

A Study on the Relationship between Disciplinary Orientation of Foreign Language Education and the In-service Development of College Foreign Language Teachers

Hong Shao

Guilin University of Electronic Technology, Guilin, 541004, China

Abstract

Foreign language education should belong to pedagogy. The Disciplinary Orientation of foreign language education is conducive to the In-service development of college foreign language teachers. The disciplinary attribute of foreign language education is of great significance to the In-service development of college foreign language teachers in terms of the development path of foreign language teachers, advanced educational and teaching concepts, educational community organization, modern educational technology, teachers' psychology and educational philosophy.

Keywords

Foreign Language Education; Disciplinary Orientation; College Foreign Language Teachers; In-service Development.

1. Introduction

China is a big country of foreign language education, with a large number of foreign language learners. Foreign language education has become a social influential subject. Foreign language education also plays an important role in college education. In the past, college foreign language teachers generally thought that their teaching task was to teach college students English pronunciation, vocabulary, grammar, or to teach them the language skills of listening, speaking, reading, writing and translation. However, at the National Conference on Ideological and political work in Colleges and Universities in 2016, general secretary Xi Jinping clearly put forward that "all other courses except the ideological and political courses should shoulder their own responsibilities, so that all kinds of courses and ideological and political theory courses can go together, forming a synergistic effect [1]", so as to "run the ideological and political work through the whole process of education and teaching, realize the whole process cultivation and all-round education, and strive to create a new era of higher education in China [1]." Therefore, the new direction pointed out by the national education policy for the development of college foreign language teaching is a great test for college foreign language teachers, bringing new opportunities and unprecedented pressure. The requirement of Ideological and political integration into college foreign language curriculum has gone beyond the general scope of foreign language teaching in the past. Therefore, the In-service college foreign language teachers must keep up with the pace of the times, adapt to and complete the new mission of college foreign language education and teaching through continuous learning.

2. The Subject Orientation of Foreign Language Education

Professor Zhou Yan [2] believes that the difference between foreign language teaching and foreign language education does not lie in the difference of one word, but in the essentially different value orientation of their teaching objectives and tasks; foreign language education focuses on people's all-round development, while foreign language teaching only focuses on language skills training; foreign language education system engineering is complex, pluralistic

and long-term, while it is impossible for language skills training to achieve the fundamental goal of language education by training students to speak just like training parrots in the same way. At the same time, Professor Zhou Yan believes that foreign language teaching should belong to pedagogy, not linguistics, which can highlight its long neglected educational attribute. According to the "national standard" of foreign language talents training issued by the state, the ontological goal and ultimate goal of language education lie in its educational value. Finally, Professor Zhou Yan points out that the misplacement of foreign language education in subject orientation has brought great confusion and resistance to foreign language teachers' professional development, greatly affected their enthusiasm for teaching and scientific research, and brought them subject identity crisis.

Li Min and Wang Wenbin [3] also believe that an independent discipline status of foreign language pedagogy can not only further deepen the existing sub-discipline research, but also change the malpractice that foreign language education in China pays too much attention to language skills training, break through the barriers that people confine foreign language teaching to the practical level, and provide discipline attribution for the majority of foreign language teachers, which is conducive to the construction of teaching staff, disciplines and majors, and can also promote the development of foreign language teaching, further enhance the status of foreign language teachers, enhance the ability of foreign language education, and promote the sustainable and prosperous development of foreign language education in China. The new situation of college foreign language education requires that college foreign language teachers should not only cultivate college students' language skills, but also pay attention to the cultivation of College Students' Ideological and political literacy. This new goal of comprehensive education urges college foreign language teachers to strengthen their self-development and actively participate in relevant on-the-job training, so as to adapt to the new situation of college foreign language education.

3. The Enlightenment of the Discipline Attribute of Foreign Language Education on the In-service Development of College Foreign Language Teachers

Professor Zhou Yan [2] believes that a deep understanding of the educational essence and interdisciplinary characteristics of foreign language education and a scientific adjustment of the disciplinary orientation of current foreign language education are the basic guarantee for effectively improving the professional ability of foreign language teachers. The disciplinary orientation of foreign language education in the field of pedagogy can provide some enlightenments for the In-service development of college foreign language teachers.

