

Factors Affecting the Construction of Foreign Language Teachers' Professional Development Community in Higher Vocational Colleges

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Abstract

To improve the quality of education, the key lies in Teachers' professional development. Teachers are the foundation of the educational community. To realize the development of higher vocational foreign language teachers in the context of higher vocational education community, we need to strengthen the training of teachers. Facing many problems in the development of professional community of foreign language teachers in higher vocational colleges, this paper introduces the current situation of professional development of foreign language teachers in higher vocational colleges, analyzes the concept of community, and summarizes the main factors affecting the professional development of foreign language teachers in Higher Vocational Colleges from the environment and individuals themselves: social factors: parents' failure to face up to higher vocational education itself. School level factors: higher vocational colleges pay more attention to professional courses than basic courses; Lack of training system; It does not pay attention to the communication with other schools, but only pays attention to the self of the school, and the awareness of common development is insufficient. At the personal level of foreign language teachers in Higher Vocational Colleges: their personal ethics and style of teaching are poor, lack of dedication to education, and their enthusiasm is poor; Do not pay attention to team spirit, etc. It also analyzes the above factors, and puts forward some improvement strategies to promote the development of foreign language teachers' professional community in higher vocational colleges.

Keywords

Foreign Language Teacher Profession; Professional Development; Building Community.

1. Introduction

As an important part of Vocational Education in China, higher vocational education is a supplement to higher education, and its role and status are becoming more and more important. Therefore, the national education administrative departments at all levels have increased their policy and financial support for higher vocational education[1]. With the rapid development of information technology and the integration of internationalization, informatization, knowledge economy and sustainable development, China's higher vocational education is facing new opportunities and challenges[2]. On the open international competition stage, there is a growing demand for professionals with rich knowledge, broad thinking, global vision and cooperation spirit, proficient in foreign languages and good at solving problems. China's strategic development not only puts forward new requirements for foreign language education and teaching in higher vocational colleges, but also provides new opportunities for the development of foreign language education in higher vocational colleges[3]. With the change of educational environment, foreign language teachers are facing new challenges in their concepts, knowledge and abilities.

The construction of professional development community of foreign language teachers in higher vocational colleges is an indispensable part in the development of educational community. Besides teachers' own development, the development of teachers also needs the promotion of "external force"[4]. This "external force" is teachers' team cooperation, mutual assistance and resource sharing in the educational community, and the development of teachers should be the process of building "teacher culture" by individuals and teams in "cooperation and interaction". The community of foreign language education in higher vocational colleges is to set up an organization for foreign language teachers in the same area or major to learn from each other, help each other and promote each other, to carry out cooperation among foreign language teachers in higher vocational colleges, and to improve teachers' teaching level and research ability[5]. However, there is not enough attention to it. Therefore, the research on the factors of professional development community of English teachers in higher vocational colleges has become an important topic at present.

2. Professional Development and Community of Foreign Language Teachers in Higher Vocational Colleges

2.1. Professional Development of Foreign Language Teachers in Higher Vocational Colleges

Lifelong education means that people need continuous learning to achieve development in their life. Lifelong education is not only an educational model, but also a main trend of future education[6]. In recent years, with the continuous expansion of the scale of higher vocational education, the team of young teachers in higher vocational colleges is also gradually growing, which requires teachers to receive strong continuing education at different stages of development[7]. Only by constantly updating the educational concept can we effectively improve the comprehensive quality of teachers. Recently, teachers' professional development has become an important guiding ideology and goal of educational reform. In the research process of teachers' professional development, emphasizing teachers' individual and internal specialization is more called teachers' professional development.

Teachers' professional development requires teachers not only to have professional subject knowledge, but also to have professional knowledge and professional skills in education. Teachers' professional development is the process of educators' professional growth, which should run through the whole career of teachers. With the help of professional training and relying on professional departments, teachers can obtain relevant professional knowledge and skills, so as to improve teachers' professional ability and finally achieve their own value.

