

Study on the Cultivation Path of Subject Key Competencies for Pre-service English Teachers

Yudan Zhang

School of Foreign Languages, Sichuan Normal University, Sichuan 610101, China

Abstract

Although we know that students are the main body of classroom teaching, but the professional quality of teachers themselves can not be ignored. Teacher's quality is an important factor that determines the teaching quality and the learning effect of students. Therefore, it is essential that English teachers receive a series of training before they actually go to work. With the continuous development of education in our country, we have higher requirement of teacher quality and standard, and the new round curriculum reform puts forward higher demand to English teachers' subject key competencies. Therefore, this paper will specifically analyze the four dimensions of key competencies of English subject, and combine with the specific situation of pre-service English teachers to explore the training path of pre-service English teachers and to build a high-quality team of English teachers.

Keywords

Pre-service English teachers; Key competencies; The way of cultivating.

1. Core Concepts

1.1. Pre-service English Teachers

A pre-service teacher is a student enrolled in a teacher-training college or a teacher-training major. This kind of students are clear about their employment direction and employment goals, that is to say, they will be engaged in the education industry in the future. They can choose to teach in the study, of course, they can also work in after-school tutoring institutions. They can choose from a wide range of jobs, but in the final analysis, they are inseparable from education. Then the concept of pre-service English teachers goes further. Pre-service English teachers mainly refer to students of normal majors or normal colleges who are engaged in English teaching of basic education after graduation. Of course, since the national policy is more open, if you have obtained the relevant education and teacher certificate, and meet the corresponding conditions, you can also engage in the teaching industry. But after all, the main force of English teachers in our basic education in the future should be English normal students. Because in the training system of English major students, the whole study period is to lay the foundation and prepare for becoming a qualified teacher. Therefore, in order to ensure the quality and professional quality of teachers, it is very necessary to conduct systematic training and teaching for pre-service English teachers before they really go to their posts. So pre-service training plays a pivotal role. The so-called "teacher pre-service education" is the training of teachers before they formally enter the workplace. The main target of education is the students who are about to walk on the platform. The main contents include: pre-service self-understanding and evaluation of time and space environment, the establishment of new educational beliefs and the construction of educational knowledge system and skill structure. Therefore, it is important to help prospective teachers improve their professional quality and teaching quality, correct their correct concept of teaching and educating people, help students combine book knowledge with practice, and improve the overall cultivation of prospective teachers.

1.2. English Subject Key Competencies

In the last decade, the term English subject key competencies has been used repeatedly and emphatically, both at educational conferences and in schools. It also means that the key competencies is the focus, which needs to be widely paid attention to by teachers and students. It also means that society is demanding more and more education, and our expectations and goals for students are also rising. Students need to develop more broad aspects, the breadth and depth of development should be increased, but then the question is how teachers should train students. Therefore, teachers' understanding of key competencies is crucial. In recent decades, the cultivation and development of students' key competencies has gradually become the focus of global education reform. The concept of key competencies was first put forward by OECD in 1997, and it was proposed that "literacy" should include three aspects: people and tools, people and society, and people and themselves. The concept of "key competencies" was officially put forward in the report "key competencies Promotes a Successful Life and a Healthy Society". Not only China attaches great importance to the development of key competencies, but other countries also attach great importance to the development of key competencies. Under the influence of these international organizations, the United States, France, Germany, Japan, Singapore and other countries have actively responded and researched and developed key competencies training systems that adapt to their own students.

The key competencies is the correct values, key abilities and essential qualities that students need to adapt to their lifelong development and social development in the process of receiving the corresponding learning period. That can be summed up as learning to be human and learning to learn. Wang Qiang further pointed out in the meeting that we need to rely on core knowledge of the subject, take core activities as the carrier, and realize the cultivation of students' key competencies based on curriculum standards and textbooks. In fact, key competencies is a relatively broad concept. Every discipline has its own key competencies, such as biology key competencies, physics key competencies and English key competencies. Since the disciplines are different, the specific content and requirements of key competencies of different disciplines are also different, but they all reflect the key content and education requirements of each discipline. Therefore, it is particularly important for teachers to have a deep understanding of the essence of key competencies of English subjects, because only in this way can the concept of key competencies be reflected in the actual teaching process.

