

The Challenge of College English Teaching Reform to Teachers: Teachers' Development Problems and Countermeasures

Liguo Wang

Jilin Agricultural Science and Technology University, China

Keywords: College English; Teaching Reform; Teacher Development; Problems and Countermeasures

Abstract: The reform work for college English teaching has brought great pressure and challenges to teachers. How to achieve the goals of personal development and career development under the reform environment has naturally become the focus of discussion among university teachers. The paper first analyzes the challenges that teaching reform brings to English teachers. Then, based on the actual conditions, combined with the characteristics and requirements of college English teaching, it proposes corresponding solutions to the development problems faced by teachers. For example, the role is changed. Paying attention to the role of practice to provide reference for college English teachers in some aspects to speed up the reform of teaching, and ensure the effect of reform.

1. Introduction

The reform of college English teaching has always been the focus of education reform. The content of reform involves teaching methods, modes, means and many other aspects. Only by ensuring the participation of English teachers can the effect of teaching reform be achieved. When carrying out the reform of college English teaching, we should first ensure that English teachers have an accurate understanding of the situation, and formulate and implement corresponding countermeasures for the development problems they face. Only in this way can we achieve a positive change from attitude to behavior, below. Based on the direction of the English teaching reform work carried out on the university campus, the countermeasures that can solve the teacher development problems are put forward.

2. The Development Problems Faced by College English Teachers

With the continuous advancement of teaching reform, the problems faced by English teachers have gradually surfaced. First of all, the teaching requirements are significantly improved compared with the past, which is reflected in the following aspects: First, it puts higher demands on students' ability of listening, speaking and communicating in English; secondly, the computer-based teaching mode gradually enters the classroom. English teachers should have the ability to use this model to carry out teaching activities; third, to improve students' comprehensive application ability, become the main task of college English teaching. The pressure faced by English teachers is not only the requirements of interpersonal teaching in the classroom for their own communication and organizational skills, but also how to ensure the efficiency of students' independent learning. Next, the reform of English for primary and secondary schools has improved the level of students. After entering the university, students' expectations and requirements for English teaching have changed significantly. The traditional teaching model has been unable to achieve good teaching. The effect, which brings great challenges to the development of English teachers' daily work; finally, the relevant departments have formulated more stringent standards for teaching assessment, and the assessment content is no longer limited to a single teaching workload, but also includes teaching methods and methods. The results of the students' evaluation of teaching, the effectiveness of the monitoring work carried out by the students' self-learning, etc., the more comprehensive performance assessment content, the pressure brought to the teachers is self-evident, and the

assessment results are linked with the title and salary, forcing English Teachers update their concepts and strengthen their ability in design, teaching, and technology to ensure that the quality and effectiveness of teaching meets the requirements[1].

3. The Promotion of English Teaching Reform and the Development of Teachers

The challenges brought by teaching reform to English teachers involve many aspects, such as teaching concepts, teaching objectives, teaching methods, etc., which also puts higher demands on English teachers in terms of personal ability. For example, the theory is put into practice. In addition to the ability to transform knowledge into skills, teachers should also have the ability to use information technology to carry out teaching. The key to coping with the problems brought about by the reform of English teaching is to change the concept of teachers and promote the development of teachers. This requires teachers to have an accurate understanding of the differences between traditional teaching and modern teaching. The differences between the two are mainly reflected in the power of teachers and students. In terms of proportion, teachers should give students the power to control the learning factors and regulate the learning behaviors, and transform the classroom subjects from themselves to the students, and truly achieve people-oriented. Therefore, teachers should abandon the traditional teaching mode of inculcation teaching and monopoly teaching to provide students with a relaxed, harmonious and autonomous English classroom, which is of great significance to the implementation of English teaching reform.

