

The Formation of Future Foreign Language Teachers' Academic Mobility Based on Media Education Technology

Zhu Hui, Liao Peng, Xie Qihui

Shangrao Preschool Education College, Shangrao, Jiangxi, 334000, China

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Abstract: The article first briefly introduces the characteristics and basic concepts of academic professional mobility, and then combines the actual situation of academic and educational development in China at the current stage to further illustrate the formation of academic mobility of foreign language teachers in the future. Finally, from the aspects of adhering to the people-oriented education concept, improving the academic status of foreign language teaching, and guiding the deep integration of Internet technology and foreign language education, how to improve the academic ability of teachers.

1. Introduction

Under the background of the information age, foreign language teachers have strong academic mobility and are susceptible to many factors. How to build a strong and high-quality teaching staff in the trend of education reform has become an important topic. Improving the teaching level and research level of foreign language teachers is not only the practical need to promote the development of higher education, but also reflects the professional pursuit of teachers themselves.

2. Academic Professional Mobility

“Academic career” originated from Western higher education research and is a professional term in this field. It is widely known as an academic profession in China. From the perspective of its basic concept, academic career is a combination of academic and professional. The term academic is closely related to the institution and refers to a non-practical exploration activity carried out by a professionally trained person in a specific environment. Professionals emphasize the knowledge and skills and are formal. It can be said that the academic profession will organize academic activities as the focus of work, and is a professional group created on this basis.

Flow contains two interpretations, one for gas and liquid flow, and the other for continuous transformation. From the perspective of academic mobility, people as academic professional groups refer to academic personnel who can meet the needs of academic work. The important component of academic career mobility is people and work, and the two are also the core elements for ensuring the effective flow of academic careers. Academic career mobility is a process and result in which academic personnel are in various academic environments, implementing work transitions, and facing multiple path choices. Academic professional responsibilities are generally reflected in social responsibility, academic responsibility, and student responsibility.

3. The Relationship between the Formation of Teachers' Academic Mobility and Media Education Technology

Since the beginning of the 21st century, the flow of teachers in various countries in the world has been accelerating, and the related academic mobility, brain drain, talent acquisition, and academic career have appeared successively. When is the academic flow of foreign language teachers formed, the basic laws, and the main features? Has historical consistency and so on, has not yet been unified by the academic community. In this regard, the relevant people generally believe that the important carrier of the formation and development of academic career is the university, and the history of the

development of the university is usually considered to be traceable to the Middle Ages. Foreign scholars believe that the essence of the university is the medieval institution. Considering its obvious continuity and variability, the research around it is more convenient.

According to the relevant data, the number of results searched in the China Knowledge Network platform is “159”[1]. It can be seen that foreign language teachers have become the focus of the use of media education technology in college teaching. The reason for this phenomenon is not only closely related to the characteristics of the foreign language discipline, but also due to the self-generation period, foreign language teaching is closely linked with various technical means.

4. Targeted Measures based on Media Education Technology

4.1. Adhere to people-oriented

Give special attention to the development of teachers' teaching and always adhere to the people-oriented education concept. Teachers need to strengthen the teaching quality of foreign language majors as the starting point of work, in order to promote students' comprehensive development as the basic goal of teaching. The premise of realizing this is high-quality classroom teaching. Teachers must support teachers to implement classroom teaching mode and curriculum innovation, and comprehensively promote the reform of foreign language major teaching and teaching content. Foreign language teachers are required to continuously enrich their professional knowledge, strengthen the ability of analytical teaching and innovative teaching, and form a certain sense of responsibility and innovation. Under the premise of the progressive advancement of media education technology, teachers should not be limited to teaching methods when conducting daily foreign language teaching. They should gradually expand to other aspects, including values, concepts, social culture, etc., focusing on curriculum development and teaching process exploration. The series measures the academic nature of foreign language teaching activities and realizes the “integration of knowledge and action” in the true sense.

For the professional research results obtained by teachers, they can be gradually converted into high-quality teaching resources, so as to accelerate the research speed of foreign language disciplines while ensuring the frontier of teaching. Relevant institutions also need to adjust the weight of teaching academic indicators in a timely manner, give teachers full support and respect for R&D projects, set up teaching archives, create different kinds of reward projects, and stimulate teachers' initiative and enthusiasm as much as possible.

If necessary, we can also adopt a collaborative approach to achieve the sustainable development of professional teachers and strive to maximize institutional reform and innovation. Build and improve an in-depth exchange platform for interdisciplinary and field development, form a good situation in which different disciplines can blend together, ensure the depth and breadth of foreign language academic exchanges, and pay attention to the role of synergy. Using this method can not only create favorable conditions for foreign language teachers to provide academic services, but also facilitate the professional growth of foreign language teachers. Colleges and universities should combine the characteristics of teacher development, under the premise of respecting differences, clarify the needs of teachers, enhance the quality and efficiency of specialized training, set up specialized institutions, provide adequate financial support and institutional guarantee for related activities, and finally form colleges and professional teachers. The mutual trust mechanism. Foreign language teachers align the personal goals of professional teaching with the development goals set by universities, and make better use of internal and external resources to achieve common development.