Professionalization of teachers is a worldwide trend. Teachers' professional development is the key to make education satisfactory to the people and improve the quality of education. In teaching practice, teachers constantly improve their subject knowledge and ability, teaching ability and understanding of teaching through learning, and the result is teachers' professional development and growth. The environmental factors of foreign language teachers' development in colleges and universities are composed of many factors, such as teachers' individual environment, campus ecological environment (students, natural environment, security, logistics, rules and regulations, teaching facilities, etc.) and social ecological environment (numerous teaching materials, teachers' social status, treatment, modern educational technology, teaching theory, etc.). These ecological factors interact and influence each other, which together constitute the ecological environment of foreign language teachers' professional development in higher vocational colleges.

2.2. Concept of Professional Development Community

The concept of "community" was first put forward in political science, emphasizing that members are combined with each other on the basis of conscious and common value identification, and finally form an organic whole[8]. There are few researches on the professional development of foreign language teachers in higher vocational colleges, as shown in Figure 1. It can be seen that there are not many literatures about the community in China. At the end of the 20th century, the concept of "community" was applied in the education field, and relevant people also gave different definitions to it.

Boyer interpreted "community" as a group of learners and collaborators with the same or similar ideas, interests and interests[9]. Leff and Wenger's definition of "community" focuses on the organizational culture and explains it as a dynamic structure composed of learners with special organizational culture. "Community" refers to a dynamic organization composed of learning participants to achieve the same or similar learning objectives through communication and discussion, cooperation and sharing, summary and reflection[10].

The so-called teacher professional development community refers to the organizational form and practical process of professional learning and teaching improvement formed by teachers in order to better improve themselves and enhance their ability of education and teaching practice. In this process, it emphasizes mutual communication, cooperative exploration and shared learning among teachers. Based on the cooperative professional development community of foreign language teachers, domestic scholars have also put forward similar concepts such as learning group, learning community, learning research community and the joint development of cooperative teams between researchers and teachers. There are two ways to build a professional development community for foreign language teachers in Higher Vocational Colleges: one is the external environment incentive method, such as strengthening assessment and evaluation, organizing various training activities, etc. teachers develop passively under the promotion of external conditions; The other is the individual internal incentive method. Teachers turn the external influence into the driving force of their own development, such as teaching reflection and action research, so as to seek the active development of teachers.

