

The Reconstruction of Class Ecology in English Education for College Students Guided by OBE Concept

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Abstract: College English courses play an important role in meeting the needs of education internationalization and compound talents training. As an advanced educational concept, OBE can solve the problem of ecological imbalance in college students' English classroom and play a good role in realizing the goal of classroom ecological reconstruction. In view of the current imbalance of college English classroom, colleges and universities should optimize the communication mode of ecological components, reconstruct equal and balanced interactive classes, enhance the subjectivity of ecological core factors, restore the ecological activity of classes, create an open ecological atmosphere, restore the ecological function of English classes, give play to the ecological driving characteristics of teachers, and promote the synchronous covariation of English classroom ecology. To fully activate the "nerve endings" of college students' English education and build a new ecology of English classroom, it has become the key to enhance the competitiveness of colleges and universities.

Ecology refers to the interrelation and interaction between organisms and their surroundings. A good ecology has three functions of maintaining energy flow, information transmission and material circulation, and can achieve a balance between organisms and between organisms and the surrounding environment [1]. In the classroom environment, classroom ecology refers to the interaction between teachers and students and between teachers and students and the classroom environment. Good classroom ecology is in the classroom environment, the role of teachers and students is correct, and the relationship between teachers and students and the classroom environment is harmonious. However, at present, the development of college English education has the problem that "one body and three parts" are basically implemented, but the implementation of "four rings and diversity" is insufficient. Among them, "One body and three elements" refers to the implementation of students' main body status, and the establishment of teachers, students and teaching environment; "Diversity in the four rings" refers to subtle deficiencies in teacher-student interaction, student autonomy, open environment, and element development [2]. This means that in the ecology of college English classroom, the ecological function is not playing properly and the relationship between departments within the ecological environment is not harmonious. To this end, it is necessary to combine the result-oriented, student-centered new teaching concept to promote the overall balanced development of education and harmonious reform, namely, the concept of OBE, to help the ecology of college English classroom return to the correct state.

1. Correct composition of classroom ecological structure under the guidance of OBE concept

1.1. Results-oriented: communication and interaction of ecological components

OBE education concept is an advanced educational concept that is results-oriented, student-oriented, and uses reverse thinking to build a curriculum system [3]. The most core factor of this teaching concept and the most prerequisite for the implementation of the concept is communication and communication, that is, communication and communication are the basis for the generation of "teaching" and "learning". The ecological component refers to the two subjects, teachers and students, which are the motivation to stimulate the ecological vitality of the classroom, and the effectiveness of their communication and interaction directly affects the quality of classroom teaching. Therefore, the use of OBE concept to guide the effective communication and interaction of ecological components can improve the quality of the classroom and restore the classroom ecology. Among them, the communication and interaction of ecological components are as follows: First, the essential attribute of teacher-student communication lies in reciprocity and interaction. The use of equal teacher-student communication can form a long-term and reasonable good interaction, which is not only conducive to the construction of the classroom teaching process in which teachers and students actively communicate and develop together, but also the basic requirement for maintaining the ecological balance of the classroom and an important component of the classroom ecological structure. Second, for college students, communication and interaction mean creative liberation, subjectivity, openness of mind and personality. For teachers, it reflects that the status of teachers in classroom teaching has gradually changed from "the protagonist" to "the first seat in the relationship of equality". This shows that the process of classroom explanation is no longer a simple knowledge transfer process, but a vitality class with common understanding, sharing and mutual communication, emphasizing the self-realization, professional growth and mutual benefit of teachers and students.

