

A New Path for Professional Development of English Teachers in Higher Vocational Institutions

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Abstract

Teachers are the main body of the teaching reform and the main factor of the success or failure of the teaching reform. This paper attempts to build a new path for English teachers' professional development: centering on teaching quality; using information technology application and teaching and research as a breakthrough in teachers' development; creating a development circle combining team building and teachers' development, professional building and teachers' development, and students' development and teachers' development to form a joint development force.

Keywords

Teacher development; Virtue education, Information technology; Educational research; Common development.

1. Introduction

Teachers are the main body of the "Teaching-related Reform" and the main factor in the success or failure of the educational reform. "Teachers are the engineers of human souls" and "good education is only possible with good teachers", and the key to improving education is teachers. Educational reform "without the assistance and active participation of teachers and against their wishes" has never been successful. Therefore, one of the best ways to improve education is to study teacher development and reform.

However, higher vocational institutions generally attach importance to the development of science, engineering and commerce in the current, and the development space of English is squeezed, accordingly, the development of foreign language teachers is also in a difficult situation. How to make foreign language teachers firmly believe in the English subject, improve their teaching skills, and firmly develop their own unique path? So, we have tried to build a new path of English teachers' development by "establishing moral education as the root, one center, two breakthroughs and three combinations", hoping to provide a little reference for foreign language teachers in higher vocational education and promote their professional development.

2. A New Path for Professional Development of English Teachers in Higher Vocational Institutions

2.1. Establish Virtue Education as the Fundamental Task, And Do A Good Job as A Guide for Students

Teachers should set an example of virtue and do a good job of guiding students. Teachers are the "clearer" and "preacher" of education, and the "guide" of students on their way to growth. The development of teachers is not only reflected in their subject knowledge, their pedagogical knowledge, their management skills in teaching, and the enhancement of their teaching skills. It is also inevitable that teachers have a social outlook on life, values, emotions, will, and other elements of individual social development and improvement, and these are the elements of personal professional growth that teachers actually possess in the process of teaching and

raising students and have a significant impact on them [1]. Therefore, teachers' virtue character plays a key role in influencing the growth and development of students. Teachers themselves must establish ambitious ideals and strong beliefs to guide and help students build, pursue, and fulfill their dreams while living their own dreams of the teaching profession.

The fundamental task of cultivating higher vocational students is to "establish virtue education". Teachers always adhere to the principle of "educating people, virtue education is the first". Students' correct worldview, values and outlook on life should be cultivated. From talent training objectives, talent training programs, specific curriculum construction, the selection of teaching resources, and the guidance of classroom teaching, we should implement the requirements of virtue education, so as to lay the most solid foundation for eventually shaping a useful talent with both virtue and talent, adapting to modern society, and having an innovative spirit and sound personality. Teachers should navigate students' beliefs with their own beliefs so that they can become ideal, competent and responsible newcomers of the times [2].

2.2. Form A Curriculum Construction Team with the Quality of English Teaching as The Center

The development and growth of English teachers are inseparable from the development of students. We should put the needs of students in the first place and take the quality of English teaching as the center to improve the teaching effect and reach the goal of talent training.

Form a curriculum construction team. Teachers who serve the same course form a course construction team, determine the online + offline hybrid teaching method, discuss the position of this course in the whole professional curriculum, jointly select teaching materials, determine the content to be added or deleted, form the teaching framework of the whole course, and make all courses more systematic, professional and scientific.

Integrate course resources. Under the background of Internet+ education, the teaching resources for teachers' lectures are not only paper teaching materials provided by publishers and new loose-leaf teaching materials cooperated by colleges and enterprises, but also many electronic teaching materials and teaching extension resources, and micro-lesson resources developed by teachers independently. Teachers optimize the combination of various teaching resources to maximize the advantages of various teaching resources.

Determine the teaching plan. For each teaching unit or topic, the team teachers design the teaching framework together and write the outline of the teaching program, integrating the course content with the content of innovation and entrepreneurship and labor education, so as to realize the integration of different contents.

Write personalized lesson plans. Teachers' teaching is a very personalized act. Based on the agreed course resources and teaching program outline, teaching team members write lesson plans independently and individually to meet daily teaching needs and improve teaching quality. The wisdom of the team and the teachers' individual teaching characteristics are fully combined.

Post-lesson reflection and exchange. After finishing a teaching unit, the team teachers first reflect on themselves and write post-lecture notes, summarizing the parts of the teaching process that are more unique and have better feedback from students, and also reflecting on the aspects that are lacking, then the team members communicate with each other, improve and enhance their teaching skills.

