

The Path and Mechanism of English Teachers' Professional Development Under the Support of Information Technology

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Abstract: Learning community refers to english teachers with the same goals or same learning needs, voluntary organizations or groups, using a series of forms such as network, workshops and associations to exchange and share resources, information and ideas, constantly improve their own value of existence, in the current mode, the professional development of english teachers should be in the direction of learning community.

1. Summary of College English Teachers' Professional Development

With the support of information technology, the professional development path and mechanism of college English teachers have changed. Therefore, this paper expounds the connotation of college English teachers' professional development and analyzes the professional development path and mechanism of college English teachers.

By sorting out and analyzing the relevant literature, it can be found that the professional development of English teachers in colleges and universities refers to the process of English teachers' reflective learning through positive experience, and then improving their English knowledge reserve, mastering more English skills, and constantly improving their English literacy on this basis, this process is a dynamic change. The main characteristics of the learning community include: first, mutual support, mutual sharing of values and vision; second, collective learning and practice, teachers share their own practical experience; third, the learning community of teachers has a strong ability to screen the collected information, and then store valuable information, and then transform it into knowledge, promote the progress and development of the members of the community, and achieve the success of the whole team; fourth, in the teacher community, the learning ability of teachers will be gradually improved, figure 1 is the community of teachers learning exchange on the spot.[1].



Figure 1 Site of the teachers' community seminar

2. Professional Development Mechanism of English Teachers in Colleges and Universities Supported by Information Technology

The development mechanism belongs to a comprehensive mechanism, which is related to many sub-mechanisms, and the professional development mechanism of English teachers in colleges and universities is no exception. The first is the management mechanism, which is the basis of the professional development mechanism of English teachers in colleges and universities. If English teachers in colleges and universities want to create a learning community, they must work out a clear management system of rights and responsibilities, so that each member can clearly understand the responsibility of management, and ensure the effective construction of management system and the smooth luck in the future. Second, the mobile learning transformation mechanism, without the support of this mechanism, English teachers in colleges and universities can not transform their own learning behavior or ability into the learning behavior of the community. Moreover, this mechanism can promote the learning community members to combine learning and practice organically, promote the rapid development of the community, so that any member of the team can get professional development in a good cycle. Third, the sound performance appraisal system and incentive mechanism also play a very important role in the professional development of English teachers in colleges and universities. If we ignore the performance appraisal of teachers, there is no way to objectively evaluate the specific work status of English teachers. Moreover, if the performance appraisal lacks the support of supporting incentive mechanism, it will affect the enthusiasm of English teachers to a certain extent, resulting in the creativity and initiative of English teachers. In view of this situation, after obtaining the approval of most teachers, we can fully consider the vital interests of all teachers, and formulate a scientific and feasible incentive machine. In this process, it is also necessary to conduct a thorough and extensive investigation according to the performance appraisal of English teachers, and draw up a reasonable assessment hand. Fourth, perfect evaluation machine. If the professional development mechanism of English teachers in colleges and universities lacks the evaluation link, it will affect the feedback link of the professional development mechanism, and then there is no way to really understand the actual effect of the mechanism construction. Therefore, colleges and universities should create a relaxed atmosphere, establish the evaluation feedback mechanism to promote the professional development of English teachers and improve the value of English teachers, and dynamically receive the effect of feedback. Fifth, the establishment of quality assurance system, which is an essential sub-mechanism of the professional development mechanism of English teachers in colleges and universities, if there is no guarantee of the quality and level of the mechanism construction, and there is no way to ensure the feasibility of the mechanism. Therefore, English teachers in colleges and universities should work out the mechanism of quality assurance from the aspects of establishment, manpower, material resources and financial resources to ensure the smooth implementation of the professional development mechanism of English teachers in colleges and universities[2].

