

Optimization and Reconstruction of University Classroom Ecology under the Threshold of "Internet +"

Lasheng Li

Jiangnan University, Wuhan, Hubei, China

Keywords: Internet+, University Classroom, Ecology Optimization Reconstruction

Abstract: In recent years, with the deep integration of information technology and college education and teaching, Internet technology has shifted from auxiliary teaching to leading teaching, which has brought about major changes in teaching forms and learning methods, and caused a serious ecological imbalance in classroom teaching in colleges and universities. In view of the current existing university classroom ecological problems, it is particularly important and urgent to explore and promote ecological optimization and reconstruction. First, update teachers' education and teaching concept. Second, follow the principle of "tolerance and the most moderation", and create a diversified classroom material environment. Third, improve teachers' information teaching ability and avoid the "flower pot effect" of information classroom. Fourth, prevent the "edge effect" of the information class, and ensure the main ecological niche of students. Fifth, return to the agricultural attribute of classroom teaching, and reconstruct the harmonious relationship between teachers and students.

Education informatization is an important part of national informatization, and also one of the strategic priorities of informatization development in China. In March 2012, the Ministry of Education issued the Decade Development Plan for Education Informatization (2011-2020), proposed to actively promote the construction of education informatization capability system, promote the integration innovation of information technology and education, pay more attention to the leading role of education informatization, and emphasize the use of education informatization to solve the problems restricting the development of education in China. In June 2016, the Ministry of Education specially formulated the 13th Five-Year Plan for Education Informatization, which put forward specific tasks to meet the needs of cultivating high-quality talents in the information age. In recent years, with the deep integration of information technology and college education and teaching, Internet technology has shifted from auxiliary teaching to leading teaching, bringing about major changes in teaching forms and learning methods, and causing a serious ecological imbalance in classroom teaching in colleges and universities. In order to promote the teaching reform of higher education and improve the classroom teaching efficiency, it is necessary to optimize and reconstruct the university classroom ecology.

1. About the Basic Theory of Classroom Ecology

In 1866, the German naturalist Heikel first proposed the term "ecology", and in 1869 defined it as "ecology is the study of all the complex interrelationships of the struggle for survival", thus opening the study of ecology. In 1932, Waller first mentioned "classroom ecology" in his "Sociology of Teaching" before introducing the concept of "ecology" into the field of educational research[1]. In 1966, The British educator Ashby first proposed the concept of "Higher Education ecology" (Ecology of Higher Education) and applied the principles and methods in ecology to different countries and regions. In 1976, Lawrence Criming, former dean of Columbia Normal University College, first proposed the concept of "educational ecology" (Ecology of Education) and "classroom ecological balance" in the book "Public Education"[2]. Since then, the researchers of educational ecology in various countries have deeply discussed and studied the problems related to classroom ecology. However, so far, the research results at home and abroad focus on the theoretical layer facing real teaching problems, focusing on the static factors in teaching for dynamic classroom teaching problems.

Classroom ecology refers to the existence, development state and the relationship between teachers and students in the classroom ecological environment. Taking the classroom ecological environment as a reference, teachers and students become the main body of the classroom ecology together. Ecological environment affects the existence and development of ecological subjects. Ecological subjects maintain or change the ecological environment in various ways. The two constitute a complete and interactive and interdependent classroom ecosystem. Teachers and students refer to each other, forming two major ecological groups of teachers and students. There are various complicated links among teachers, between teachers and groups, and between teacher groups and groups. The same is true for the group of students. The two groups also act with each other and connect them organically. According to the relationship between classroom and classroom ecological subject, classroom ecological environment can be divided into three categories: object classroom ecological environment, derived classroom ecological environment, and object classroom ecological subject.