3.1. Transforming roles

In order to actively respond to the challenges brought about by the reform of English teaching, English teachers should change their roles in a timely manner and conduct in-depth exploration of new teaching models. With the deepening of teaching reform, the role of English teachers in the teaching process has also changed. First of all, English teachers are responsible for the construction of the teaching environment. In today's society where information technology is constantly evolving, computers and multimedia devices enter the university classroom. Teachers should rationally allocate the time for independent learning and classroom teaching according to the actual situation of students. The content of self-learning and the content of classroom teaching complement each other. For example, in the implementation of the comprehensive English curriculum teaching activities, teachers can appropriately increase the content of self-study, cover reading and writing, and focus on the discussion and evaluation of classroom teaching. In addition, the teaching of the audio-visual course, at the same time, the teacher can guide the students to complete the listening and speaking exercises on the computer. The task of the classroom teaching is to check the situation of the students' self-learning and construct the situation that is conducive to the improvement of the students' listening and speaking ability[2]. Secondly, English teachers are responsible for organizing and carrying out teaching activities. Based on the self-study content of students, they construct relevant situations in the classroom, provide students with a platform for English communication, and feedback on the self-study results of students. In the teaching process, teachers the group cooperation law can also be applied as appropriate to allow students to deepen their impression of what they have learned in the process of communication and communication. Finally, English teachers should check the students' learning outcomes. For example, when conducting classroom teaching activities, they should understand the students' self-study progress and results through questioning, clarify the students' problems, and adjust the follow-up teaching activities according to the conclusions. The content and focus.

3.2. Continuously learning and improving their own level

College English teachers who are in the wave of teaching reform should take a positive attitude towards the development problems brought about by the reforms, and accelerate the pace of their own development through the way of teaching and learning. Only when English teachers continue to learn can they meet the requirements of the teaching reform work. On the one hand, teachers should regularly read English educational papers or works, and explore their essence and

connotation in depth; on the other hand, teachers need to have the ability to effectively use existing resources, in the process of carrying out English teaching activities, the society The role of the classroom and teaching materials will be fully exerted, and the combination of theory and practice will guarantee the effect of learning.

3.3. Regularly conducting education and training activities for English teachers

Studies have shown that the help and guidance of the teacher training department plays an important role in enabling teachers to solve challenges or problems in a short period of time. The purpose of training teachers is to update the teacher's own belief system to have a more accurate understanding of the role they play in the teaching process. In addition, for English teachers in the information age, how to use information technology to carry out teaching activities is the main problem that needs to be solved at present. Therefore, when conducting education and training activities for teachers, relevant personnel should regard information technology as training. The main content, on the basis of ensuring the teacher's language knowledge and theory is updated, cultivates its ability to apply information technology, and lays a foundation for the efficient development of teaching activities[3].

3.4. Paying attention to the role of practice

Compared with junior and senior high school English teachers, the number of teaching objects of university teachers is not only more, but also more complicated. Therefore, English teachers should carry out practical activities such as theoretical practice and teaching practice in a targeted manner, summarizing and summarizing through practice. The theory that emerges is truly reformed and developed in practice. When carrying out practical activities, teachers should take students as the main body, take communication and English ability as the goal, carry out teaching activities related to humanities and quality education in the classroom, and innovate and combine teaching modes, methods and means. In actual situations, application methods such as situational law, role development, and case law are applied to ensure the effectiveness of practical activities.

4. Conclusion

It can be seen from the analysis of the content discussed above that the reform of college English teaching is the general trend. As an English teacher, in the face of this social development trend, we should focus on the development of individuals and professions, aiming at development. The problems that may be encountered in the process, the corresponding solutions are formulated, and the value of the students is fully utilized in the English classroom. That is to say, the college English teachers should keep pace with the times, from the perspectives of roles, concepts, and learning. Based on the requirements of the teaching reform, make corresponding changes or optimizations, so that the goal of personal development and career development can become a reality.

References

- [1] Weiping Chang. Research on the reform measures of college English teaching under the background of "Internet +" era. English Square, 2018(12):83-84.
- [2] Wang Yan, Ding Hongwei. Research on College English Teaching Reform and Teacher Development Path-Comment on "College English Teaching Reform and Teacher Development Research and Exploration". Contemporary Education Science, 2016(16):2.
- [3] Huang Yuan. Reform and Development of College English Teaching Based on the Background of "Internet +". English Square, 2016(8):68-69.