Although everyone has different understanding of the connotation of the core quality, we all agree on one idea: the idea of people-oriented education and the idea of returning to the essence of education "educating people". Therefore, when carrying out practical teaching, teachers should not only pay attention to the language value of English, but also the educational value of English. This precisely reflects the instrumental and humanistic nature of English. Many teachers and scholars have reached some consensus on the educational value of the subject. First of all, each course is of great significance to students' knowledge level, key abilities and outlook on life. Secondly, the actual classroom teaching is the main channel to cultivate morality and cultivate people, and the core link to promote the comprehensive and individual development of students. Third, if education is to have value, temperature and depth, language alone is not enough. It is necessary to rely on the outstanding cultural and scientific knowledge of both Chinese and foreign countries embodied in language. Finally, moral cultivation should take the core content of the subject as the carrier, through the teaching activities of teaching design.

2. Pre-service English Teachers and the Four Dimensions of the English Subject Key Competencies

In the revised English Curriculum Standards for Senior High Schools, the key competencies of English subject is divided into four aspects: language ability, cultural character, thinking quality and learning ability. This part will focus on analyzing the relationship between each dimension and pre-service English teachers. In addition, it will analyze the possible problems of pre-service English teachers and put forward suggestions for improvement.

2.1. Linguistic Competence

Obviously, language ability literally means the ability to listen, speak, read and write in English. Students should be able to listen and understand the communication of foreigners. Students should be able to speak and not learn dumb English. They should be able to communicate and express themselves in English and even carry forward Chinese culture in English. Students should be able to read foreign books, letters, etc., and extract effective information from the English text. Students should also be able to write, record their own ideas and opinions in English and complete the corresponding tasks.

2.1.1. Current Situation

There should be no doubt about the English language level of pre-service English teachers. Because most of the pre-service English teachers are English majors, they have gone through the selection process of the college entrance examination. And in the process of college, the public foreign language test has College English CET-4, CET-6. There are TEM-4 and TEM-8 exams for English majors. Most English majors should be confident of passing these exams. And at the undergraduate or graduate level, there are different courses to encourage English majors to strengthen their foundation and expand their learning. Pre-service English teachers will go through a series of selection before entering the school to teach, which will undoubtedly screen the language level of teachers.

2.1.2. Potential Problems

Although the language level of pre-service English teachers is generally not problematic, there are many details that should be paid attention to. Language ability includes listening, speaking, reading and writing. In the process of learning English for many years, the reading and writing ability of pre-service English teachers is beyond doubt. Because reading and writing are the most practiced skills in school or self-study, listening and speaking skills are weakened. Therefore, before serving, English teachers should pay special attention to their speaking and listening skills. In a complete English class, the time is occupied by the teacher's discourse time and the student's discourse time. That requires students and teachers to have good listening and speaking skills. Teachers should pay special attention to their oral English level, such as clear and accurate pronunciation, correct pronunciation and intonation, and able to issue correct and concise teacher instructions. Therefore, prospective English teachers should pay attention to training their oral English level, and constantly lay a good foundation for the future real job. Secondly, listening skills are equally important. The main body of an English class is students, and most of the discourse time should also be occupied by students. Therefore, teachers should develop good listening habits and be able to understand the meaning expressed by students as well as their own ideas and thinking. Therefore, it is also crucial for pre-service English teachers to deliberately train their listening skills.

2.1.3. Suggestions

At the same time, pre-service English teachers should pay special attention to students' current level of English language knowledge and their cognitive characteristics and ways of thinking. There is no problem for prospective teachers to understand and master the knowledge points,

but prospective teachers should stand in the perspective of students to analyze. For example, what is the students' current understanding level of this knowledge point and how should I explain it so that students can better accept and understand the knowledge point? If prospective teachers explain according to their current understanding level and knowledge level without modification, most students may be ignorant of learning. Therefore, for pre-service English teachers, the task is to fully understand all aspects of students before entering the teaching position. In addition, prospective teachers should understand the teaching materials, curriculum requirements and knowledge points at the current stage, so as to have a preliminary understanding of the whole teaching system. Do the above preparation, it is preliminary to have the conditions to become a qualified teacher.

