

Research on the Cultivation of Informatization Teaching Ability of College English Teachers

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Supported by Project Number: 220601339040857, this research focuses on the cultivation of informatization teaching ability among college English teachers in the era of the epidemic.

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Abstract

The rapid development of information technology, the emergence and application of artificial intelligence technology have opened the prelude to the era of intelligence. The advent of the intelligent era has brought profound impact on the field of education, causing major changes in its living environment, construction mode, organizational form, value goals and other aspects. The extensive and in-depth application of information technology in education and teaching has become an inevitable trend, which puts forward higher requirements for the information-based teaching ability of college English teachers. In the intelligent era, teachers with strong information teaching ability are of indispensable significance to the construction of college English "golden course", which can effectively improve the teaching ecology and effectively promote the improvement of education quality. From the perspectives of teachers, schools and the country, this paper puts forward the training strategies for college English teachers' information-based teaching ability, hoping to provide effective help for the normalization and sustainable development of teachers' information-based teaching ability, and provide certain references for the development of education information-based education in China.

Key words: College English; Teachers; Informatization; Teaching ability

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Under the environment of intelligent era, the popularity of online teaching and blended teaching puts forward more and higher requirements for teachers, and the importance of informatization teaching ability of college English teachers has become increasingly prominent. Based on the research on the information-based teaching ability of English teachers in some colleges and universities in China, the author proposes the following countermeasures according to the research results and the actual needs of college English teaching development:

1. THE TEACHER ASPECT

1.1 Teaching Design

Before the formal launch of English teaching courses, teachers should start from the curriculum standards and design around the objectives, contents, strategies and processes of curriculum teaching, and carry out teaching in accordance with the design. It can be seen that instructional design is the foundation of teaching practice and an important guarantee for teaching to achieve the established goals [Ji Quanyan, 2021]. The improvement of college English teachers' ability of information-based teaching and the normal development of college English information-based teaching must first start from the information-based teaching design.

First of all, teachers should have the ability to construct teaching situations with information technology. They should be able to apply information technology to improve the quality of teaching situations to make them more in line with students' cognitive development and more vivid. It is necessary to stimulate students' enthusiasm to participate in class and enhance students'

subjective initiative through high-quality information teaching situation, so as to improve the teaching effect.

Secondly, teachers need to master the full use of information technology and information resources. We should be able to build an environment that can meet the teaching needs in combination with the teaching content, and have a good idea of how to use information tools to help carry out teaching practice. At the same time, more attention should be paid to the important value of information resources to teaching practice, and the content of practical help to solve students' learning problems should be selected from the network resources or the information teaching resources created by teachers themselves, so as to ensure the practical significance of knowledge construction.

Finally, it is necessary for teachers to encourage and promote the information-based development of students' learning. In traditional English teaching, students' extracurricular learning process is difficult to be effectively presented, and learning results such as homework alone are not enough for teachers to have a clear judgment of students' extracurricular learning results. With the support of information technology, teachers can effectively master students' extra-curricular learning by understanding students' use of information technology tools and resource browsing history.

It should be noted that the construction of informatization teaching situation, the use of informatization technology and resources, and the informatization development of students' extra-curricular learning must respect the principal position of students, focus on the teaching content and objectives, and avoid deviating from the actual teaching needs in order to promote the development of informatization.

1.2 Teaching Diagnosis

In the college learning stage, students have formed their own characteristics in terms of their development level, learning habits, attitude and style in English subjects. It is extremely necessary to teach students according to their own characteristics and needs, and teaching diagnosis is a necessary prerequisite for teaching students according to their aptitude [Zhao Yuhong,2021]. In the traditional teaching mode, teachers mainly rely on their own experience to carry out teaching diagnosis, which is subjective and one-sided, while improving their own informatization teaching ability can help teachers achieve breakthroughs and make teaching diagnosis more scientific and reliable.

Before the formal start of the course, teachers can use the online learning platform to organize preview work, make accurate judgments on the preview status of students according to the data feedback, and adjust the teaching content on the basis of the clear development degree of students' knowledge ability, so as to better meet the learning needs of students. In the teaching

process, information technology can be used to collect learning data, record the learning situation of students in various teaching links such as classroom discussion, difficult problem solving, information inquiry and group cooperation, and make appropriate adjustments to teaching strategies based on their own experience.

1.3 Teaching Evaluation

The concept of modern education advocates diversified teaching evaluation. While paying attention to students' test scores, we should not neglect their quality improvement and ability development. Teachers can use online teaching platforms, English teaching apps and various digital teaching resources to collect English teaching data, analyze them with professional software, and visualize students' preview and review, in-class performance, learning activities and other learning situations. In this way, teachers can intuitively understand students' growth and development in English language skills, cultural literacy and other aspects. Finally comprehensive and accurate teaching evaluation can be achieved.