Classroom ecology has four ecological characteristics: integrity, synchronicity, coordination and balance. Integrity is the most basic and the most prominent feature of classroom ecology. Classroom ecological subjects (teachers and students) and classroom ecological environment are an interactive organic whole, while the interaction between classroom ecological subjects forms a suitable organic whole. Synchronicity means that the existence state of teachers and students is conditional and dependent on each other, and their existence state will directly or indirectly affect each other. Synergism in ecology refers to the interaction and synchronous evolution of a species and its related species. There is a significant synergy between the changes of the physical environment (such as the classroom and the teaching equipment) and the learning state of the students as the subject of the classroom ecology. Similarly, as the subject of classroom ecology, the changes between teachers and students in behavior, emotion and emotion are also synergistic. Balance refers to that the structure and function of various components within the ecosystem can maintain a dynamic balance within a certain period of time and under relatively stable conditions. Any ecosystem has a certain self-regulation ability, and the classroom ecology is no exception. In the teaching activities, the harmonious relationship between teachers and students, the teaching content and teaching mode, and the good classroom environment, provide a strong guarantee for the teaching and learning of classroom ecological subjects, and contribute to the balance between ecological subjects, the balance between teaching and school, and the balance of classroom ecological environment.

The basic structure of classroom ecology is mainly composed of classroom ecological subject

and classroom ecological environment. The classroom ecological subject is the teachers and the students. Classroom ecological environment includes classroom facilities and layout, teaching materials, teachers' teaching methods and means, students' learning attitude, teacher-student relationship, learning atmosphere, rules and regulations, etc. Classroom environment not only affects the teaching and learning of ecological subjects, but also is influenced by ecological subjects. Ecological subjects and the environment blend with each other, forming a network structure. The ecological structure of the classroom is not static, but dynamic, which will change with the changes of various factors in the classroom ecology. Together, the factors affect the ways and ways of information flow in the classroom ecosystem, so as to generate different teaching modes and present different classroom form structures.

According to the ecological performance, characterization and function of the classroom, the classroom ecology has four functions: nourishing, optimization, promotion and standardization. The first is the nourishing function. The classroom ecological subject takes the classroom ecological environment as the medium, and increases the knowledge and improves the ability through the learning of teaching resources. The nature of teaching resources determines the development direction of the classroom ecological subject. The processing, processing, digestion and absorption of teaching resources by classroom ecological subjects determine the degree of transformation of teaching resources. The second is to optimize the functions. With the strengthening of people's ecological concept, the interaction between classroom ecological factors has changed, from the binary antagonistic relationship mode between teachers and students to the multiple communication mode between teachers, teachers, teachers and students. The ecological structure of the classroom has also changed from traditional to construction and co-construction. In this process, the optimization function of classroom ecology is realized. The third is to promote function. The classroom ecosystem energy comes from the interaction between the subject and the external environment: on the one hand, the knowledge input makes the driving force, information flow and intelligent flow in the classroom ecosystem, promote the growth and development of the ecological subject composed of teachers and students, and the improvement of the external environment, the harmonious class interpersonal relationship, harmonious group, suitable teaching mode, students' learning resources, positive social expectations, and good class study style, will also promote the growth and development of the classroom subject. Both aspects are the embodiment of the classroom ecological promotion function. The fourth is the specification function. The function of classroom ecological specification is embodied in two aspects: the first is the management system of teachers alone or students, which not only standardizes the behavior, concept, cognition and emotion of the classroom ecological subject in the system, but also shows the basic standards, especially the objective environment standards, for the school subject.

2. The Imbalance of University Classroom Ecology under the Background of "Internet +"

College classroom ecology is originally a diverse and complex system. The Internet has brought the most direct changes to the technical environment of university classroom, and also fundamentally changed the role of teachers and students in university classroom. These changes also fundamentally drive the change of university classroom teaching mode. At present, in the process of the deep integration of information technology and university classroom teaching, the new teaching mode constantly conflicts with the previous classroom ecosystem. These contradictions have been manifested as ecological imbalance to different degrees.

