

Research and Analysis on the Direction of College English Teachers' Professional Development

Xu Yaning

College of Foreign Languages and Literature, Northwest Normal University, Lanzhou, Gansu, China

Keywords: University, English teachers, Professional development, New ways

Abstract: With the continuous development of social economy, the demand for foreign language professionals is also increasing. Colleges and universities are the cradle of training English professionals. To meet the needs of the society, we must improve the level of English teaching in Colleges and universities. College English teachers' mission is to impart English-related knowledge to college students. College English teachers' professional development is one of the important factors in the development of College English education. Therefore, this paper analyses the realistic background of College English teachers' professional development, summarizes the current research situation of College English teachers' professional development direction, and then puts forward new ways of College English teachers' professional development, hoping to provide theoretical support for the development of College English in China, and then to train and transport more for enterprises, English professionals, to achieve the goal of education in Colleges and universities.

1. Research Background

1.1 Literature review

Zhang Weihong and other scholars believe that the promulgation of College English Teaching Requirements by the Ministry of Education in 2007 indicates that the reform of College English curriculum in China has entered a new journey and has also played a guiding role in the professional development of College English teachers (Zhang and Sun, 2010). Mei Jinli pointed out that with the continuous development of China's economy and the changing needs of society, the competition among various industries is becoming increasingly fierce. Under the impact of various aspects of society, College English teaching in the traditional sense of China is facing tremendous challenges and pressures. In recent years, academic English teaching reform has brought new opportunities and challenges to college English teaching and English teachers. College English for Academic Purposes (ESP) course has developed from the necessity at the beginning to the indispensability. It is also the inevitable outcome of the internationalization of education. For College English teachers in the transitional period, it is necessary to clarify the direction of linking language with non-language disciplines, actively innovate ways, timely adjust and improve their knowledge structure and system, so as to achieve their professional development (Mei, 2015). Wang Dong believes that promoting the professional development of College English teachers is an effective way to improve the quality of College English teaching and an indispensable part of the process of teaching development. As a learning concept and method, action learning can effectively promote the formation of College English teachers' reflective consciousness, thus increasing teachers' practical awareness, and actively promote the construction of teachers' learning community. English teachers can strengthen classroom observation in practical teaching activities and implement action learning through school-based research, action research and case discussion (Wang, 2011). Li Xiaoxu analyzed the problems faced by college English teachers in the process of professional development, summarized the new strategies of tripartite cooperation and specialty exclusive use (Li, 2016) with the help of the theory of teacher professional development. Liu Xiufang also believes that under the background of the growing level of foreign language teaching and the continuous advancement of foreign language teaching reform in China, education has put

forward higher requirements for the professional development of foreign language teachers and higher requirements for comprehensive quality. In the process of promoting the quality of English education, teachers' professional development is particularly important, and it is also an important factor that directly affects the quality of English teaching in Colleges and universities. Therefore, it is of great practical significance to put forward a new approach to college English teachers' professional development by analyzing the realistic background and current research situation of College English teachers' professional development (Liu, 2016).

1.2 Purpose of research

In recent years, in order to better implement and promote the new English curriculum reform in Colleges and universities, Chinese education departments have been vigorously publicizing and promoting the new concept of curriculum reform. With the continuous advancement of curriculum reform, the Ministry of Education has put forward higher requirements for the professional level and development direction of College English teachers. As the main body of imparting knowledge in teaching, English teachers must fulfill their teaching tasks creatively and adapt themselves to the pace of social development through continuous learning. In the specific process of English teaching, teachers should reduce the previous blind teaching methods and integrate scientific and timely teaching methods into teaching activities, so as to promote the smooth development of College English teaching.

2. The Realistic Background of College English Teachers' Professional Development

Since 2003, College English teaching in China has been continuously reformed in terms of its purpose, teaching requirements, teaching mode, evaluation and management. With the development of College English teaching, great achievements have been made, but some data show that the number of College English teachers is increasing year by year, and the proportion of young teachers is relatively high. However, there is still a big gap between the number of teachers and the number of students.

2.1 College English teachers' professional development is the need of curriculum reform

In 2007, the Ministry of Education issued College English Teaching Requirements in order to advocate that colleges and universities make full use of modern information technology. The traditional teacher-centered teaching mode is improved by using computer and classroom English teaching mode. Teachers can make full use of computers to create a learning environment for students to repeat training, which is a teaching mode emphasizing individualization and self-learning. In particular, when training students' listening and speaking abilities, teachers, on the basis of teachers' teaching and counseling experience, use computers to train repeatedly to improve their English ability. According to students' different characteristics and abilities, teachers can improve their comprehensive English ability quickly. The change of English teaching mode refers not only to the change of teaching methods and teacher modes, but also to the change of teaching concepts. It is a process of change from teacher-centered teaching mode to student-centered teaching mode (Liu, 2013).

2.2 Self-development needs

All along, people have compared teachers to candles, sacrificing themselves to illuminate the existence of others, which is an altruistic profession. Although this statement expresses people's respect for teachers, it has also become a reason for teachers' self-satisfaction to a certain extent, and also a hindrance to teachers' pursuit of effective teaching process. With the continuous penetration of the educational concept of "people-oriented", the value understanding of teachers' profession in the field of education has also changed. Teachers should not be as solemn as "candles", but a glorious career that can develop for life and realize the value of teachers' life. It is necessary for English teachers to seek their own development in the process of education, which is also a favorable condition that other industries do not have. Nowadays, the development of society pays

more and more attention to the concept of lifelong learning, which requires people to constantly learn and update their knowledge structure, especially university teachers. Therefore, as a model of lifelong learning, College English teachers should pay more attention to their own development. Teachers' professional development is the need of their own development (Liu, 2011).

