

On Construction of Ecological Classroom Teaching Mode

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Abstract— Ecological classroom teaching mode is a teaching situation that is people-oriented, student-centered and focuses on students' personality development. The basic characteristics of ecological classroom are as follows: authenticity, nature and harmony; life, growth and wisdom; Integrity, openness and improvement. This paper discusses the construction of ecological classroom teaching model from three aspects: teacher-student relationship, student-student relationship and classroom teaching environment. It points out that ecological classroom is the paradise of healthy growth of students and the paradise of sustainable development of teachers. It shows that the construction of ecological classroom teaching mode is beneficial to the overall improvement of classroom teaching efficiency and the overall improvement of students' life quality.

Keywords— Ecological classroom; Teacher-student relationship; Student-student relation; Teaching environment; Cooperative learning; Harmonious coexistence; Comprehensive development.

I. INTRODUCTION

The great French enlightenment thinker and educator Rousseau pointed out: education should conform to nature, or it will produce the consequence of nature broken. Guo Sile, a well-known Chinese contemporary education expert and founder of student-centered education, said: "Education is the process of man's spiritual life activities"; "The biggest characteristic of life activities in education is the existence of this possibility, which enables life to mobilize all its own to constantly create itself, improve and develop life, and life will be inspired from it, so as to harvest a rich and fulfilling life"; "Our education must create such a state of total human life engagement" (Guo, 2003). The original meaning of the word "ecology" is "the dynamic balance relationship established by the interaction between organisms and living environment in the natural system" (Tang, 2005). In ecology, the word "ecology" refers to home or the environment in which we live. In the ecological classroom teaching mode, the word "ecology" can be understood as enabling the living entity --- students and teachers to grow naturally, harmoniously, freely and sustainably in a good teaching environment. Ecological classroom teaching model is a teaching situation that is people-oriented, student-centered

and focuses on students' personality development. The basic characteristics of ecological classroom are as follows: authenticity, nature and harmony; life, growth and wisdom; Integrity, openness and improvement. Ecological classroom teaching focuses on the individual development of students; Ecological classroom teaching focuses on students' self-development; Ecological classroom teaching focuses on the comprehensive and sustainable development of students. In ecological classroom teaching, teachers create a harmonious atmosphere that attaches importance to the independent spirit and free thought of all students. The teaching class is constructed into a micro-ecological system with dynamic balance among teachers, students and environment.

II. THE CONSTRUCTION OF TEACHER-STUDENT RELATIONSHIP IN ECOLOGICAL CLASSROOM

2.1 From the perspective of ecological classroom, teacher-student relationship is the organizational relationship, interpersonal relationship and psychological relationship between teachers and students in classroom teaching. In the ecological classroom, teachers and students should maintain a harmonious relationship of equal

dialogue, equal communication and empathy, instead of the traditional situation in which teachers monopolize the platform, and the students just listen and take notes; The teachers speak passionately, while the students listen drowsily; Teachers only focus on the teaching of knowledge and does not pay attention to students' feelings. In the teaching process of ecological classroom, equal dialogue is one of the important factors of equality between teachers and students. Only when an "equal dialogue" (Chen, 2003) is formed between teachers and students can students enjoy the right of independent study and freedom of self-selection. Ecological classroom requires teachers to face every student in the teaching process; to pay attention to the comprehensive development of each student; to develop each student's personality; to make every student's development sustainable.

2.2 In ecological classroom, emotion is the catalyst of harmonious classroom. Teachers should love students first, because education without love is education without soul. In the process of ecological classroom teaching, teachers should treat and tolerate the mistakes made by every student, and sculpture every student correctly and patiently. Because only the love of teachers can be transformed into students' learning motivation, can make students positive, healthy, and growing up. Teachers should also respect students. In the process of ecological classroom teaching, teachers should fully respect students' personality, wishes and privacy rights. At the same time, teachers also learn to affirm students, appreciate students and encourage students. Because only teachers learn to appreciate students, encourage students, students can feel the existence of self-esteem, can maintain the fun of learning and forward momentum. Otherwise, students tend to lose interest in their studies and often become demoralized or even depressed. Besides, teachers should be good at studying students. Because understanding students is the basis for teachers and students to get along well. Only by understanding students' family background, personality differences, interests and hobbies, can teachers respect each other, cooperate with each other and trust each other, so as to mobilize every student's learning enthusiasm, initiative and creativity.

2.3 It is important to deal with conflicts between teachers and students correctly. In the process of classroom teaching,

conflicts between teachers and students are inevitable, because the relationship between teachers and students itself is a pair of contradictions. In order to solve this contradiction, equal dialogue between teachers and students is very important. Only in an equal and harmonious atmosphere can students give full play to their learning potential and creativity, and a personalized teaching platform can be built between teachers and students. In addition, in classroom teaching, teachers' flexible teaching method is also an indispensable and important factor in constructing ecological classroom. For example, discussion, task and imagination teaching methods are all effective teaching methods with students as the main body and practitioners. In the dialogue between teachers and students in the ecological classroom, teachers should give full play to their role of guidance, promotion and impetus, try to stimulate the learning enthusiasm of every student, adjust the learning state of every student, and improve the innovation ability of every student.

