

The Challenge of College English Teaching Reform to Teachers: Problems and Countermeasures of Teachers' Development

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Abstract: The new round of College English teaching reform provides a good opportunity and platform for the development of College English teachers, and also puts forward new requirements for the professional quality of College English teachers. Professional development of College English teachers is an important part of College English teaching reform. In line with the context of College English teaching reform, this paper explores the pressures and challenges faced by teachers, their attitudes towards the reform and the ways to deal with them in theory and practice. By analyzing the problems and challenges faced by the professional development of college English teachers in the context of reform deepening, the paper proposes ways and means to achieve the new curriculum objectives in the current high school English teaching. College English teachers can only improve the teaching effect by further attaching importance to the development of individual professional quality, perfecting the solid subject knowledge system, continuously improving the knowledge and skills of education and teaching, and strengthening the ability to engage in scientific research and teaching reform.

1. Introduction

Teachers are the leading force of teaching and the main force of reform. Only they can truly enhance the sense of mission of the times and put it into practice. And ultimately implemented in accordance with modern requirements and standards of teaching action, the reform will have hope, in order to achieve the desired results [1]. In a language environment dominated by English, improving students' English proficiency has become an organic element in the internationalization of education. However, the current situation of English education in China has not been able to meet the needs of economic construction and social development. The focus of this English curriculum reform is to change that the English curriculum attaches too much importance to the explanation and imparting of knowledge and neglects the cultivation of students' language ability [2]. Therefore, in the process of teaching reform, it is necessary to fully mobilize and exert the enthusiasm of the teaching reform of college English teachers. Up to now, the reform of college English teaching has made great moves from the revision of the syllabus or curriculum requirements to the teaching mode, means, methods, content, evaluation and other aspects, and great changes have taken place [3]. It goes without saying that such extensive and in-depth teaching reforms cannot be truly implemented without the participation of teachers.

Higher education is an important base for talent cultivation, a source of knowledge innovation, and a strategic highland for talent gathering. With the continuous deepening of college English teaching reform, college English teachers are facing unprecedented pressures and challenges. The curriculum required by the new curriculum is no longer a carrier of the unchanging knowledge system, but is generated in the process of continuously exploring new knowledge, and finally constructs the integrated content [4]. Teachers are the leading force of teaching and the main force of reform. Only they can truly enhance the sense of mission, direction of efforts, professional motivation and confidence in putting them into practice [5]. The unreasonable knowledge structure, low language practice ability, backward teaching ideas and concepts, weak scientific research consciousness and weak scientific research ability have become the shackles hindering the professional development of English teachers in Colleges and universities in China. It is of positive significance to carry out the research on College English teachers' professional development and

enrich the theory of foreign language teachers' professional development from the perspective of foreign language teachers' professional development.

2. Pressure and Challenge

College English Curriculum Requirements was promulgated in 2004 after repeated discussions, which is the goal and orientation of College English curriculum. The document has made great reforms in teaching objectives, contents, methods, modes, means, evaluation and level positioning. The online exam has undergone a completely different transformation in the setting of questions, the focus of the examination and the angle of the examination [6]. The online exam uses audio and video materials in real news broadcasting. Candidates listen to audio, watch videos and read articles from beginning to end, and finish writing by tapping the keyboard. The new round of College English teaching reform is not a simple mending work based on the previous syllabus, teaching methods or textbooks, but a revolution in personnel training mode, teaching methods and teaching methods, as well as a revolution in teaching concepts. In the traditional educational concept, the basic meaning of the curriculum is the subject, teaching materials and educational content, with obvious purpose, planning and organization. The professional development of teachers means the growth of individual teachers in professional life, including the enhancement of confidence, the improvement of skills, the continuous updating and deepening of the knowledge of the teaching subjects, and the strengthening of the reasons for why they do so in the classroom. The pressure faced by teachers is the need to learn and develop the communicative competence required for interpersonal teaching in the classroom and the organizational management ability of communicative activities. Self-learning based on computer and network requires the computer application ability and network monitoring ability of teachers.

The reform of college English teaching has made college English teachers see their own dilemmas and problems, and also pointed out the road of development. At the same time, it has brought unprecedented crisis and challenges to college English teachers. Regardless of the difference in personal knowledge or the limitations of school conditions, teachers must thoroughly study the teaching theories embodied in the test and understand the meaning of the test content, question types, weights, and scores. It can be seen that since the college English teaching work has only focused on the transfer of students' basic knowledge of language, the college English teachers have neglected their ability to cultivate beyond the language knowledge. Through the survey, we found that some teachers have a new understanding of the curriculum. They are slowly aware that the curriculum is actually a form of continuous development and continuous innovation. It is also the school's educational philosophy, curriculum materials, teaching conditions and environment. Organic integration of curriculum resources such as teacher-student exchanges and experience. In its most positive sense, teachers' professional development contains more content, which means that teachers have grown up to be an artistic expression beyond the scope of skills, a person who upgrades their work to a professional level and transforms professional knowledge into authority. Their requirements and expectations for college English teaching methods have begun to change. It is obvious that the traditional teaching mode and the unitary teaching method of College English have fallen behind. Teachers who are accustomed to the long-formed pedagogical formulas face the challenges of role transformation and methodological innovation.