1.2. Student-centered: the return and autonomy of ecological factors

OBE philosophy emphasizes results-oriented, which ultimately serves students. This also makes ecological factors generally refer to teachers and students, but students are the core factor in the classroom ecology, and teachers provide factor attraction services for students. In other words, students' return and autonomy are the core of highly practicing the student-centered teaching concept, an important support for strengthening the ecological vitality and motivation of the classroom, and play a role in enhancing the sustainable development of the classroom ecology [4]. That is, the classroom must abandon the application of closed and cramming teaching mode, change the thinking of educating people, and implement the student-oriented and student-driven education and teaching methods. In order to let students return to the center of the classroom, we must show students' autonomy. For students, regression refers to making students become creative learners in the classroom and participants who actively understand and participate in classroom teaching and learning. Based on inquiry teaching method and maker teaching method, students participate in classroom ecological reconstruction. Autonomy refers to making students become the operators with independent consciousness and ability in the classroom, and become the constructors of conscious participation and enhanced understanding. Active teaching method and PBL teaching method need to be used to break the characteristics of the closed structure of classroom teaching.

1.3. Balanced development: the opening and generation of ecological atmosphere

OBE concept believes that the implementation of teaching must be balanced, educators need to identify the ability that students should have when they graduate, and set up corresponding teaching

design. [5]This balance is reflected in the students' ability level should be balanced with the difficulty of learning tasks, and the learning progress should be balanced with the learning rhythm. The above balanced performance requires a correct classroom ecology, which must attach importance to the ecological atmosphere of openness and generation. Among them, the ecological atmosphere refers to the teaching environment atmosphere, which is the macro factor to shape the good classroom ecology. In the classroom ecological structure, the opening and generation of teaching environment provides a good environmental foundation for college students with different personalities to develop in a suitable environment, and creates conditions for teachers to deeply tap students' potential, which is the guarantee for the classroom to restore to the original ecological function level. The open and generated teaching environment refers to a democratic, harmonious and relaxed classroom atmosphere, which can help students liberate their psychology, boldly imagine and freely imagine, and also help teachers combine multiple teaching techniques, enrich teaching resources, open teaching perspectives and further explore students' potential. On one level, the purpose of openness is to generate, that is, in every class, students can get cognitive gains from the content explained by the teacher; In the process of clarifying, understanding and understanding, teachers help students develop good learning habits and behaviors, help students expand their horizons, and continuously think about the areas that need improvement in the teaching process, so as to achieve the goal of balanced development of the classroom ecology.

1.4. Harmonious reform: harmony and resonance of ecological elements

The OBE concept attaches importance to learning outcomes and highlights the harmony between outcomes and processes, which requires educators to fully understand all elements in the classroom and have strong control. Only in this way can we ensure that all elements play their respective roles in the ecological environment, and effectively play their respective roles, and then promote the harmonious development of the whole. Among them, ecological elements include teachers, students and teaching environment, which are the decisive factors for building a complete classroom ecology. The harmony and resonance between the three elements can revitalize the classroom ecology and form a joint educational force. [6]The harmonious and resonant classroom can urge teachers to focus on guiding students, so that good teaching links can provide services for teachers and students. The harmonious performance includes "teaching" and "learning" harmony, "teacher" and "student" harmony, "in-class" and "extracurricular" harmony, etc. Harmony emphasizes the mutual assistance and cooperation between the ecological elements of the classroom, complement each other and make common progress, and realizes the harmony between the elements, which helps to accelerate the realization of the results-oriented teaching goal. Resonating classroom will make students respect teachers, teachers love students, mutual recognition between teachers and students, resonance, psychological compatibility, and under the guidance of harmony and resonance, students enjoy learning and teachers enjoy teaching atmosphere and situation.

2. Current situation of classroom ecological imbalance in college students' English education

2.1. The interaction of ecological components is not strong

The correct relationship between teachers and students in the classroom ecological component is to improve the participation of students as much as possible under the leadership of teachers, so that the relationship between teachers and students can "move" and "live". Although most teachers accept this view in actual work and actively put it into practice, under the restriction of traditional concepts, the interaction between teachers and students in the classroom is still dominated by teachers' "action" and students' "action" is rarely. It can be seen that the communication between teachers and students

is not equal. In most cases, the students' "activity" is at the low level, that is, the mechanical answer to the teacher's questions. However, the teacher's "movement" has a very high discourse status, and even directly restricts the direction and content of students' "interaction". For college English courses that attach importance to oral communication ability, this problem is prone to interactive imbalance, which not only fails to effectively cultivate and exercise students' creative ability, but also leads to the failure of two-way transmission of knowledge and information. That is, after teachers have finished explaining knowledge, students dare not ask teachers even if they have doubts about what they have learned. As a result, the feedback is not timely, the interaction of ecological components is poor, and the relationship between various ecological factors in the classroom changes, reducing the effect of English education.

