

On Professional Development of College Foreign Language Teachers

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Abstract: Professional Identity is a Positive Attitude to teacher's Professional Development, Which is a Combination of Positive Recognition of Their Professional Roles, Behavioral Tendencies, and Experiences. Starting from the Connotation and Characteristics of Professional Identity, the Effects on the Professional Development of College Foreign Language Teachers is Elaborated. Besides, Effective Strategies to Promote Professional Identity of Foreign Language Teachers Are Put Forward, Namely Social Recognition and teachers' Reflection.

1. Introduction

For College Foreign Language Teachers, It is Especially Critical to Actively Improve Their Professional Development. 'Professional Identity is Critical to Teacher Education. It is the Basis of Meaning and Decision-Making. Teacher Education Must Begin by Exploring Their Self-identity' (Beijaard: 2004). Professional Identity Reflects the teacher's Positive Attitude Towards This Career and All Related to the Profession. It is a Combination of Behavioral Tendencies, Positive Cognition and Role Experience of the teacher's Role. Teachers' Professional Identity is the Premise of Their Dedication, and Creative and Well-Educated Work. It is Related to the teacher's Own Development, the Healthy Growth of Students, and the Realization of the Ultimate Goal of Education. Further Improving the Sense of Professional Identity of Teachers is of Great Significance to the Realization of the Strategic Goal of Building a Strong Human Resources Country and the Great Rejuvenation of the Chinese Nation.

2. Connotation and Characteristics of Professional Identity

Cobb believes that the self is closely related to personal life experience, and the self comes from life and professional experience. Orson and Cooper suggest that professional identity is a complex system, hence, many factors such as culture, history, psychology, and society can affect the 'professional feeling'. It can be seen that the concepts of 'self' and 'reflection' are the most basic and important concepts in the definition of professional identity, which reflect the connotation of professional identity.

According to Beijaard and others, teacher professional identity has the following characteristics: (1) It is composed of many sub-identities, and these sub-identities are different in various social relationships and social situations; (2) It is a continuous and iterative process. In this process, teachers constantly interpret and reflect on professional experience. They must answer not only the question of 'who am I?', but also the question of 'how I do?' and 'Who I will eventually become?' etc. (3) It does not exist in isolation and needs to be constructed in a certain context, including social factors and personal factors; (4) Organizations or institutions have an important influence on teachers' professional identity.

3. The Impact of Professional Identity on the Professional Development of College Foreign Language Teachers

A key factor in teacher professional development is teachers' professional identity. Therefore, it is the psychological foundation of professional development and it profoundly affects the

professional development of college foreign language teachers from the following aspects.

3.1 Professional Identity Affects teachers' Job Satisfaction

There is a close relationship between teachers' professional identity and their job satisfaction. The stronger the college foreign language teacher's professional identity is, the greater the internalization of teachers' professional standards is, and the greater the enthusiasm for improving the professional knowledge and skill input of the profession is. In that case, teachers can deeply recognize their role as a college teacher, and actively inspire professional development and prospects. So as to resolve work pressure, the stronger the teacher's job satisfaction is, the higher the enthusiasm is for work. Teachers' professional identity is the inherent psychological foundation of the professional development for college foreign language teachers. That's to say, active professional identity of teachers is capable of promoting the professional development of college foreign language teachers.

3.2 Professional Identity Affects Teachers' Sense of Efficiency

Teachers' sense of efficacy refers to a teacher's subjective feelings about their own teaching effects, and teachers can subjectively judge their impact on students' learning behaviors and effects. Inevitably, teachers' effectiveness directly affects teachers' teaching attitude, classroom behavior, teaching level and effect. Studies have shown that professional identity affects teachers' sense of efficacy, motivation, and commitment. Therefore, professional identity is a key factor in the process of becoming an effective teacher.

3.3 The Degree of Professional Identity Affects the Level of Teacher Burnout

In addition to teaching, a teacher often has to play other roles in college campus and society. There is a strong relationship between the professional identity and the various roles played by teachers. Teachers who can coordinate the appropriate teacher role have a higher degree of professional identity. Wilson deems that all roles being highly responsible for others are subject to considerable internal conflict and insecurity. Unfortunately, we can find a conflict in the identification and coordination of teacher roles. With the changing needs of society and the reform of teaching, the role of teachers needs to be diversified. Occupational role ambiguity and role conflicts, as well as weak professional identity, have caused teachers' job burnout. Role conflict and role ambiguity are crucial predictors of job exhaustion or stress (Wang Xiaochun, Gan Yiqun: 2003).

