

Ecological Perspective of Classroom Teaching

Manifest Vigor of Life, Back to Essence of Classroom

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Abstract—Internal and external relationship of education is interpreted from the principles of ecology systematicness, life nature, balance, coexistence and interaction and self growth to form fundamental principles of educational ecology. Applying the fundamental principles to classroom teaching is to back to essence of classroom and develop students' wisdom and potential.

Keywords—ecology; educational ecology; classroom; ecological anomie; ecological standard

I. INTRODUCTION

In the implementation process of new curriculum entering into classroom, people finds out although curriculum reform focuses on development and generation process of knowledge, advocates teaching methods and leaning styles such as independence, cooperation, exploration, experience, dialogue, etc, the expected change of curriculum reform is not truly realized in classroom, the idea is not completely translated into classroom reality, "the teacher doing everything on behalf of students", "student reticence", "teacher's discourse hegemony" and other phenomenon are still awash with classroom, many seemingly vigorous classroom actually recessively deprive students' decision-making rights. Therefore, backing to essence of classroom and realizing ecological architecture of classroom is of great importance for deepening curriculum reform of basic education.

II. THEORETICAL EXPLORATION: ECOLOGICAL STANDARD OF CLASSROOM TEACHING

The term "ecology" (ecology) stems from Greek, composed of two roots "oikos" and "logy", the former has the meaning of "dwelling place" or "habitat"; the latter has the meaning of "discussion" and "research", that is, research on dwelling place. In the 1860s, German zoologist and evolutionist Ernst Haeckel initiated ecology, and he defined ecology as a science of discussing mutual adaptation state between organisms and their surrounding environment. In the 1970s, increasingly severe ecological crisis led people to transit biosphere-centered research to human society-centered research; meanwhile, task of ecological research is transformed to exploring "human ecosystem" from "natural ecosystem". Equally gradually penetrated into education

field, this research explores phenomena and laws of education field, and educational ecology is generated. educational ecology researches various educational phenomena and causes with the principles of ecology, especially ecosystem and ecological balance and other principles and mechanisms to reveal tendency and direction of education development; educational ecology, on one hand, researches interactive relationship between whole social environment and human education activities, on the other hand, researches influence of school, classroom, equipment, seats distribution, curriculum setting, training objective, teaching methods, Interpersonal relationship (kinship, teacher-student relationship, classmates relationship), mental state on teaching, the former is macro-research level of educational ecology and the latter is micro-research level of educational ecology. Classroom ecology is micro-level of educational ecology. Doyle, W and Ponder, G (1975) believe that "every background of learning includes a learner, a teacher, a background and learning information... therefore, learning happens in a ecosystem", thus, they define classroom as "a network formed by interconnected processes and events influencing on teaching environment".

Ecological classroom is an organic ecosystem, whose constitution factors mainly include two aspects: firstly, main body factors, teachers and students are main body factors in classroom; students are the most active factors in ecology classroom. The classroom should reflect the idea of "people first, students-centered", concern students' growth and development and become relationship space, psychological space and cultural space for various high efficient bilateral teaching activities for teachers and students, and a paradise to manifest students' life vigor. In classroom, students are not passive receivers but active participants; As another active factor in classroom, teachers are organizers, participants, helpers, guiders and prompters in classroom, they do not merely "impart professional knowledge", what's more, "propagate the doctrine" and "resolve doubts". Secondly, environmental factors. Environmental factors are all conditions which influence classroom teaching activities. They include physical environment and cultural psychology environment. The former is material basis of teaching activities, mainly composed of various materials and physical factors inside school, such as school buildings, teaching aids, time and space, etc. As a complex

environmental system composed of many intangible society, culture and psychological factors inside school, cultural psychology environment forms the whole teaching environment together with physical environment. Different from physical environment, cultural psychology environment is an intangible environment out of sight and touch, but it has important influence on mental activities and social behaviors of teachers and students and even on education and teaching activities on the whole school.

Classroom teaching should back to the essence and manifest life vigor of classroom, take pursuit of life value as realm, democratic efficiency as management premise, realize multi-element, multi-direction and multi-level interaction between curriculum and teachers and students, knowledge and society as well as organic combination of various education factors, develop students' potential and wisdom and lay the foundation for students' healthy growth and life quality improvement.