For a long time, the main task of College English teachers is to continue the English teaching of junior and senior high school English teachers, so as to enable students to master more basic knowledge of English language, including words, sentence patterns, reading skills, writing and so on. These concepts can also be regarded as the theoretical basis of educational objectives and quality standards. Concepts change and methods are challenged. For example: teaching method, learning method, examination method, evaluation method, teaching and research method, practical application method. Subject knowledge is the basic knowledge for teachers to be competent in teaching. This form is not conducive to the construction of the overall quality of college English teachers, nor to the development of college English teachers themselves. With the reform and implementation of English curriculum standards in primary and secondary schools and the guiding

role of English reform in college entrance examinations, the starting points of English freshmen of college freshmen have improved to varying degrees, and their requirements and expectations for English teaching at the university level have begun to change.

3. Dealing with Pressure and Challenges

To cope with pressure and challenges, attitude is the first issue. There are two different attitudes: one is resistance; the other is active response. College English teachers' professional growth and development should follow the principle of internal continuity of teachers' professional development, which is a process of continuous accumulation, learning, practice and reflection. It is an inevitable choice to construct an integrated model of teacher education. The key factor for teachers to successfully implement the curriculum is to improve the quality of English teachers, that is, their theoretical literacy, curriculum awareness, curriculum development ability and scientific research ability, and to strengthen the pertinence and operability of training so as to internalize the concept of the new curriculum. Teachers empower students and provide opportunities for them to fully exercise their power to control learning factors and regulate learning behaviors, and are truly responsible for their own learning. As the main force of college English teaching reform and the backbone of college English teaching, college English teachers must conscientiously study the national policies, systems and documents related to college English teaching reform, especially to fully grasp the "College English Course Teaching Requirements".

The teaching objects of college English teachers are numerous and complex, and the platform for practice is very large. Therefore, it is necessary to consciously and purposefully carry out teaching practice, creative practice, reform practice, theoretical practice, and cooperative practice. Teachers must shift the teaching of basic knowledge to the ability to develop comprehensive listening skills based on listening and speaking. Make full use of information technology and network resources to develop students' listening and speaking skills. Therefore, we should enhance the ideological awareness of College English teachers, because they can fully realize their important value in promoting the scientific development of education, speeding up the process of socialist modernization, and realizing the strategic deployment of "a powerful human resources country". Only in this way can the concept of curriculum reform be applied scientifically and effectively in teaching practice. The development of English teachers also needs to be led by leaders with new educational ideas and innovative spirit. According to the theory of teacher professional development, the whole process of pre-service, in-service and in-service education for teachers is planned and designed, the training channels of basic education teachers and in-service teachers are connected and integrated, and the teacher education system that links up all stages of teacher education has its own emphasis and internal connection is established.

Although College English teachers are regarded as the "teaching-oriented" group of College teachers, teaching research is still an indispensable part of the profession. To be a research subject that teachers should do and can do. Therefore, College English teachers should constantly enrich themselves, make use of favorable conditions and leisure time to read professional books, consolidate professional knowledge, and widely dabble in other disciplines to get through. Therefore, College English teachers should take the promotion of the internationalization of higher education as their duty, strive to improve their professional knowledge structure and enhance their ability to serve the society. It depends to a large extent on the improvement of the quality of teachers. The success or failure of curriculum reform ultimately depends on the teacher. Teachers are the challengers between ideals and reality, theory and practice. Starting from the two levels of teachers and their school organization, this paper proposes to construct a new pre-job training system for college English teachers, improve the effectiveness of college English teachers' entry education and enhance the self-consciousness of college English teachers' practice growth. To change from a traditional role to a modern role, teachers must have a clearer and more comprehensive understanding of the essential differences between traditional and modern teaching. The essential difference between traditional teaching and modern teaching is reflected in the behavior of teachers. The key is to realize the redistribution of teachers and students.

4. Conclusions

With the development of college English teaching reform, the professional quality of college English teachers has become one of the focuses of college English teaching research, because the professional quality of college English teachers in a university is directly related to the teaching effect of its college English courses. Only by realizing the professional development of teachers can we promote and realize the goal of education reform. The development of teachers is a long-term dynamic process. Therefore, schools should strengthen the training and training of in-service university English teachers to help them adapt to the new teaching mode as soon as possible. In this reform of College English teaching, the idea of cultivating students' sustainable development ability of English learning is put forward, which is of great significance to the development of a country and a nation. The smooth progress of College English reform has a direct impact on the implementation of quality education in China, on the effectiveness of China's foreign exchange and cooperation, and on the speed of China's economic and cultural development. In order to achieve the expected results in College English teaching reform, Novice College English teachers, as educators, should first educate themselves and receive re-education, because they are in the leading position in teaching and are an important force in the reform.

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