

Exploration and Practice on the Professional Development Path of Higher Vocational English Teachers under the New Curriculum Standard

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Abstract: The English curriculum standard for Junior College of higher vocational education, which is scheduled to be implemented by the Ministry of education in March 2021, represents a new step in the reform of English Curriculum in Chinese junior colleges, and provides a basis for the professional growth of English teachers in professional schools in the information age. In order to adapt to the new curriculum smoothly, teachers should change the traditional curriculum concept, change their responsibilities, optimize teachers' knowledge structure, and enhance the awareness of modern curriculum. At the same time, teachers should pay attention to their own subject characteristics, especially teachers should step up to improve their professional core quality, so as to ensure the smooth completion of the new curriculum reform and improve the quality of English in secondary and higher vocational colleges.

1. Introduction

High quality higher vocational teaching is inseparable from the strong guarantee of a group of high-level teachers. English teachers in higher vocational schools should not only master a solid knowledge base and ability, but also improve and innovate education and teaching technology with the times, improve teachers' own quality, and drive learners to form a stronger interest in English teaching with the strong appeal of deep basic knowledge and excellent teachers' ethics, so as to improve their enthusiasm, initiative and creativity in learning English, and further enrich and improve their knowledge and literacy. However, at present, the effect of English education and teaching in many higher vocational schools is not satisfactory. To a large extent, this is related to the professional development level of teachers affected by the widespread problems of state-owned enterprise employees in society. In this paper, the researchers will explore the ways of professional development of English teachers in Higher Vocational Schools from the perspective of professional development of English teachers in Higher Vocational Colleges under the requirements of the new curriculum.

2. Background of Educational Informatization Era

Educational informatization project refers to a systematic project in which schools, in all aspects of the curriculum and teaching process, under the guidance of the teaching concept of educational modernization, strive to cultivate innovative talents in line with the characteristics of the new era through the active use of computer technology, extensive research and extensive use of information technology resources, so as to promote schools to achieve the digital goal of curriculum teaching. The idea of educational informatization originated from the "data highway" project of the United States federal authorities in the early 1990s. The extensive use of the Internet in curriculum teaching is regarded as an important way to realize the reform of higher education in the 21st century. Therefore, countries have carried out the application of computer technology in teaching. In the late 1990s, China began to clearly put forward the concept of educational informatization. In the outline of China's medium and long term education reform and development plan 2010-2020 in 2010, it was clearly proposed to promote the informatization process of higher education, especially "further improve the level of teaching staff using information technology, innovate classroom teaching ideas, improve teaching methods, and further improve classroom teaching". With the development of Internet information, in April 2018, the Ministry of education, on the basis of the above, once again proposed the two-point zero plan for educational informatization, which made it clear that "to promote the high-level development of educational informatization from integrated application to innovation, information and artificial intelligence means deeply penetrate the whole process of quality education, and drive the improvement of classroom teaching, management and performance". The project has realized the transformation and upgrading of China's education informatization, and raised the applied education to a new level of innovation and integration. The purpose is to promote the construction of China's "Internet + education" and promote the establishment of China's education informatization and education power strategy [1].

3. Current Situation of English Teachers' Professional Development

Teachers' ability determines teachers' teaching level. Therefore, teachers' expanding subject level in classroom practice and improving teachers' classroom teaching ability have become the focus of educational research. In the opinions of the general office of the State Council of the Communist Party of China on promoting the reform and development of the construction of the teaching staff under the new situation as a whole, special emphasis is also placed on accelerating the professional development of middle-aged and young teachers with hypertension and strengthening the training of teachers. Fu Le divides teacher development into four levels: pre classroom observation, early life process attention, classroom situation observation and teacher concern, according to the different focuses of attention at all levels. Burton divides teacher development into survival period, adjustment period and redevelopment period based on teacher curriculum time. While Fissler completely constructed the eight levels of teachers' career development, and provided the dynamic development characteristics of teachers' career. After a lot of qualitative and quantitative analysis, Professor Boehner introduced the common characteristics of ordinary new teachers, skilled new teachers, technical responsible teachers, professional capable teachers and expert teachers in an all-round way [2-3]. Although the discussion and comments on the development of educational disciplines at home and abroad are different in points of attention and scope of discussion, they all point out that the process of teaching is a phased process, and the core is the three aspects of educational professional knowledge, teaching strategy ability and ability to affect learning, that is, the process of combining educational professional knowledge with other knowledge and ability and gradually developing [4].