First, the ecological imbalance between the material environment and the carrying capacity of

the university classroom. There is a limit of the minimum and maximum number of adaptation to its living environment, organisms can only survive between these two limits, "too" or "not" will not be conducive to the survival and development of organisms. This is the law of tolerance. There are also such boundaries in the classroom ecosystem, that is, the classroom ecological carrying capacity. Classroom ecological carrying capacity mainly refers to the resource bearing capacity of the classroom ecological environment for the number of class students. Once the class size exceeds the bearing capacity of the classroom ecosystem, the classroom ecosystem will appear imbalance. At present, the class number of students in Chinese colleges and universities is generally more than 30, and the class teaching system is still the mainstream teaching organization form. In the information-based classroom, the interaction between students and teachers, and between students and students has become the main learning mode of classroom teaching. Students mainly realize their own knowledge construction through information transmission with others. And the huge class size often becomes the first obstacle for the communication between teachers, students and students in the information classroom. In an ecologically overloaded university class, some students cannot get the opportunity to communicate with others, cannot get timely learning feedback, and are gradually excluded from classroom activities. Only in a class with a suitable class number, the classroom subject status of each student can be effectively guaranteed. Therefore, if the class size is not reduced, even if the classroom technology environment changes, it is difficult to fundamentally guarantee the principal role of students, the new teaching mode is difficult to achieve the ideal effect; and, the information technology may even strengthen the indoctrination function of the traditional classroom, the "human irrigation" in the traditional classroom into "electric irrigation" in the information classroom.

Secondly, the ecological imbalance between the teacher subject and the information classroom environment. Ecological niche is a concept in ecology that is mainly used to describe the spatiotemporal position occupied by a species in a certain environment, reflecting its position in the ecosystem. Each species can survive and develop in an ecosystem only if it occupies a suitable ecological niche. In the information classroom, teachers and students, as the key species in this system, need to find their own ecological niche. However, in the real classroom, we see a lot of disharmony between teachers and the classroom environment. For example, some teachers have to use the multimedia regardless of the nature of the course, and once they leave the multimedia courseware, the teacher will not attend the class. This phenomenon shows that some teachers gradually lose the ability to control information technology, and even evolve into teachers who are controlled by information technology. In fact, this is mainly because teachers do not correctly position information technology. The informatization process of classroom can be divided into three stages: the first stage mainly uses multimedia courseware to assist teachers' classroom demonstration, and information technology is only an auxiliary tool and means of classroom teaching. The second stage is the integration stage of information technology and curriculum. At this time, the curriculum content should be presented through the appropriate technical form by combining the characteristics of different disciplines. In this period, teachers' information technology application ability should be continuously improved. The third stage is the stage of deep integration of information technology and curriculum. At this time, more emphasis is placed on teachers' information teaching design ability and the integration ability of specific courses. Now, university teachers generally realize the importance of information technology to improve the effect of classroom teaching, but in classroom teaching practice, teachers and information technology still need to constantly "run in" with the surrounding environment, and finally achieve coevolution. Only when teachers find their own ecological niche in the classroom and can decide whether to use

technology, what technology and when to use technology according to the specific situation, can the application of information technology in the classroom be more reasonable and effective.

Thirdly, the ecological imbalance between the student subject and the information classroom environment. In the university classroom ecosystem, the communication between teachers and students presents the ecological relationship of network interaction. In the ideal state, the relationship between teachers and students should show the consistency of educational goals, the smooth exchange of ideas and the generation of educational content, so as to realize the reciprocity between teachers and students. However, in the process of higher education informatization, a series of disharmonious phenomena have appeared in the process of classroom interaction between teachers and students. For teachers, in order to promote the teaching reform of higher education, teachers begin to use information technology in classroom teaching, find and solve problems in exploration; for students, they are only concerned about how to master the knowledge of this course quickly and efficiently. That is to say, the integration of information technology and classroom teaching has always been requiring teachers to make a change that if teachers' ideas have changed, the preset information goal can be achieved. There is no requirement for students, which leads to some problems. For example, teachers reduce their teaching time, turning to students' classroom participation, classroom discussion, group activities and other forms become the main forms of teaching organization. At this time, some students do not understand and do not accept, feel that the teacher role is small, did not learn what knowledge. According to a survey of a college class, only 30 percent of college students prefer new classes, such as group discussion, while about 60 percent still prefer traditional teacher-taught classes.[3]This reminds us that to truly realize the deep integration of Internet information technology and university classroom, and make the information classroom become the normal classroom teaching, not only to change teachers' educational concepts and teaching habits, but also to change the exam-oriented thinking of college students.

