Reflection on the Digitalized Teaching Academic Ability Enhancement of English Teachers in Colleges and Universities in Multiple-national Areas

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ABSTRACT

The teaching academic ability of English teachers in ethnic colleges and universities is a key factor in improving teaching quality and cultivating outstanding talents. The rapid development and widespread application of digital technology provide new opportunities for the teaching academic ability of English teachers in colleges and universities in multiple-national areas. By analysing the significance of empowering English teachers in ethnic regions with digital technology, the author advocates to strengthen teachers' digital technology training, build high-quality digital teaching resources, encourage teachers to innovate and research in digital teaching, and thereby enhance the digitalized teaching academic ability of English teachers in colleges and universities in multiple-national areas.

Keywords: Digital technology, Colleges and universities in multiple-national areas, English teachers, Teaching academic ability.

1. INTRODUCTION

In today's era of vigorously promoting an education powerhouse, the demand for higher education in society is more urgent than ever before, and the thirst for scientific knowledge and outstanding talents is stronger than ever before. Talent cultivation is the core task of universities, and the teaching and academic abilities of university teachers are most directly and closely related to talent cultivation. It is the core competitiveness of colleges and universities and the key factor affecting the quality of higher education." [1] Therefore, the teaching academic ability of university teachers is a core element in promoting the development of higher education. To improve the quality of education and achieve the concept of building a strong education country, it is necessary to enhance the teaching academic ability of teachers. However, there is still some room for improvement in the teaching academic ability of English teachers in colleges and universities in multiple-national areas, as well as some challenges. With the rapid development of information technology, the application of digital technology in the field of education is becoming increasingly widespread, providing new opportunities for the teaching academic ability of English teachers in colleges and universities in multiple-national areas.

2. THE SIGNIFICANCE OF RESEARCH ON THE TEACHING AND ACADEMIC ABILITIES OF ENGLISH TEACHERS IN COLLEGES AND UNIVERSITIES IN MULTIPLE-NATIONAL AREAS

Scholars such as Yan Jianyong believe that "teaching academic ability is the ability of university teachers to achieve innovative teaching practices, knowledge transformation and expansion, and effective dissemination through conducting teaching academic research activities based on subject epistemology and human development as the value orientation. Its core is the ability to master, apply, and innovate subject teaching knowledge." [2] Jia Chao believes that as far as university teachers in ethnic regions are concerned, teaching academia is "an ideological concept that is based on the values and vision of sharing and learning

among teachers in ethnic minority universities engaged in teaching work. Through the process of selecting teaching and academic content, designing methods, and setting goals, teaching work and academic research are integrated to solve the problem of disconnection between teaching work and academic research in the teaching work ecology of minority universities". [3] Based on the definitions of teaching academic ability by the scholars mentioned above, this study defines the teaching academic ability of English teachers in colleges and universities in multiple-national areas as the ability of a community of teachers who work in multiple-national areas engaged in English teaching to foster virtue through mastering and innovating practical skills in English subject teaching academic research based on English epistemology.

Teaching academic ability is an organic integration of scientific and educational abilities, which includes both teaching ability and academic ability focused on teaching activities. This study focuses on English teachers in ethnic colleges and universities and explores the role of digital technology in enhancing their teaching and academic abilities. Through literature review research, it is found that there is still significant room for improvement in the teaching academic ability of English teachers in colleges and universities in multiple-national areas. Therefore, while understanding the current situation of teaching academic ability of English teachers in ethnic colleges and universities, some countermeasures and suggestions are proposed based on digitalized technology, aiming to explore how to use digital technology to empower the improvement of teaching academic ability of English teachers in ethnic universities. Digital technology can improve the teaching effectiveness of teachers, promote student interest and participation in learning, and contribute to teaching innovation and professional development of teachers. Through research and practice on the application of digital technology in English teaching, teachers can explore effective teaching methods and tools, provide corresponding training and guidance, help English teachers enhance their teaching academic ability, and improve teaching quality and effectiveness. From a theoretical perspective, exploring the path of improvement from multiple perspectives and interdisciplinary perspectives can enrich the connotation of research on teaching and academic abilities at a macro level, providing useful theoretical support for improving

the quality of English teaching in ethnic colleges and universities, promoting the personal development of English teachers, and enhancing the competitiveness of ethnic universities; In terms of practical significance, exploring feasible paths to enhance the teaching academic ability of English teachers in ethnic colleges and universities provides practical basis for case studies of teaching academic ability of teachers in other disciplines at the micro level.

