

Analysis of Pre-service Professional Development Path for Senior High School English Teachers under the Subject Key Competence

Xueying Yang

School of China West Normal University, Sichuan, China

Abstract

The key competence of English subject is the concentrated embodiment of the value of educating students, and it is the correct value, essential character and key ability that students gradually form through the study of English subject. Subject core competence is not only the compass of teachers' teaching, but also the reference standard of teachers' self-development. This paper discusses the relationship between high school English core competence and English teacher development from the perspective of the connotation of high school English core competence and the importance of teachers' professional development, proposes directions for the professional development of high school English pre-service teachers, and points out that high school English teachers should cultivate and improve themselves from four aspects: language ability, thinking ability, cultural awareness and learning ability. In order to better meet the education goal of the new curriculum standard of senior high school English, the pre-service teachers are equipped with more professional educational knowledge and ability to integrate into English teaching faster and improve the efficiency of English teaching.

Keywords

Subject Core Competence; Senior High School English Teachers; Pre-service Professional Development.

1. Introduction

Education is the foundation and key to the development of a country, and the development of education is inseparable from the professional development of teachers. In the field of foreign language teacher education, teacher professional development has attracted much attention. Professional development of foreign language teachers refers to the process in which teachers improve their professional quality and improve their professional belief through continuous learning, reflection and summary in teaching practice. This process runs through the whole career of foreign language teachers. Teachers are the organizers of education and guide the growth of students. Their professional quality and ability not only directly affect the learning outcomes and lifelong development of students, but also profoundly affect the quality of education and the development of the country. The professional development of teachers includes many aspects, such as knowledge structure, educational skills, educational research and educational management. Under the background of core competence, teachers need to constantly update their own educational concepts and skills, improve their own subject knowledge and educational ability, actively participate in educational research and education management, and constantly improve their professional literacy, so as to better adapt to the needs of educational development and better serve students and society.

2. Subject Key Competence of Senior High School English

2.1. Language Ability

Language ability refers to the ability to do things with language, which covers the five major abilities of English listening, speaking, reading, writing and translation, including several aspects, such as language knowledge, language awareness and language sense, language skills and communication strategies. Specifically, language knowledge includes vocabulary, grammar, phonetics, pragmatics and so on. Language awareness and language sense refer to students' language sensitivity, language sensitivity, language expression ability and language reasoning ability. Language skills include speaking, listening, reading, writing and translation skills. Communicative strategy includes the ability to express communicative intention, cultural awareness in communication, and the use of strategies in communication. Language ability is the most basic and important ability in English subject, and their cultivation is the focus and difficulty of English education.

2.2. Thinking Quality

The quality of thinking refers to the ability of thinking and differentiation, specifically referring to the ability of analysis, reasoning, innovation, rational expression and multiple thinking. The quality of thinking can be divided into innovative thinking, critical thinking and communication thinking. Innovative thinking refers to the ability of students to use innovative thinking methods to propose new ideas or solve problems. Critical thinking refers to students' ability to evaluate, analyze, compare and judge information. Communication thinking refers to the ability of students to use communication skills and strategies to communicate and express effectively. Thinking quality is an important part of English education. The training of thinking can help students better understand English texts, master English knowledge and improve English thinking ability.

2.3. Cultural Awareness

Cultural awareness refers to an understanding of the culture, history, society and values of English-speaking countries. English learning is not only the study of this language, but also the study and exploration of Western culture. To be specific, learning English is not only about learning grammar, vocabulary, pronunciation and other language knowledge, but more importantly, learning the cultural background, history, customs and values of English-speaking countries. Only by understanding and mastering the cultural background of English-speaking countries can we better understand and use English and realize the real cross-cultural communication. Therefore, in English education, emphasis should be placed on cultivating students' cultural awareness, enabling students to understand and master the cultural knowledge of English-speaking countries through classroom teaching and cultural activities, and cultivating students' cross-cultural communication ability. At the same time, teachers should also pay attention to their own cultural accomplishment and cultural cognitive ability, enhance their own cultural accomplishment and cultural awareness through learning and understanding the culture of English-speaking countries, and better guide students to learn English.

2.4. Learning Ability

Learning ability is an essential element in English subjects, including learning methods, learning strategies and autonomous learning ability. Correct learning methods and efficient learning ability can help students better grasp and use English knowledge. Learning English requires efficient learning strategies, good learning habits and self-monitoring ability. Only under the guidance of correct learning methods and efficient learning ability can students better master English knowledge and improve their English level. In English education,

attention should be paid to the cultivation of students' learning ability, through the cultivation of students' independent learning, problem solving and cooperative learning ability, improve students' learning efficiency and learning outcomes. At the same time, teachers should also pay attention to guiding students to correct learning methods and strategies, and guide students to think actively. And explore, improve students' independent learning ability. Only in this way can students really improve their English learning ability, so that they can achieve better results and higher levels in English subjects.

