

College English Teachers Achieving Professional Development Ways under the Background of Socialization of NMET

Junling Yan

School of Foreign Languages, Chifeng University, Chifeng, Inner Mongolia, China

Email: 13947659118@126.com

Keywords: Socialization of the college entrance examination English; College English teachers; Teachers' professional development; Cooperative teaching; Reflective teaching

Abstract: Nowadays, English education is no longer education scholars' "territory". It has become the focus of social attention. At the end of 2013, the Ministry of Education issued reforms of the socialization of the college entrance examination English. Socialization of the college entrance examination English is that under our China's economy system, some social intermediary agencies will provide examinees with college entrance examination English as a product to be free to choose as an exam behavior. Its essence is to make the university entrance exam marketization, industrialization and folklore. The practice of socialization of the college entrance examination English is bound to affect current college English teaching order and promote college English teachers' professional development. In this paper, college English teachers achieving professional development ways under the trend of socialization of the college entrance examination are introduced in order to further promote the development of college English teaching.

The socialization of the college entrance examination English has a guiding role in the development of the English teaching in college and universities. It poses challenges to the traditional exam-oriented education pattern. It more emphasizes on the return of the nature of English teaching. The socialization of the college entrance examination English requires teachers' professional development. Teachers' professional development actively carries out teaching inquiry. It explores a new teaching model in order to promote rapid development of education teaching [1]. Teachers' professional development refers to that teachers in their whole career can cultivate professional requirements and conditions of their characteristics and special training systems and management systems. Through professional training, teachers learn basic educational professional skills, realize teachers' professional autonomy and better professional moral performance so that they can gradually improve their teaching quality and be a good education professional worker's professional development process. The socialization of the college entrance examination English deepens education reform. It is the key point of carrying out quality education in an all-round way. Only the traditional ways of teaching courses, teachers' matching and teaching methods can be made reasonable adjustments effectively so as to ensure the healthy development of college English education[2]. Therefore, college English teachers' professional development level is becoming increasingly important. The following paper focuses on the ways to realize college English teachers' professional development.

Cooperative teaching is an important way to achieve college English teachers' professional development

1. The connotation of cooperative teaching

Teachers' cooperative teaching is a kind of the new teaching mode based on mutual cooperation between teachers. Based on domestic scholars' research into professional cooperation, teachers' cooperation has been thought to comprehensively promote college English teachers' professional growth. Cooperative teaching as the integration of teacher resources, an important means to realize teachers' respective advantages complementary to each other, is one of effective ways to promote teachers' professional development. It can also better promote teachers' professional development [3]. Some scholars think that cooperative teaching is at least two teachers together to prepare lessons and give a class. Of course, they have to choose a course or a class's class and then sit down together to do research on how

to speak, how to give evaluation, how to improve and how to deal with small situations in class and how to solve some questions among students. Other scholars think what cooperation teaching is. Cooperative teaching is not for teachers teaching together. In other words, some teachers together complete a course teaching. It is not that a teacher gives a class, but a few teachers give a class. Teachers freely form a group to finish a lesson, a course or a class of teaching. Teachers' knowledge level, education methods as well as the ability to use knowledge are very different, but precisely these differences more embody the significances of cooperative teaching. Teachers together with different characteristics carry out cooperation study so as to make teachers mutual complement each other and learn from each other's good study quality. This kind of teaching is equal among teachers to learning from each other, which not only can promote the level of business between teachers but also can reasonably use teaching resources. In order to improve teaching level and teaching quality and promote the long-term development of a series of teaching activities, this kind of teachers' cooperation and teamwork should be advocated[4].

2. The significances of cooperative teaching

Cooperative teaching is an effective method for college English teachers' professional development. Cooperation can help from professional knowledge, teaching practice and scientific research and teamwork college English teachers to achieve professional development. The significances of this kind of teaching mode for college English teachers achieving professional development are as follows. Cooperative teaching is helpful to promote teachers' communication and experience exchange[5]. Cooperative teaching is advantageous to giving full play to teachers' professional advantages. Cooperative teaching is helpful to form professional community.