III. REAL OBSERVATION: ECOLOGICAL ANOMIE IN CLASSROOM

A. Teacher's Discourse Hegemony

"Discourses" are words. Discourses always reflect a relationship as a bridge to link others and me. If an end of it ties me, then the other end ties the interlocutor. Discourses are common territory between speaker and interlocutor. Discourse hegemony refers to language despotism, tyranny, closing and conservation; it only recognizes certain discourse but denies justifiability and legitimacy of other discourse. Teacher's discourse hegemony means that the teacher controls contents and forms of discourses between teachers and students relying on his knowledge authority and absolute status and dominant role in teaching to form the phenomenon of "one person alone has the say". Teacher's discourse hegemony in classroom teaching are mainly shown in two aspects: firstly, teacher's complete domination on classroom discourse, namely, dominant discourse hegemony, classroom teaching becomes teacher's "monologue", students can only accept knowledge passively and have no right to propose their own thinking and question. Secondly, pseudo offer of classroom discourse right to students, that is, recessive discourse hegemony. The teacher asks students for question in classroom symbolically, and guide students to answer it according to teacher's advanced design. For students' incomplete answer, vague answer and wrong answer, the teacher always holds attitudes of negation, exclusion and even criticism. Dialogue between teachers and students is a single communication status, and dynamic equilibrium of classroom is lost. The teacher occupies the leading role and becomes absolute authority of discourse, while the students are in controlled status; they only passively take lessons and become aphasia in classroom teaching.

B. Students' Conformity Behavior

Conformity refers to the phenomenon that an individual tends to be consistent with majority in the group in perception, judgment and behaviors due to influence and pressure of group. Function of conformity behavior on

individual is called "conformity effect". In classroom, students' conformity behavior possibly plays an active role in teaching objective and ensure success of teaching task; but also may lead the students to follow what others have said and obey the herd blindly, even suppress creative idea, hinder students' independent thinking and isolate innovative students. It is shown that the teacher's unreliable information feedback influences optimization of teaching process, which makes part students develop dependence of thinking, hinder development of independent thinking ability, suppress creative idea, influence cultivation of innovation ability and may lead individual students' negative feelings generalization for teacher and influence students' perfection of personality.

C. Single Teaching Methods

Teacher's leading role is overemphasized and students' main body role is neglected, "students are taken as objects to mechanically and passively receive education, injection type, rigid type and cramming teaching, or called 'porter type' teaching are implemented". Teachers and students are lack of exchange; students become containers to receive knowledge. The classroom atmosphere is dull and students are lack of leaning enthusiasm, initiative. Classroom initiative is occupied by the teacher, while students have no learning initiative, they passively learn knowledge and the classroom loses vigor.

D. Isolate Teaching Environment

As a special environment, teaching environment includes space-time condition, teaching equipment, school spirit and classroom atmosphere and teachers-students relationship, etc. related to teaching. It is a totality to influence teaching and influence students' various elements through teaching. In classroom teaching, teachers are lack of consciousness of systematically thinking teaching environment, neglect integrative construction of teaching environment, cannot take full advantage of positive effect of teaching environment to build harmonious and active classroom atmosphere, cannot correctly give play to intellectuality exploitation function, aesthetic education function and moral cultivation function in teaching environment as well as maximum effect of teaching environment in teaching. .

IV. BACK TO ESSENCE: ECOLOGICAL RECONSTRUCTION OF CLASSROOM

As an organism full of vigor and vitality, classroom possesses fresh life orientation, it is "a field of meeting life and soul", an ecosystem in which teachers and students participate. To realize ecological development of classroom, we need do the following points:

A. Update Teaching Idea and Build Harmonious Classroom Teaching Field

Teaching should be a process of equal exchange, communication and dialogue among teachers and students as well as comprehensive generation process of concept, knowledge, experience, capacity, level in exploration

activities in which teachers and students participate together, which is the basic idea of ecological classroom. The key of classroom is teacher, which the key of teacher to realize ecological classroom is idea.

1) *Adhere to harmonious unity of imparting knowledge and developing intelligence.* Guide the students to recognize problem, find problem, analyze problem and solve problem from multiple perspectives and multiple levels through edification and guidance, train students' divergent thinking and creative thinking and realize transformation to intelligence development teaching from knowledge instruction teaching.