Finally, the ecological imbalance between the teacher subject and the student subject. In the classroom ecosystem, teachers and students are a mutually beneficial relationship. In the information classroom, teachers and students are both active participants in classroom teaching activities, and the communication mode between teachers and students should be a two-way communication between equal subjects. In the process of helping students to grow up, teachers constantly highlight their own life value, and also constantly realize their own professional growth and professional development. Therefore, teachers play the role of guides, facilitators and collaborators of students' learning activities in the information classroom, and students should constantly actively construct subject knowledge and self-evaluation of learning effect under the guidance of teachers. However, at present, the psychological distance between teachers and students is large. The communication between teachers and students is mainly classroom interaction and extracurricular QQ communication, and classroom interaction is limited to knowledge learning. extracurricular QQ communication is mainly to solve some specific affairs. It can be seen that the current university communication between teachers and students presents a universal emotional loss. Many colleges and universities in the classroom management, based on top-down one-way management, do not consider the growth environment and psychological development characteristics of students in the information age, which also boosts the deterioration of the relationship between teachers and students to a certain extent. Take the "phubbers" in college classes, a competition for students' attention between teachers and mobile phones. Some colleges and universities have taken a series of measures, such as setting up mobile phone storage bags and blocking signals, which have achieved certain results, but have also caused a lot of controversy. As for the reasons for playing with mobile phones in class, the survey showed that 42.8 percent of students thought the course was too boring,

19.5 percent said they need to check information immediately, and 7.1 percent said they wanted to communicate with their classmates.[4]In the information classroom, information technology is a normal classroom technology environment, network resources will become an important source of information, and intelligent mobile devices will also become an indispensable and important resource in classroom teaching. In the deep and long run, this "blocking" approach is not desirable and cannot fundamentally solve the problem. Therefore, the construction of teacher-student relationship in the information age also needs to follow the trend and explore how to make mobile phone become an effective support tool for classroom teaching through the "sparse" way.

3. Optimization and Reconstruction of University Classroom Ecology

When the Internet and the efficient classroom are deeply integrated, the university classroom ecology will inevitably undergo new changes, and there will inevitably be a process of optimization and reconstruction. Indeed, education informatization has brought positive effects on higher education, but also has some negative effects, which leads to the imbalance in the ecological structure and function of university classroom. In a relatively balanced ecosystem, species can reach the maximum number of survival, maintain the most suitable survival state, and species can adapt to each other, restrict each other, and each conduct normal growth and development in the system. College classroom, as an artificial ecosystem has similar characteristics when it is in equilibrium. Therefore, in view of the current existing university classroom ecological problems, it is particularly important and urgent to explore and promote ecological optimization and reconstruction.

First, update the teacher education and teaching concept. With the wide application of modern information technology such as computer and network in classroom teaching in colleges and universities, teachers should also establish advanced education and teaching concepts. However, due to the different conditions of colleges and universities, many colleges and universities still focus on teaching over learning, knowledge over ability, control over openness, unity over personality, and inquiry in information teaching, which hinders the reconstruction of university classroom ecology under the background of "Internet +".In the traditional classroom, the teacher passes it to the students as an authority, and then collects the students' learning information by means of examination testing, classroom questions and other means. Under the background of "Internet +", teachers must adjust the focus of teaching and learning, strengthen the student-centered teaching concept, pay attention to the cultivation of students' learning ability, encourage open, personalized and exploratory learning, dig students' potential, make it in the process of learning knowledge, and develop various aspects, especially the ability of independent learning, sustainable development and the ability of innovation.