3.1. According to the General Path of Teachers' Professional Development, Different Training and Guidance should be Given to College Foreign Language Teachers at Different Stages to Meet Their Professional Development Needs

Professor Wang Yan [4] discusses the content and essence of education with the traditional Chinese theory of "form and meaning". According to the teachers' mastery of "form and meaning", the road of teachers' professional development can be divided into four stages: "prospective teacher stage", "new teacher stage", "skilled teacher stage" and "expert teacher stage". Professor Wang Yan combined the content and process of teachers' professional development to give "the shape of education" multi-layer meaning. "The shape of education" can refer to the basic presentation of education, specific teaching methods and teaching strategies, structure, framework and the logical relationship between parts in the structure; she uses "the meaning of education" to cover the meaning of educational texts and the structural

connection between teaching contents, the unique value and significance of teaching content in the broad cultural background, the realm of educational philosophy, the concept of education, the value of teaching, the unique role of education in human development, and the internal value and significance of education in promoting the growth of human resources and promoting the all-round development of adults. From the first stage to the final stage, teachers develop from the state of "separation of form from meaning" to the state of "combination of form and meaning", until they reach the stage of expert teacher development when they can teach freely and effectively.

College foreign language teachers' on-the-job development activities should be based on the general law of teachers' professional development to give different training and guidance to college foreign language teachers at different stages of development to meet their professional development needs. In the process of development from the "prospective teacher stage" to the "new teacher stage", the person in charge of the development of college foreign language teachers should provide the new recruits who have not yet obtained the teacher's qualification certificate with normative teacher knowledge learning, provide the learning of model courses, recommend them to participate in various teaching and training activities, help them obtain the teacher's qualification certificate, and quickly master the general steps and rules of foreign language education and teaching law which can be applied to teaching practice. In the development process from "new teacher stage" to "skilled teacher stage", the person in charge of teacher development should provide training on teaching strategies and methodology to "new teachers", and encourage them to actively apply a variety of teaching strategies to obtain the best teaching effect. In the development process from "skilled teacher stage" to "expert teacher stage", the person in charge of teacher development should provide "skilled teachers" with opportunities for foreign language teaching research and discussion, help them carry out teaching reflection in teaching practice, think about the value and philosophical significance of teaching, actively explore the moral factors in foreign language education, and realize the goal of "teaching and educating people". It is not the end of teacher development to develop to the "expert teacher stage". The "expert teacher" needs to go back to help the colleagues in the first three stages and help them move forward to the "expert teacher stage".

3.2. The Advanced Education and Teaching Concept Provides the Development Framework and Implementation Path for the Development of College Foreign Language Teachers

Professor Wang Qiang [5] thinks that action research aims to explore new teacher training mode, namely, the innovative teacher training mode. The teaching practice under her guidance has proved that the foreign language teachers trained by this model not only have a strong ability to control teaching, but also develop a strong sense of responsibility, self-confidence and certain classroom teaching research ability, cultivate the innovative spirit and ability of new teachers, and promote the close combination of teaching theory and teaching practice. Yan Yi and Luo Shaoxi [6] believe that reflective language teaching is a bottom-up process of teachers' professional development. In this process, teachers think about teaching consciously, systematically and based on evidence. They believe that reflective language teaching can become an effective way of foreign language teachers' professional development, enhance teachers' professional autonomy, help teachers develop their personal theories, and promote their professional development and growth in depth. Qian Xiaoxia and Chen Mingyao [7] believe that in language teacher education, educational narrative can be used as both a teaching strategy and a research method to help language teachers reflect, question and learn from their own educational experience. As the main body of educational practice, teachers' professional life is composed of daily educational practice, and teachers' perception of educational significance which can be obtained by examining and reflecting on their own educational life;

educational narrative can faithfully record their educational life and educational reflection, which is being endowed with universal value and significance that can be shared and used for reference, and can become an effective means to help foreign language teachers develop.

