

The Imbalance and Reconstruction of College English Classroom Ecology under the Background of Internet

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ABSTRACT: *The new era is in the era of rapid development of Internet technology. The university English classroom ecosystem under the background of the Internet has been strongly impacted, resulting in a serious imbalance in the university English classroom ecosystem, which is not conducive to the improvement of English teaching quality and hinders the deepening of English teaching reform. This paper analyzes the ecological imbalance of college English classroom from the perspective of ecology and further explores the reconstruction path of college English classroom ecosystem under the background of internet.*

KEYWORDS: *internet technology; classroom ecology; imbalance; reconstruction*

1. Introduction

The popularity of the Internet has triggered another historic revolution in the history of human education, which has played an important role in promoting the transformation of educational methods, educational processes and the optimal allocation of educational resources. College English teaching under the background of Internet is experiencing a combination of various Internet technologies. In the process of integration, there are some new phenomena and problems in college English teaching. The ecology of college English classroom is facing imbalance. This paper analyzes the imbalance and reconstruction of college English classroom ecology from the perspective of ecology.

2. The Concept of Classroom Ecology

Educational ecology research started in the West and its research object is the relationship between education and its surrounding ecological environment and its interaction mechanism. The educational ecology view holds that the classroom is the

basic system of interaction between people and the environment in educational scenarios. People in educational situations refer to teachers and students, which are the main body of the education ecosystem. Environment refers to the classroom and its facilities and is an environmental factor in the ecosystem. The college English classroom has the basic attributes of the ecosystem and its main structure is “people” and “classroom ecological environment”. “People” is the college English teacher and students in the classroom ecological body. The “classroom ecological environment” includes the pre-class preparation environment (including the physical environment elements of the classroom, the student English foundation and the classroom multimedia configuration, etc.) ,the inter-class activity environment (Including seating arrangement, teacher-student interaction, student interaction and student familiarity with teaching content) and post-school consolidation environment (including after-school homework, after-school tutoring, etc.). The main body and environmental factors of the college English classroom ecosystem develop harmoniously and benefit each other.

3. The Structure, Function and Characteristics of College English Classroom Ecology

3.1 Analysis of the structure of college English classroom ecosystem

Based on the perspective of natural ecological structure, the ecosystem structure includes morphological structure and nutritional structure and this classification is also applicable to the classroom ecosystem. The morphological structure includes classroom ecological main subjects (teachers and students) and classroom ecological environment (teaching materials, teaching methods, classroom layout, classroom atmosphere, teacher-student relationship, rules and regulations, etc.). These factors in the classroom ecosystem interact, interplay and depend on each other to form an ecological whole. At the same time, the classroom ecosystem also has a nutritional structure, which is a dynamic structure: the teacher is the producer of the ecosystem, transforms the knowledge from the external environment and imparts it to the students in a way that the students can accept. Students give feedback to teachers in the process of digesting this knowledge. Therefore, we must understand the structure of the classroom ecology from a static perspective and we must recognize from the process perspective that the classroom ecosystem is a dynamic system.

3.2 Analysis of the Function of College English Classroom Ecosystem

Classroom ecology is a micro-ecosystem in the field of education with the general function of the ecosystem. The function of classroom ecology refers to the positive impact of the interaction between ecological factors within the classroom ecosystem and between various ecological factors and the external environment. It includes optimizing structural functions, coordinating relationship functions, promoting evolutionary functions and ecological education functions. Among them, the ecological education function is the fundamental function of the classroom

ecology. Under the background of the Internet, the teaching environment has undergone great changes. The classroom ecology has produced a certain degree of imbalance and the function of the classroom ecology has also undergone some changes.

4. Problems in the Ecology of College English Classroom under the Background of Internet

Contemporary Internet technology is developing at a high speed and is fully utilized in college English teaching. The integration of information technology and college English curriculum under the background of the Internet, the college English classroom ecology is facing an unbalanced state. Therefore, it is necessary to examine the problems of the university English classroom ecology under the background of the Internet from the perspective of ecology and seek the reconstruction path of the college English classroom ecology.

