

Research on the Development of English Teachers in Private Colleges and Universities from the Perspective of Internationalization

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Abstract: With the development of the popularization of higher education in China, the development of English teachers in private universities has attracted the attention of foreign academic circles. Aiming at the career development of English teachers in private colleges and universities, this paper analyzes the development of English teachers in private colleges with an international perspective, thus promoting the full implementation of the reform of international education in private colleges. Through the exploration of the development path and mode of English teachers in private colleges and universities, this paper puts forward the strategy of sustainable development of English teachers in colleges and universities.

1. Introduction

At present, there are still some differences between the internationalization reform of English education in the national colleges and universities and the internationalization of modern occupations. The Ministry of Education of China emphasizes the quality of teachers and the dominant position in the reform of English teaching. In this regard, the research on the development of English teachers in private universities is the key to the development of international English teachers, thus achieving the strategic goal of the internationalization reform of English education in our national colleges.

2. The connotation of the development of college English teachers

With the development of the teacher group in China, it has attracted the attention of scholars at home and abroad, and has understood and enriched the connotation of teacher development, thus systematically analyzing the development of English teachers in private universities from the perspective of internationalization.

The development of college English teachers is based on the needs of modern education and the needs of colleges and universities. Then college English teachers adopt their own learning, take the initiative to receive professional knowledge training, college training, and continuously improve the professional quality, including knowledge quality, ability and quality, and occupation. Moral Quality. In the process of continuous improvement, teachers should keep up with the development of the times, gradually define development goals, and carry out career planning, so as to enhance the professional knowledge of their disciplines and achieve the purpose of improving professional competence. Professional knowledge includes English professional knowledge, industry expertise, and education majors. Knowledge, etc., as well as to improve classroom teaching design and research capabilities.

The development of college English test is mainly concerned with three aspects: firstly, the development stage of English majors in private colleges is the process of college teachers gradually developing from teaching to experts; secondly, the internal motivation of college English teachers development, and the composition of professional development literacy; Finally, it is the external conditions for the development of English teachers in private universities, which is mainly the guarantee mechanism for the development of English teachers in universities and colleges.

3. The current situation and existing problems of English teachers in private colleges and universities

The development of English teachers in private colleges is a process in which teachers continue to develop, constantly improve their own level, and constantly improve their abilities. This process is mainly based on the individual development level of teachers in the field of English knowledge and education, and then combined with the reflection of individual experience of teachers, so that teachers can achieve their goal of continuously improving their educational literacy through practice, reflection and summarization. Any good teacher needs to experience the development process of professional study, teaching practice, teaching reflection, experience summarization, learning exchange, and professional improvement. However, at present, the English teachers in the national colleges and universities still have defects in teaching reflection and experience summarization, which leads to the delay in the development of English teachers in colleges and universities, and finally promotes the combination of teaching and learning of English teachers, thus affecting the ecological teaching of English teachers to build healthy interaction. classroom. To a great extent, teachers have improved their teaching ability and professional quality, which has affected the purpose of the common development of teachers' teaching and learning.

3.1 Characteristics of the development of English teachers in colleges and universities

First of all, the stage of professional development of English teachers in colleges and universities is lengthened. College teachers lack understanding and development of their own abilities, which leads to a lack of sense of accomplishment in the process of theoretical knowledge learning. Secondly, the primary task of college English teachers is English teaching, with English knowledge as the center to construct interactive ecological teaching classrooms; In order to meet the educational reform of colleges and universities in the international perspective, the development of English teachers in private universities should show diversity and creativity.

3.2 Problems in the development of music teachers in colleges and universities

3.2.1 Unbalanced knowledge structure of college English teachers

At present, the knowledge structure of most English teachers in colleges and universities is not balanced, and there are still some differences with the internationalization reform of college education. The professional knowledge structure of teachers is the foundation of teacher development. The professional knowledge of college English teachers should not only include the knowledge in books, but also should combine background knowledge, English teaching method knowledge, educational research management knowledge, etc., but through actual investigation, it is found that these three One aspect is the lack of professional knowledge of college English teachers. Through surveys of private colleges and universities, we learned that 90% of teachers know little about English background knowledge, and they have incomplete knowledge of the various sectors of society, which affects students' more comprehensive English teaching and training, which leads to the failure of English teaching. The improvement of students' comprehensive quality also fails to meet the standards set by the society for students. Through the survey, we learned that only 18% of the teachers graduated from the English teacher class, while 65% of the teachers did not have access to education and psychology, and 40% of the teachers knew less about linguistics, resulting in language. The knowledge of learning is relatively weak, and the knowledge of educational research management is relatively small, which leads to the inability of English teachers to apply teaching methods in the actual educational process, which leads to deviations in teaching results.

3.2.2 lack of professional competence of English teachers in vocational colleges

The professional competence of English teachers in private universities mainly includes teaching ability, practical ability and scientific research ability. The main teaching ability refers to English teaching ability, information technology application ability, teaching practice ability and teaching reflection ability. Through the investigation of the teaching ability of English teachers in private colleges and universities, 30% of teachers can formulate corresponding teaching goals through the

students' learning situation to achieve a significant improvement in students' learning level. Teachers have targeted teaching resources and teaching methods, and combined with modern information technology, so that English skills and industry posts combined, so that the level of English teachers in colleges and universities significantly improved. 90% of English teachers lack experience in the company and inspection experience. Relatively speaking, it lacks practical experience, so it is not able to correspond to the actual situation in the actual teaching arrangement process, resulting in slow progress in English teaching. Moreover, through investigation, it is learned that 30% of English teachers have conducted research on subjects, and young teachers have not yet grasped the significance of subject research, so the connection between the meaning and practice of knowledge is not deep enough. With the passage of time, due to the lack of teachers' reflective work and the ability to replace practical experience into research results, the lack of theoretical guidance for English teachers will ultimately affect the development of English teachers.