2) *Stick to organic integration of diversity and openness.* "Teaching is a human social activity which serves people." Teachers should design classroom teaching process by themselves according to nature of different curriculum, characteristics of chapters and different training objective to manifest their personalized teaching and reflect diversity of teaching; Classroom teaching also possesses openness; open classroom is an important character of ecological classroom. Under diversity and open classroom discourse: the teacher is supporter of student learning, they are "classmate" teacher-student relationship of resource sharing; classroom is only a part of student learning and living, "activity" should be a main form for students to participate in classroom teaching; students should regard enjoying learning pleasure as major impetus of learning, and active self-motivation as main stream of evaluation to make classroom teaching reach dynamic equilibrium and systematic openness.

3) *Stick to organic integrity of teaching oriented and study as the main part.* Teaching and learning is bilateral activity, teachers play the leading role and students are main body and determinant of cognitive activity. Classroom teaching is a process of leading role and main body coexisting. As organizers of classroom teaching, teachers should guide, inspire, advice and motivate students' learning initiative and enthusiasm; students participate in the whole process of teaching and learning as main body and are always in active state, really grasp learning autonomy and become the master of learning to make teaching process transform to "guide" from "teach", "I want to learn" from "make me learn", "doing well in learning" from "learn well", "enjoy learning" from "harsh learning" and reach harmonious unity and optimum combination of leading role and main body role and realize efficiency of teaching.

4) *Organic combination of uniform requirements and individualized teaching.* Teaching should face all students, sticks to training people's quality, standard and realize training objective specified by curriculum scheme. Meanwhile, targeted individual teaching should be conducted according to students' actual conditions. Classroom teaching should take individualized teaching as primary task of teaching; different teaching methods should be selected according to students' different knowledge bases, learning attitudes, hobbies and interests, characteristics of personality, health conditions and family backgrounds, etc. Only by this way can students' personality and strong points be trained purposefully, can students' creative spirit and

innovation ability be trained and can students are truly made to learn something, make it pay and apply what they have learnt in use so as to avoid recessive damage of traditional teaching to students.

B. Innovate Classroom Teaching Model and Reveal Life Charm of Classroom

Classroom teaching model is teaching scheme determined by teachers according to teaching contents, students' states and teaching conditions which reflects teachers' guidance, exchange, cooperation and practice process for students. Concern over life is the primary task of classroom teaching. Classroom should be a "life classroom" which lays a foundation on students' lifelong development, an "open classroom" where students are centered and teachers and students interact and grow, extend individuality, and a "main body classroom" focusing on practice and promoting students' wisdom development. In teaching reform, teacher-based concept should be transformed to student-based concept, monologue should be transformed to dialogue, closed type should be transformed to open type, transfer-receive type as main direction should be transformed to diversified teaching model taking guidance and exploration as main characteristic. Task of gathering information should be delivered to students, courage of asking difficult questions should be given to students, the right of bold expression should be returned to students, space of cooperative inquiry should be left for students, process of enjoying evaluation should be given up to students. The students should be guided to learn actively and think independently so as to realize equality among teachers and students, classroom interaction, teaching benefiting teachers as well as students and make classroom truly glow life passion and vigor.

C. Manifest Personalized Teaching, Highlight Teaching Characteristics

Teachers are one most active factor of classroom teaching from ecology perspective. Endless vigor and colorfulness of classroom is led by different teaching characteristics of teachers and derived from unique characteristic and charming teaching individuality; teaching individuality shows an independent, free, innovative and superior state and view in teaching; teaching individuality reflects teachers' integral grasp, innovative control, artistic show and comprehensive quality in teaching activities for teachers. Teaching individuality is repeated expressional "lingering charm", "style", "look" in teaching activity integrity for teaching laws and teaching practices, crystallization of teachers' creativity, artistry and teaching activities, combination product of teachers' spirituality individuality and teaching techniques and skills characteristics, that is, teaching style. Teaching individuality is sublimated to teaching style, teaching style manifest teaching characteristics, which promotes teachers' professional growth as well as students' individuality growth.

V. CONCLUSION

Classroom is an organic system composed of many factors such as teachers, students, teaching contents, teaching conditions, teaching methods and teaching management, etc. It is a dynamic progress process. In classroom, students are not only cognitive body, but also fresh life body. Acquiring knowledge is only one part of students' life development. Only if students are deemed to be most lively, active and richest life body can classroom be full of vigor and vitality, enthusiasm and creativity of teachers and students be motivated and purpose of classroom teaching be truly realized.

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