3. Cooperative teaching is a new type of teaching mode in higher English education

(1) To establish a system of collective lesson preparation. This professional development model allows several teachers prepare a lesson together, collect teaching materials, do research into lectures, make a class plan and share their experiences in teaching. In the teaching community, through effectively sharing resources, each teacher puts forward reasonable teaching ideas. They work out the most suitable classroom mode for students after the integration. Teaching is widely welcome by students. Teachers can also get development in the research on mutual discussion respectively. They also have higher reference value for the future teaching[6]. The long-term collective lesson preparation has a profound effect on teachers' professional development.

(2) To implement a system of lectures and evaluation. By implementing a system of lectures and evaluation, let the other colleagues in their own teaching view, after the overall analysis and evaluation, timely find problems and defects in the teacher's lecture process. Teachers can view their own classroom teaching objectively at the point of others' view. They can listen to colleagues' opinions modestly. As a result, in continuous improvement they can improve their classroom teaching ability[7]. At the same time, teachers who listen to lessons can compare two ways of teaching, find their own problems, adopt other teachers' advantages, apply them to their own teaching practice and realize real class evaluation.

(3) To hold lectures on teaching and research. Although English is as a language subject, it involves extensive professional knowledge including various forms of linguistics, colorful literature as well as the most difficult translation. Through lectures held between teachers and students, enhance teachers' scientific research consciousness, improve teachers' scientific research ability and open teachers' education field of vision[8]. In this way, it is beneficial to form a good atmosphere of learning and scientific research. Under the guidance of experienced professors, teachers can make more good teachers involved in more important scientific research and education.

(4) To rely on collective strength to complete projects and textbook compilation. As the saying goes, when everybody adds fuel, the flames rise high. It is demonstrated that teachers cooperate with each other, make up common writing teaching materials and finish projects. During textbook compilation, several teachers contribute the most valuable knowledge, coupled with the latest scientific research and education of the optimal selection, write a ruling and make new teaching theories and methods appear[9]. In this way, teachers' comprehensive quality in the process can also got obvious improvement.

Reflective teaching practice is an effective way to realize college English teachers' professional development

1. Reflective teaching thought

Reflective teaching is the first kind of teaching concept and teaching model in the West. Reflection is said to be the claim made by a pioneer advocated by an American educator. He has thought that so-called reflection is to turn over to think back and, in turn, think about its meaning. It is one of widely used concepts in modern western philosophy and it is translated into reflection and reaction. Its original meaning refers to the reflection of light. As a philosophical concept, it is to borrow the indirect meaning of light reflection. It refers to difference from direct meaning. Now rethink for self-reflection, for example, after class, teachers reflect on their teaching, general meaning to their own teaching evaluation as well as modifying and improving their teaching methods in the future[10]. Reflection involves many contents and methods, such as after class preparing a lesson again, writing experience of a class or keeping a diary, thinking about career development, discussing with their colleagues and so on. As long as teachers put serious reflections on their teaching, it can solve the shortage of the teaching. It can also make teaching more perfect. With the development of reflective teaching, the traditional teaching method of that kind of knowledge to solve doubts means being eliminated by the tide of history. It has failed to keep pace with the Times. In order to keep pace with the Times, reflective teaching will become a mainstream teaching mode sooner or later.

2. Reflective teaching practice mode will inevitably promote college English teachers' professional development

Of course teachers must first learn to reflect on their own teaching and then teachers must practice their reflection in practice. Together they improve teaching. Both are indispensable. A reflective teaching practice is through reflection teachers have found problems in their teaching and then in their classroom practice teaching they can solve problems. This is reflective teaching practice. For teaching, only having reflection and practice, it is perfect. In the process of this class, that is, to teachers themselves, a kind of perfection, a kind of improvement and a kind of sublimation. Teachers' perfection, improvement and sublimation can promote teachers' professional development to a certain extent[11]. Some educators think that on the one hand, finish millions of teaching process every day. At the same time they must also reflect on their teaching process and then apply their reflection to their subsequent teaching process. In this way, they are bound to become good teachers. For teachers who pay attention to their own professional knowledge accumulation and accept traditional education knowledge, they will need more reflective education practice. They focus on test results oriented exam-oriented education and too much attention to students' grade rate rather than students' integrated use of capacity. College English teachers are lacking in exploring spirit, enthusiasm and scientific research train of thought, will be in the way of college English teachers' professional development[12]. College English teachers' professional development requires teachers should strive to become excellent education researchers, constantly reflect on their teaching process and teaching theory and use different teaching methods in order to achieve the purpose of self development. Teachers through the cycle of reflection effectively promote their professional development. In fact, there are a lot of constant changes and reflective teaching forms and means realizing reflective education, such as videos, classroom teaching view, questionnaire, interview and action research[13]. Experienced traditional teachers must turn through teaching and practice into innovative teachers.