2.2. Cultural Awareness

Cultural awareness means that students should first have an in-depth understanding of traditional Chinese culture, understand the breadth and depth of Chinese culture, and then treat and understand foreign cultures from a cross-cultural perspective. In the era of globalization, cross-cultural awareness is very important. Love the culture of your own country, and then analyze and treat foreign culture with a critical vision to enrich yourself and broaden your horizon. To learn and understand the excellent Western culture is also a kind of enrichment for oneself. And cultivating students' cultural awareness is helpful to enhance students' national identity and feelings of home and country.

2.2.1. Current Situation

Before entering the teaching position, pre-service English teachers have received a series of training courses in the school, including cultural courses, such as the cultural differences between China and the West, a brief history of Western culture, cross-cultural communication and overview of English-speaking countries. To some extent, these courses increase the prospective teachers' understanding of foreign culture and cultivate their cross-cultural communication ability. Secondly, as English majors, most of them also increase their understanding of Western culture through excellent foreign film and television works, such as movies, American TV series and British TV series. However, cultural awareness, as a part of the core quality of English subject, is not enough to understand Western culture and have a simple cross-cultural awareness. Because the core of cultural character should be a deep understanding of Chinese culture. During the study period, pre-service English teachers should not only learn English knowledge, but also constantly learn and understand Chinese culture, so as to improve their own cultural accomplishment and temperament. As prospective teachers, we should not only learn English well ourselves, but more importantly teach students English. Then in the process of English teaching, we should tell students that learning English is more than just learning a language. It is more important to promote cultural exchange and learn different cultures by learning English. We will use English to spread the stories of China, so that more countries and people in the world can have a better understanding of China through this language. And we also want students to know that when you speak a language, you inherit a worldview, a way of thinking. If you want to absorb or assimilate a culture, you must begin by mastering the language of that culture. To open a world, language is like a key. Therefore, it can be seen that it is crucial for pre-service English teachers to increase their own cultural cultivation.

2.2.2. Potential Problems

There is no doubt that pre-service English teachers themselves have a certain cross-cultural awareness, but each prospective teacher's own cultural level is indeed different. In order to cultivate students' cross-cultural awareness, teachers should pay attention to their own professional level. In the middle school, it can be said that every teacher's level of education is uneven. Some teachers may lack not only the knowledge of Chinese culture, but also the

relevant knowledge of Western culture. In this way, prospective teachers will not have a good understanding of culture, let alone the cultivation of students. Therefore, it is very necessary for teachers to improve their cultural accomplishment through various ways. Secondly, "how to teach" is also a question worth pondering. Pre-service English teachers should think about these questions as they prepare for the job. How to pass knowledge to students through their current educational level, so as to cultivate their cultural awareness, that is to say, prospective teachers may lack of appropriate teaching methods. According to the teaching experience of other teachers for many years, most English classes focus on the inculcation of basic English knowledge. As for the cultural background knowledge implied in the textbook, teachers may simply mention it without digging the real connotation behind it. Some teachers pay too much attention to the learning of knowledge and neglect the accumulation of students' social experience and ability. Therefore, drawing on the above experience, pre-service English teachers can think about the teaching methods and methods in advance, which can not only improve students' language ability, but also cultivate their cross-cultural awareness. This is not only a process of thinking, but also a process of innovation. Plan and prepare for your career ahead of time so that it doesn't change.

2.2.3. Suggestions

According to the above analysis, it can be seen that it is very necessary for English teachers to improve their cultural literacy. And English teachers actively and actively improve themselves, for their own career development is of great benefit. Keeping pace with The Times and constantly learning new knowledge is not only responsible for teachers themselves, but also responsible for students. Therefore, in view of the current situation of the development of English teachers' cultural literacy, the following suggestions are available for reference. First, the external environment can change. In general. Most pre-service English teachers receive their education and training in schools. Therefore, relevant normal colleges can make appropriate changes. Schools can set up appropriate courses according to the characteristics of today's times and the current situation of most English teachers' cultural literacy, and make flexible arrangements. When setting up corresponding cross-cultural courses, schools should not only pay attention to the transmission of cultural awareness. Also pay attention to the teaching of language knowledge, so that prospective English teachers can have a deeper understanding of the language. Moreover, in recent years, there have been some new educational policies and regulations, which have changed the requirements for teachers. Schools have the conditions to offer relevant courses, so that pre-service English teachers can understand and be familiar with the relevant policies and regulations of education in advance. In this way, English teachers can have a clearer understanding of their career planning and development.