We can combine the above three advanced education and teaching ideas to provide a development framework and implementation path for the development of college foreign language teachers. The concept of teaching action research can be a practical model to promote the development of college foreign language teachers. Foreign language teachers can find problems in specific teaching actions, creatively solve problems, and cultivate their self-development ability. Reflective teaching ideas can become the ideological weapon and power source to promote the development of college foreign language teachers. In order to promote the sustainable professional development of foreign language teachers, it is necessary to analyze and solve the problems in education and teaching by thinking about the quality of teaching; the concept of educational narrative can become an effective means to promote the development of college foreign language teachers. Foreign language teachers can record the teaching reflection log to describe the problems found in education and teaching, solutions and teaching effects, which is conducive to sharing education and teaching among peers. Learning experience is conducive to the common development of college foreign language teachers.

Teaching action research, reflective teaching and educational narrative research can complement each other and contribute to the development of college foreign language teachers. College foreign language teachers carry out reflective teaching in their own foreign language teaching activities, record the development process of education and teaching in detail by means of educational narrative, and strive to find, analyze and solve problems in this trinity teaching process. This practical teaching process creates a good ecological environment for the development of college foreign language teachers.

3.3. Sociology of Education Provides Organizational Guarantee for the Development of College Foreign Language Teachers

Li Ru and Jiang Yuhong [8] believe that "reflection" is the main means of foreign language teachers' professional development, but reflection alone is not enough. Foreign language teachers need to achieve professional development through self-reflection and cooperation. Based on the "self-community" thought of Charles Taylor, a famous Canadian political sociologist, and combined with the analysis of the nature of teachers' teaching behavior, this paper discusses foreign language teaching organization mode of "self-cooperation" development of teachers. Li Ru and Jiang Yuhong [9] summed up Charles Taylor's "self-community" thought into two points: first, the development goal of modern people's self-realization is not liberalism, but communitarianism of self-transcendence; second, only with the support of "community" or "community" social network, can modern people really get full development, which is "community" or "communitarianism", which can fully reflect the core value of "community".

Education is inseparable from the support of social environment, and the personal development of college foreign language teachers is also inseparable from the support of "teacher community" composed of peers. Peer teachers who coexist in the same community can reflect together, work together, and use collective wisdom to analyze and solve problems. The administrative department of university education should also provide support and help for the establishment of such a teacher cooperation platform from the aspect of material equipment. With such social organization guarantee, college foreign language teachers can get full professional development.

3.4. Modern Educational Technology Gives Birth to New Trends in the Development of College Foreign Language Teachers

Modern educational technology in the internet environment provides technical support and guarantee for the development of college foreign language teachers. Foreign language teachers can use online training courses to learn new ideas and methods of education and teaching, apply the newly acquired knowledge of education and teaching to teaching practice, and make use of online and offline hybrid teaching, flipped classroom teaching mode, MOOC and micro class. Technical means greatly promote the quality of education and teaching and personal teaching experience.

Liu Lei and Liu Rui [9] believe that artificial intelligence with deep learning ability completely subverts the previous education ecology and puts forward new requirements for teachers' role; from the perspective of Heidegger's philosophy of technology, they propose that the era of artificial intelligence requires teachers to highlight four aspects of role characteristics: intelligence, humanity, integrity and group connectivity. Then, in the modern educational technology environment dominated by artificial intelligence, the role change of college foreign language teachers should also be carried out from the above four aspects: foreign language teachers should realize their own role from "knowledge" to "wisdom", highlight their guiding role and wisdom control ability in students' learning; highlight the humanistic care of foreign language teachers, realize the mission of teaching and educating people in foreign language courses; foreign language teachers should improve their ability of guidance and wisdom control in foreign language learning. To keep a balance between instrumental rationality and value rationality in foreign language education, we should not only pay attention to the practicability of foreign language education, but also pay attention to the value of ideological and political education of foreign language education, and pay attention to the coordinated development of students' body and mind; build a professional community of foreign language teachers, and actively participate in the construction of a new education ecology in the era of artificial intelligence.