4.2. Enhance the academic status of foreign language teaching

Paying attention to the academic status of foreign language teaching and ensuring teachers' right to speak is one of the important guarantees for improving the academic level of foreign language teachers. Appropriately introduce high-quality professional teachers, implement high-quality construction of foreign language disciplines in an all-round way, focus on cultivating high-quality

young outstanding teachers with potential, and try to achieve sustainable development of talents. Foreign language teachers learn to use innovative thinking and gradually develop Take the lead in demonstrating the role. Clarify the basic knowledge components of foreign language teaching ability, such as foreign language subject knowledge, teaching knowledge, practical knowledge, etc. On this basis, create a foreign language professional knowledge system, fully explore the academic value of foreign language teaching. Through the application of theoretical knowledge in practice, the foreign language curriculum reform is optimized with the help of academic research results.

As the main body of foreign language teaching implementation, the most important thing for foreign language teachers to improve their academic ability is to integrate existing learning resources, have strong insight and perception, enrich subject knowledge and enhance knowledge reserve ability. Foreign language teaching academics is a process in which foreign language teachers meet the real needs of self-development. It can also reflect the self-worth pursuit of teachers to some extent. Foreign language teachers use generative practices to continuously promote their own sustainable development and obtain professional academic peak experience. With a sense of identity.

Emphasis on effective communication between learning communities, focusing on foreign language teaching, research experience exchange and accumulation, paying special attention to the combination of media education technology and foreign language teaching, and reflection and understanding of relevant practices. Taking English teaching as an example, teachers implement English writing teaching in the “editing and reforming network” platform. According to the corresponding corpus and English grammar knowledge, the in-depth exploration of flexibility and intelligence is implemented for the “revision network”. Teachers use the E-Class platform to comprehensively manage students' homework and practice, and strive to help students achieve self-learning, introduce second language acquisition theory, social and cultural theory, etc., and gradually explore the application effect of online learning platform, using collective wisdom. To achieve the purpose of joint learning and joint promotion[2].

4.3. Internet technology and education integration

Actively introduce the teaching concept of “Internet + education”, create an academic cultivation mechanism for foreign language teaching, and develop it towards a systematic and standardized direction. To determine whether a teaching academic cultivation mechanism has systemic characteristics, it is necessary to focus on whether it truly meets the individualized needs, and it is in line with the multi-type and multi-level development of teachers, which is conducive to teachers' improvement in the acquisition of professional knowledge and the improvement of teaching level. The combination of media education technology and foreign language teaching can create a more open platform for professional teaching and academic development, facilitate the effective storage of teaching resources, and utilize the virtual platform of teachers and students to provide a convenient interaction between teachers and students. Teaching, daily, and research and development are integrated into one, and timely information resource sharing, targeted learning, and practical reflection are carried out. Taking “online workshop” and “online open course” as an example, this kind of remote collaborative teaching research plays the role of Internet technology, innovates the learning paradigm, and establishes close connection between online and offline.

The university cooperates with major online platforms to jointly hold academic research activities such as “special classrooms” and “famous lecturers” to realize the joint construction and sharing of high-quality educational resources and broaden the new channels for the dissemination of teaching academic results. For example, in case analysis, online consultation, etc., teachers exchange and share teaching experience and research results, enrich the academic resources of foreign language teaching as much as possible, control the academic flow of foreign language teaching within a reasonable range, and achieve open results. At the same time, support other teacher comments. Based on media education technology, a big data quality detection and evaluation system is formed to enhance the enthusiasm and effectiveness of teachers' independent learning.

The advancement of information technology has brought fresh blood to the development of the education industry. Foreign language teachers in colleges and universities should have a solid grasp of basic technical operations, such as learning to use the PPT module to produce academic reports, using Excel to generate forms, and accessing foreign academic websites through VPN. Teachers will strengthen the promotion and introduction of emerging technologies, integrate them with daily teaching and research, and promote the maximization of their roles. Emphasize the use of new technologies to innovate academic research methods to enhance the quality and efficiency of academic research. For example, you can use XMind to create a concept map to clarify the research focus and context in different stages, and use the word cloud to quickly sort out important data information and reduce the time of literature review. Using CiteSpace software, visual analysis is carried out around existing documents, and the research history, research innovations, main research modes and trends in this field are grasped in time and accurately[3]. Guide teachers to focus on the related content of “Introduction to Linguistics” in foreign language disciplines, and start micro-course production, not only need to produce finished products, but also should summarize and reflect on the production process, results, grasp the academic theory, knowledge points presentation and research in micro-course production. Directions and techniques.

5. Conclusion

In summary, the flow and transformation of academic careers have innovated and developed the potential value of academic professionalism. This value has been continuously optimized in the process of social development, but the essence is the same and difficult to be changed. If this spirit and value show signs of decline, the corresponding educational spirit and value will also decline, and ensuring academic freedom is the first condition for ensuring the effectiveness of education.

References

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