

Research on the Application of Teachers' Practical Knowledge in English Major Teaching in Private Colleges

Liping Yin

College of Arts & Information Engineering, Dalian Polytechnic University, Dalian, Liaoning, 116400, China

Keywords: Practical Knowledge, Private Colleges and Universities, English Major Teaching

Abstract: Teachers' practical knowledge will help English teachers find a practical starting point for their professional development, provide them with new ideas and theoretical basis, and deepen their professional development. As far as private universities and colleges are concerned, effective development and scientific management of teachers' knowledge should be strengthened, especially practical knowledge. In order to spread the new knowledge to the whole organization through appropriate channels to realize group sharing, which is the key for private universities and colleges to obtain sustainable competitive advantages and maintain permanent competitive strength, teachers' practical knowledge plays a guiding role. It is fully reflected in the teachers' daily teaching, helping students have a deeper experience of knowledge in the real language environment, and adopting all-round dynamic evaluation to ensure the effectiveness and scientificity of evaluation, which is conducive to improving students' applicative English ability.

1. Introduction

As the first common language in modern international communication, English is becoming more and more important under the background of economic globalization and informatization of social life. To train more high-quality talents who can master this international common language is the only way for a country to improve its status in the world and participate extensively in international affairs. The research on teachers' practical knowledge, which arose in the 1980s, starts from the questioning, criticism and transcendence of traditional teachers' education and teaching research, and pursues the educational research state of paying close attention to teachers' life experience and teaching practice [1]. It not only screens the theoretical knowledge taken by teachers, but also plays an important guiding role in explaining and applying such knowledge. Teachers' practical knowledge is the knowledge that teachers really believe in and use and show in education and teaching practice. It is the main component of teachers' professional knowledge structure and an important factor for teachers' professional growth and maturity [2]. The quality of teachers can be summarized into three aspects from the structural point of view, namely, teachers' ethics, knowledge and ability [3]. The quality of teachers is discussed from the perspective of teachers' knowledge. The knowledge structure of teachers includes four types: ontological knowledge, conditional knowledge, practical knowledge and cultural knowledge [4]. From the perspective of English teachers' practical knowledge and based on the classroom teaching site, this study analyzes the application of teachers' practical knowledge in English major teaching in private colleges and universities.

2. Teachers' Practical Knowledge

Teachers' practical knowledge is the main knowledge foundation of teachers' professional development and plays an irreplaceable role in teachers' work. Although it is not as obvious as theoretical knowledge, teachers' practical knowledge plays a filtering role when teachers accept external information (including theoretical knowledge). Teachers' knowledge includes three parts: first, the ontological knowledge based on subject knowledge; the second is conditional knowledge based on pedagogy and psychology; third, practical knowledge from real teaching situations. Teachers' practical knowledge is closely related to teachers' personal teaching, scientific research,

life and other practical activities. Some of them can be “spoken”, some can only be “taught by example”, and some can only be inspired in and comprehended by learners. However, no matter what form they take, they can always bring more or less positive influence to learners and produce learning effects.

Previous studies have found that in the teaching process, excellent teachers rely on their own knowledge to varying degrees to make reasonable judgments and decisions, and then guide complex teaching activities in order to achieve the desired teaching objectives [5]. Excellent English teachers express their practical knowledge in different ways. This knowledge guides their teaching behavior, and although the degree of expression of knowledge is different, the basic connotation is embodied in several aspects (see fig. 1).

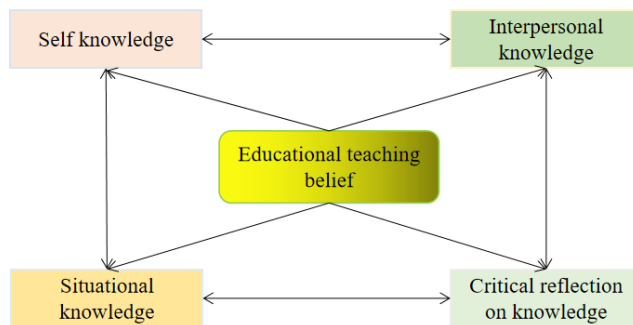


Fig.1 The Composition of English teachers' Practical Knowledge

Teachers' practical knowledge affects their teaching practice and is the fundamental factor to improve teaching practice. A teacher's personal practical knowledge, as a tacit knowledge which cannot be clearly defined and explained by himself/herself, is full of personal significance. It is dynamic and vivid, and cannot be separated from real and special school situations [6]. It covers subject content knowledge, general teaching method knowledge, subject teaching method knowledge, curriculum knowledge, learner knowledge, environmental knowledge, self knowledge, etc. Faced with precious human resource advantages, private colleges and universities realize the development and management of teachers's tacit knowledge through scientific and reasonable means, and promote the sharing and appreciation of knowledge, which has positive practical value for improving the core competitiveness and independent innovation ability of colleges and universities and enhancing their competitive advantages.