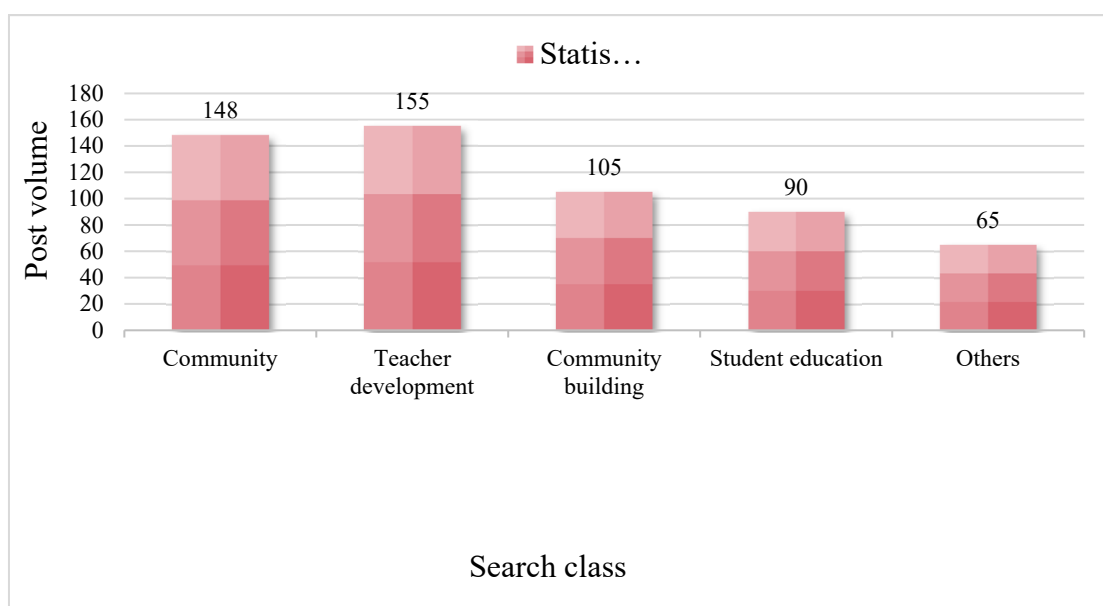


Figure 1. Search results of community related literature

3. Research on the Factors of Constructing Professional Development Community of Foreign Language Teachers in Higher Vocational Colleges

3.1. External Environmental Factors

The external environmental factors are mainly social level and university level.

Social level: 32.04% of teachers believe that "deep-rooted concepts of parents and society" restrict the professional development of Higher Vocational English teachers. Most of the students who enter higher vocational colleges enter higher vocational colleges because they can't get into colleges and universities, and the starting point of students is low; However, parents and society have high expectations for students, higher vocational teachers and higher vocational colleges. When there is a large gap between expectations and results, parents and society will doubt the learning and teaching quality of higher vocational education, resulting in their low recognition of higher vocational education, so that higher vocational teachers have low awareness of the development of the community.

At the level of colleges and Universities:

(1) higher vocational colleges pay more attention to professional courses than basic courses. It is mainly reflected in the unclear positioning of talent training objectives. Emphasizing skills over quality, ignoring the cultivation of students' quality, ignoring that students' quality is an organic combination of comprehensive knowledge, strong understanding and high skills. Whether in the eyes of leaders or in the hearts of students, higher vocational English courses are far less important than professional courses, dispensable and insignificant. In the face of the neglect of leaders and the dislike of students, foreign language teachers lack professional happiness and lack of motivation for professional development community.

(2) Higher vocational colleges lack a complete training system: due to the short running time of Higher Vocational Colleges in China and the lack of a unified model to follow in the training of Higher Vocational English teachers, there is no unified standard for reference in the training content, training approach and training period. The training opportunities of Higher Vocational Foreign language teachers are few, the form is single and the content is vague, which is far from teachers' expectations, It can not meet the needs of teachers' actual work, and the training effect is poor. The lack of a perfect training system and a scientific and systematic long-term goal greatly limits the improvement of the community comprehensive ability of Higher Vocational English teachers.

(3) There is a lack of standardized incentive mechanism in Higher Vocational Colleges: with the proposal of craftsmanship spirit and the development of higher vocational education, the state pays more and more attention to the construction of higher vocational teachers, and the incentive mechanism of higher vocational teachers has also made significant progress, but there are still many problems in the process of community development. First, the salary system lacks incentive. Second, the evaluation and employment system is not standardized. Third, the assessment means are not scientific enough. The assessment emphasizes scientific research and neglects teaching. It can not well reflect the actual teaching effectiveness of teachers and affect the enthusiasm of teachers' professional development.

(4) Finally, the development of community teachers is dominated by "I", and the awareness of common development is insufficient. The communication with other schools is superficial, there is a small group phenomenon, and a good mechanism has not been formed in teaching and communication activities. This small group phenomenon will lead to the conservative style of study, stifle the development of disciplines and the spirit of questioning, criticism and creation of teachers in higher vocational colleges. Figure 2 shows the external environmental factors of building the community.

