

A Study on the Development of English Majors' Instructional Design Ability Based on Professional Accreditation of Teacher Education

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Abstract: Instructional design ability is the necessary ability for English majors to find jobs and choose jobs, which also determines the quality of English majors' training from a certain angle. This paper, guided by the certification of teachers' major, combs the research trends of instructional design at home and abroad, analyzes the main factors affecting the instructional design ability of English majors, and puts forward some suggestions on cultivating the instructional design ability of English majors.

1. Introduction

Teachers' professional certification is an effective way to promote the sustainable development of education and improve the quality of personnel training. However, since the beginning of the 21st century, with the rapid development of social economy, culture and education, normal students are facing challenges while meeting opportunities.

2. The Research Trends of Instructional Design at Home and Abroad

2.1 Foreign related research

People have studied teaching for thousands of years, but the research on instructional design theory is only over 50 years old. Gagne (1999)[1] thought that we want to describe all events that have a direct impact on people's learning, instead of describing only events initiated by individual teachers. The famous American instructional designer David Merrill [2] pointed out that "teaching is a science, and instructional design is a technology based on the solid foundation of instructional science. The purpose of teaching is to enable students to acquire knowledge and skills. The purpose of instructional design is to create and develop learning experiences and learning environments that promote students to master knowledge and skills. "Therefore, instructional design is a technology aimed at improving teaching effectiveness.

With the deepening of the research on instructional design, the cognition of instructional design has been extended, and the instructional design models based on this have been enriched. Dick and Kerry, famous contemporary instructional design theorists and teaching professors of Florida State University, published *The Systematic Design of Instruction* in 1978, and put forward a typical instructional design process model centered on teaching. This model is based on teaching theory, which is close to the actual teaching situation of teachers and is widely used.

2.2 Domestic related research

Starting from the source of teacher training, the Ministry of Education has successively issued a series of policies aimed at improving the teaching quality of normal professional education. In October, 2011, the Ministry of Education issued "Teacher Education Curriculum Standards (Trial)" [4], which standardized teachers' education curriculum and teaching, put forward the basic concepts of "educating people-oriented", "practice orientation" and "lifelong learning", and put forward clear requirements for teacher education curriculum objectives and curriculum settings. In October, 2017, the Ministry of Education issued the notice of "Implementation Measures for Teachers' Professional

Certification in Ordinary Colleges and Universities (Provisional)" [5], with the main purpose of promoting the construction of teacher education quality assurance system and improving the training quality of teachers' professional talents.

In order to improve the efficiency of teaching and learning, Yuan Changhuan (2009)[6] put forward the guidance of infiltrating learning strategies in teaching, and divided English learning into two categories in a narrow sense: learning English knowledge (pronunciation, grammar and vocabulary) and cultivating English skills (listening, speaking, reading and writing). Wang Qiang (2006)[7] summarized English teaching into the following seven modules: teaching Pronunciation, teaching grammar, teaching vocal, teaching listening, teaching speaking, teaching reading and teaching writing.

However, there are hundreds of instructional design models. Lu Ziwen (2008)[8] classified them from different angles. Based on the content level of instructional design, it can be divided into "product" centered mode, classroom centered mode and "system" centered mode. As far as teaching practice is concerned, English instructional design has summarized a simple and clear general instructional design model from the above models, which includes four aspects: analysis, design, evaluation and feedback correction.

The research on instructional design and model emerges one after another, but most of them are too abstract, and there are few empirical applied researches. Therefore, it is particularly important to train English majors' instructional design ability with the teacher's professional certification as the guide.

3. The Main Factors Affecting English Majors' Instructional Design Ability

First of all, the curriculum of English subject teaching method and the cultivation of English majors' instructional design ability is a problem. Looking at the curriculum of teacher education in a foreign language college of a university, only one semester's English Subject Teaching Method is offered. The book is systematic in theory, rich in content and complete. However, in actual teaching, due to some objective reasons, such as few class hours in one semester, teachers can only choose some contents to explain. As a result, by the end of the course, many students may be confused about the most basic and important contents such as the common class types in English classroom teaching and how to design the classroom teaching of these class types.

