

A Study on the Professional Development Path of English Teachers in Art Colleges Against the Background of Quality Education

Xia Chen, Qiao Zhang

Sichuan University of Media and Communications, Chengdu, Sichuan Province, China

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Abstract: As the transmitter of knowledge and the engineer of human soul, teachers in colleges and universities play a leading role in the process of education and teaching. The progress and development of education and teaching cannot be achieved without the progress and development of teachers. Therefore, in the context of quality education, teachers must have the awareness of constantly improving their teaching ability and seeking professional development. Based on the analysis of the significance of the research on the professional development of English teachers in art colleges and the difficulties they face, the authors of this paper try to find the path of professional development for English teachers in art colleges in order to provide suggestions for their professional development.

1. Introduction

In 2014, the document *Opinions on Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Task of Establishing Virtue and Educating People* proposed to develop a core literacy system for student development, making it clear that the goal of talent training in higher education is to equip students with the necessary character and key abilities to adapt to the needs of lifelong development and social development. In order to realize this talent cultivation goal and equip art college students with humanistic literacy, self-learning ability, and the ability to adapt to social development, we need to pay further attention to and study issues such as the professional development of the English teachers of art colleges.

2. The Significance of the Study on the Professional Development of English Teachers in Art Colleges Against the Background of Quality Education

Nowadays, China's higher education has entered a stage of internal development. General Secretary Xi Jinping mentioned in the "30th collective study of the Political Bureau of the CPC Central Committee" that "to actively promote the outreach of Chinese culture, to effectively carry out international public opinion guidance and public opinion struggle, to initially build up a multi-body, three-dimensional pattern of foreign propaganda, and to enhance China's international discourse and influence, we must strengthen top-level design and research layout, focus on improving the influence of international communication, Chinese culture appeal, Chinese image affinity, Chinese discourse persuasive power, international public opinion guidance.[1]" Research on the professional development of English teachers in art colleges is particularly important. Studying the problems faced by English teachers' professional development in art colleges can find the pain points and difficulties of English teachers' professional development and improve their teaching quality and teaching ability. It can also promote the development and progress of theories related to other courses.

3. Professional Development Dilemmas of English Teachers in Art Colleges Against the Background of Quality Education

In the context of quality education, the teaching goal of English teachers in art colleges is also placed on the core point of comprehensively improving the quality of talent training. However,

teachers face many dilemmas in the process of seeking professional development.

3.1 Low Identity of English Teachers in Art Colleges

English as a public course in art colleges, can't get enough attention. English is a theoretical course. Most of the teaching can only be done in the classroom. Moreover, art students generally have poor English foundation, so it is more likely that students cannot raise their interest in learning. However, teaching is an interactive process. Students' classroom responses can directly influence teachers' teaching effectiveness. Surveys show that students' emotions and attitudes toward teachers determine teachers' work ethic and professionalism. Most English teachers in colleges and universities value the sacred profession of teaching and have a strong sense of responsibility. However, if schools and students do not attach importance to English, it can affect teachers' work attitude, motivation, efficiency and quality of the teaching community to some extent and is not conducive to the professional development of English teachers [2].

3.2 Insufficient Attention to Professional Development of English Teachers in Art Colleges

College English teachers have a deep knowledge of linguistics. With the vigorous development of higher education reform, the competencies of college English teachers must not stop at English as a single language system, but should also have relevant interdisciplinary knowledge and a second major. However, in reality, there is a lack of awareness of professional development among college English teachers themselves. The vast majority of English teachers graduated from foreign language colleges and universities. Many of them are even returnees. After systematic study, English teachers generally believe that the basic language knowledge they have mastered is sufficient for teaching English in art colleges. They do not realize that in the context of quality education, the goal of cultivating talents in colleges and universities has put forward higher requirements for teaching English. Moreover, most colleges and universities do not pay enough attention to the professional development of English teachers and do not realize the importance of the professional development of English teachers to the effect of English teaching and the quality of talent cultivation. Therefore, the schools fail to give enough time, space and corresponding policy support.