3. Factors Affecting Internalization of English Teachers' Practical Knowledge

3.1 English teachers' Teaching Ideas

In English teaching, teaching philosophy refers to English teachers' understanding and views on language, language learning, and the essence of language teaching. Among the factors that affect English teaching theory, the most important are language and language learning theory. The former involves understanding the teaching object, including what is language. Therefore, the display of the connotation of teachers' practical knowledge will vary to some extent depending on the curriculum or teaching focus. Among them, practical knowledge is the key part of the teacher's knowledge system, is the main basis of teacher's professional development, is formed by teachers' reflection and refinement of their own teaching experience, and can provide guidance value for the follow-up education and teaching actions through practice in teaching situations [7]. If the dominant party is arrogant, the other party will naturally have a defensive mentality, and the relationship of mutual trust between the two parties cannot be established steadily. What is the essence of language? It involves the understanding of the learning subject, including the psychological cognitive process and characteristics of students in the learning process, as well as various necessary conditions for successful learning. In an environment with a lack of trust, teachers are unwilling to exchange and share tacit knowledge with other members; thus the development of teachers' tacit knowledge is impossible, and the expansion of teachers' knowledge reserve in private colleges and universities is

difficult to realize through the development of practical knowledge.

3.2 English Teaching Objectives

In terms of teaching objectives, some English teachers overemphasize language knowledge and neglect language skills. Some teachers focus on developing students' oral skills, believing that students' reading and writing skills can be acquired through the transfer of oral skills. Therefore, English teachers in our country should have a new understanding of English teaching in the implementation of the new curriculum standards, which is based on their understanding of the teaching process and content as well as their personal roles. It gives teachers the right to participate in curriculum development and curriculum management, and strongly advocates teachers to become reflective practitioners and researchers. However, most of the current teacher training still emphasizes the inculcation of educational theories or provides teachers with some advanced and typical teaching examples at home and abroad. These different teaching objectives make the emphasis of English teachers' knowledge base different [8]. In order to achieve ideal results in the development and management of teachers' practical knowledge in private colleges, the premise is to fully stimulate the enthusiasm and initiative of teachers who are the subject of tacit knowledge development. This cannot only extract the wisdom and essence of teachers' daily teaching practice for peers to learn and share, but also reshape teachers' educational philosophy and teaching philosophy and promote the generation of teachers' practical knowledge, thus realizing the transformation of teachers' teaching concept and teaching behavior expected by the new curriculum reform.

3.3 English Syllabus

The traditional English syllabus mainly involves the selection and organization of teaching content, while the new curriculum standard has a broader connotation. Its scope involves many aspects related to the students' development as a complete individual in the whole learning process, such as cognitive, emotional, social and cultural, rather than merely the requirements of language knowledge and skills. However, in the field of English teaching in our country, influenced by the idea that "one can teach English well as long as one has a good knowledge of English", English education has always been attached to linguistics and applied linguistics, and its research is mainly concentrated on pure theoretical research in the fields of linguistics and foreign literature. Reflecting and sharing their opinions in the teaching and research group full of democratic spirit and creativity helps the teacher to know his/her own practical knowledge and value his/her own practical knowledge. Teachers in private colleges and high schools need to change their traditional ideas. To establish the awareness of knowledge development, as far as private colleges and universities are concerned, the implementation purpose is clear and well-planned training is an important channel for teachers to develop practical knowledge. For example, two-way training, that is, participatory training, is adopted. To make the theory of English teachers' professional development meet the actual needs of English teachers and meet the diversified needs of English teachers' professional development in the new round of English teaching reform.

3.4 English Teachers Have Individual Differences in Their Cultural Knowledge and Teaching Age

In English teaching practice, the all-round development of students depends to a certain extent on the extensiveness and profundity of teachers' cultural knowledge. When reading such periodical papers, teachers always feel that the theories discussed in some papers are far from the actual classroom teaching activities, and sometimes it feels like these are all "noble theories" that are high above the reality, while teachers are only engaged in "grassroots practice". They do not belong to "the same class". Knowledge is a combination of individuality and objectivity. It is unrealistic to regard knowledge as completely objective or completely subjective [9]. The individuality of knowledge can be shown in the fact that much knowledge can only be understood and cannot be explained in words. For example, the personal skills required for the invention of science and technology can only be taught through personal demonstration by teachers, observation by

apprentices, and understanding. The transformation between interim explicit knowledge and tacit knowledge is the most important. Although tacit knowledge can improve individual tacit knowledge, this knowledge has not been clearly expressed. Therefore, it is difficult for organizations to use it more effectively. In the professional development model of English teachers, the development measures adopted mainly lie in transmitting information, providing concepts and training skills, requiring teachers to accept a set of ready-made, authoritative, “truth-based” knowledge, while ignoring the beliefs, knowledge and practice advocated by modern reforms such as deeper thinking on teaching, continuous attempts and experiments, and critical reflection and discussion.