4. The Renewal Requirements of the New Curriculum on the Subject Literacy of Higher Vocational English Education

4.1. Change the Traditional Classroom Concept and Turn it into a Teacher's Role

According to the requirements of the new curriculum, teachers should focus on training their English skills in the actual classroom, as well as their communication skills with foreign personnel in special posts, cross-cultural interpersonal skills, English expression and thinking skills, and autonomous learning skills. Therefore, in order to enter the new curriculum, teachers should change to the traditional Chinese educational thought in the past, from emphasizing the "teaching" of teachers to the "learning" of students, from emphasizing the indoctrination of cultural content to the training of pragmatic skills, and from emphasizing exam oriented education to emphasizing whole person teaching; In order to meet the requirements of the new curriculum education, teachers should also gradually change their responsibilities. Teachers should not only be the indoctrinator of classroom content, but also the creator of classroom environment, the host of Chinese teaching activities, the host and the mentor and partner of practical process. In classroom teaching, teachers should make full use of modern educational methods and information technology to create a simulated English language atmosphere and workplace environment through specific curriculum objectives, and carry out rich and diverse English culture experimental teaching activities to make children feel the fun of learning Chinese, and fully mobilize their enthusiasm and initiative in learning Chinese.

4.2. Constructing Teachers' Knowledge Structure and Ability Structure

The teaching content of English Teaching in Professional Colleges under the requirements of the new curriculum is also very different. Language learning is mainly composed of two teaching modules: basic teaching module and extended teaching module. The basic teaching module is a professional general language, which is composed of six contents: subject category, language knowledge category, basic cultural knowledge, social language knowledge, professional language knowledge, and cultural learning strategies. The expansion teaching module is set up for people with high cultural level and spare capacity to learn. It is mainly divided into workplace English teaching, English Teaching for people who have the desire to enter a higher school or study abroad, and English teaching set up to improve their comprehensive quality and meet their learning interests and hobbies. Although the teaching content of the new curriculum is more substantial, teachers also need to bring the ideological and political concepts of education into the classroom, so as to lead students to establish good ideas, lifestyles and values. Therefore, before entering the new curriculum, we need to re-establish our own knowledge structure and knowledge system [5-6].

4.3. Improve Informatization Teaching Ability

Modern information technology education has begun to penetrate into higher vocational English classes. In order to enhance the effectiveness of Higher Vocational English classes, English majors must establish more scientific modern information education ideas to improve the level of modern education: (1) make full use of new media, networks, big data analysis, artificial intelligence, virtual reality simulation and other information; (2) Internet education methods such as Moke, wechat and cloud education platforms should be used; (3) We should make use of classroom teaching and mixed teaching methods to teach English. In classroom teaching, teachers should use various information technologies and methods to form a real, interactive and participatory classroom atmosphere, and help students use all kinds of knowledge resources to promote them to improve

their information quality through autonomous learning, interactive learning and inquiry learning [7].