2.4 The bidirectional understanding between teachers and students is an important factor in constructing ecological classroom teaching model. The two-way understanding between teachers and students means that teachers should respect students' thoughts, feelings and emotions; The independent spirit of the students is recognized; Teachers should always take an equal attitude to care for and encourage every student. At the same time, the two-way understanding between teachers and students also means that students should regard teachers as elders in their own life and growth and be willing to accept teachers' guidance and help; Students should adapt to the teaching methods and teaching characteristics of teachers actively, understand the teaching intention and teaching purpose of teachers, so as to achieve the "love me, love my dog" harmonious relationship between teaching and learning.

III. THE CONSTRUCTION OF STUDENT-STUDENT RELATIONSHIP IN ECOLOGICAL CLASSROOM

3.1 Independent, cooperative and exploratory learning is an important factor in constructing a harmonious ecological classroom. In the process of ecological classroom teaching, teachers should fully believe in students, rely on students, give students more space for

cooperation and interaction, stimulate students' life heat, maximize students' learning initiative and creativity, and strive to form a harmonious, smart, pleasant interactive classroom atmosphere. Among them, cooperative interaction is the basis of constructing ecological classroom. In the process of ecological classroom teaching, group activity is the most common form of group interaction among students. The teacher takes the student study group as an important means of teaching organization. By guiding the group members to cooperate, the teacher gives full play to the positive functions of the group and improves the learning motivation and learning ability of the individual students, so as to achieve the goal of completing specific teaching tasks. Group activities can make students interact in cooperation and compete in interaction, reduce students' anxiety in the learning process, and thus stimulate every student's learning initiative and creativity.

3.2 Group Division. In the process of ecological classroom teaching, teachers can organize teaching activities according to the principles of organizing heterogeneous and homogeneous groups. According to individual differences in students' academic performance, cognitive style, learning strategies and other aspects, teachers will reasonably divide students into groups, and arrange each group member to complete different classroom learning tasks according to their own abilities. It is proper to keep the level of competence, academic performance and competitiveness of each group as consistent as possible. In order to provide students with more practice opportunities, groups of 2 to 4 are usually suitable. In each group, the proportion of top students, middle students and students with academic difficulties remained the same. One group leader is needed in each cooperative group. The group leader can take turns to reflect the equal cooperative relationship and cooperative democracy among the group members, so as to create equal opportunities for every student and enable every student to achieve all-round development. In group activities, the group leader not only actively participates in the group cooperative learning activities, but also helps the teacher to arrange, to carry out the learning tasks of this team, coordinate the members of the group activities, adjust the schedule for group activities, sum up the team's activities, and must be promptly get in

touch with teachers and other groups. In the ecological classroom teaching activities, each member of the learning group can find solutions to a common problem through in-depth thinking and discussion and consultation. Group cooperative learning can not only create an intimate and harmonious learning atmosphere between teachers and students, and among students, but also transform the knowledge and ability of excellent students in the group into the shared resources of group cooperative learning, so as to promote the common progress of students with learning difficulties.

3.3 Setting up Rules. Group activities must follow certain rules. Activity rules should include: activity content; activity time; result presentation, etc. But it is worth noting that the activity rules should not be too detailed, otherwise it will restrict students' free choice of behavior; Students should be encouraged to establish their own rules of activities, and self-implementation of their rules of activities, to reflect the principle of democratic participation, so as to mobilize students to participate in the enthusiasm, enhance students' sense of responsibility for activities; The activity rules should reflect the humanization, and should have the openness of self-improvement and self-perfection. Democracy, equality and cooperation are the basic rules of activities that team members must follow. Teachers should give full play to the role of guidance, take the initiative to walk into groups, participate in and integrate into group activities, guide and encourage students to speak actively, and take appropriate measures to eliminate the phenomenon of "one-man monopoly" in group cooperative learning. At the same time, teachers should give timely comments, praise and encouragement to students for their creative suggestions and solutions to problems, so that students can always keep a good thirst for knowledge and initiative and realize the pleasure of cooperative learning and the progress they have made in group activities, so as to continuously enhance their confidence and courage to explore and solve problems.

3.4 Raising Problems. Problem awareness is the key to group activities. In the process of group activities, teachers should learn to use questions to inspire students' thinking, so that students can build up their awareness of problems in thinking, discussing, analyzing and solving

problems. Problem awareness can promote the development of students. Only when students can consciously experience and actively put forward "why" and "how to do" can students' thinking be activated, and students can conduct independent exploration, acquire relevant knowledge and develop their own abilities. Meanwhile, in group activities, teachers should carefully observe the cognitive behaviors and emotional reactions of each group member, so as to design more reasonable and suitable questions for students' level, and further stimulate the vitality of group activities.