4. Application of English Teachers’ Practical Knowledge in English Major Teaching in Private Colleges and Universities

4.1 Experience Classroom Teaching

Classroom teaching activities, to a certain extent, reflect the mastery and application of English teachers’ knowledge and their teaching ideas. Through these activities, teachers will attach importance to their own teaching practice activities, reflect on their own teaching practice activities and study how to improve their teaching practice. This is actually a process of teachers’ self-reflection, promotion, growth and development in actual teaching. Only teachers with a self-development consciousness can participate in the process of curriculum research with a positive attitude, learn the experience shared by other teachers in the curriculum research group with an active attitude, and can consciously update their teaching concepts in curriculum improvement. The most crucial step to achieve this is to strengthen the communication between schools and teachers and to rebuild the mutual trust relationship between the two sides. Therefore, in addition to teaching materials, private colleges and universities should provide a variety of learning resources, such as library books, electronic resources, network resources, autonomous learning laboratories, etc., to meet the needs of students at different levels. Among them, the knowledge of teaching situation is very inclusive, which can be understood as a synthesis of English subject content knowledge, English subject teaching method knowledge, general teaching method knowledge, curriculum knowledge and teaching strategy knowledge. It is a specific strategy to apply various knowledge to teaching situation. In the process of teaching, we not only attach importance to the teaching of knowledge, but also emphasize the integration of theory with practice. It neither opposes imitation nor emphasizes the cultivation of innovative consciousness. It emphasizes not only the application of theoretical knowledge to practice, but also the reflection of teaching practice to improve the self-construction of knowledge.

4.2 Special Knowledge Training

In the process of constructing English teachers’ practical knowledge, they should actively carry out special knowledge training and carry out targeted knowledge learning and practice. Only when teachers have internal needs and feel that their teaching practice embodies a sense of achievement in scientific research can teachers consciously improve their teaching activities and sum up effective teaching theories in practice. Some learners think that there is no language environment and language learning is difficult. They think that only living abroad can allow them to practice oral English well. This concept ignores the role of learning companions in supporting and helping in learning. Teachers should change this concept of students and guide students to apply cooperative learning strategies into daily teaching practice. The educational background of teachers has a wide range of connotations, including the situation that teachers received family education, school education and social education in their past lives. The teaching experience includes not only the teaching experience of teachers in their professional period, but also the teaching experience of teachers’ pre-service education. English teaching is a process of expanding students’ ability and humanity. While teaching language skills, teachers cultivate students’ ability to apply knowledge and develop students’ thinking ability in the process of learning knowledge and cultivating ability. Teachers should guide students to cooperate and evaluate in a real sense. Through discussions,

exchanges, negotiations and debates with other learners, they can form a more effective, meaningful construction of the learned knowledge and finally achieve the goal of improving applicative English ability.

4.3 The Design of Classroom Teaching Should Have Authenticity and Practicability

Learning is always associated with a certain social background, i.e. situation. Only by learning in an actual situation can learners construct knowledge smoothly. Therefore, teachers, as helpers and promoters, should design classroom teaching activities and tasks as much as possible from students' study and life, and the task design should be as realistic as possible. It will help integrate English culture education with the teaching of other courses, and make English culture education run through the courses of continuing education. While emphasizing practical knowledge, we cannot ignore the important guiding role of theoretical knowledge. It's part of teaching practice and is a different aspect of teaching. In a real situation, students can use their original cognitive experience and grasp and absorb new knowledge on this basis, or reform and reorganize the relevant experience in the original cognitive structure while forming new knowledge to complete the construction process of new knowledge. The cooperative culture of lesson research groups is produced in this form of peer cooperation and mutual aid, which is manifested in the cooperative, mutual aid and open teacher relationship in lesson research groups. In addition, the establishment of teacher development centers and other institutions is also an important way to develop teachers' practical knowledge. As far as teachers in private colleges and universities are concerned, they should consciously summarize and refine their own practical knowledge, form a relatively perfect theoretical system, actively participate in group interaction, and on the one hand expand the benefits of their own practical knowledge. Language learners can see pictures of cultural background, hear authentic English and imitate pronunciation. All of these make learning more interesting and attractive, and make the penetration of new knowledge more reasonable, natural, and easier.