3. The Relationship between Subject Core Literacy and Professional Development of English Teachers

Most excellent English teachers grow up through continuous accumulation of professional knowledge, firm professional belief and practical teaching practice before and after entering the service. The rapid growth of teachers mainly depends on the cultivation of their own core competence and the core competence of English subject, which is essentially individual comprehensive ability and comprehensive ability of English subject. This not only puts forward new requirements on the ability of teachers themselves, but also raises the English subject core competence to a new level. The professional development of English teachers refers to the process in which English teachers gradually grow in professional quality, teaching experience and teaching attitude in order to meet the learning needs of students and the needs of English teaching reform. With the core quality education concept gradually deeply rooted in people's hearts, the professional development of high school English teachers has gradually changed. High school English teachers are no longer just knowledge imparted, but also need to become professionals who can guide students to master core competence. That is to say, teachers should promote the development of students' core competence as the teaching center. The prerequisite for promoting the development of students' core competence is teachers' awareness and understanding of core literacy. Core literacy depends on the curriculum, while discipline literacy depends on teachers. Only by actively changing their ideas, constantly improving their discipline literacy, paying attention to professional development, mastering core technologies and having core abilities can teachers truly achieve the goal of cultivating students' core literacy.

Therefore, high school English teachers need to strengthen the formation of this aspect of literacy before serving, so as to shorten the running-in period after entry and effectively implement core literacy guidance and education for high school students.

4. The Necessity of Promoting the Professional Development of High School English Teachers

The new era has put forward new requirements for high school English teachers, and it is necessary to promote the professional development of high school English teachers, which can be mainly reflected in the following two aspects:

Firstly, promoting the professional development of high school English teachers is the need of education reform. At present, according to the new English curriculum standard, the teaching goal of teachers in senior high school has changed from developing students' comprehensive English ability to developing students' core competence of English subject. According to the needs of the education reform, teachers must grasp the basic connotation of subject key competence on the basis of comprehensively developing their own professional quality, and constantly meet the new opportunities and challenges brought by the education reform in the practice of education and teaching, so as to promote teachers to meet the current needs of

education reform. And in the process of education and teaching, it is helpful to improve the core competence of students' English subjects.

Secondly, promoting the professional development of high school English teachers is also the demand of professional development. A good teacher should have ideals and convictions, moral sentiments, solid knowledge and benevolence. In the process of education and teaching practice, teachers should try their best to practice the fundamental teaching task of cultivating morality and cultivating people through their own teaching behaviors, and plant the seeds of truth, goodness and beauty in every student's heart, so that every student can develop correct moral values from an early age. At the same time, a good teacher should have good moral sentiments, be willing and able to infect the students around with his noble character and moral cultivation, and pass on his correct moral values to the students. In addition, good teachers also need to have solid knowledge, and to use love to infect students, in the process of education and teaching to cultivate love, stimulate love, spread love and so on. Therefore, in view of the professional development needs of teachers, high school English teachers should make more efforts to achieve professional development in their own education and teaching process, so as to achieve the standard of excellent teachers.

5. An Analysis of Pre-service Professional Development Paths for Senior High School English Teachers

Although senior high school English teachers have gone through the English subject learning in the whole education stage before entering the service, this process is not systematic, and it is difficult to meet the requirements of effectively improving the core competence of English subjects for senior high school students. Therefore, teachers need to systematically learn professional knowledge of senior high school English and train modern education skills before entering the profession, so as to adopt various teaching methods to meet the training requirements of senior high school English and achieve the education goal of "all-round development" of normal colleges and senior high schools. According to the requirements of core competence of English subject in senior high school, teachers need to improve their professional quality from the following aspects before entering the profession.

5.1. Cultivating the Language Expression Ability of High School English Teachers

English is a language subject. In the process of learning language subjects, teachers need to pay attention to the cultivation of their own language expression ability, which includes not only the correctness of language but also whether the use of language is appropriate, that is, whether the language can effectively take care of students' emotions. For example, although the newly hired teachers have excellent oral and written expression skills, they can systematically and comprehensively understand the development sequence and learning psychology of students. However, when communicating with students, it can not be well infected and impressed students. On the one hand, the reason for this problem is that teachers spend little time with students before entering the workplace. Without professional guidance and in-depth observation and research, teachers tend to bring social normal language expressions into the classroom during daily communication with students. Such expressions applicable to adults will inevitably form communication gaps between them. On the other hand, in terms of the order of psychological development of students, students are more sensitive in adolescence. If teachers do not use correct words in communication, it is likely to cause misunderstanding of students, resulting in ineffective communication. Before English teachers are formally employed, most of their knowledge and experience about teaching comes from school. Therefore, normal schools need to systematically train pre-service teachers' language ability, so that teachers can not only transfer knowledge to students smoothly in the process of

teaching knowledge, but also properly use language to take care of students' emotions, better communicate with students and teach efficiently.