3.5 Group Evaluation. The group evaluation in the ecological class should be a developmental evaluation, which requires the evaluator to evaluate every student with the vision of development, because students are people who are constantly changing and developing. Group evaluation can transform the competition among students into the competition among groups, and at the same time, it can promote the mutual transformation of cooperation and competition among groups. The purpose of group evaluation is to let the group members learn to cooperate, learn to care, learn to compete with the strength of the team. Members in a group are mainly based on cooperation, and groups are mainly based on competition. Competition and cooperation go hand in hand, thus creating an ecological classroom teaching atmosphere that is both cooperative and competitive, both tense and pleasant.

The autonomous, cooperative and exploratory learning modes in ecological classroom teaching model can stimulate every student's interest in learning and desire for knowledge; It enables each student to explore and study positively; It can stimulate students' learning enthusiasm, tap students' learning potential, and make students learn from each other in the process of complementing, promoting, improving and developing together.

IV. CONSTRUCTION OF TEACHING ENVIRONMENT IN ECOLOGICAL CLASSROOM

4.1 Ecology is closely related to the environment. To build a harmonious ecological classroom, teachers should first improve the ecological environment of the classroom. Ecological classroom teaching mode requires

that "teachers should be student-oriented, rely on students, and trust students' learning nature and learning potential" (Wang, 2002). By changing the organizational form of classroom teaching, teachers should give students more thinking space, and construct and achieve the classroom ecological environment in which teachers, students and knowledge interact. Teachers are required not only to unify the external pressure and internal pressure, but also to unify students' emotional activities and cognitive activities. In the teaching activities of ecological classroom, teachers and students should care for each other; students should cooperate with each other; the classroom atmosphere should be pleasant, harmonious and open.

4.2 Make the students masters of the class. In ecological classroom teaching, teachers should cultivate students' sense of ownership to participate in learning consciously, and make students develop the good habit of actively participating in learning through personal experience and exercise. In teaching activities, teachers are transformed from knowledge explainers to organizers, promoters and instructors of students' independent learning. Teachers regard students as the master of learning, warmly encourage and patiently guide every student, create an equal, tolerant, respectful, understanding, harmonious and pleasant classroom atmosphere, in order to stimulate the motivation of students' independent learning, form the consciousness of students' independent participation in classroom activities. Teachers should learn to put themselves in others' shoes when organizing teaching activities. Teachers' "teaching" should be created for students' "learning", so as to form an active and lively classroom atmosphere in which students are good at thinking, willing to speak and willing to do things.

4.3 Make teachers become close friends of students. Mutual respect, trust and care for each other are the basis of becoming bosom friends. Harmonious ecological classroom requires teachers to integrate into the students, in respect of the personality of students, believe that students can learn, care about the interests of students on the basis of the tone of discussion with students, respect the inner needs of students, and set students a good example. Teachers should learn to treat every student equally. In the face of students with distinct and varied

personalities, teachers should fully respect students' individual differences, take people as the basis and teach students in accordance with their aptitude. In addition, teachers should try their best to make every student think, speak and do in a harmonious, safe and warm classroom environment like "home".

4.4 Change the teacher's focus in the classroom. In ecological classroom teaching, teachers should change their attention from students' learning to students' growth; change their focus from students' academic performance to students' life state. Teachers should learn to pay attention to the cultivation of students' learning ability; pay attention to students' "feelings and understandings of inner world" (Feng, 1996); pay attention to the formation of students' healthy personality and correct life values.

4.5 Emphasis should be placed on cooperative learning. Cooperative learning can make the interpersonal communication between students form multidimensional information interaction, and numerous information can provide reference for each student in the class. Students can process, understand and reconstruct new knowledge information based on their own inherent knowledge. In this process, a pattern of equal dialogue, information exchange and interaction among teachers, students, and texts can be formed, so as to build a cheerful, relaxed and democratic ecological classroom teaching mode.

V. CONCLUSION

In a word, ecological classroom teaching mode is a "student-based" classroom, a class of "situation", "experience", "cooperation", and a class of "pleasure" and "harmony". In this harmonious classroom teaching model, teachers and students maintain an equal and democratic relationship; The relationship of competition and cooperation among the students is maintained; There is an interactive pattern among teachers, students and the text. In the process of ecological classroom teaching, students' potential is brought into full play; Teachers' talents are fully displayed; Text can be put to full use. Ecological classroom is a classroom where teachers, students and the environment interact and improve all together. Therefore, ecological classroom is the paradise of healthy growth of students and sustainable development of teachers. The construction of ecological classroom teaching mode will

be conducive to the overall improvement of classroom teaching efficiency and "the overall improvement of students' life quality" (Zhu, 2008).

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