4.4 Behavioral Observation Learning

Teacher's knowledge itself is an implicit theory with high complexity and cannot be easily observed. It is a knowledge system based on personal practical knowledge, past experience, previous concepts, life history, personal values, beliefs, experiences, or philosophy, such as the teacher's teaching style, questioning skills, teaching skills, teaching content; Students' learning level, learning style, learning attitude and attention; how to deal with English classroom teaching activities, time arrangement and classroom rhythm; English teaching content and the rational use of audio-visual media. The emphasis on the central position of practical knowledge does not mean that theoretical knowledge is not important in teachers' teaching practice. On the contrary, it emphasizes the necessary practical treatment of theoretical knowledge in practical teaching activities to better serve teaching practice. Therefore, the ultimate goal of learning is for students to complete the meaning construction of knowledge. Therefore, the evaluation of learning achievements should not only take scores as the standard, but also include the evaluation of learners' autonomous learning ability and performance in collaborative learning to test whether students meet the requirements of meaning construction. Private colleges and universities should actively establish an environmental mechanism conducive to the transformation of teachers' practical knowledge through practical exploration in combination with their own reality. Using modern information network to establish a virtual communication platform to support teachers' interactive learning, students should understand themselves, find their learning deficiencies, and make targeted improvements on this basis, so as to finally achieve the goal of improving their English proficiency.

5. Conclusion

English teaching in private colleges and universities under the guidance of teachers' practical knowledge should be student-centered and teachers should play their guiding and guiding roles: highlight the important role of "situational" teaching in classroom teaching, and embody its authenticity and practicability; Teachers actively plan a learning environment conducive to

innovation for students, change students' concepts, and guide students to consciously carry out cooperative and cooperative learning; The teachers' educational and teaching activities are extremely complex and creative practical activities. In the vivid classroom teaching, the teacher does not simply follow the professional knowledge he learned in his professional training in the past, but constantly reflects and adjusts his teaching behavior according to different students and different teaching situations he meets, and constructs a practical knowledge system with unique personal characteristics. Although there is a certain distance between theoretical knowledge and actual English teaching activities, teachers can transform it into teachers' practical knowledge through conscious practical treatment in teaching practice, that is to say, theoretical knowledge can be internalized into a kind of practical knowledge through examination and confirmation of teachers' teaching practice.

Acknowledgment

1) Research Projects in 2018 on Undergraduate Teaching Reform of Higher Education in Liaoning Province: A Study on Practical knowledge of Teachers in Private Colleges and Universities ---A Case Study of English Teachers in Three Private Colleges and Universities in Liaoning Province, Project no: 781.

2) Liaoning Province Educational Science "13th Five-Year Plan" Research Projects in 2018:A Study on the Application of Teachers' Practical Knowledge in English Teaching in Private Colleges and Universities, (Project no: JG18DB055).

References

- [1] Duan Juqing. (2017). Application of KWL Plus Reading Strategy in Reading Teaching for English Majors in Private Colleges. *Campus English*, no. 7, pp. 27-27.
- [2] Wang Qi. (2018). Research on the Reform of Practice Teaching of Product Design Major in Private Colleges. *Contemporary Teaching and Research Essays*, no. 4, pp. 130-131.
- [3] Wang Yuanfang. (2017). A Survey on Construction Methods of Practical Knowledge for Junior High School English Teachers. *Tomorrow's Fashion*, no. 8, pp. 157-157.
- [4] Wang Qinglei. (2018). Research on Integration of Practical Knowledge in Accounting Practice Teaching. *Contemporary Accounting*, vol. 59, no. 11, pp. 68-70.
- [5] Zheng Chunhua. (2017). Practical Exploration of College English Curriculum Reform in Applied Technology Private Universities-Taking Wuchang Shouyi College as an Example. *Changjiang Series*, no. 12, pp. 76-76.
- [6] Tao Li. (2018). Practice and Exploration of Reading Course for English Majors in Private Colleges. *Campus English*, no. 24, pp. 24-24.
- [7] Li Min. (2019). Research on "Career-oriented" Talent Training Mode of English Major in Private Colleges and Universities in Shaanxi under the Background of "Double First Class".. *Contemporary Tourism*, no. 2, pp. 62-62.
- [8] Wu jingqi. (2017). Reform and practice of professional English curriculum system and textbook construction in private colleges. *Jilin education*, no. 22, pp. 2-3.
- [9] Lu Zhiyi. (2019). Exploration of Cooperative Education between Labor Education and Ideological and Political Course Practice Teaching in Private Colleges. *Journal of Taiyuan City Polytechnic*, no. 5, pp. 72-75.