3.3 Lack of Professional Development-Related Training and Exchange Learning Opportunities for English Teachers in Art Colleges

The main ways for college and university teachers to learn and improve are in the form of lectures, seminars, cooperative exchanges with other institutions or further study abroad. However, since most art colleges do not have English majors, the schools do not conduct many English-related lectures or seminars, not to mention opportunities such as further study abroad, which leads to very limited professional development of English teachers in art colleges [3].

3.4 Unscientific Team Building of English Teachers in Art Colleges

Teachers definitely need to collaborate with other teachers in order to improve their teaching skills and enhance their professional competence. However, in reality, teachers do not have a strong sense of cooperation in their career development and professional development. They lack the necessary communication and collaboration in their daily teaching and research as well. Schools or related departments have not established dedicated teaching and research teams to support the professional development of English teachers.

4. The Professional Development Path of English Teachers in Art Colleges Against the Background of Quality Education

In the context of quality education, the core competitiveness of English subjects in art colleges includes language ability, cultural quality, thinking quality and learning ability. In view of this, this paper discusses the issue of professional development paths for English teachers in art colleges from the following aspects.

4.1 Improving the Status of English Teachers in Art Colleges

Society and schools should vigorously promote the status of English teachers in art colleges. For a long time, teaching in colleges and universities has been considered a noble and sacred profession. The threshold for English teachers in this profession is still relatively high, with high requirements for teachers' education, ability, character, and physical fitness in all aspects. However, the actual situation is that in colleges and universities, English teachers' income only basically reaches the average regional salary. Their status in schools is low, and their identity is low as well. Therefore, society and schools should give English teachers in art colleges the care and attention they deserve, increase their participation in school development, and thus enhance English teachers' sense of belonging and responsibility [4]. In addition, schools should focus on enhancing the political voice and honor of English teachers in art colleges, improving their work and life happiness, and boosting their professional confidence.

Schools and the society should require students to respect their teachers. Respect for teachers is a basic requirement for a student. Society and schools must have strict rules and regulations to require students to respect teachers. Students' respect for teachers has a positive effect on the development of schools and society, because students will one day leave the “ivory tower” and enter society as socialist builders and successors, and they must have basic moral qualities and qualities.

4.2 Fostering a Sense of Professional Development among English Teachers in Art Colleges

English teachers in art colleges have studied English knowledge more systematically at the university or postgraduate level, and have a good grasp of basic English knowledge. However, this also directly causes them to be unable to take into account the learning of other subjects other than English, resulting in a single knowledge structure. The English teaching in art colleges is mostly in a non-English teaching environment, which will also weaken teachers' English ability to a great extent in the long run [5]. As English teachers, they must have a clear understanding of these shortcomings and crises, cultivate a sense of their own professional development, make full use of their spare time, combine the characteristics of their individual institutions, professional characteristics and other factors. They should choose at least one professional course of interest for systematic study, and have a general understanding of the college and major where the teaching subject is located. In addition, English teachers should also understand that the one who can ignite the light in students' eyes must be the teacher who has light inside his own eyes. They should clearly understand that they must have enough academic connotation, be infectious enough, and teach at a high level so that the student will look up to your realm and make a conscious effort to let himself shine. Therefore, English teachers in colleges and universities must not waste their professional knowledge and academic research. They must reflect a rigorous academic spirit and a positive human attitude in their contact with students both in and out of class.

4.3 Strengthening Professional Training for English Teachers in Art Colleges

Professional training is the most effective and direct way to promote teachers' professional development. It should be used throughout their careers. Therefore, schools can develop some guidelines and policies and take some measures to ensure the professional development of English teachers, including the following points.