Second, follow the principle of "tolerance and the most moderation", and create a diversified classroom material environment. Facing the ecological imbalance between the material environment and the university classroom carrying capacity, we should follow the principle of "tolerance and the most moderation", create a diversified classroom material environment, and promote the harmonious coexistence between the two. On the one hand, follow the principle of "tolerance and the most moderation". Shelford's Law (Shel Ford's Law of Tolerance) states that organisms have a minimum and maximum limit of adaptation to their living environment, and organisms can only survive between these two limits. That is to say, the shortage or excess of any one factor will affect the growth and survival of organisms. As mentioned above, the number of college classroom students in China has been overloaded for a long time. From the perspective of

ecology, because the number of students has exceeded the most appropriate "degree", which directly affects the quality of communication between teachers and students, the classroom ecology is out of the question. In terms of teaching content, the principle of N · A · Kaiipob) emphasizes the "lowest" degree that students can bear, while the principle of high difficulty and high speed proposed by Zankov (Zankov) is the "highest" degree that students can bear. Following the principle of "tolerance and most moderation" not only means narrowing the ratio of students to teachers, but also means the integration of diversity and diversified teaching methods.

On the other hand, to create a variety of classroom material environment. Species diversity refers to the richness of the species at each trophic level within the ecosystem. The richer the species are, the more conducive to maintaining the balance and stability of the ecosystem. The same is the classroom ecosystem. The smooth development of classroom teaching activities cannot be separated from a certain material basis. Higher education information should first be implemented into the integration of information technology and classroom, and promote the deep integration of information technology and classroom teaching with a diversified classroom environment. In the information classroom, there must be a diversified classroom material environment as a material premise, in order to ensure the main position of students and the leading role of teachers. As a material environment, the teaching facilities in the classroom must be able to provide strong support for the implementation of the relevant courses. In the information environment, classrooms should be able to more easily obtain learning resources, promote classroom interaction, and change the classroom space layout and seat arrangement of teachers and students according to different curriculum needs. At present, many domestic colleges and universities in the field of active exploration, common wisdom classroom, classroom design adhering to the concept of technology, informatization, humanization, to meet the "teaching, discussion, research" trinity as a functional goal, the classroom can be divided into multiple different space layout, mobile tables and chairs can be put according to need into any shape, to meet the needs of different course classroom teaching. At the same time, the classroom can provide teachers and students with handwritten interaction, image interaction, video interaction and other communication methods, and can also invite experts outside the classroom to immediately access the classroom through the network video, video communication with teachers and students, producing good results.

Third, improve teachers' information teaching ability and avoid the "flower pot effect" of information classroom. Facing the ecological imbalance between teachers' subject and information-based classroom environment, we should improve teachers' information teaching ability, avoid the "flower pot effect" of information classroom, and realize the ecological balance between teachers' subject and university classroom. On the one hand, improve the teachers' information teaching ability. In the information classroom, teachers need to have good information literacy, and have the consciousness, methods and skills of applying information technology to innovate the classroom teaching mode. That is to say, teachers need to have the ability to use information technology to solve classroom teaching problems, so as to promote the deep integration of information technology and subject teaching. This ability is the information teaching ability. Information teaching ability is not equal to the ability of information technology, but the ability of using information technology in a timely and effective way to solve the real teaching problems in information classroom, which is a comprehensive ability to apply information technology to design, implementation and evaluation. Teachers' information teaching ability includes many aspects, among which the most important is the information teaching design ability and information teaching evaluation ability. Information teaching design is based on constructivist theory, attaches importance to the utilization of learning resources, pays attention to the design of students' learning

process, and takes cooperative learning and inquiry learning as the main teaching organization mode, which is conducive to highlighting the position of students' learning main body. Compared with the traditional teaching evaluation, the information teaching evaluation attaches importance to the main position of students in the teaching evaluation activities, emphasizes the diversification of the evaluation means and methods, and focuses on the evaluation of students' performance and process, making the teaching evaluation more scientific and fair. Therefore, in the information society, information teaching ability is an important ability of teachers' professional development. Only by conforming to the trend of the Times and constantly improve teachers' information teaching ability, can we better promote the comprehensive development of students.

