

On the Growth of English Teachers in Higher Vocational Colleges in the New Era

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Abstract: with the Development of the Times, Higher Vocational Colleges Have Become an Important Part of China's Higher Education. in the New Era, the Growth of English Teachers in Higher Vocational Colleges is of Great Importance to the National Educational Layout. Based on the Existing Effective Training Theory System, the Questionnaire Discussion, Expert Visit, Scientific Mathematical Statistics and Other Methods Are Used to Complete the Basic Situation Survey of English Teachers in Higher Vocational Colleges, Find out the Bottleneck and Development Crux, and Put Forward Solutions and Suggestions.

1. Introduction

China's Rapid Development in Recent Years is Obvious to All over the World. At the Same Time of Rapid Economic and Technological Development, It Will Bring Many Disadvantages and Hidden Dangers Caused by Asymmetric, Unbalanced and Asynchronous Development[1-3]. among Them, Education is a Very Serious Hidden Danger Field. with the Rapid Development of Economy, the Rapid Change of Society, and the Rapid Change of Time and Space, There Will Be Problems That Can Not Be Accepted by Human Beings, Especially for English Teachers Who Accept Foreign Thoughts and Cultures[4]. the Rapid Development Will Bring Psychological Impact on Themselves, and Their Knowledge and Skill Level Will Be Impacted by the Development of Science and Technology, Such as Artificial Intelligence Dictation Translation, and Even the Emergence of Artificial Intelligence English Writing and Other Tools[5]. for English Teachers Themselves, There is a Pressure Impact of Skills, Proficiency and Living Environment. with the Rapid Development of Information Technology, There Are Many Ways to Learn English. in the Past, We Could Only Rely on Face-to-Face Classroom Learning. Now We Can Learn English in Many Dimensions and Directions through Internet Information, Video, Online Courses and Western Movies[6]. This is a Technological Impact on the Traditional English Teaching Mode of English Teachers. Digital Technology, Artificial Intelligence Technology, Information Technology, as Well as the 5g Huge Amount of Information Communication Technology and Quantum Hegemony, Will Impact English Teachers in Many Ways. Teachers' Growth Must Face the Development Direction of the Times, Technology and Society. This Research is Based on the Theoretical System of English Teachers in Higher Vocational Colleges, with the Quality to Explore and Analyze the Survey, through Scientific Mathematical Statistics Methods, to Get Specific Problems, and Put Forward the Corresponding Solutions and Suggestions[7-8].

2. Elements of Teachers' Professional Quality in Higher Vocational Colleges

For the individual or group of teachers, it is the same. It is an individual who is constantly engaged in social production activities and needs to

Only by mastering certain skills and acquiring certain social resources in social life can we become social people and engage in certain

In terms of occupational production activities, social qualification is obtained through occupational activities or production. For individuals in social life,

We need to follow certain social norms, and under the social norms environment, we need to learn to master professional energy saving and get qualified

In this process, we will complete the process of socialization

We need to acquire certain professional skills, acquire certain professional ability and develop certain professional values. For teaching

For teachers, in social life, their profession has certain particularity, first of all, they have professional attributes, second, they teach

With the change of society, the professionalism of teachers has a certain development direction and plays a different role in social life,

As a part of the socialized members, they need to adapt to the socialized role, to complete the individual's socialized development, to establish a good professional concept and to become a real professional.

In short, professional quality is the quality and ability of a professional to do a good job as best as he can in his career. It is not measured by what benefits and effects this thing will bring to an individual, but by the relationship between this thing and the work goal. More often, good professional quality should be an important indicator to measure the maturity of a professional. Chinese style

Professional quality is of great significance. From an individual's point of view, the survival of the fittest and the lack of good professional quality of an individual make it difficult to achieve outstanding work performance, let alone to build a successful career; from an enterprise's point of view, only concentrated personnel with higher professional quality can achieve the purpose of survival and development, they can help enterprises save costs and improve efficiency, so as to improve competition in the market. From the point of view of the country, the level of national professional quality directly affects the development of national economy and is the premise of social stability. Because of this, "professional quality education" is particularly important. A kind of

The professional quality of English teachers in higher vocational colleges mainly includes the following contents:

The duty of a teacher is to teach and educate people. Professional moral behavior refers to the conscious activities that practitioners take under the control of certain professional moral knowledge, emotion, will and belief. According to the requirements of professional ethics, this kind of activity should be trained consciously and purposefully, which is called the cultivation of professional ethics. The ultimate goal of cultivation is to implement the principles and norms of professional ethics into professional activities, form good habits of professional behavior, achieve the unity of words and deeds, knowledge and behavior, and then form a noble quality of professional ethics, and achieve a lofty realm of professional ethics.