2. THE SCHOOL ASPECT

2.1 Creating a good atmosphere

Environment is an important part of the teaching system. School atmosphere not only exerts a subtle influence on students' thoughts and behaviors, but also affects the development of teachers. Positive teaching atmosphere undoubtedly plays a great role in promoting the improvement of teachers' ability [Li Dan,2021].

In order to cultivate college English teachers' ability of information-based teaching, it is necessary for schools to create a good atmosphere, encourage English teachers to actively carry out information-based activities in teaching practice from the concept of harmony and inclusiveness, and support teachers' exploration behavior. From the perspective of management, we should appropriately release the requirements, hold a positive attitude towards English information-based teaching, and provide support for English teachers' exploration of information-based teaching activities on the premise of ensuring teaching standards and education laws.

The harmonious, inclusive and positive atmosphere helps front-line teachers to change their ideas, pay attention to information-based teaching, exert their subjective initiative to participate in the observation and learning of information-based teaching and excellent teaching cases, study the development of information-based teaching in college English with the support of a positive and full attitude, and purposefully strengthen their own application thinking and innovation ability in information-based teaching. Truly move from passivity to active growth.

Creating a good atmosphere requires the joint efforts of all parties, in which college leaders, educational administrators and front-line teachers all need to participate. All colleges and universities should improve the top-level design of information-based teaching as a whole, balance the relationship between the leadership, management and front-line teachers, and enable the three parties to reach a consensus. Then, from different angles such as hardware equipment, institutional measures, cultural rendering, we can jointly create an information teaching atmosphere and provide an inexhaustible power for training teachers' information teaching ability.

2.2 Improving the Evaluation Mechanism

Through field investigation and research, it is not difficult to find that some universities in China have the following situation: schools encourage and advocate information-based teaching, but do not incorporate teachers' information-based teaching ability into the assessment system. When teachers complete the dual tasks of teaching and scientific research, it is difficult to strike a balance between them, and they tend to pay too much attention to scientific research tasks, which affects the teaching quality [Wang Yanan; Wang Jinghua; Han Hongmei; Li Lijuan,2023]. Based on the above situation, it is necessary to mobilize the enthusiasm of English teachers in teaching practice, improve the evaluation mechanism and increase the content of information-based teaching in order to develop the information-based teaching ability of English teachers.

To increase the content of information teaching in the existing evaluation mechanism, specifically, it is to comprehensively investigate the information behavior of teachers in the teaching process and the teaching effect, and evaluate the teachers according to the standard. The content of information-based teaching in the evaluation mechanism should include assessment and reward, and be linked with the salary and promotion of teachers. Among them, the assessment system arrangement should be based on the characteristics of universities and disciplines, around the two mechanisms of regular and regular scientific standards, to make an objective assessment of teachers' information teaching behavior in teaching practice. The reward system should take the assessment results as the standard, implement a variety of reward measures related to the performance of teachers, and ensure that the content of information-based teaching is involved.

Integrating information-based teaching into the existing evaluation mechanism to meet the current teaching needs is a necessary measure to comply with the new development trend of college English teaching under the current environment. Establishing objective assessment standards and formulating hierarchical incentive measures can achieve the effect of promoting teaching through evaluation, which can not only improve English teachers'

attention on the development of their own information-based teaching ability. It can also urge teachers to actively participate in information-based teaching.

2.3 Providing Facilities Guarantee

The implementation of information-based teaching activities must be based on perfect teaching equipment, and the quality of various facilities has a direct impact on college English information-based teaching activities, and indirectly relates to the cultivation of teachers' information-based teaching ability. Through observation, it is not difficult to find that for most colleges and universities, the equipment and resources of information-based teaching can basically meet the actual teaching activities, but it is undeniable that there are still problems such as aging equipment, poor software practicality, and uneven quality of teaching resources, which not only have a negative impact on the cultivation of English teachers' information-based teaching ability, but also have a negative impact on the development of English teachers' information-based teaching ability. It also hinders the value of information-based teaching activities. Colleges and universities need to strengthen equipment management, update and maintain teaching equipment timely and effectively, and provide hardware guarantee for information-based teaching.

First of all, the school needs to have a clear record of the operation and use of teaching equipment, and it is necessary to organize teachers and technical personnel to cooperate, jointly set the use of wear assessment standards, and evaluate the standards during the use process to achieve timely maintenance, repair and replacement. Secondly, we should pay more attention to the feedback of front-line teachers and students, make flexible adjustments according to the feedback of teachers and students, ensure that the hardware equipment can meet the needs of English teaching, and replace the outdated and damaged equipment according to the standards if necessary. Give priority to the needs of teaching practice and application, and eliminate the software with poor practicability and operability in the feedback of teachers and students. In addition, schools should realize that all kinds of hardware equipment related to information teaching in the intelligent era environment are diverse and updated very fast, so they should not blindly pursue advanced and expensive. The core of providing hardware guarantee must be the teaching demand. Procurement activities should be carried out according to the teaching demand, follow-up management measures should be implemented according to the teaching demand, and the bad behavior of focusing on hardware while ignoring software should be reversed in the past. The actual utility of information-based teaching facilities should be brought into full play, and strong support should be provided for training teachers' information-based teaching ability and promoting in-depth information-based teaching.