Secondly, the teaching philosophy is also a problem. Teaching mode and teaching evaluation of English subject teaching method teachers are related to the cultivation of English majors' teaching design ability. According to the feedback from students' teaching evaluation in the middle and final stages of previous English Subject Teaching Methods, some teachers' teaching ideas are outdated, teaching methods are single, and little or no feedback is given to students.

Thirdly, the quality of educational probation and practice and the cultivation of English majors' instructional design ability is another problem. Because the educational probation bases are all designated junior high schools and senior high schools, and there are no other schools to choose from, many students are forced to accept the arrangement of schools, and the internship motivation is not strong and the effect is not good. In addition, it is difficult for teachers to monitor the quality of teaching probation and practice, which makes it difficult to cultivate the teaching design ability of English majors through teaching probation and practice. Finally, the relevant school policies and the cultivation of English majors' instructional design ability is also one of a problem. At present, there is no relevant policy to train English majors' instructional design ability.

4. How to Cultivate English Majors' Instructional Design Ability

According to the elements and standards of English instructional design in middle schools, English majors' instructional design ability includes the ability to analyze, design, evaluate and feedback. Professor Lu Ziwen (2008)[8] explained that analytical ability includes analyzing teaching contents, teaching objects, teaching objectives, teaching priorities, teaching difficulties, teaching methods, learning methods and teaching media (teaching AIDS). Based on the content of

middle school English teaching design and the practical problems existing in the current English majors' teaching design, the cultivation of English majors' teaching design ability will be carried out from the following two aspects:

4.1 Analysis ability training

From the perspective of analysis elements, analysis textbooks (teaching content) are the primary factor restricting students' teaching design ability. Most students are unfamiliar with middle school English textbooks, which leads to the failure to grasp the key points and difficulties of teaching in teaching material analysis, and the designed teaching objectives naturally deviate from the requirements of the syllabus. Therefore, teachers of teaching methods can arrange students to prepare junior high school English textbooks before class, and familiarize themselves with the whole junior high school English textbook system in their spare time.

4.2 Design ability training

Design ability training can not be separated from the support of instructional design theory knowledge, and students' instructional design can directly reflect their understanding and comprehension of instructional design theory knowledge. Therefore, teachers of teaching methods need to make some improvements in teaching philosophy and teaching mode, and the specific methods are as follows:

Pre-class: The pre-class stage is the preparation link of instructional design, and both teachers and students should make full preparations for the study of the new curriculum. The requirements for teachers are: Strictly formulate the syllabus and examination syllabus; Make the progress of teaching plan (combining theory with practice); According to the syllabus and teaching plan, prepare teaching plan and make PPT. The requirements for students are: Carefully study the new curriculum standards; Understand blackboard design exercises (design+writing exercises).

In-class: The in-class stage is the key link to cultivate students' instructional design ability. Teachers should design the course content reasonably to ensure that students can master the theoretical knowledge needed for instructional design. The theoretical explanation is as easy to understand as possible, so as to "learn now and sell now, strike while the iron is hot".

After-class: After-class stage is an auxiliary link to improve the ability of instructional design. Teachers should try their best to answer all kinds of questions to students, and use various resources and platforms to create more favorable conditions for students to practice instructional design.

5. Conclusion

In a word, it is a complex and arduous task to train English majors' instructional design ability oriented by teacher's professional certification. Subjectively, students' professional foundation, learning autonomy, enthusiasm, cooperation consciousness and understanding of knowledge and concepts will directly affect their teaching design ability; Objectively, school curriculum, textbook selection, teachers' teaching philosophy, teaching mode, internship arrangement and school-related policies are also the main factors affecting students' teaching design ability. Therefore, in order to improve English majors' instructional design ability, it is necessary to improve English majors' practical ability of instructional design through joint efforts of many parties. In addition, the study of practice base can also help students learn advanced teaching methods and management experience, understand teaching trends, combine professional knowledge and educational practice, cultivate students' belief in teaching, dedication and professionalism, and further improve the quality of English professional training.

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