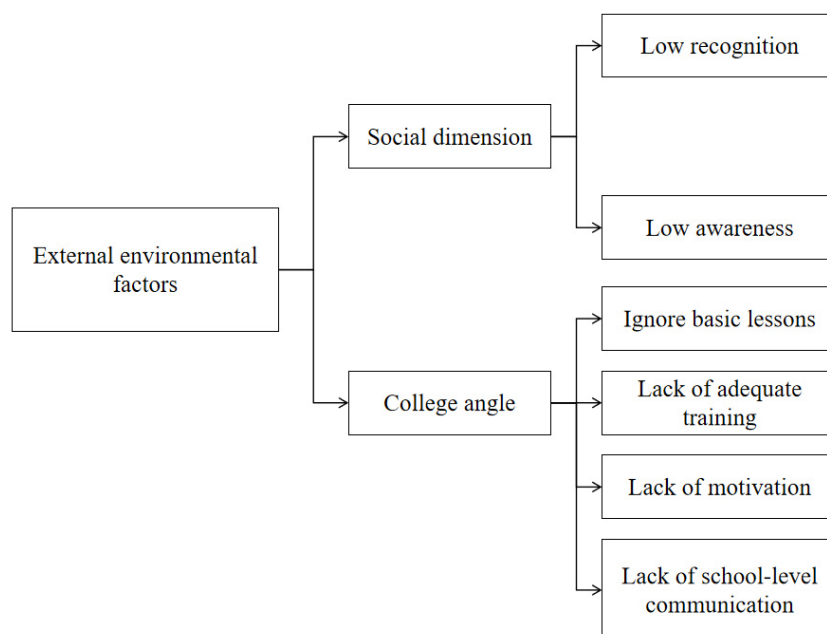


Figure 2. External environmental factors for building a community

3.2. Teachers' Personal Factors and Ways of Community Construction

The personal factors of foreign language teachers in higher vocational colleges are mainly as follows:

(1) Because the curriculum content taught by foreign language teachers in higher vocational colleges is a public foreign language curriculum and has relatively poor contact with students' majors, they are more prone to the development trend of "I", which is not conducive to the formation of a good mechanism and hinders the all-round development of teachers in the community.

(2) Individual foreign language teachers in higher vocational colleges are lax in their requirements for teachers' ethics and style, which is mainly reflected in their insufficient understanding of the profession of teachers, lack of dedication, weak concept of teaching and educating people, pay more attention to the promotion of their professional titles, lack of team spirit, and do not like to communicate and learn from other teachers, which hinders the development of the community.

(3) Foreign language teachers are more susceptible to the influence of western culture, have strong personality and prefer to publicize themselves. Young teachers grow up in a relatively superior living environment and lack the spirit of hard work. They just regard teachers as a profession, focus on their own interests, and lack communication with other teachers. They are easy to lose their original career intention, which is not conducive to the construction and development of the community.

Based on the above factors, it can be seen that the construction of higher vocational foreign language teachers' professional development community needs more understanding and encouragement from the social level. Colleges and universities should give policy preference to the development of higher vocational foreign language teachers' community, professional scientific cultivation programs, and increase cooperation and exchanges with other higher vocational colleges or universities to help each other make progress. On the other hand, based on the development of the community, we should strengthen the construction of personal teachers' ethics, pay attention to team spirit, strengthen our own learning, and communicate with other teachers at the same time.

4. Conclusion

In short, the professional community development of Higher Vocational English teachers is mainly influenced by personal factors and external factors. The self demand of Higher Vocational English teachers is the internal driving force to promote teachers' professional development, and social and school factors are the external forces to promote the professional development of Higher Vocational English teachers. The development of foreign language teachers and professional teachers in higher vocational education community needs many efforts. The society and higher vocational colleges should give sufficient support to foreign language teachers, provide a good educational environment and sufficient policy support. Teachers need to improve their cultural literacy and innovation awareness, according to their own personal expertise, personality characteristics, knowledge accumulation, learning needs and research direction, through practice to reflection and then feedback to practice, actively carry out interactive communication among members, and promote the comprehensive development of their professional ability. Secondly, carry out professional academic research through their own literature reading, thesis writing, project application and other ways to continuously improve their academic awareness and academic ability. Follow the development of the times, update the knowledge system, and have good teachers' ethics and style, so as to better adapt to the new development of higher vocational education, form a teacher-student relationship of learning, research and progress, so as to realize the personal growth and team progress of teachers' profession, and promote the good development of the professional community of higher vocational foreign language teachers.

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