On the other hand, avoid the "flower pot effect" of information classroom. The flowerpot effect, also known as the "local habitat effect", originally means that crops and flowers can grow well for a period of time under artificially created suitable environmental conditions, but their adaptation threshold for ecological factors is declining and the ecological amplitude is narrowing. Once leaving this comfortable artificial environment, crops and flowers can not withstand the outside temperature and humidity changes, let alone withstand the wind and rain, so that it is difficult to survive in other environments. Classroom is a relatively closed environmental space, classroom teaching can be said to be carried out in the "pot" environment, "pot effect" has a significant impact on the quality of school talent training. It can be said that the "flowerpot effect" leads to the closure, narrow range and rigidity of the whole classroom teaching process, which weakens students' innovation ability, critical ability, practical ability and survival ability as the classroom ecological subject, and finally makes it difficult for students to adapt to the complex real society after leaving the campus. Although information technology can expand the limited classroom space to infinity, bring immersive audio-visual experience to teachers and students in the classroom, and improve the boredom and boring of traditional classroom teaching to a certain extent, the virtual classroom experience still cannot completely replace the real social experience. Compared with the traditional classroom, the information classroom is just a more advanced "flowerpot" environment, and the students growing up in the information classroom are still difficult to adapt to the real social environment. Therefore, in recent years, the Ministry of Education has officially extended the "study trip" primary and secondary school education and teaching plan, extending the classroom to the school. It can be said that this practice is to avoid the flower pot effect caused by long-term closed classroom teaching, so that students understand the true meaning of "reading ten thousand books, travel ten thousand miles", and teachers' information ability is an important guarantee to avoid the "flowerpot effect" of information classroom.

Fourth, prevent the "edge effect" of information class and ensure the main ecological niche of students. In the face of the ecological imbalance between student subject and information classroom environment, we should prevent the "edge effect" of information classroom, guarantee the ecological niche of student subject, and establish a harmonious ecological relationship between university classroom and student subject under the background of educational informatization. On the one hand, to prevent the "edge effect" of the information classroom. In the staggered region of biomes, due to the particularity, heterogeneity and instability of the habitat conditions, they often increase the species diversity and population density of this region, and increase the activity intensity and productivity of some biological clocks, which is the edge effect. The edge effect of the education ecosystem has two kinds of understanding: the first is the "positive effect", namely according to the meaning of the ecological edge effect to analysis, refers to the education teaching process by breaking between different departments, personnel, disciplines, curriculum, make its cooperation, each strengths, so as to create a more effective education effect. The other is the

"negative effect", which refers to the real, weak and sparse staggered areas in the field of education, because they are long under the stress of various environmental factors, leading to their living conditions are getting worse and worse, and form a vicious circle. Information classroom must avoid the "negative effect", for all students, promote the all-round development of each student, fully explore different personality students' specialty and ability, according to their aptitude, adjust measures to local conditions, fully arouse the learning enthusiasm of "marginal students", make every student can find their own flash in the classroom, have the appropriate classroom niche.

On the other hand, to protect the main ecological niche of students. Students are the main body in teaching, and they also occupy the main ecological niche in the university classroom ecology. In university classes, information technology provides teachers and students with more diverse and convenient communication tools, and the rapid popularization of smart phones makes the communication between teachers and students in an all-weather online state, and the student-oriented communication is increasingly frequent. What needs to be paid attention to is that teachers often pay more attention to the so-called "good students". Such "good students" are often affirmed and encouraged by teachers, and they will be more active to learn and communicate with teachers. There are also those so-called "middle" and middle-class "and" poor students ", due to long-term lack of attention from teachers and lose their sense of existence, gradually become the dispensable" marginal students" in the classroom. These "marginal students" are often students who have more room for progress. Information classroom should not only pay attention to the communication channels between teachers and "good students", but also use convenient information channels to strengthen the communication with "marginal students". Education informatization means a more equal and democratic teacher-student relationship, more independent, all-round development of students. It is difficult to ensure the main ecological niche of students in the university classroom in the university classroom.