It's the easiest thing to change from yourself. In addition, today's learning resources are so rich that pre-service English teachers can make use of them to improve themselves. However, even if the teacher's own cultural accomplishment is higher, but also to choose the appropriate teaching methods to teach. Therefore, prospective English teachers should not only improve their own quality, but also explore and learn better teaching methods to promote the better development of students. For example, in addition to conducting cultural teaching in class, teachers can also allow students to use the Internet or books to accumulate cultural knowledge after class, and cultivate students' autonomous learning ability at the same time. If you want to improve students' cultural literacy, the most important thing is to combine their own personal development and learning. This means that the knowledge passed on by teachers in class should be relevant to students and should be based on their actual life and learning experience. Here, situational teachers can be used to let students learn in a more realistic environment. So teachers can set up a series of colorful teaching activities. At the same time, when teaching foreign culture, teachers must not let students forget to reflect on Chinese culture, because

Chinese culture is the fundamental. Worship foreign this situation is must pay attention to, should try to avoid. Students should learn about foreign cultures, so as to deepen their understanding of their own culture, and constantly reflect on it, so as to experience cultural differences.

2.3. Thinking Capacity

The development of students' thinking is very important because it determines the way students perceive and think about things. Especially for middle school students, different disciplines have different requirements for thinking. Therefore, it is a very important task to train and guide students' thinking. More important thinking in learning are logical thinking, critical thinking and so on.

2.3.1. Current Situation

In the past English classroom teaching, teachers paid little attention to the development of students' thinking quality. Generally speaking, teachers pay more attention to the development of students' listening, speaking, reading and writing abilities. As we pay more and more attention to the development of students themselves, we pay more attention to the growth of students' thinking and spiritual level. So for pre-service English teachers, if they want to improve students' thinking quality, they should first improve their own thinking quality. For most prospective English teachers, they focus on the knowledge of language, but ignore the training of thinking. There are many reasons for this, but I think the most important one is the difficulty of systematic and effective training at the level of the mind. Because no matter for students, or for teachers, each individual thinking development level is different. And each individual receives mental training in a different way. This means that students or teachers should have a certain amount of enthusiasm and constantly seek and explore the best way to improve their own thinking. And no matter for novice teachers, or for mature teachers, the quality of thinking is particularly important. Because this is an important factor restricting the development of teachers.

2.3.2. Suggestions

Although we already know that it is especially important to cultivate the thinking qualities of students and teachers themselves. So it is necessary for teachers to know the standards for judging the quality of teachers' thinking. That is to say, we should know from what level to judge and analyze the development of teachers' thinking quality. The first and most important of these is clarity. This should be the most important point in the development of the mind. Apart from study, it is very important to have a clear mind in one's development. And it is indispensable for teachers to have clear thinking. In a more specific analysis, for pre-service English teachers, clear thinking is also manifested in the following contents. English teachers should keep a clear mind about their teaching content, teaching objectives and teaching methods. That is to say, teachers should be very clear about what kind of teaching content should be completed in each class, and adopt corresponding teaching methods. So as to constantly complete their own teaching objectives, through the design of a series of meaningful activities to achieve their own goals. And teachers should also be clear about their teaching instructions. In class, teachers mainly pass on different teaching instructions to let students learn knowledge, so teachers should pay extra attention to their teaching language. In these aspects, pre-service English teachers can constantly improve themselves through self-learning before they really go to their posts. For example, prospective English teachers can constantly improve their oral English ability by reading teachers' oral English manuals. Prospective English teachers can also learn and read middle and high school English textbooks in advance to grasp the important and difficult points in teaching. So as to have a general understanding of the whole teaching. In addition, prospective English teachers should also understand the

corresponding learning level and knowledge level of students in each age group. So that in the future when the real teaching post, can be more handy.