2.2. Poor niche autonomy of ecological factors

As the core factor of classroom ecology, students have obvious phenomenon of poor autonomy of subject niche. The main reason for this phenomenon is that each person's understanding ability and acceptance ability are different. Under the influence of cultural and cognitive differences, students tend to have different comprehension speed and understanding degree when they understand the teacher's explanation content. In order to meet the teaching and requirements of common learning and progress of all teachers, and avoid the problems caused by limited understanding and cognition, there are relatively serious situations of replacing students' thinking. For example, teachers attach importance to the explanation of knowledge, and after raising questions, they fail to give students sufficient time to communicate and explore, so they are eager to give accurate answers, resulting in insufficient thinking time for students. In the long run, students tend to lose interest in participating in learning. In addition, some students are subject to their own influence, in order not to make mistakes, they will speak less or not, which not only reduces the classroom autonomy, but also restricts the growth of their own thinking logic. As time goes by, students will deviate more and more from the correct ecological position of "student identity". As the core factor, students have poor learning autonomy, which will inevitably lead to the impairment of the ecological activity of English classroom, thus aggravating the degree of ecological variation in English classroom of college students.

2.3. Lack of openness of ecological atmosphere function

The ecological atmosphere takes the teaching environment as the core, and the opening of the ecological atmosphere is the opening of the teaching environment. According to the current situation of college students' English classroom teaching and learning, English classroom has not developed into a mature open classroom in terms of teaching environment. The concrete manifestations are: the classroom atmosphere lacks the characteristics of democracy and harmony; The selection range of teaching materials is relatively limited; Insufficient motivation and guidance for students; The application frequency of advanced teaching technology and teaching platform is low. It is difficult to scientifically stimulate students' latent learning ability by effectively playing the cooperative role between teaching content and teaching technology, which results in the dilemma that students' cognitive range of English knowledge is narrow, and they are unwilling to think and dare not think during English learning. Under such circumstances, it is difficult for students to broaden their horizons, and it is difficult for teachers to achieve sustained growth in teaching ability, so the problem of ecological imbalance in English classrooms cannot be effectively solved.

2.4. The development of classroom ecological elements is not harmonious

English is a compulsory public course for college students. Under the influence of the change of teaching environment and the difference of cultural attributes, it is easy to produce problems such as disharmony in teaching process, disharmony between teachers and students, and disharmony in and out of class teaching arrangement. These discordant phenomena, to varying degrees, point to the incentive of teacher dislocation, that is, teachers fail to exert their maximum effectiveness in their position as teaching leaders. Among them, the disharmonious development of ecological elements is shown as follows: First, the disharmonious teaching process is reflected in the teacher's emphasis on "output" in explanation, failing to take into account students' internalization and absorption of knowledge, and failing to achieve common progress in the same space and channel; Secondly, the disharmony of teacher-student relationship is manifested in the unequal relationship between teachers and students. From the perspective of students, there is a psychology of fear of teachers; From the perspective of teachers, they often think that students' thinking is limited and lacking of experience, which makes it impossible to form a mutually recognized development pattern between teachers and students. Finally, the disharmony in and out of class teaching arrangements is reflected in the classroom teaching process. Teachers pay more attention to improving students' writing ability and test scores, but pay less attention to strengthening students' oral expression ability and interpersonal skills. In addition, the current college English teaching attaches importance to the explanation of knowledge points in class and the consolidation of students' knowledge points after class. The whole process of absorption and internalization tends to be theoretical, and fails to highlight the practice of English education, resulting in the disharmonious development of ecological elements in the classroom.