2.3. Achieve Two Breakthroughs in English Teacher Development

Combining the new requirements given to excellent teachers by the times, we established the application of information technology and education research as two breakthroughs in English

teachers' development to enhance English teachers' professional confidence and promote their growth and development.

2.3.1. Improve the Knowledge of Higher Vocational English Teachers and Enhance Their Information Technology Ability

Teachers' knowledge will change with the development of the times, and in the context of Internet+ education, teachers' information technology knowledge becomes a part of teachers' knowledge. Information technology competence is not the expertise of teachers of a single subject, but a teaching ability that all teachers must master and an important part of their professional development. The improvement of IT competence provides a strong guarantee for the reform of teaching modes and methods and the implementation of teaching programs.

The teachers are motivated to improve their own IT ability intrinsically, and actively participate in various related trainings, especially those combining subject knowledge and IT, and find out the deficiencies in their teaching practice. Participating in various competitions with experience accumulated in teaching practice can facilitate the expansion of horizons, test teaching ability, and feed back into teaching practice, which serves as a breakthrough to improve teachers' professional ability in a comprehensive manner and promotes the growth and development of English teachers. At the same time, through the information technology teaching practice and competitions, it prompts teaching reflection, forms education research projects, and strengthens their own information literacy and feeds their teaching through the research results of the projects.

Teachers should focus on the integration of information technology in teaching design to achieve a "student-centered" flipped classroom. Teachers integrate online teaching resources, transplant high-quality online courses, and create their own teaching animations and teaching micro-lectures. The teaching platforms such as Chaoxing and Lan moyun automatically generate test papers based on the test paper bank. Artificial intelligence technology is used to automatically review objective test papers. Teachers automatically check essays by the www.pigai.org website. Chaoxing's big data analyzing students' error rates and learning preferences helps teachers accurately teach students at different levels. The use of new technology and new media gives teachers more time and energy to care about students' spirit, cultivate their correct world view and outlook on life, and promote students' all-round development.

2.3.2. Combine Teaching and Research, And Play the Overall Function of Both

"Only those who engage in research themselves have something to teach others, while the general teaching staff can only teach rigid things" [3]. The scientific research in higher vocational institutions need not pursue lofty theoretical research, but carry out targeted research for team building, major construction, curriculum construction and specific problems arising in teaching. Teaching and research promote each other and complement each other. The overall function of integration of teaching and research should be performed in higher education institutions.

The exploration of education research projects ought to be focused on the problems found by teachers in English teaching. Teachers take these practical problems as the research topics, aim at solving the problems, take the teachers of this specialty as the main force of the research. They go through certain research procedures, carefully designs the research program, improves the teaching practice activities through the research program, observes and counts the practice effects, summarizes and promotes the results, writes the research report, and publishes the research results. The results of these studies feed back into the teachers' teaching practice. Teaching and research are combined by this kind of school-based research, so that teachers' professional knowledge and skills can be improved more quickly, and teachers also gain self-satisfaction, and the path of professional development becomes wider and wider.

2.4. Build A Development Circle That Combines English Teacher Development With Team Building, Major Development and Student Development to Form A Joint Development Force

Teacher development is inseparable from team and major development and student development at all times. Team and major development help teacher development, while teacher development strengthens team and major development. Teacher development drives student development, and student development promotes teacher development.

By setting up a project of excellent teacher team, the overall goal of team building is clarified, and each sub-goal is divided, which is specifically responsible and completed by the teachers of the team. In the process of school-enterprise cooperation and industry-teaching integration, the teacher team breaks the stereotype that the team used to be composed of teachers in one teaching and research section, and it incorporates enterprise instructors and experts, industry professionals, the scope of teacher team members has been expanded. Teachers and enterprise and industry personnel work together as a group to play an important role in student training, and the practical knowledge of English teachers has been enhanced as never before, which promotes teachers' professional development.

By creating business English brand majors, teachers' workshops, provincial high-quality online open courses, and provincial business English on-campus training bases, the team project construction and brand majors construction have assumed the role of a booster for teachers' development. Teachers' personal performance has enhanced the quality of team and majors construction, and strengthened the foundation of team and majors construction.

Teachers should not only pay attention to students' development of overall quality, and be good at noticing the strengths and shining points of each student, but also attract, motivate and inspire students with rich cultural knowledge, novel teaching methods and unique personality charm, so that all students can grow up to be useful talents. In turn, the various achievements of students and their all-round development promote the development of teachers, forming a positive circle.

3. Conclusion

we should seize the opportunity of national vigorous development of vocational education, set up ideals and beliefs, rooted in the fertile ground of our country's vocational education, strive to be the leader in vocational education, and be the "good teacher" that the country expect earnestly.

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