3.4 Occupational Identity Affects Work Stress

With the progress of society and the implementation of teaching reforms, teachers are facing tremendous internal and external pressures. In particular, college foreign language teachers with solid professional knowledge, diversified teaching methods and means, good at classroom management, good at handling crisis and active communication can usually resolve professional stress. Conversely, teachers, who lack professional knowledge, single teaching methods and methods, are not good at classroom management and handling crises. Similarly, they are not good at communication when facing tremendous psychological pressure. As a result, teachers often face huge career crises. Facing such crises, they will constantly compare ideas, roles and expectations, and re-evaluate teachers' professional ambitions and career prospects (Samuel & Stephens: 2000). Studies have found that teachers' professional identity has a negative predictive effect on their intention to leave (Gaziel, H: 1995).

Teachers with a high degree of professional identity can often deal with contradictions and pressures at work with a positive working attitude, especially for college foreign language teachers. However, those who hold a low degree of professional identity cannot actively deal with work pressure. Consequently, professional development will be affected and a vicious circle will be formed.

3.5 Teachers' Professional Identity Affects Teachers' Professional Development

Teachers' continuous improvement of their professional development is an internal driving force to achieve teachers' professional identity. Only with a high degree of professional identity can college foreign language teachers actively act through various channels and methods, continuously improve their professional development, and actively pay attention to educational practice and research. Moreover, those college foreign language teachers, with timely consolidation of professional knowledge, acceptance of new educational concepts, teaching methods and tools, and reform of teaching methods can make teaching activities lively and fruitful.

4. Effective Strategies to Promote Professional Recognition of Foreign Language Teachers

4.1 Social Recognition

Social environmental factors run through the entire process of teacher professional development, inspiring or restricting teacher professional development (Zhan Suxian, Liu Ting, 2019). Since teacher profession needs to be respected and recognized by the society, we should spread such a concept in the whole society. Now that, the profession of teachers is irreplaceable, noble and valuable, the treatment and social status of teachers will be improved accordingly. Naturally, students, parents, schools and the general public respect teachers and value education. We consider that individual teachers' professional activities and labor are supposed to be respected, and their teachers' professional identity will be improved. Social recognition of the profession of teachers means that teachers have a relatively high economic and social status, so that teachers have a stronger sense of pride and happiness in social interactions, and their professional recognition is higher.

4.2 Teacher Reflection

Self-reflection is an effective incentive method (Li Jianzhong, 2011). College foreign language teachers can reflect on teaching practice activities. For example, they can reflect on the following: classroom structure, student personality differences, student learning strategies, teacher roles, teaching beliefs, classroom language activities and teaching processes, etc. (Richards & Lockhart, 1996). Reflecting can be done by watching your own classroom videos or observing the classroom teaching of colleagues, writing class reports and teaching diaries.

At the same time, teachers' professional identity is dynamic, and their blogs are also an open, equal, and interactive platform for them to reflect on their teaching practices and research, as well as a platform for their interactive thinking. Teacher blogs can communicate with others through the Internet regardless of the region, and conveniently acquire or share a large amount of subject expertise and teaching skills. Luehmann argues that a convenient teacher blogging platform provides resources for the development of teacher professional identity: by writing blog posts; teachers can tell stories inside and outside the classroom; teachers can share more information; teachers can participate in some well-organized groups (Luehmann: 2008). The author suggests that teachers can publish articles on their blogs, write education stories, upload teaching and research materials, share teaching and research materials of others. In order to accumulate materials over their own teaching research and reflection, through teaching reflection, teachers actively improve their own level of teaching theory; exert subjective initiative in college foreign language teaching and scientific research, meanwhile, the teachers' own professional identity is correspondingly improved.

5. Conclusion

Professional identity plays an important role in the professional development of college foreign language teachers, which is the driving force behind the professional development of teachers. A high sense of professional identity means that teachers recognize their social status, teaching methods and abilities. Thus, college foreign language teachers, who are willing to review and study

their own and others' teaching practices, engage in scientific research activities. Eventually, teachers can actively improve their professional development and dedicate their life to education.

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