Secondly, if teachers want to improve the quality of their thinking, they also need to pay attention to the cultivation of their ability to generalize and refine. Because primary and secondary school English teachers transfer knowledge to students by telling some teaching cases and lesson examples in class. Therefore, it requires English teachers to effectively summarize these knowledge in an abstract way so that students can better understand them. So that students can better grasp the core content and ideas of the class. Therefore, pre-service English teachers should explore some ways to continuously improve themselves. In my opinion, openness is another important factor to judge the quality of teachers' thinking. Thought and thought are inseparable, thought is divided into breadth and depth. Then there is a certain degree of openness in the mind. To put it simply, teachers should not rest on their laurels and continue to learn. Teachers should break the existing perspective dependence and mode dependence, so as to constantly seek innovation and development. This also means that teachers should not look at problems from a single perspective, but should explore teaching from multiple perspectives. For pre-service English teachers, the best preparation we can do is to keep exploring and learning. Only in this way can we accumulate experience and lay a good foundation for future innovation. Only become more excellent, in order to better educate students.

Thinking is logical, critical and innovative. That is to say, thinking can be divided into logical thinking, critical thinking and innovative thinking. So pre-service English teachers can improve themselves from the above three aspects. Logical thinking means to follow the law of thinking development of the subject. Therefore, teachers should follow the law of students' thinking development. Pre-service English teachers can read relevant educational psychology and other knowledge to fully understand and know individuals of every age. In this way, students can be taught according to their aptitude and follow the law of development. Thus effectively promote the development of students' logical thinking. Secondly, teachers must fully grasp and use English teaching materials, because this is the main source of our teaching content. Moreover, the content in English textbooks always directly or indirectly reflects certain thinking qualities, which is exactly what we want to teach students. Therefore, when preparing lessons, English teachers should not only pay attention to the content of language knowledge in books, but also pay attention to the training of thinking. Only by paying equal attention to both can we promote the better development of students. It is also very important for teachers themselves or students to cultivate critical thinking. Because it's about how we see things and understand things better. In order to cultivate critical thinking, we should look at things from multiple aspects and treat problems critically. Realize that every coin has two sides. Of course, developing critical thinking is a long process that requires constant efforts. At the same time, cultivating creative thinking is of great benefit to the development of our life. This way of thinking can be applied not only to our study, but also to our daily life. As for pre-service English teachers, we can think about what kind of teaching methods can cultivate students' creative thinking before we really go to the post. For example, ask students to make up a story by looking at pictures, or supplement the plot according to the material given.

In order to improve the quality of students' thinking, English teachers should start from the actual teaching situation. What pre-service English teachers can do is to analyze the teaching situation in advance and prepare for the teaching process in the future. English teachers should have the following awareness. Teachers should put students in the lead. Only in this way can students be stimulated to learn interest, let them understand the deep content of the textbook, so as to have deep thinking. Only by constantly improving the English teaching process, can the students' thinking be developed. English teachers should also guide students to carry out classroom language output. Only when students output the language can their brains think

more deeply, thus improving the quality of their thinking. Teachers can also make full use of multimedia equipment to design a series of teaching activities to promote the development of students. In short, a teacher should be a man of heart.

2.4. Learning Ability

What students must have is the ability to learn, because teachers can not teach students everything, the most important thing is to let students learn how to learn, as the so-called "teach a person to fish is better than teach a person to fish", this can also promote the lifelong learning and development of students. So students should actively use and adjust English learning strategies, broaden English learning channels, and strive to improve the efficiency of English learning awareness and ability.

And with the continuous advancement of education reform, the requirements for English teachers are becoming higher and higher. Therefore, it is necessary for pre-service English teachers to improve their self-cultivation and professional competence. For English teachers, their professional quality is very important. Therefore, pre-service English teachers can consolidate their foundation and make up for the gaps. In addition to professional competence, English teachers should also have cross-cultural competence and organizational cooperative learning ability. Since teachers are the organizers of the class, strengthening their organizing ability can make the class more efficient. Thus, the interaction between teachers and students can be more effective. And teachers should develop their ability to integrate resources. Because today's information is very developed, teachers can be good at selecting useful information to pass on to students. Therefore, for the former English teachers, they should constantly expand the channels of self-study, so as to improve their professional ability. For example, pre-service English teachers can improve themselves through libraries, online platforms and periodicals. And you can make full use of the range of resources provided by the school to improve.