3. The significances of reflective teaching

The development of reflective teaching can not only improve teachers' overall level but also be an important way for college English teachers to realize specialization. Reflective teaching is a kind of support to realize college English teachers' specialization and teachers' professional development is needed for the existence of reflective teaching practice base. College English teachers only have the high ability of reflective teaching so that they can optimize classroom teaching mode, inspire students' thinking and cultivate students with excellent language ability and communication skills. College English teachers are only in practice to achieve objective reflection, play a better subjective initiative, really promote college English teachers' professional level of ascension[14]. Vigorously promoting reflective teaching practice in the field of education is a powerful driving force for teachers' professional development. Students in reflective teaching also play an important role. While students reflect on their learning behavior and learning results,

they will actively accept education. Only if students consciously choose their study methods, make a study plan, reflect on their learning behavior and effect, they will improve their English comprehensive use of power and achieve the best effect. To apply reflective teaching to college English teaching is an effective way to achieve teachers' professional development. It is also the inner motive power of teachers' sustainable development so that it can promote teachers' subjective initiative, improve teachers' comprehensive quality and the quality of teaching, be helpful to build up the bridge of mutual development between teachers and students and make teaching benefit teachers as well as students.

In a word, cooperative teaching and reflective teaching practice can realize college English teachers' professional development. On the one hand, it can improve the quality of college English teaching. On the other hand, it can also realize the socialization of the college entrance examination English reform extending to colleges and universities.

References

- [1] Tan Wang. The Concept and Implementation of Cooperative Learning [M]. Beijing: China Personnel Publishing House, 2004
- [2] Sili Lin, Wanxia Lin. Cooperative Teaching Attempt - Comprehensive Evaluation and Analysis of Cooperative English Teaching [J]. Journal of Simao Teachers' College, 2008 (1)
- [3] Yiwu Mou, Hua Bai. Cooperative Teaching and College English Teaching [J]. Journal of Wuhan University of Technology,
- [4] Qishen He, Tongsheng Yin. Some Opinions on Undergraduate Education Reform of Foreign Language Majors [J]. Foreign Language Teaching and Research, 1999(1)
- [5] Tao Li. Research on the Socialization of College Entrance Examination [J]. Modern Education Science, 2013(2)
- [6] Caiyun Zheng, Shugen Chen. Analysis on the Socialization of College Entrance Examination [J]. Journal of Beijing Polytechnic Institute, 2009(7)
- [7] Chengwei Li. On the Pros and Cons of Socialization of English College Entrance Examination [J]. Examination Weekly, 2014(10)
- [8] Huiqing Han. Thoughts on Teaching Reform of English Majors [J]. Journal of Luoyang Normal University, 2003(3)
- [9] Qibiao Zhan. Reform Trend of Teachers' Professional Development in Britain [J]. Primary and Secondary School Teachers' Training, 2003(9)
- [10] Xiaoman Zhu. On Teachers' Professional Growth [J]. Journal of Nantong Normal University, 2001(1)
- [11] Minghui Su, Xiaoli Jiang. Analysis on the Implementation Approaches of Teachers' Professionalization in China [J]. Journal of Heilongjiang Institute of Education, 2006(1)
- [12] Jianwei Zhang. Reflection - New Ideas to Improve Teachers' Teaching Behavior [J]. Journal of Beijing Normal University, 1997(4)
- [13] Wei Liu. Teachers' Specialization: the Trend of Teachers' Education Development in the World [N]. China Education News, 2002(4)
- [14] Huixian Xia, Jiaping Yan. On Professional Standards and Pre-service Training Requirements for Qualified Teachers in Britain [J]. Foreign Education Research, 2006(3)