



Exploration and Analysis of Higher Vocational English Classroom Teaching from the Perspective of Educational Ecology

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Abstract: English teaching in higher vocational education has always been one of the difficulties. Due to the weak learning foundation of students, insufficient learning ability, and some problems in teaching methods, the quality of higher vocational English teaching has never been effectively improved. This article analyzes the current problems in English classroom education in higher vocational education from the perspective of education ecology, and implements some effective teaching reform measures for these problems, in order to effectively improve the quality of higher vocational English teaching and enhance students' comprehensive ability.

Keywords: Educational Ecology; Higher Vocational Education; English Class; Teaching Exploration

The main teaching goal of higher vocational colleges is to cultivate practical technical professionals, and the professional requirements are basically focused on practical applications. With the increasingly close contact between China and the world economy, the importance of English majors has gradually become prominent. Therefore, improving the level of higher vocational English teaching and improving the way of higher vocational English teaching has become a point that higher vocational schools should pay attention to. Based on many years of experience in vocational English teaching, the author analyzes the actual teaching situation, and combines the concepts of education ecology, and proposes some reform measures for vocational English classroom teaching, hoping to help the majority of vocational English teachers in actual teaching. Provide some useful suggestions.

1. Educational ecology summary

Educational ecology was first proposed by American educational scholars. Its research direction is not limited to the relationship between schools, teachers, and students. It is based on the principles of ecology to integrate all the influences on educational activities. Among the factors considered, in addition to the school, there are also social environment, family factors, class learning environment, social activities among students, and the physical and mental development of the students themselves. These factors are comprehensively considered to establish a reasonable school that is conducive to student learning. The internal and external ecological environment has achieved the goal of improving teaching efficiency and promoting the healthy growth of students.

Educational ecology can be divided into two aspects: macroscopic and microscopic. The so-called macro-education ecosystem refers to the general direction of students' education. The various influencing factors in the process of enrollment, school learning, and completion of schooling and entering society are included. The purpose of the research is to seek the general direction of education development is to improve the education system and rectify the problems that arise in education. The micro-education ecosystem focuses on the construction of the class environment for student learning, narrowing the scope of research to classes or even study groups, and studying the impact of teacher-student relationship, classmate relationship, personal life or psychological development on education, is an impact on the macro-education ecology. A complementary study of the circle, the two are complementary and work together.

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2. Analysis on the Status Quo of English Classroom Teaching in Higher Vocational Colleges

The analysis of higher vocational English classroom teaching belongs to the micro-ecological research category of education ecology. Combined with the current collected data, the current higher vocational English classroom teaching has the following problems: First, the teacher-student relationship is unbalanced. In the English classroom teaching of higher vocational colleges, most teachers did not take into account the problem of the low basic level of higher vocational students. They still use traditional teaching methods. The teaching purpose of teachers has changed from teaching knowledge to completing teaching tasks, and teacher teaching has become To sing a one-man show in the classroom, it is difficult to form effective communication with the students, the student's main role as the classroom is not reflected, and the atmosphere of the classroom teaching ecological environment is relatively rigid. Second, teachers lack the use of innovative teaching methods, and students are not motivated to learn. Teachers did not actively innovate in teaching methods. The teaching content still copied textbooks and did not listen to the basic demands of students. The one-size-fits-all teaching method ignored the individualized development requirements of students, and students could not feel the progress of learning, so they lost The interest in continuing learning has made the ecological environment of higher vocational English classroom teaching unbalanced. Third, English classroom teaching lacks practical training in oral English. Listening, speaking, reading, and writing are the four major elements of English teaching. Among them, higher vocational English teaching only improves the practice of reading and writing. This is mainly to cope with students' exams. However, from the actual situation of higher vocational students, listening He said that this kind of practical ability is more beneficial to the future development of students. Therefore, there is an imbalance between teaching goals and teaching methods in higher vocational English classrooms.

3. Reform measures of English classroom teaching in higher vocational schools from the perspective of education ecology

3.1 Improve teaching methods and enhance classroom learning atmosphere

The difficulty in improving the level of higher vocational English teaching is mainly due to the backwardness of teachers' teaching concepts and teaching methods. Therefore, in order to build a good teaching micro-ecology, teachers need to find faults in their own teaching methods, improve traditional teaching concepts, use various innovative teaching methods, and actively guide students to actively participate in teaching activities, enrich classroom teaching content, and improve classroom learning Atmosphere, build a more dynamic classroom learning environment, and effectively improve the quality of higher vocational English teaching.

3.2 The implementation of hierarchical teaching makes the teaching method more humane

It is undeniable that in most vocational colleges, the dominant status of vocational students is relatively low. Teachers and students have not established effective communication channels. Teachers' unilateral and one-size-fits-all education method greatly dampens students' enthusiasm for learning. Therefore, teachers should adhere to the educational philosophy of taking students as the main body of teaching, return classroom teaching to students, fully understand the specific situation of each student, and conduct hierarchical teaching based on the actual situation, so as to provide students with more opportunities for communication and let the whole The teaching environment and methods have become more humane and fairer, effectively improving students' enthusiasm for learning English, and promoting the further improvement of higher vocational English teaching.

3.3 Pay attention to the practicality of teaching and improve students' comprehensive ability

In general, the pressure of entering higher vocational colleges is not great compared with ordinary college students. The most important thing is the actual employment in the future. Therefore, the main teaching goal of all majors in higher vocational colleges should be to enhance students' competitiveness. Vocational English should also follow this rule, and the ability to use oral English in English education is the best indicator of the usability of English. Therefore, higher vocational English teachers should add oral-related practice courses on the basis of traditional English teaching. The situational teaching method and the interesting teaching method encourage students to speak boldly and loudly,

promote students' oral expression ability, comprehensively improve students' comprehensive English literacy, and lay a solid foundation for the fierce competition in the future society.

4.Concluding remarks

All in all, the analysis of current higher vocational English classroom teaching from the perspective of education ecology can provide us with some new educational ideas. Teachers should aim to build a harmonious and sustainable classroom teaching micro-ecological environment and improve teaching concepts and teaching. Ways to improve the status of students as the main body of teaching, to build effective communication between teachers and students, to focus teaching on cultivating students' practical ability, to stimulate students' enthusiasm for active learning, and to effectively improve students' comprehensive ability.

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