3. An Analysis of the Current Situation of the Research on the Professional Development Direction of College English Teachers

3.1 Research on the connotation of teachers' professional development

In the field of education, the term “teacher professional development” is often used. Similar words include “teacher development”, “in-service education”, “professional development” and so on, which also reflects the rich connotation of teacher professional development. In 1980, Perry pointed out that teacher professional development refers to the growth of teachers in professional life. In 1992, Fullan & Hargreaves pointed out that teacher professional development can be summarized from three aspects: knowledge, skills, self-understanding and ecological change. Through on-the-job education or training channels, teachers can acquire the development of educational concepts or teaching skills, enhance the sense of objectives in the process of practice, and cultivate the ability of cooperation with peers. In 2003, Gabriel & Maggioli emphasized personal development as a process of continuous development, which aims to meet students' learning needs by adjusting themselves. Some Chinese scholars also say that the development of teachers is a process from immaturity to maturity. Teachers' professional development includes the accumulation of knowledge, the exercise of skills and the improvement of abilities, which covers the sublimation of attitudes and emotions.

3.2 Research on the stage of teachers' professional development

As we all know, teachers' professional development is a changing process. Since the 20th century, there have been relevant studies on the division of teachers' professional development stages at home and abroad, and many theories have been formed in this process. Firstly, there are three stages of theory. Some scholars believe that teachers' professional development will go through three different stages: survival, adjustment and maturity. Secondly, there are four stages of theory. Some scholars believe that teachers' professional development can be divided into four stages: pre-teaching concern, early survival concern, teaching situation concern and students' concern. In addition, there are five stages of theory, which points out that teachers' professional development can be divided into five stages: preparatory career, professional career, retreat career, renewal career and launch career. In addition to the above theories, there are also eight-stage theories, which have made different research on teacher development from different perspectives.

3.3 Research on the contents of teachers' professional development

On the content of teacher professional development, some scholars believe that the continuous accumulation and renewal of teachers in professional institutions is the professional development of teachers. Teachers' professional structure mainly includes the following five aspects: professional attitude, motivation, concept, knowledge, ability and self-development needs and consciousness. Some scholars also believe that the professional development of university teachers covers the concept of education, teaching, learning and quality. Professional knowledge and technology mainly include the professional knowledge and technology of the teaching subject and the professional knowledge and skills of the education subject. They are the integration of the two, thus showing the personal characteristics of teachers. Professional competence mainly includes the ability of teaching process design, language expression, organization and management of teaching activities, the ability of interaction between teachers and students, the ability of education, teaching and research, and so on. Professional ethics mainly involves teachers' professional ideals, their love for their profession and the maintenance of their enthusiasm for work.

4. A New Approach to College English Teachers' Professional Development

4.1 Playing a leading role and rationalizing teacher allocation

Teams of College English teachers should attach importance to the role of team leaders. Let some teachers with strong innovative consciousness and good teaching effect take the lead. In addition to professional knowledge, these teachers also need to possess noble qualities, organizational cohesion ability and literacy. The length of service, personality and knowledge and skills of College English teachers are all important factors affecting teachers' professional development. A high-level college English education team should have young and middle-aged backbone teachers as the core, and be composed of associate professors, professors, lecturers, assistants and other teachers. In a reasonable teaching team, middle-aged and old teachers can help the younger generation of teachers to impart experience, so as to rapidly improve the professional level of young teachers.

4.2 Training teachers' Cooperative ability and forming cooperative teachers' culture

As we all know, the core foundation of College English teaching team is the cooperation between teachers, which is also the guarantee of the effective implementation of English education. Therefore, colleges and universities should pay attention to cultivating teachers' sense of cooperation and establish teachers' culture in the process of cooperation. At the same time, we should pay attention to the sustainability of cooperative teacher culture and make it the core part of English teachers' daily work. In such an environment, teachers can feel the stimulation from others and explore English education together. Thus formed in the face of the problems encountered in teaching, can support each other and promote each other in a virtuous circle.

4.3 Establishing practice platform and internal management mechanism

College English teachers must constantly explore and innovate effective college English teaching modes and ideas, so as to promote the professional development of teachers. In order to improve the quality of College English teaching, we must establish and constantly improve the internal management and sports mechanism. College English teachers' professional development is a long-term accumulation and continuous progress process. Therefore, it is necessary to establish clear rules of activities, improve internal objectives and competitive incentive system, and regularly carry out learning and discussion activities, so as to promote teachers' professional development.

References

- [1] Zhang W.H, Sun C.G. (2010). An Analysis of Teachers' Professional Development Path in the Context of New College English Curriculum Reform, *Journal of Foreign Languages*, 33 (4), 113-115.
- [2] Mei J.L. (2015). Research on the Professional Development Direction and Path of College English Teachers for Academic English Reform, *Journal of Hubei University of Science and Technology*, 37 (9), 134-137.
- [3] Wang D. (2011). On the Professional Development of College English Teachers Based on Action Learning, *Journal of Jimei University (Educational Science Edition)*, 12 (3), 42-45.
- [4] Li X.X. (2016). An Analysis of College English Teachers' Professional Development, *Journal of Liuzhou Vocational and Technical College*, 16 (2), 26-31.
- [5] Liu X.F. (2016). Problems and Countermeasures of College English Teachers' Professional Development. *Modern Communication*, 30 (18), 166-167.
- [6] Liu Y.S. (2013). Analysis of College English Teachers' Professional Development, *Education and Occupation*, 97 (33), 80-81.
- [7] Liu L.J. (2011). Teaching Team: A New Approach to College English Teachers' Professional Development, *Adult Education*, 31 (2), 92-93.