The Research and Analysis on English Teachers'Information Literacy in Middle School

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Abstract

Driven by information technology, multimedia teaching has gradually stepped on the stage of history. Education is no longer simply saying and speaking, but also listening to and watching. Junior high school English course, as a basic discipline, is necessary to apply multimedia information technology. It can realize the comprehensive teaching of listening, speaking, reading and writing, and does not make "English" become "dumb English". Therefore, as teachers in the new era, we need to start from ourselves, master information technology, and have information literacy, so as to combine knowledge with new teaching tools, and better promote the development of education. From the perspective of junior high school English teachers, this paper studies the current status of teachers 'information literacy and their corresponding strategies, in order so as to provide reference for improving teachers' information literacy.

Keywords

Junior High School English Course; Multimedia Information Technology; Teachers.

1. Introduction

In the context of information diversification, people's lives have long been an inseparable whole with information technology. Especially in the Internet and electronic products are popular today, what you want, just take out the mobile phone, gently, that is, the service personnel delivered to the door. Such a life, saves us time, facilitates our life.In the education industry, information technology is also seen everywhere. In the face of a rich and a variety of distance teaching tools, digital resources, how the teachers to properly use it, which puts forward higher requirements for the teachers' information literacy. To be specific, it requires teachers to use effective information technology means in daily teaching to carry out resource acquisition, teaching design, learning situation analysis, knowledge dissemination, etc., so that students can fall in love with English courses and improve the quality of teaching.

2. Understanding of Information Literacy

Information literacy refers to a basic literacy that people need to have in the background of global information development, including: able to judge the time that needs information, know the way to obtain information, evaluate and effectively use the required information methods. It is a comprehensive capability that captures key information and improves productivity. People with information literacy can make use of all the information resources around them to realize the autonomy of learning, lesson preparation, class preparation and homework assignment, which is not only to reduce the burden on students, but also to reduce the burden on teachers themselves, so it is worth our analysis and research.

3. Analysis of English Literacy

In today's information diversification, what is the development status of information literacy in junior high school English teachers?

3.1. Lack of Ideological Understanding, Lack of Information Literacy

At present, influenced by the traditional teaching concept, information literacy is equivalent to using information equipment to complete the teaching.In the eyes of some junior high school English teachers, such a teaching method is a contempt of teachers' ability. They generally believe that you have to use external forces in class, indicating that your teaching ability is insufficient. In fact, this kind of thought is wrong at the beginning, in them, information literacy is missing. Because the information literacy is not only the use of new equipment and new technologies for teaching, but also requires the users to have the judgment ability, the analysis ability, the ability to efficiently obtain the information, and effectively use the information. In today's rapid development of information technology, information literacy can let us have close contact with the latest information, not backward thinking.

3.2. The School Infrastructure Investment is Insufficient, and the Teachers' Information Literacy Training Environment is not Good

Junior high school is basic education, and the investment in infrastructure and running conditions are inferior to colleges and universities. Lack of investment, natural equipment that teachers can use. Therefore, junior high school teachers lack systematic institutional support and relevant incentive mechanism in knowledge sharing, and no property rights protection mechanism, so that the resource sharing rate is far from meeting the needs of students. Although many junior high school English teachers in the teaching process also actively seek quality resources and knowledge supplement, but most of the reflection is difficult to get related to their own needs of quality teaching resources, which is closely related to teachers environment, for junior high school English teachers, their own English teaching resources are not enough of the investment in resources is not enough, so that only a few English teachers choose to use the computer preparation. As for whether to use computer courseware for teaching in class, a small number of English teachers choose to use it often, and a few teachers choose occasionally, the vast majority of teachers never choose. It can be seen that although most of the English teachers today have a certain use of computer to collect information, but in actual teaching, or habitually with traditional teaching methods to obtain information, teaching, over time, leads to students contact information gap with the development of times, especially English teaching, more need students to master the ability to listen, say, read, write all-round ability. However, in many junior high school English teaching, they pay attention to the ability to read and write, and despise the ability of listening and speaking, which makes this part of students cannot keep up with the fast pace of teaching, and hit a wall everywhere in listening and speaking.