4.3.1 Professional Teaching Training

In 2018, the central government introduced the National Standard for Teaching Quality in Foreign Languages and Literature, which sets out clear regulations in terms of knowledge requirements, quality requirements and competence requirements [6]. In terms of knowledge requirements: students should master the knowledge of foreign languages, foreign literature, and should also be familiar with the knowledge of Chinese language and culture. They should understand relevant professional knowledge and basic knowledge of humanities, social sciences and natural sciences, form an interdisciplinary knowledge structure, and reflect professional characteristics. In response to this, colleges and universities can organize professional training courses for the backbone teachers of each faculty and require teachers from other faculties, including English teachers, to observe and learn from them, so as to improve the platform for the

development of teachers. In terms of quality requirements: students should have a correct world view, outlook on life, values, good moral character, Chinese sentiment and international vision, social responsibility, humanistic and scientific literacy, cooperation spirit, innovation spirit, and basic literacy in their disciplines. To address this point, colleges and universities can often organize training or related activities for online and offline curriculum thinking and government, and must make the fundamental goal of cultivating talents with moral character penetrate into the heart of every teacher. In terms of ability requirements: students should have the ability to use foreign languages, cross-cultural ability, thinking ability, information technology application ability, independent learning ability and practical ability. In response to this, schools or the department to which English teachers belong can often organize activities such as English teachers' study and training, lecture exchange, lecture competition and knowledge contest. Through these activities, teachers can reflect on the strengths and weaknesses of their teaching, and mutually absorb advanced teaching concepts, excellent teaching methods and means. This can mobilize teachers' enthusiasm for independent development, improve their own professional level and achieve higher teaching standards, improve teaching quality and promote the development of the schools.

4.3.2 Introduction of Cooperation Mechanisms

To have a real sense of improvement, teachers in colleges and universities must bring in or go out. The schools or the department to which English teachers belong should introduce domestic academic exchange lectures regularly. They should invite experts to give professional training to our teachers to enhance teaching ability and improve teaching methods. They should invite teachers from other universities to come to the school to cooperate and exchange with our teachers and observe and study. They should select outstanding teachers from our school or department to hold academic lectures to exchange academic insights and teaching methods.

4.3.3 Increase Opportunities to Go out to Study and Exchange

In addition to bringing in English teachers, we must also go out. Colleges and universities should provide more opportunities for English teachers to study abroad, organize teachers to attend various academic trainings and conferences. They should let teachers attend national high-level training or refresher courses in batches, organize more English teachers to study and exchange with other colleges and universities, and provide teachers with opportunities to study abroad if conditions permit.

4.4 Strengthen the Team Building of English Teachers in Art Colleges

Teamwork consciousness is the key to the construction of teachers. Only with the sense of teamwork, can the teacher team truly realize complementary advantages, so that teaching and scientific research activities to achieve twice the result with half the effort. First of all, the department should have a team of subject leaders, schools or departments must pay close attention to subject leaders. Secondly, with the leadership of academic leaders, the department can establish English academic communities, professional discipline communities and teaching communities. The academic communities mainly focus on scientific research activities. The department can hold small-scale academic learning and seminars regularly, where members discuss with each other, share successful experience, and provide effective channels for inexperienced teachers to avoid detours and improve work quality and efficiency. The professional discipline communities focus on the interdisciplinary learning of English teachers. The department can divide the whole English teacher team into groups according to their faculties and departments, and let each group take charge of the English teaching work of their faculties and departments. In this way, teachers' second major and interdisciplinary learning objectives can be stronger, which is more conducive to teachers' professional development. The teaching communities focus on improving teachers' teaching ability and teaching methods. Members of the communities can listen to each other, discuss together, prepare lessons collectively, discuss teaching plans and teaching cases, in order to improve their teaching level. We can also adopt the training mode of mentoring, and let teachers with teaching experience act as mentors to lead and train young teachers, discuss the organizational

form of classroom teaching, and improve the teaching level of young teachers.

5. Conclusion

Establishing moral education is the fundamental mission of education. Quality education in higher education places correspondingly higher demands on teachers' self-cultivation and professional quality. Therefore, English teachers in art colleges should clarify the main factors affecting their teaching ability, constantly summarize and reflect on themselves, and explore feasible strategies suitable for their professional development. At the same time, society and schools should also try their best to provide more possibilities and create more opportunities for the professional development of English teachers in art colleges, so as to encourage English teachers to strengthen their professional development.

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