3.2.3 College English teachers lack understanding of professional comprehensive quality

The teaching attitude of college English teachers and the comprehensive quality of teaching will have an impact on students' English students. The words and deeds of college English teachers will have an impact on students. However, there is relatively little communication between English teachers and students in colleges and universities, which leads to a relatively alienated relationship between teachers and students. As a result, students cannot fully understand the vividness of college English in actual English teaching. Sexuality leads to the lack of motivation for students and ultimately affects the effectiveness of English teaching in colleges and universities.

4. The development strategy of college English teachers in the perspective of internationalization

4.1 College English teachers should enhance their own development awareness

First of all, English teachers should take their own research and study hobbies as their own responsibility, actively participate in modern education, and actively understand the development of international education reform in colleges and universities, and always give feedback on social needs and student needs, in the actual teaching process. We need to face a variety of students. For students with different differences, we should adjust ourselves to make a more comprehensive response plan. Secondly, college English teachers should formulate a comprehensive development of teaching plans, and strictly demand themselves. Achieve the purpose of raising self-responsibility. It should focus on the English level and knowledge ability of a certain period of time, and develop the expected goals to be achieved during this period. College English teachers need to strengthen the cultivation of students' practical and innovative ability, and should develop a specific set of teaching and research results. Expected goals, so as to accurately understand the teaching progress and teaching efficiency, so as to more quickly propose research directions and pre-solutions.

4.2 College English teachers should carry out comprehensive teaching reflection

While enhancing their own professional development awareness, college English teachers also need to carry out comprehensive teaching reflection work, so as to comprehensively enhance the educational concept and optimize teaching methods. In the process of college English reflection, it is necessary to pay attention to pre-teaching, teaching, and post-teaching. Pre-teaching preparation is especially important, including teaching design, teaching activities, etc. In the process of college teaching, in the process of teaching in colleges and universities, pay close attention to teaching reflection, requiring English teachers to have the ability to control the classroom, and through practical eye contact, division Reflections on students' interactions and students' responses, so that teachers and students form a vivid and harmonious relationship, and all links are rationally distributed in actual activities, thus creating a good learning atmosphere; reflection after teaching can promote The improvement of teaching content, teaching design, teaching effect, etc., but in general, whether the students have truly realized the improvement of practical ability, whether or

not the teaching objectives are realized need to be reflected in practice. In practice, students are divided into two batches, one of which requires them to develop their own English learning plans, while the other does not. After a semester change, the students who will self-develop English learning plans are compared to others. Students have a stronger ability to learn independently and their writing skills have improved significantly. In the actual teaching classroom, college English teachers need to actively consult student notes to understand the difficulties students encounter in the learning process, and timely modify the teaching methods to achieve the improvement of teaching efficiency, so that the teaching ability of college English teachers Get promoted.

4.3 Provide institutional support for the development of English teachers in colleges and universities

Through the formulation of a long-term incentive system for the professional development of college teachers, the promotion of college teachers' learning progress is improved, and the goal of multi-channel training for teachers is realized. By continuously stimulating the improvement of the academic qualifications of college teachers, the knowledge level of college teachers is improved. By combining the teacher subsidy system, colleges and universities can reduce the workload of teachers, and promote the exchange of teachers with colleges and universities, thus promoting the improvement of teachers' teaching level. By constructing a comprehensive English teacher cooperative learning platform, and developing a comprehensive learning system for English teachers, a good English teacher learning environment is formed. By perfecting the teacher cooperative learning system, the teaching ability of college English teachers has been significantly improved. College teachers should make a reasonable distinction between teaching activities, so that college English teachers can participate in all activities more comprehensively, thus highlighting the role of teamwork. Open-ended training for English teachers is mainly for colleges and universities to provide English teachers with training in related companies, so that they can learn more relevant knowledge in relevant enterprises, so as to improve the efficiency of English teachers in developing teaching plans.

4.4 Provide technical support for the development of English teachers in colleges and universities

College English teachers need to continuously strengthen the construction of the network resource platform. While promoting the campus Internet, they must also realize the comprehensive coverage of the campus Internet, so that the teachers and students of the whole school can realize resource sharing through the network, and also promote the construction of the network virtual classroom. Through the training of English teachers' computer application technology ability, college English teachers can adapt to the development of campus Internet, which can promote the development of online English teaching, thus providing technical requirements for college English teacher reform, thus realizing the construction of online question bank for college English teachers. Development provides technical support.

5. Conclusion

The development of English teachers in colleges and universities directly promotes the teaching ability and behavior of college teachers. Therefore, it promotes the comprehensive improvement of college English teachers' educational concepts, research methods, learning understanding, textbook analysis, language skills, etc., so that college English teachers constantly demand themselves in the process of practice, maintain a positive attitude and learn about internationalization knowledge, thus highlighting The field effect of society and school culture.

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