4. How to Improve the Information Literacy of Junior High School English Teachers

In the above, we briefly analyzed the existing problems of the information literacy of junior high school English teachers, and now let's discuss how to improve the information literacy of junior high school English teachers.

4.1. Update the Teaching Concepts, and Enhance the Understanding of the Importance of Information Literacy

In practical life, it can be intuitively seen that some English teachers ignore the importance of learning advanced teaching theories, so they should change the traditional education and teaching concept from the root cause, and fundamentally carry out teaching innovation. To this end, teachers need to constantly improve their own understanding and quality, truly realize the importance of information literacy, and fully realize that the improvement of information literacy needs to accumulate over a long period of time. In this way, teachers can realize the importance of diversified modern information-assisted English teaching, and then constantly improve their information literacy of English subjects.

4.2. Increase the Training Efforts, Efficient Training

In addition to the teachers themselves to improve their information literacy, the school should also take active actions to strengthen the training and improvement of the junior high school English teachers, and make the teachers more skilled in collecting the information, mastering the information and learn to use the information through the systematic training. In addition, the school should also actively organize teachers to discuss, with the help of research group, group, etc., explore to adapt to the school information English teaching path and methods, at the same time increase information technology and English teaching related quality class competition, etc., let teachers consciously in practice teaching, analyze problems and solve problems, help more teachers out of the information teaching mistakes, constantly improve the teachers' information literacy. In addition, for the information technology training of middle school teachers, the characteristics of middle school English education should be considered, the actual information technology level of teachers should be understood, and the appropriate training content and training methods should be adopted to provide teachers with efficient information technology training.

4.3. Included in the Assessment, Deepen the Old and New Teachers' Understanding of Information Literacy

Information literacy ability is not high, in addition to the lack of basic conditions, there are lack of attention to all parties. Teachers generally feel that their previous teaching methods have been skilled, and now to apply information technology, need to learn, time-consuming and laborious, as well as not to use. This phenomenon, in the middle-aged and elderly teachers, is particularly obvious. They prefer to teach with their previous experience in class. However, traditional teaching experience is hindering to the development of information technology education, and there is still a lot of room for the application of information technology in middle school English teaching. In the information age, teachers' information teaching skills and teaching design ability need to be improved, and their information knowledge and ability also need to be improved. The school 'information literacy into the scope of assessment can fundamentally deepen teachers' understanding of information literacy, so that them can treat the improvement of information literacy like the teaching quality of cultural courses, so as to encourage them to constantly optimize their ability and improve their information literacy.

4.4. Encourage Teachers to Self-study and Constantly Improve Their Professional Ability

Middle school teachers for the software application, is only the primary level, can continue to develop in the depth and breadth of learning.In addition to having information awareness, participating in school training and mastering basic skills, teachers should also continue to carry out self-learning and self-self-reflection, and achieve the skilled use of information technology on the basis of independent research and innovation. For example, teachers can learn from online resources to make their own courseware, or even teaching software or

websites, combined with their own students' learning situation, targeted to help students. For students with good foundation, they can choose challenging questions for them to practice. For students with poor foundation, they can use resources to choose basic exercises, so that they can gradually gain a sense of achievement in the practice, and improve their confidence in learning English. Therefore, junior high school English teachers should strengthen the learning of information technology, learn with a serious attitude, truly apply information technology to the classroom, truly realize the combination of information technology and English subject teaching, and help students to improve the efficiency of subject learning.