3. The path of classroom ecological reconstruction of college students' English education under the guidance of OBE concept

3.1. Optimize the communication modes of ecological components and reconstruct an equal and balanced interactive classroom

In the process of English education, we should actively optimize the communication modes between ecological components in order to expand the "openness" and "self-communication" between teachers and students. To build an interactive classroom with equal status and balanced quality. [7] In this regard, it is recommended that teachers always bear in mind their responsibilities. First, the responsibility to establish a reciprocal communication relationship with students; Second, the responsibility of stimulating students' active participation and interaction. Only in this way can the interaction and communication at the thinking level be formed between teachers and students. Specifically, teachers should first inform students that in the language discipline of college English, the nature of communication between teachers and students is mutual and equal. In other words, students can make mistakes in questioning and communication, and they can regard teachers as the source of "teaching resources" when learning new knowledge. Taking oral English teaching as an example, to practice the above viewpoints in practice, teachers can adopt the situational simulation method and set the classroom as a mock court. Among them, teachers play the role of judge, responsible for guiding the direction of English dialogue from a macro perspective; The students were divided into two groups, the plaintiff and the defendant, from their respective positions, using their oral English knowledge to complete the trial work. In this way, the communication and interaction mode of equal status and quality balance between teachers and students, students and students can be built. The interaction of various ecological components in the English classroom is gradually obvious, and the ecological state of the classroom is alleviated. It should be noted that in order to achieve

balance, teachers can group students according to their ability level, so as to ensure that the overall oral English level of the plaintiff and the defendant is relatively balanced. In addition, teachers should encourage students to express their own opinions regardless of their oral English level. Only in this way can we build a classroom in which the teacher-student relationship is balanced and the teacher-student interaction is obvious.

3.2. Enhance the subjectivity of ecological core factors and restore the ecological activity of the classroom

In order to restore the ecological activity of college English classroom, it is necessary to let students, the core factor of ecology, return to its proper ecological position. It is suggested that teachers should take "encouraging students to think actively" as the prerequisite of teaching. First of all, in daily teaching, teachers should return students' due classroom rights and actively encourage students to think independently and actively. For example, in the stage of English writing teaching, teachers need to change the common template teaching method to stimulate students' independent thinking potential as the core, first set writing keywords, and then encourage students to independently associate and create. In other words, if the writing theme of "Career Development Program" is arranged, in order to stimulate students' independent imagination, different subjects such as teachers, doctors and sanitation personnel can be started and multi-post writing situations can be constructed for students to choose. In this process, teachers should attach importance to guiding students to break career restrictions and think about problems from the perspective of complex development. Secondly, teachers should fully respect students' thinking rights, expression rights, questioning rights, communication rights, error rights, evaluation rights, etc., but also pay attention to ways and methods. For example, when teachers return the right to think to students, they should not rush to publish the answer to the question, but should give students enough time to think. At the same time, teachers should also pay attention to whether students' ability level has been improved, and whether the problem is thought-able. If students' ability can be improved and their problems can be considered, then the difficulty of the problems can be increased step by step by setting gradients and other forms, so that students can demonstrate their thinking process in English under the guidance of "thinking out loud", so as to cultivate students' awareness of participation and enhance the subjectivity of ecological core factors. In addition, when teachers return the right of expression to students, they need to change the teaching method of "full classroom irrigation" and allow students to have the opportunity to express their own opinions by setting up independent classes. When the autonomy of students is continuously improved, they can gradually return to the correct ecological position, and then play the stable role of ecological core factors to promote the continuous recovery of ecological activity in the classroom.