3. THE GOVERNMENT ASPECT

3.1 Providing Policy Support

At present, all kinds of relevant policies on teachers' information-based teaching ability in China are mainly concentrated in the primary and secondary education stage, and the cultivation of college English teachers' information-based teaching ability lacks policy guidance and support, and some English teachers lack motivation and unclear goals in the process of improving their own information-based teaching ability [Sun Cuimin,2023]. It is extremely necessary to improve various policies related to the cultivation of informatization ability of college teachers.

The scope of education policy can be roughly divided into central and local levels.

Policy improvement at the national level should focus on universality and specificity. Universality means that policy formulation and adjustment must take into account the commonality of college teachers in different regions, and set the standard of information-based teaching knowledge and skill base applicable to as many teachers as possible. Ensure its practical application value. In the process of policy implementation, the entire education system must be taken into account, school leaders and managers at all levels must be influenced and called upon, and more importantly, the first-line teachers must be extended to ensure that the policy content can play a scientific guiding role in teaching practice. With the formulation of standards of information-based teaching ability and the clarification of information-based teaching measures, the leading role of policies can be effectively played, indirectly urging college English teachers to deepen their understanding of relevant policies of information-based teaching, and further promoting teachers to implement information-based teaching into higher education.

In local education policies, there is less content related to information-based teaching, so it is extremely necessary to improve policy formulation and give full play to the role of local policies in the cultivation of college English teachers' information-based teaching ability [Chang Zhiwei; Guo Lijuan; Wang Yanan,2022]. On the one hand, the formulation of local policies should follow the guidance of national policies and proceed in the right direction of development; on the other hand, it should take the actual development of local information-based teaching as the benchmark to ensure that various measures meet the needs of regional education and teaching development and adapt to the needs of local teachers' information-based teaching ability training. In addition, the formulation of local policies requires social participation, opinions and suggestions from all aspects of society, and strengthening the scientific formulation of policies through diversified approaches to ensure that local

conditions are adapted. Only the policy formulation based on the actual situation can really play the role of guidance, encouragement and supervision, and help teachers to cultivate their information-based teaching ability.

3.2 Increasing Resource Input

First of all, the development of college English teachers' information-based teaching ability is closely related to the investment in education funds. To promote the development of teachers' information-based teaching ability, it is necessary for the government to appropriately increase the investment in education funds. It is necessary to start with the hardware conditions, improve the educational environment, optimize the allocation of resources, and improve the imbalance of educational resources in different regions, so as to provide material support for the improvement of teachers' application ability of information technology and the informatization development of college English teaching.

Secondly, it is necessary for the government to use the Internet, television, newspapers, magazines and other media channels to promote the information-based teaching, improve the social awareness of information-based teaching, make the public understand and support the information-based teaching, and create a good social atmosphere for the improvement of teachers' ability.

Third, it is necessary for the government to play a leading role in organizing, focusing on training a group of teachers with excellent information-based teaching ability, input into frontline teaching, and use the radiation effect to drive the overall improvement of teachers' information-based teaching ability. Limited by practical factors, a large part of teachers in colleges and universities in China cannot receive systematic training in information-based teaching. The addition of excellent teacher resources can play a guiding and exemplary role in providing necessary knowledge and skills for English teachers in colleges and universities in the field of information-based teaching, solving the problem that some teachers face difficulties and have no way to seek help, and gradually forming an information-based teaching atmosphere for English teaching.

3.3 Improving the Teaching Environment

In order to promote the transformation of college English teaching environment and create conditions for the development of information-based teaching, the government must play an organizational leading role, encourage and call on social forces to join the development process of information-based teaching, play an inspiring and innovative role, provide reference for the design of the framework of English information-based teaching construction, and provide more reference directions for teachers' information-based teaching ability training.

At the same time, it is necessary for the government

to encourage universities to carry out inter-regional teaching cooperation and resource sharing, and build an information resource community. With the coordination of the government, all colleges and universities can form an information-based teaching unit with the leadership and backbone teachers as the main body, share teaching resources, realize information exchange, learn from each other, and finally create an environment suitable for information-based teaching. With the support of a good environment, the training of college English teachers' information-based teaching ability can develop smoothly.

4. CONCLUSION

On the basis of investigating the development of college English teachers' information-based teaching ability in China, this paper puts forward some strategies for the cultivation of teachers' information-based teaching ability from the perspectives of teachers, schools and the government, hoping to open up new ideas for the development of college English teachers' professional ability and provide some references for the information-based development of college English education in China.

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