3. Conclusion

Pre-service English teachers can make full use of time to continuously improve themselves before they really go to their posts. Promoting teachers' professional growth is not only the need of teachers' own development. Or improve English teaching ability support and guarantee. With the development of today's society, the requirements for students are not only getting higher and higher, but also for teachers. Therefore, it is urgent for pre-service English teachers to cultivate their professional ability and improve their core quality. The process of teachers' self-improvement is also a process of constant reflection and progress. This is not only beneficial to teachers themselves, but also has far-reaching influence on the cultivation and development of students. Therefore, pre-service English teachers can analyze themselves from four aspects of key competencies of English subjects. In the process of improving myself, constantly check and fill in the gaps, and constantly expand their vision. After unremitting efforts, I will be able to become a qualified English teacher.

Of course, teacher literacy not only includes the four aspects of English subject key competencies, but also includes many aspects. For example, it includes educational theoretical literacy. That is to say, English teachers should have relevant teaching theories for their teaching work. So before English teachers can read including English teaching theory, educational psychology and teaching curriculum theory and other related books. It is necessary for teachers to master certain theoretical knowledge so that they can better devote themselves to practice. In addition, the process of teachers learning theoretical knowledge is not only a process of improving themselves, but also beneficial to the development of students. It is an indispensable condition for teachers to have professional knowledge and quality of English. Therefore, pre-service English teachers can systematically learn English knowledge before they really go to their posts. Teacher literacy should also include classroom teaching literacy. It is

one thing for teachers to be highly qualified themselves, but it is quite another to pass on knowledge to students. Therefore, pre-service English teachers should constantly improve their classroom teaching ability. For example, teachers should pay attention to their teaching language and improve their teaching organization ability. Teachers should be good at creating a good classroom atmosphere, so as to create an efficient English classroom. All these should be the contents that pre-service English teachers continue to study and explore. Therefore, pre-service English teachers should carefully interpret the relevant concepts of key competencies, so as to continuously improve their professional literacy. And through the innovation of teaching means to implement the core quality concept.

References

- [1] Junshui Li, Miaomiao Gao & Xifang Tu. (2021). Research on Pre-service English Teachers' Professional Ability Development Preference Based on MALL. *Theory and Practice in Language Studies*(3). doi:10.17507/TPLS.1103.09.
- [2] Kim Hyun Jin. (2017). Pre-Service Primary English Teachers' Perceptions about English Language Teacher's Competence. *The Journal of Modern British & American Language & Literature*(1). doi:10.21084/jmball.2017.02.35.1.271.
- [3] Kuang Fangtao, Zhao Wen & Li Dan. (2020). Research status and approach of pre-service English teacher training under the background of key competencies of English subjects. *Language Education* (04), 14-18.
- [4] Li Hui-Xuan & Feng Yu-Fang. (2021). A survey on the differences between in-service and pre-service English Teachers' Beliefs. *English Teachers* (20), 24-28.
- [5] Li Xia & Xu Jinfen. (2022). A narrative inquiry into the identity construction of pre-service English teacher internship. *Foreign Language Teaching Theory and Practice* (03), 64-73.
- [6] Liu Jianhua. (2022). A study on pre-service and post-service collaborative training of primary and secondary school English teachers. *English Teachers* (15), 13-15+32.
- [7] Ma Shengcang. (2022). Cultural Awareness training and Cultural Teaching of middle school English Teachers under the background of key competencies of English Subjects. *Journal of Ningxia Normal University* (05), 46-49.
- [8] Rha Kyeong-Hee. (2006). Study on Pre-service English Teachers' awareness and attitude about their Student-Teaching Practicum Course. *Studies in Linguistics*(10).
- [9] Shi Lihua. (2016). Teacher literacy training based on "key competencies" of English subject. *English Learning* (07), 8-10.
- [10] Sun Tong (2018). Focusing on the core quality of high school English subject and improving the connotation of English teachers. *New Curriculum* (II)(03), 268-269.
- [11] Yang Yin & Li Liping. (2022). The pre-service teachers of English subject key competencies training path. *The study of language and culture* (02) 173-177. The doi: 10.19954 / j.carol carroll nki. The LCR. 2022.02.006.
- [12] Yongqiang Ye, Zhili Peng & Yi Wang. (2020). Investigating Pre-service English Teachers' Identity Construction Using Multimodal Discourse Analysis. *Advances in Educational Technology and Psychology*(1). doi:10.23977/AETP.2020.41024.