5.2. Cultivating the Language Thinking Ability of High School English Teachers

English language thinking quality means that learners can identify and understand the thinking mode and characteristics of English users or native English speakers in the process of systematic learning and use of English, so as to improve their logic, speculative and innovative thinking. Different language thinking is the characteristic of English curriculum. Therefore, normal colleges should provide courses and platforms for pre-service teachers to cultivate their language thinking ability. For example: first, open the new curriculum standards related courses. Teachers' continuous study of curriculum standards is the basis of understanding the connotation of core literacy of subjects, the basis of renewing educational ideas, and the basis of strengthening teachers' belief in cultivating students' language thinking ability. Secondly, practical courses should be set up to promote language thinking training. Most teachers do not integrate the cultivation of language thinking into the actual teaching. The reason is not only that they do not realize the importance of the development of students' language thinking, but also the lack of targeted language thinking teaching methods and strategies. Therefore, teachers need to continuously accumulate the teaching methods of language thinking cultivation, and truly make the teaching process a process of improving language thinking. Thirdly, pre-service teachers should be regularly organized to read literature and monographs in the subject field, grasp the hot topics and trends of the subject, understand the connotation of language thinking, and learn the knowledge of language thinking. Regular reading and communication will constantly update teachers' educational concepts and help teachers better clarify the focus and direction of teaching. At the same time, it can also help teachers break away from their perceptual understanding of their own practical experience in language thinking teaching, form a more systematic and scientific theoretical knowledge of language thinking, and enhance teachers' profound understanding of language thinking.

5.3. Enhancing the Cultural Awareness of High School English Teachers

On the one hand, the barriers and mistakes in language communication are due to the deficiency of language level, and on the other hand, social and cultural differences permeate all levels of the language system. The core competence emphasizes the understanding and respect of the world's multi-culture and the improvement of cross-cultural communication ability. In recent years, telling Chinese stories well in foreign languages has become a hot topic in English learning. From this point of view, with the progress of the country and society, the goal of learning English is not only to enable students to learn foreign culture and knowledge, but more importantly, to assume the responsibility of spreading Chinese culture. As high school English teachers, they should have a deep understanding of the significance and responsibility of learning and teaching English, improve their cultural literacy, have a high cultural awareness, and tell Chinese stories well in foreign languages and spread Chinese culture. Therefore, teachers' colleges can carry out multicultural teaching. For example, setting up a cultural exchange course, communicate with foreign exchange students in the school, introduce Chinese culture to foreign students in English, and discuss the similarities and differences between Chinese and foreign cultures. Subject area experts can also be hired to introduce and train pre-service teachers on the importance and necessity of cultural teaching.

5.4. Enhancing Teachers' Self Learning Ability

Learning ability is an essential element in English subjects, including learning methods, learning strategies and self learning ability. Correct learning methods and efficient learning ability can help students better grasp and use English knowledge. Students' autonomous learning is carried out under the guidance of teachers, and teachers' autonomy is the

prerequisite for students' autonomy. Therefore, teachers need to establish the consciousness of independent development and lifelong learning, in order to promote the improvement of students' independent learning ability and realize their cultivation. Firstly, normal colleges can carry out teaching practice activities and teaching observation activities on a regular basis. By guiding pre-service teachers to take the initiative to participate in the activities and obtain a sense of accomplishment in the activities, the preservice teachers' yearning for career is enhanced, and they are encouraged to learn towards becoming better English teachers. Secondly, courses related to teacher professional development should be carried out to make pre-service teachers realize that teaching is a profession that requires lifelong learning. English teachers should keep up with the development of education, constantly learn the latest teaching knowledge, and master the latest developments of English teaching in senior high schools. Third, provide a platform for mutual learning and self-reflection. The professional development of teachers cannot be separated from the help of peers and self-reflection. Teacher reflection is the key to the effective interaction between practice and theory. It is a process in which teachers sum up experience, find their own problems and constantly correct them. Through continuous reflection, on the one hand, English teachers will look at themselves from a new perspective, maintain critical thinking, and constantly achieve self-development and progress; On the other hand, it will also promote the observation and guidance of students' independent learning, and help students form a positive and optimistic attitude toward English learning and a persistent attitude toward self-development.

6. Conclusion

Subject core competence is not only the development goal of students, but also the professional development goal of teachers. Normal colleges are the cradle of teacher training, so they should also start from the core competence, training pre-service teachers' language ability, thinking quality, cultural awareness and learning ability. Diversified courses are offered to promote the development of teachers' language ability and professional knowledge, so that teachers can better understand students' learning psychology and development sequence. In addition, more platforms are provided for pre-service teachers to learn and self-reflect with their peers and experienced professional teachers, so as to enhance their awareness of self-development and stimulate their yearning for the teaching profession and enhance their sense of responsibility in teaching. Only when teachers understand the subject key competence and integrate it into classes, can they teach better, so as to realize the education goal of "all-round development".

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