5. The Main Contents and Problems of the Development of Higher Vocational English Education

5.1. Teacher Professional Development

The development of educational discipline mainly refers to the process that teachers further improve their professional knowledge, technology and thinking related to the discipline, so as to gradually develop from novice educators to expert teachers. Teacher professional development is the main connotation of every teacher's career, and it has the characteristics of diversification, autonomy and sustainable development. However, in recent years, English teachers in higher vocational schools also have some problems in professional development, specifically including the following: first, higher vocational English teachers do not have enough leadership in professional development. For a long time, the teaching, scientific research projects, academic exchanges, continuing education and other work of the school's English Education Center have been uniformly arranged by departments and departments, and the teaching staff have no personal right to choose the language. These incorrect and improper mechanisms have greatly weakened the enthusiasm and initiative of our professional English teachers, and it is difficult for teachers to realize their professional work and autonomy. Second, higher vocational English teachers' subject education ability is weak. At present, in higher vocational schools, teachers' professional development is quite common in job evaluation, employment and promotion. At the same time, because teachers have heavy work, they have little time to study abroad and participate in various academic exchanges, and the internal and external resources for their professional growth have also been exhausted. Therefore, they gradually lack the enthusiasm and interest to pay attention to education, teaching research and scientific research development, which also seriously affects the professional growth of English teachers in higher vocational schools. The third is the inadequate guarantee of English teachers and students in higher vocational colleges. If English teachers in higher vocational schools want to grow effectively in their majors, on the one hand, they need to master language communication skills, classroom teaching skills, educational knowledge, environmental knowledge, teaching inference knowledge and adaptability, and educational ideas; On the other hand, we also need to understand the educational knowledge of sociology, psychology, higher education, economic management and other majors. However, at present, most English teachers in higher vocational schools have little time for comprehensive and in-depth professional learning and training, except for learning the majors they are familiar with at the time of entry and receiving basic induction training after entry. In addition, as higher vocational schools pay more and more attention to the training of Applied Talents in English majors, they have more requirements for English teachers in the basic knowledge of English majors, teachers' learning ability, academic practice level and teaching practice, but they can not effectively create an opportunity and stage for English teachers to further cultivate and improve their professional level, and also lack the external guarantee for the professional growth of English teachers [8-9].

5.2. Job Burnout of College English Teachers

The current situation, behavior and role of Vocational English teachers' job burnout in the development of disciplines. Job burnout generally refers to the exhaustion of emotion, mentality and other activities formed by teachers' long-term pressure experience. The main symptoms are the lack of work passion and initiative, the decline of job satisfaction, and the gradual alienation and indifference of personal emotions. The professional development of Higher Vocational English

education not only needs to improve English teaching ability, but also needs to improve discipline quality and professional innovation ability. However, in the development of educational discipline, teachers often form great job burnout due to high work intensity, long duration, ignoring the internal needs of students, and then seriously affect the progress of teachers' discipline development. At present, with the rapid development of economic globalization and informatization, the needs of human society for English are increasingly abundant and the demand is higher and higher. The traditional English education model can no longer meet the needs of learners for modern English learners. In the traditional sense, English teachers in higher vocational colleges, as the disseminators of educational knowledge, should not only start to take on the task of collecting, integrating and using English classroom materials, but also be good at using modern educational and teaching technology means and forms to further optimize the classroom teaching organization. At the same time, they should also play an important role as the evaluator of classroom teaching and the scholar of English education courses. This huge change requires higher vocational English teachers to actively adjust themselves. However, the current situation is that higher vocational English teachers have many courses, complex contents and great difficulty in taking exams, which often fail to stimulate their initiative, have no enthusiasm for teaching and activities, and show slack in physical, psychological and emotional aspects[10]. In addition, English teachers in higher vocational colleges also strictly follow the educational assessment system, and complete various tasks of testing and evaluation in addition to preparing for classes. It can be seen that higher vocational English teachers have serious enterprise problems, such as high psychological pressure, depression, anxiety, sentimentality, lack of self-confidence, patience and security in their working career. Some teachers even have the teaching and research behavior of hating the classroom, don't like to interact with students, avoid interpersonal relationships, deliberately keep a distance from others, and face their own schools, teachers The situation of relatives, friends, families, etc. has its own personality and ability problems, and there are also reasons for excessive career pressure. Job burnout has caused bad results for the academic growth of Higher Vocational English teachers. First of all, teachers who blur students' misconceptions about educational tasks, as students' preaching and teaching, should also act as guides and guides for the formation and improvement of students' knowledge concepts and vocational skills, so as to truly become a social model through the creation and teaching of knowledge, knowledge guidance, and the cultivation of students' personality [11]. However, with the unsatisfactory salary and welfare, social identity and other aspects, coupled with the attack of problems, higher vocational English teachers feel that their life value has not been well reflected, and their inner confusion can not be solved, so they have no sense of achievement and belonging, and their understanding of job responsibility is gradually blurred. Secondly, the weakening of work enthusiasm, initiative and technological innovation ability. Because teachers' work performance is often disconnected from the school evaluation system in higher vocational schools, the effect of English teachers' work in higher vocational schools can only be reflected by the passing rate of the school's examination and ranking in the competition, and the proportion in the usual teaching and research work is basically ignored, so it is impossible to effectively mobilize teachers' enthusiasm, initiative and innovation in teaching, Thus affecting the motivation and determination of teachers' academic development [12].