3.3. Create an open ecological atmosphere and restore the ecological function of English classroom

In order to create an open ecological atmosphere, college English teaching ecology must break the restrictions of teachers' educational thinking and classroom materials. First of all, teachers should be aware that students from various majors are learning college English for the purpose of better applying their English skills to their future work. Therefore, when teaching college English courses, teachers need to pay attention to cultivating students' ability to apply English skills. Therefore, teachers must provide students with multiple English knowledge materials with multiple knowledge categories and a wide range of subjects, so as to meet the application needs of students of different majors. Secondly, after the teachers change their ideas, in order to realize the purpose of opening English classroom in the real sense, they need to seek ways from the two aspects of environment and

materials. Among them, the open environment means that English learning can not be limited to the physical classroom, that is, teaching can be carried out in foreign language related places outside the school, so that students can effectively connect learning and practice in an open environment, and timely transform "learning" into "use". Material opening means that in college English teaching, in addition to textbooks, teachers should provide students with English learning materials from many angles, such as business, tourism and secretarial directions. In addition, non-teaching materials such as foreign affairs, politics, and news bulletins are provided appropriately to meet the needs of students to fully open their horizons of foreign language knowledge. In this way, the classroom ecology can get rid of the dilemma of single and isolated teaching content and teaching form, break the traditional closed classroom ecosystem composed of teachers, students and teaching environment, form an extension of space and time, and gradually restore and surpass the original ecological function of English classroom.

3.4. Give full play to teachers' ecological driving characteristics and promote synchronous covariation of English classroom ecology

The reverse thinking mode in the OBE concept puts forward new requirements for teachers, that is, although teachers are the main drivers of the harmonious development of various elements in the classroom ecological environment, in order to promote the harmonious development of the ecology of English teaching, teachers need to give full play to the integration of ecological elements.[8] Specifically, to promote the synchronous covariation of English classroom ecology, it is necessary to enhance the expectation effect of teacher-student relationship, and make use of the mutual expectation of teachers and students to achieve the purpose of mutual help and coordinated development of various ecological elements. It can be seen that in a specific teaching situation, teachers have expectations for students and put such expectations into practical actions, which can correctly guide and urge students to develop in the direction they want. After students have expectations for teachers, they can urge teachers to strengthen self-requirements and self-growth. For example, when teachers lead students to learn English simultaneous interpretation, due to the overall difficulty of this task, teachers are required to help students set short-term learning goals under the premise of not putting too much pressure on students, and regard it as a short-term expectation value for students. After students complete short-term goals, based on a more long-term perspective, set long-term learning goals, and regard them as long-term expectations. Specifically: in the first stage, set the students to remember the key words goal; In the second stage, set the students to clarify the goal of the whole sentence; In the third stage, set the goal of recording the whole paragraph; The fourth stage sets the goal for students to recite the whole paragraph accurately while memorizing it. Its purpose is to enable students to complete their long-term learning goals under the guidance of gradual steps through the transition from short-term expectations to long-term expectations. At the same time, this process is also a process for teachers to understand the learning situation of students in combination with the periodic feedback of students, and timely adjust the teaching arrangement and plan, so it can promote the synchronous covariation of English teaching. In view of this, under the effect of expectation, the teacher-student relationship can achieve harmonious development, and teachers and students can also correctly return to their positions in the classroom ecology. This change will inevitably lead to synchronous covariation of educational environment and return to the right track, so as to achieve a high degree of ecological harmony in college English classroom.

4. Conclusion

In summary, it is clear that the current classroom ecology "one trinity" is basically implemented, but the implementation of "four rings and diversity" is still slightly lacking. In order to flexibly use

the teaching mode of "One body, three parts and four rings" in a variety of forms suitable for students' feelings, revitalize the "nerve endings" of English classroom education, and reconstruct a correct and harmonious classroom ecology, it is necessary to solve the problem of "four rings" cooperation and exchange, open up intellectual exploration, broaden horizons, and avoid the impact of rote memorization on the diversity of classroom types and activities, and actively develop and apply other teaching concepts based on this.

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