecological environment can maintain stability for a long time.

### **5. Conclusion**

College English teaching has achieved a good development trend in recent years. Under the background of the Internet, it first realized the innovative development of teaching. And from the concept of educational ecology, it achieves high quality and sustainable development. In view of the creation of the university English classroom ecological environment, the teaching and research personnel should understand the connotation of the ecological environment, and master the various constituent factors to form a mutual checks and balances between the various subjects. In the specific college English classroom teaching process, based on the requirements of creating a good teaching ecological environment, teaching and research personnel must actively create the classroom ecological environment, and build a three-dimensional teaching resources, build a personalized teaching classroom and fully apply from the perspective of information technology, comprehensively improve teaching effectiveness.

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