6. Research on the Professional Development Path of English Teachers in Higher Vocational Colleges

6.1. Improve the Structure and Enhance the Ability

In the information age, new ideas, new information, new skills and new technologies are constantly emerging. In order to be competent for English Teaching in Junior Colleges under the

background of the new curriculum, English teachers should also enrich and improve their knowledge structure and further improve their teaching ability through their own learning. In addition to mastering a solid theoretical foundation of language and culture and proficient theoretical knowledge of language and culture at all levels of English listening, speaking, reading, writing and translation, English teachers in higher vocational colleges also need to enrich and improve their knowledge structure at the following levels: (1) basic knowledge of modern teaching theory and language and culture learning strategies; (2) Basic knowledge of social culture, politics, socialist market economy, Chinese social development history, geographical environment, economic society and other special social sciences; (3) Basic knowledge of multiculturalism; (4) Industry, vocational and technical foundation, and practical ability of relevant professional knowledge. English teachers should go deep into practice, learn knowledge from their majors, carry out professional practice, and strive to make students truly have dual teacher quality. This will be the main task of Vocational English teachers' professional growth under the current new curriculum background, as shown in Figure 1.

6.2. Cultivate the Ability of Technology and Application, Assume Many Important Roles, and be Professional

Due to the vigorous development of modern computer technology, there have been revolutionary changes in the English model of colleges and universities, as well as students' learning methods, environment, learning information resources and so on. For Higher Vocational English education in the information age

6.3. Be Good at Using the Platform of Group Experts to Promote Their Own Academic Growth

At present, higher vocational English teachers' college-based training, excellent course teams, teaching exchanges and school enterprise cooperation provide more opportunities for the vigorous development of teachers' individual disciplines and majors. First, actively carry out school-based training for teachers. By carrying out the school-based training of teachers, which is derived from the overall planning of the school's education and work, and also meets the needs of teachers' work, we can contact relevant experts and scholars, famous teachers, so as to obtain new knowledge, new understanding and new ideas. More importantly, we can use these methods to make teachers pool their ideas and efforts, so as to achieve the goal of mutual growth of teachers. The second is to participate in relevant professional academic conferences or collective teaching activities, develop new resources, exchange new ideas, and jointly study new teaching methods. Third, participate in the teaching activities of school enterprise cooperation, go deep into the front line of professional knowledge learning and professional skills training, get familiar with and grasp the actual needs of professional knowledge learning, enrich teaching materials, and enhance the pertinence and effectiveness of teaching.



Figure 1: Countermeasures for College English teachers' professional development

7. Conclusions

Educational informatization is a new teaching form, which requires all teachers with informatization teaching ability to adapt to it. The era of educational informatization puts forward higher requirements for teachers. But in general, in the new era, teachers are required to earnestly establish the awareness of informatization to promote the professional development of education discipline in their hearts, actively respond to the changes of educational information, gradually adjust the role orientation between traditional classroom teachers and students, and gradually obtain a sense of identity in the process of educational reflection and classroom growth, so as to effectively promote the professional development of education discipline.

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