3. The Path of Professional Development of English Teachers in Colleges and Universities Supported By Information Technology

3.1. Creating a Model of Professional Interaction

In order to realize the professional development of English teachers in colleges and universities, it is necessary to realize the professional mutual between teachers. In this stage, the process of teacher interaction will more or less affect the effect of interaction, some teachers design the activity process is more reasonable, the degree of interaction is good, so it can ignite the initiative of other participants, and then let the English teachers gain more valuable income. On the contrary, there are some spoon-feeding interactions, the results are not ideal, during the entire interaction, only one person is responsible for leading the whole activity, other members are busy with their own affairs, this form of interaction has seriously affected the interaction behavior of English teachers, the results can be imagined. Teachers' professional interaction is one of the main ways to promote the progress of English teachers from a professional perspective. Therefore, if English

teachers want to achieve this goal, English teachers should carefully design the link of interaction. Through the analysis of teachers' cooperation theory at home and abroad, it is not difficult to find that the interaction mode of teachers mainly includes four elements: dialogue, decision-making, action and evaluation. The relationship between these elements is circular and can advance without interruption. Systematic and standardized communication on the actual subject of interaction can be conducted in a group discussion or individual speaking manner to ensure that all members can participate in the exchange, as shown in the figure. A solution to the current issue is then agreed upon in accordance with the member's discussions and statements, and the decision is then implemented in the specific classroom instruction, and finally assessed in the light of the results of the practice, which can be revisited if there is still a problem. In general, the process of interaction is a continuous process, which requires English teachers to always interact around these aspects, so as to promote the professional development of English teachers in colleges and universities.



Figure 2 English teachers exchange experiences with each other

3.2. Developing Teachers' Reflective Skills

The process of reflection refers to the analysis of teachers around problems, needs, process changes, self-feeling and beliefs, which can also promote the professional development of English teachers. By studying the actions of English teachers in colleges and universities, it is not difficult to find that it is difficult for teachers who lack brainstorming, ideas and experience sharing less. Therefore, how to help English teachers develop their reflective skills and introduce them into professional development is still a very important topic.

3.3. Extensive Participation in English Teaching Practice

In the specific teaching links, English teachers need to take the students as the core, return the initiative of the classroom to the students in the real sense, actively create a relaxed and pleasant English learning environment for the students, and comprehensively adopt a variety of English teaching methods to carry out English teaching. In the actual English teaching process, novice teachers can explore the existence of problems, understand and understand the significance of teaching and understanding deeply. For example, it is possible to arrange for the novice English teacher to record a lecture video to make them aware of the place they need to improve. In addition, novice English teachers can actively let other colleagues watch their own recorded video, let them put forward valuable meaning. All the above methods can improve the ability of novice English teachers, and make the teaching ability of novice English teachers improve obviously[3].

3.4. To Establish a Learning-Based Cooperative Team

During the professional development of English teachers in colleges and universities, English teachers can set up learning groups to complete the corresponding tasks in the cooperation of the

group members, and then achieve the goal. Cooperation is a systematic process, during which both teachers and managers need to work together, use information technology to analyze data in depth, formulate reasonable professional practice, and optimize individual and even collective success. Therefore, during the professional development of English teachers in colleges and universities, the school needs to organize the information technology department, the educational administration department, the library and the personnel department to provide the guarantee for the good development of the learning community.

3.5. Enhance Teachers' Awareness of Lifelong Learning and Their Learning Autonomy

English subjects in colleges and universities have a high international level, and there is a close connection with the development of the times. Therefore, English teachers should establish the consciousness of lifelong learning and actively contact with more knowledge of English. With the support of information technology, English teachers should actively innovate teaching contents and methods, design teaching links reasonably, study teaching aids, and constantly reflect on their own gains and losses in teaching activities. In addition, English teachers in colleges and universities can also actively participate in visiting, education promotion, further education or continuing education, etc., or can also use the Internet to inquire other excellent cases, learn relevant teaching experience, and constantly improve their teaching level.[4].



Figure 3 Teacher's own "charging"

4. Conclusion

To sum up, with the deepening of education reform, the professional development of English teachers in colleges and universities has been widely concerned. English teachers in colleges and universities can make full reference to the above contents, establish a learning community, use information technology to realize the continuous improvement of their own ability, and promote the professional development of English teachers.

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