3.5. Pay Attention to Teachers' Psychology and Remove Psychological Barriers for the Development of College Foreign Language Teachers

Wei Jianhua [10] believes that paying attention to the causes of college foreign language teachers' occupational anxiety, preventing job burnout, improving the quality of regional college foreign language education, and coordinating and promoting regional balanced development are related to the overall situation of connotative development of national higher education. Due to the limited conditions of local colleges and universities, the development of college foreign language teachers will be greatly affected, so foreign language teachers will have a variety of anxiety, which will not be conducive to the development of college foreign language teachers and their foreign language education and teaching practice. In the practice of college foreign language education, foreign language teachers may encounter the following problems that lead to psychological anxiety, such as foreign language teachers' personal incompetence in foreign language ability and teaching methods, poor teaching effect in large classes and fatigue of foreign language teachers, serious lack of educational technology ability of foreign language teachers, and unbearable pressure of scientific research and teaching. Therefore, the person in charge of the development of foreign language teachers in Colleges and universities (especially local colleges and universities) should pay special attention to the anxiety of foreign language teachers, and use various methods and means to remove psychological barriers for the development of foreign language teachers, such as carrying out relevant training or providing further education opportunities to help foreign language teachers improve their foreign language level, teaching ability and modern educational technology ability. In order to solve the problem of large class teaching, teachers should cooperate to discuss the teaching reform plan

and solve the problem of large class teaching together; new and old teachers should cooperate with each other to help new teachers improve their teaching ability and scientific research ability, and new teachers should help old teachers adapt to the new modern education technology under the Internet environment, so as to achieve common development, win-win cooperation and resolve the double pressure of teaching and scientific research.

3.6. The Research of Educational Philosophy Provides Intellectual Support and Spiritual Motivation for the Development of College Foreign Language Teachers

Wen Lanfang [11] believes that humanistic spirit is one of the main reasons why people become human beings, and plays a role of orientation or orientation in people's survival and development. Humanistic spirit is the basic requirement of college foreign language teachers, the basic mission of foreign language education, and the basic goal of college foreign language teachers' personal development. It is a rational choice to highlight the humanistic spirit and to return to the "other" of teachers, language and students in order to eliminate the absence of humanistic spirit in the professional development of foreign language teachers in Colleges and universities.

Philosophical thinking of foreign language education provides intellectual support and spiritual motivation for the development of college foreign language teachers. From the perspective of philosophy of foreign language education, college foreign language teachers should constantly strive to highlight the humanistic spirit of foreign language education, always put the significance of students' individual existence in a prominent position, highlight the humanistic spirit and humanistic care, transcend and transform the traditional instrumental view of language, and turn from the knowledge classroom to the life classroom; foreign language teachers not only teach but also educate people, foreign language teachers and students are becoming the best and mutually benefiting each other. In the process of foreign language teaching, teachers and students should coexist harmoniously and complement each other, so as to move towards the future and excellence in the practice of foreign language education. In this kind of foreign language education and teaching atmosphere with the brilliance of humanistic spirit, we have reason to believe that college foreign language teachers can achieve full and thorough development in essence.

4. Conclusion

From the perspective of discipline orientation of college foreign language education, this paper explores the path of college foreign language teachers' In-service development. Foreign language education belongs to pedagogy, which is not only conducive to the teaching practice of college foreign language education, but also conducive to the scientific research of college foreign language education. The subject orientation of college foreign language teaching can help college foreign language teachers better understand the essence of college foreign language education, that is, the value of teaching and educating people, help them cultivate educational awareness and subject feelings, make them stand at a higher starting point of discipline, guide and promote their own professional development with brand-new education and teaching concepts, and with confidence deal with new requirements and challenges towards the workers and researchers in education field, which have been put forward by the national policy on the foreign language education in the new era.

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