4.1 Structural imbalance

Due to the intervention of the Internet technology in the education mode, the structural relationship between the ecological factors in the college English classroom changes, showing the imbalance in the classroom ecological structure. The first is the imbalance of the proportion of system components and the participation of Internet multimedia in teaching, resulting in complex and varied classroom ecological environment. In this process, teachers did not change teaching concepts and teaching methods in time, students did not change the traditional learning style, teacher-student relationship, the relationship between students and students and the atmosphere of the classroom have not been updated in time with the changes in the classroom ecological environment, resulting in an imbalance in the proportion of components of the system; Secondly, there is a lack of coordination between the components of the system, such as the relationship between teachers and Internet technologies, the relationship between students and Internet technologies, the relationship between teaching content and the Internet, the relationship between teaching management and Internet technology, etc. all have discordant factors; Finally, the imbalance of the internal nutritional structure of the system, Internet information technology has changed the way teachers acquire knowledge and the way to impart knowledge, so that teachers are not only the producers of the classroom ecosystem, but also the consumers of the classroom ecosystem and the channels through which students acquire knowledge are also becoming more diverse. In this process, the teacher does not adapt to the role of the transition, limiting their own growth, which will also have a negative impact on students.

4.2 Functional imbalance

The functions of the classroom ecosystem mentioned above include optimizing

the structure, coordinating relationships, promoting evolution and ecological education. Under the background of Internet, there will be a certain degree of imbalance in the four functions. The first is the imbalance of optimizing structural functions. Internet technology has been heavily involved in college English teaching and has become the dominant factor in the classroom environment. Although it has brought positive significance to the classroom teaching effect, the negative impact has disturbed the balance of the original classroom ecology, making the system optimization function weaker; Secondly, the coordination function is weakened. For example, students do not agree with the teaching methods of teachers, the contradiction between traditional teaching viewpoints and reform ideas, the input of multimedia information hardware is not proportional to the improvement of students' ability, etc., which indicates that the function of classroom ecological coordination is weakening. There is also a weakening of the evolutionary function. The weakening of the above structure and coordination functions makes the evolution of the system lack motivation, which directly leads to the difficulty in the evolution of system functions; Finally, the function of ecological education is incomplete. The fundamental function of classroom teaching ecology is to cultivate talents. Under the background of Internet, the ecology of college English classrooms has not reached a balanced state. The ability of students has not been fully developed. To a certain extent, it is only for the examination. The function of cultivation the talent has not been fully realized.

5. Reconstruction of College English Classroom Ecology under the Background of Internet

Classroom ecological factors interact and restrict each other and in a relatively balanced ecosystem, they can exert the overall maximum function and realize the teachers' own growth and the overall development of students. How to reconstruct the college English classroom ecology under the background of Internet has become an urgent problem for foreign language educators.

5.1 Give full play to the leading role of Internet technology as a dominant factor

The Internet is a double-edged sword for college English teaching. If it can be used correctly, it will greatly improve the effectiveness of English teaching. Therefore, giving full play to the leading role of Internet technology is crucial to reconstructing the university English classroom ecology. First of all, we must advance the process of combining English teaching with Internet technology at the policy level. The epoch-making significance of Internet education should be given full attention, affirming the leading role of Internet technology and actively intervening on it and giving a correct and positive attitude to the short-term imbalances in English teaching and reaching a new balance through continuous exploration. In addition, we must normalize and deepen the Internet teaching, constantly explore the teaching technology under the background of Internet, carry out teaching reform and realize the sustainable development of the English

classroom ecosystem.

5.2 Adjust and optimize the ecological structure of the English classroom

The structural imbalance of the college English classroom ecosystem is caused by the separation and disconnection between the English classroom and the Internet technology. Therefore, adjusting and optimizing the ecological structure of English classrooms requires the deep integration of English teaching and Internet technology and focuses on exploring the functional advantages and innovative functions of Internet technology in English teaching applications. For this purpose, we should fully consider the characteristics and advantages of Internet technology in the structural design of English textbooks, strengthen the positive role of Internet technology in English teaching and at the same time improve the configuration of the hardware facilities in the university classroom to ensure that the college English classroom has the hardware environment for multimedia teaching.

5.3 Optimize the level of teaching management

Informationization is an important feature of the Internet era. Optimizing the level of English teaching management is to optimize the informationization level of teaching management. It is an important means to solve the ecological imbalance of English classrooms from a macro perspective. Through the information management of the teaching management content such as curriculum setting, teaching resources and curriculum arrangement, it is conducive for English teaching to achieve informational teaching on a macro level, helping students to fully understand English courses and have more independent learning and choice rights, thus providing more reference data for English information teaching. Better plan and design the course content and reconstruct the balance of the English classroom ecosystem.

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