4.5. Increase Investment in Infrastructure to Provide Conditions for Teachers to Improve Teachers' Information Literacy

Generally speaking, the application of multimedia technology is more attractive to students, because such teaching forms and rich content. Compared with traditional teaching, such teaching can stimulate the more internal motivation of students to learn English. Therefore, to some extent, the information knowledge and ability of English teachers to master directly determine the application degree of information technology in the daily classroom. Therefore, junior high schools should increase their investment in infrastructure, provide teachers with rich information resources, and provide conditions for teachers to improve their information literacy. For example, each classroom is equipped with multimedia equipment, storing common teaching resources on the equipment, so that the information becomes a tool, which will help teachers to innovate their teaching forms, and more help students to feel the knowledge points from multiple dimensions, and deepen the understanding of the knowledge. For example, when learning eight syntax tense, traditional teaching requires the teacher to write a manual blackboard one by one, which takes time and is not easy to compare and distinguish. However, in the information class, the teachers can show the grammar knowledge points prepared in advance in the form of dynamic diagram, which not only attracts the students 'attention, but also deepens the students' impression on the knowledge points.

4.6. Emphasis should be Placed on Improving Teachers' English Teaching Information Literacy

In the training of the information quality of junior middle school English teachers, there is a point worth paying attention to, that is, to avoid the design and development of the training courses only focus on the level of information technology, and to focus on the integration of information technology and junior middle school English courses, to improve the teachers' English teaching information literacy. Only in this way can information technology be a living thing for junior middle school English teachers, and teachers' information literacy can truly serve the actual English teaching. In view of the problems reflected in the survey of English teaching information quality of junior high school English teachers, targeted improvement measures are taken. The survey results show that the overall quality of junior high school English teachers to obtain teaching information is relatively ideal, and the teaching information is immediately shared and searched with the teaching and research group, but rarely can obtain teaching resources from the school library or database, and the traditional information acquisition method is neglected. Internet information is mixed, if teachers lack information identification, it is easy to convey the wrong information resources to students. Therefore, the competent education departments should not neglect the construction of middle school teaching libraries and databases, but should update the school books and materials in time to create conditions for teachers' professional learning, so that teachers can get effective help from the traditional information resources. In addition, the training of teachers 'English teaching information literacy should fully respect the individual teaching style of each English teacher, and respect the English teaching teachers' own teaching characteristics and teaching creativity. Respect for differences, rather than one-sided emphasis, we must use information technology

to optimize the English teaching effect. For example, teaching the same English poem, one teacher uses multimedia demonstration, while the other teacher reads to students affectionately. educators can not simply judge the former English teacher with high information quality and good teaching quality because of different teaching methods. Only on the premise of fully respecting the individual differences of English teachers and generally improving the information literacy of English teaching, can we ensure that teachers' information literacy truly serve English teaching.

4.7. Optimize the Content and Form of Information Literacy Training

First of all, we should optimize the form of information literacy training. Nowadays, the information literacy training of most junior high school English teachers still adopts the form of mixed learning of teachers in different disciplines, without taking into account the characteristics of various disciplines and the differences in the information literacy of teachers in different disciplines. For example, teachers in mathematics may need to train electronic drawing, while English teachers basically do not need this training. If teachers in different disciplines mix for information literacy training, not only the training effect is poor, but also it is difficult for teachers in each subject to obtain substantive help. Therefore, it is necessary to improve the form of information literacy training and make "division" training carried out as the center. On the one hand, the characteristics of different disciplines can be considered, and on the other hand, it can also take care of the different training needs of teachers in different disciplines. In addition to "sub-subject" information literacy training, the specific forms of training should also be innovated. The forms of case teaching, inter-group thematic cooperation learning, teachers carry out task "type" learning according to teaching needs can be adopted to improve the training effect.