Fifth, return to the agricultural attribute of classroom teaching, and reconstruct the harmonious relationship between teachers and students. Facing the ecological imbalance of the teacher-student relationship in the university classroom teaching mode, we should return to the agricultural attribute of classroom teaching, reconstruct the harmonious teacher-student relationship, and build a green and healthy teaching mode. On the one hand, return to the agricultural nature of classroom teaching. Mr. Ye Shengtao once said: "Education is agriculture, not industry. "From an ecological perspective, this sentence covers at least two principles: First, the process of education is like planting crops, which should respect the growth rules of different crops, ploughing, sowing, watering, fertilizing, weeding and weeding according to their biological rhythm. Each link of this process needs to be carried out in combination with the growth of the crops. As for the most concerned fruits, agriculture must be patient until the harvest season. This is completely different from the rapid production process of industrialization. Second, the products produced in batches by industrial assembly lines are uniform and inanimates, while agriculture plants fresh living bodies with their own living habits. Education is like agricultural cultivation. Every student is a life with a unique personality. The process of education is not to kill the students' personality, but to give each student appropriate nutrients and help them get the most suitable for their own development. In the era of the Internet, classroom teaching is still an important link in school education, and we also need to remember the agricultural attributes of education. Compared with the traditional classroom, the information classroom is more open and democratic, paying more attention to the learning experience of teachers and students in the classroom, and the agricultural attributes of classroom teaching are more obvious. At this time, teachers should still follow the basic principles of agricultural planting, to take care of the differences between students, neither to encourage, nor to

prevent their growth. At the same time, for different students, teachers should dilute the inherent concept of "good students" and "poor students", pay attention to the personality differences of different students, create a natural and harmonious classroom atmosphere, and maintain the harmonious relationship between teachers and students, and between students and teaching content. As the main body of classroom ecology, only when teachers and students work together, can they achieve the mutual benefit between teachers and students, and form a classroom community of teachers and students together, and jointly promote and maintain the stability of the classroom ecosystem.

On the other hand, to reconstruct the harmonious relationship between teachers and students. In addition to the number of students and the teaching content, the teacher-student relationship in the classroom also needs to follow the principle of "tolerance and the most moderate". Only by grasping the most moderate distance between teachers and students, can they maintain the harmony between each other for a long time. In the classroom of the information age, teachers in the information age are no longer the center of the classroom and the authority of knowledge, but the organizers, guides, facilitators, supporters, participants and helpers of students' independent inquiry activities. It should be noted that as promoters, supporters, participants, and helpers; but as organizers and guides, teachers must be the leader in the equal dialogue between teachers and students. Therefore, when returning the initiative of the classroom to students, guiding students to take the initiative to explore and be willing to learn, teachers need to grasp the degree of getting along with students, and on the premise of equal participation in student activities, actively play the role of organization and guidance.

References

- [1] Fan Guorui and Wang Jianqiang: *New Progress in Research on Contemporary Western Education Ecology*, *Global Education Outlook*, no. 9, 2007.
- [2] Wu Jinfu, Zhu Wenwei, *Educational Ecology*, Jiangsu Education Press, 1990.
- [3] *The herself conducted a questionnaire survey.*
- [4] Kong Yue: *Mobile Phone and Teacher: Who can Catch the attention of college students?* *The Beijing News*, edition 14-15, June 9, 2014.
- [5] Liu Zhe, Yin Rui, *The Connotation and Improvement Path of Teachers' Information Teaching Ability*, *China Education Journal*, no. 10, 2014.