3. THE CURRENT SITUATION OF TEACHING ACADEMIC ABILITY OF ENGLISH TEACHERS IN COLLEGES AND UNIVERSITIES IN MULTIPLE-NATIONAL AREAS

Firstly, due to the special background and conditions of ethnic colleges and universities, English teachers have relatively limited teaching resources, traditional teaching methods, and a lack of up-to-date teaching methods and tools. Secondly, improving the academic ability of English teachers requires a certain amount of time and effort. However, due to work pressure and other factors, teachers often find it difficult to allocate enough time for academic research and teaching improvement, such as relatively low frequency of curriculum development and teaching design...[4] In addition, scholar He Yuhong believes that the information technology and teaching integration ability of college English teachers is insufficient, the development ability of information technology teaching resources is insufficient, and the initiative of information technology teaching innovation is not strong. [5] "For college English teachers, while firmly mastering basic knowledge, they should also learn digital education technology, apply digital education technology in the English teaching process, use modern information technology, optimize the education and teaching process, and cultivate comprehensive English professionals needed for social development. [6]"

4. DIGITAL TECHNOLOGY HELPING IMPROVE THE TEACHING ABILITY OF ENGLISH TEACHERS IN COLLEGES AND UNIVERSITIES IN MULTIPLE-NATIONAL AREAS

Due to the relatively limited digital teaching resources in colleges and universities in multiple-national areas, teachers lack relevant training and

guidance, resulting in relatively low digital technology capabilities, and even some teachers are unable to fully utilize the teaching resources and tools provided by digital technology. However, with the development and application of digital technology, new possibilities have been provided for improving the teaching ability of English teachers in colleges and universities in multiple-national areas.

4.1 Strengthening Digital Technology Training for Teachers

By organizing digital technology training and seminars, teachers can enhance their digital technology capabilities and application levels. Colleges and universities should develop plans for the development of digitalized teaching literacy for teachers, and teachers should actively and high-quality learn a series of training courses to improve their own abilities." [7] The training content can include basic operations and application methods of digital technology, acquisition and utilization of teaching resources, knowledge and skills in teaching design and evaluation, etc. Training forms can include various forms such as face-to-face training, online training, and self-directed learning to meet the needs of different teachers.

4.2 Building High-quality Digital Teaching Resources

By building and sharing a digital teaching resource library, it is aimed to provide high-quality digital teaching resources and tools for English teachers in colleges and universities in multiple-national areas. "The 'Teaching Requirements for College English Curriculum' issued by the Ministry of Education in 2004 proposed that higher education institutions should fully utilize multimedia and network technology to improve the original single classroom teaching mode mainly based on teacher lectures." [8] Teachers can obtain English teaching resources that are suitable for their teaching characteristics and student needs through the digital teaching resource library, including teaching courseware, teaching videos, teaching cases, etc. This is not only beneficial for improving the effectiveness of English teaching and students' learning interests, but also for sharing their teaching experience and achievements through digital teaching resource libraries, promoting communication and cooperation among English teachers in colleges and universities.

4.3 Encouraging Teachers to Innovate and Research in Digitalized Teaching

It is necessary to encourage teachers to carry out teaching practice and research by organizing teaching innovation and research projects. Firstly, digital technology can assist English teachers in colleges and universities in multiple-national areas in carrying out teaching reforms. For example, personalized design of English teaching can be achieved through digital technology, and personalized teaching plans and plans can be formulated based on the actual situation and needs of students to improve teaching effectiveness. Teachers can use digital technology to conduct teaching experiments and research, exploring teaching methods and strategies that are suitable for their teaching characteristics and student needs. This is because "the development of digitalized technology has changed traditional English teaching methods, making English teaching no longer limited by time and space. The subject status and autonomy of students have been fully valued and exerted, greatly solving the practical problems of English teaching in China." [9] Secondly, digital technology can assist English teachers in colleges and universities in multiple-national areas in teaching management. For example, digital technology can be used to track and evaluate student learning, timely identify learning problems, provide targeted guidance and assistance, and use teaching evaluation and feedback tools to understand their own teaching effectiveness and problems, further improving teaching methods and content. Some scholars advocate that "the problems encountered by students during the learning process should be placed on online platforms and accumulated, with the participation of teachers and all students in answering. This avoids the repetition of teachers answering questions, reduces the corresponding workload, enriches teachers' teaching resources, and achieves effective tracking of students outside of class." [10] Thirdly, digital technology can assist English teachers in colleges and universities in multiple-national areas in conducting teaching research, such as evaluating and analysing the effectiveness of English teaching through digital technology, summarizing teaching experience, and improving teaching quality.

5. CONCLUSION

Digital technology plays an important role in enhancing the teaching and academic abilities of English teachers in ethnic colleges and universities.

By improving the digital technology capabilities of teachers, promoting student interest and participation in learning, and encouraging teaching innovation and professional development, the teaching academic ability of English teachers in ethnic colleges and universities can be effectively enhanced. However, there are still some problems in the application of digital technology among English teachers in ethnic colleges and universities, such as insufficient digital technology capabilities of teachers and imbalanced teaching resources. Therefore, it is necessary to strengthen the training of teachers in digital technology, provide high-quality digital teaching resources, encourage teaching innovation and research, in order to promote the application of digital technology in English teachers in ethnic colleges and universities and enhance their teaching academic abilities. Through the implementation of this study, it is hoped that it can provide theoretical and practical guidance for the improvement of teaching academic abilities of English teachers in ethnic colleges and universities, promote the application and promotion of digital technology in English teaching, improve teaching quality and effectiveness, and contribute to the development of English education in ethnic colleges and universities.

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