Secondly, the content of information literacy training should also be improved, in order to adapt to the changes in the learning needs of junior high school English teachers. The current information literacy training content mainly involves two modules of theory and practice, covering picture design, animation design, network application, teaching design and other aspects. But only theory and practice of training is difficult to really optimize the training effect, the training content close to the actual teaching application, around teachers teaching purpose and behavior, this can add information technology and English curriculum integration of quality evaluation analysis, quality courseware appreciation training content, combined with expert comments, from shallow into deep practice, let junior high school English teachers really through training, gain. In addition, before the training, the trained junior middle school English teachers should be surveyed, so as to design the training content according to the needs of the teachers. Nowadays, the training of junior high school English teachers is mainly centrally taught in the summer vacation. This short-term training makes it difficult for many content teachers to truly master. Therefore, short-term training should be combined with long-term training, and centralized training should be combined with individual guidance, so as to avoid short-term information literacy training becoming a mere formality.

5. The Significance of Improving the Information Literacy of Junior High School English Teachers

5.1. Comply with the Requirements of Quality-oriented Education

The traditional exam-oriented education makes students accustomed to passive learning, the thinking initiative and agility gradually shrink, the innovation consciousness is gradually lost, and their interest in learning is exhausted, which seriously restricts their development of necessary talents as future builders. Therefore, quality education emphasizes that students learn knowledge, can develop their own personality expertise, form ability, among which

learning to learn knowledge is a very important aspect. Information the development of education can promote the realization of learners active learning, make students can use the information media to obtain relevant information, make the students in the process of learning not only hold the knowledge, skills, more importantly, let the students learn the implementation of the independent learning method, is conducive to the implementation of quality education, students according to their own hobbies, interests, healthy and free development.

5.2.   To Meet the Requirements of Education Reform and Development

In today's rapid development of science and technology, the depth and breadth of the teaching content have increased, and the educational resources have been rich. Education has broken the restrictions of countries and regions, and serves all the educated people. Under this conditions, education has gradually achieved equality. The form of education has also changed the single classroom teaching form in the past, and the channels to obtain knowledge are becoming more and more smooth and extensive.Education informatization calls for improving teachers' information literacy as soon as possible. Cultivating teachers' information literacy has become a top priority.In the background of the information age, large information capacity, information organization and management mode have been greatly changed, how to obtain the useful information needed in the vast, boundless information, how to effectively process the useful information, how to use modern information tools for high efficiency and high quality teaching and learning, has become a crucial issue to the development of teachers, but also put forward unprecedented requirements for teachers' information literacy. As educators, teachers to lead students into the information age, they must have a high information literacy.

5.3.   Meet the Self-development Needs of Teachers

Information literacy is of great significance to the teacher's personal growth, through the analysis of the current situation, strategy research, can guide the junior high school English teachers realize the importance of information literacy for professional development, can guide the junior high school English teachers update education concept, improve their information literacy, strengthen the learning and application of information technology teaching means, so as to make better use of information technology to improve their teaching ability.

5.4.   It is Conducive to Improving Students' Interest in English Subjects and Improving Their Subject Confidence

As the first language of international communication, English is an important tool for communication. Therefore, learning English well is very important for every middle school student, which is also the basic education content to improve the quality of the people in China. However, English learning is often a major obstacle to many middle school students in real life. In addition to the pressure given by exams, the main reason why students do not learn English is the lack of interest in English, and the traditional form of indoctrination teaching aggravates the problem. Now, with the improvement of information literacy, the English curriculum teaching form has also become colorful. In addition to reading English, students can also listen to English songs and watch English skits. Learning in such a relaxed and happy environment can naturally enhance students' interest in learning and help students enhance their confidence in their subjects.

sum up: The change of information technology has made great contributions to the progress of human society. The general application of modern technology in contemporary teaching is the trend of The Times and an important means to stimulate the interest of students. As a junior high school English teacher, we should actively change the traditional teaching concept, and actively improve their information literacy ability. Under the guidance of new technologies, with the help of multimedia and other new technologies, constantly realize self-value

breakthroughs in learning, constantly update their knowledge system, in order to cultivate talents who more meet the needs of social development. This paper mainly analyzes and studies the current situation and corresponding strategies of junior high school English teachers, so as to contribute to the development of education.

Acknowledgments

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