Solid and rich subject professional knowledge, teachers' professional knowledge literacy includes profound subject professional knowledge, extensive scientific and cultural knowledge, teaching theoretical basis, teaching practice experience and educational wisdom. Broad scientific and cultural knowledge, mainly including humanities and social knowledge, science and technology knowledge, tool knowledge, arts and sports knowledge, labor technology knowledge, etc. Abundant subject knowledge, that is, ontological knowledge. It mainly includes the basic theoretical knowledge of the subject, the knowledge of subject education, the knowledge of teaching strategy, etc., which is the basis for teachers to engage in education. The systematic conditional knowledge is the knowledge of educational form. Including pedagogy and psychology knowledge, students' physical and mental development knowledge, teaching and learning knowledge and education evaluation knowledge, it is an important guarantee for teachers to engage in professional behavior. In order to make students understand and master knowledge, teachers must make subject knowledge psychological, and develop teachers' personal wisdom. Practical knowledge is the classroom situational knowledge and related knowledge that teachers have in their teaching behavior, that is, the accumulation of teachers' teaching experience.

With a strong ability of education and teaching, teachers should have a higher ability to interpret, reconstruct and present teaching materials. Teaching materials are the most basic curriculum resources for teachers to teach and students to learn. The degree of teachers' interpretation of teaching materials directly determines the effectiveness of classroom teaching. The keen

observation ability of teachers is the prerequisite for students to have insight into their inner world and grasp the characteristics of their psychological activities, and it is also the essential basic educational ability of teachers. Only with a comprehensive and in-depth understanding of students can we find the real starting point of education and teaching.

Good team spirit and teaching and research ability, teaching and research group is the whole discipline of the whole school. A cooperative and effective teaching and research group can promote the overall improvement of teaching quality, ensure the normal development of school activities, and promote the professional growth of teachers. General schools also pay more attention to the construction of the teaching and research group. The school has formulated the relevant teaching and research group system, but although it is the system formulated by the school, the teachers seldom care about it, and rarely abide by it, which is basically nothing. On the other hand, teachers do not reflect the spirit of ownership, do not regard the teaching and research group as a basic team, and therefore lack of team spirit. It is suggested that schools should let teachers participate in the development of teaching and research group system, and formulate a practical teaching and research group system. Schools can provide policy guidance and system support, let teachers participate in the formulation and improvement of the system, and really strengthen teachers' sense of ownership and give full play to their subjective abilities

3. Survey Results

After collecting the basic information of English teachers in a higher vocational college in a province, the sample data is processed by scientific mathematical statistics, and the results are as follows:

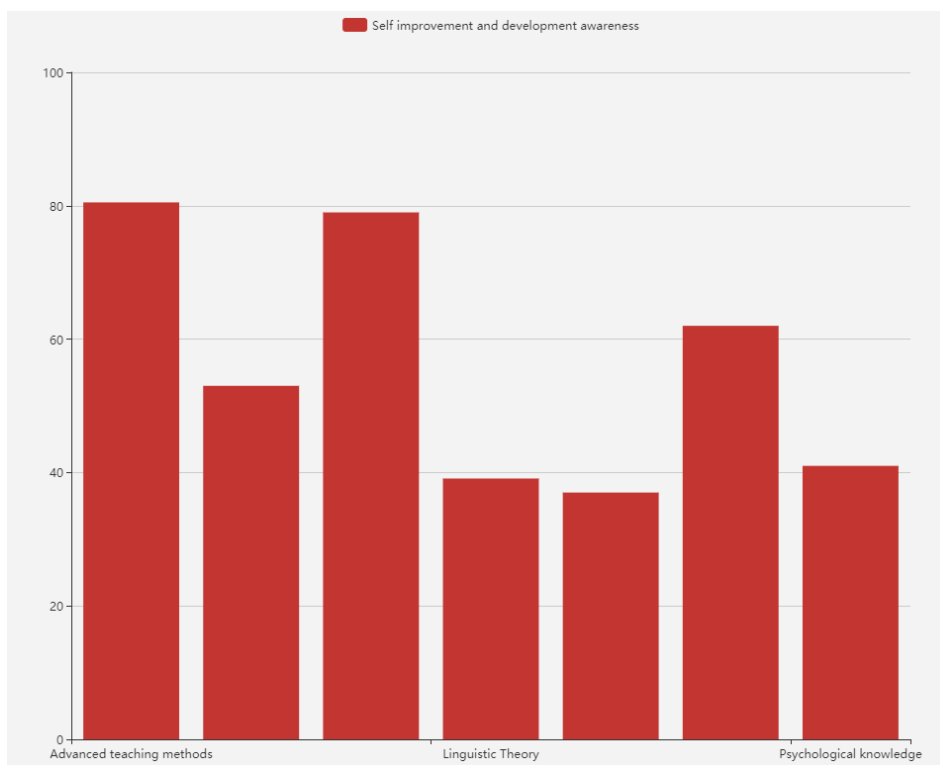


Fig.1 Self Improvement and Development Awareness

In the survey of self-development awareness of English teachers in higher vocational colleges, we found that 80.5% of English teachers are eager for more advanced teaching methods, 39.1% of them want to learn more linguistic theories and 41% of them want to learn psychological knowledge (Fig.1).

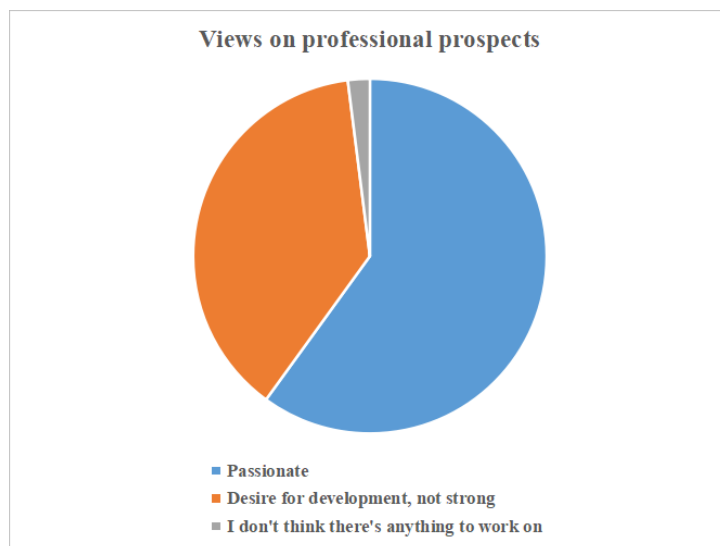


Fig.2 Views on Professional Prospects

In terms of their own professional development, English teachers in higher vocational colleges are mainly divided into three attitudes. The first one is relatively satisfied with their major. In this group, they are optimistic about the English major in Higher Vocational Colleges and are willing to work hard for it. These English teachers account for 60%; 38% of them are optimistic about the future of English major in higher vocational colleges, and 2% are not optimistic about it, These people are passive and have no intention to work hard (Fig.2).

4. Conclusion

The results show that there are many problems in the growth of teachers, such as national policy, local government supervision and the implementation of higher vocational colleges. At the government level, we should strengthen the construction of English teachers, improve professional quality and strengthen the guidance of policies. Strengthen the implementation, ensure that the relevant funds are in place, and constantly improve the professional quality of teachers. In higher vocational colleges, English teachers have noble professional ethics, solid and rich professional knowledge, strong education and teaching ability, good team spirit and teaching and research ability, strong pioneering spirit, independent development will and perseverance, healthy psychological and physical quality Work hard.

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