

An Exploration on the Ways to Improve the Comprehensive Quality of College English Teachers in the New Era

Zhangling Wu¹

¹ Sichuan Minzu College, Kangding, Sichuan 626000, China

ABSTRACT

In the new era, the development of society, the prosperity of the country and the revitalization of the nation all need high-quality talents. The cultivation of high-quality talents relies upon high-quality teachers. Therefore, teachers are the first resource for social development. Teachers shoulder the heavy responsibility of training socialist builders and successors for the motherland. The quality of teachers is related to the quality of education. The comprehensive quality of teachers has a great impact on the long-term development of students. With the progress of the times, the needs of society and students are also changing. The comprehensive quality of college English teachers needs to be improved to meet the needs of national development and students' growth. This paper analyzes the requirements of society and students for college English teachers in the new era, discusses the problems of moral quality, psychological quality and professional quality faced by college English teachers at present, and finally puts forward the ways to improve the comprehensive quality of college English teachers in view of relevant problems.

Keywords: *College English teacher, Moral quality, Psychological quality, Professional quality.*

1. INTRODUCTION

Teachers shoulder the critical responsibility of nurturing the new generation for national rejuvenation. At the National Education Conference on September 11, 2018, General Secretary Xi Jinping emphasized: "Teachers are the engineers of human souls and the inheritors of human civilization. The mission of a teacher is to impart knowledge, disseminate the truth, shape lives, and prepare the young for the future." [1] And the section on teacher development in the 2020 college English Teaching Guide is proposed "Teachers are the foundation of education. Improving the education, discipline, teaching, scientific research and information quality of college English teachers is the key to ensure the quality of college English teaching. The development of college English teachers requires not only the support and policy guarantee of schools and departments, but also the pursuit and efforts of teachers themselves." [2] With the development of society, China's college English teachers have higher education and English

proficiency than before, but there are still many deficiencies. According to the requirements of society and students for college English teachers, this paper will analyze some practical problems faced by college English teachers today, and explore the ways to improve the comprehensive quality of college English teachers based on relevant problems. The comprehensive quality here mainly refers to moral quality, psychological quality and professional quality.

2. SOCIAL REQUIREMENTS AND STUDENTS' EXPECTATIONS FOR COLLEGE ENGLISH TEACHERS

Han Yu, a famous scholar in Tang-dynasty, said, "A teacher communicates beliefs, imparts knowledge, and clear confusion." [3] This sentence includes the functions of teachers at all times and in all countries. In fact, teachers are expected more than that in modern society.

2.1 National Requirements

There is a statement in the goal of the Party and the country: "By 2025, China will basically achieve socialist modernization.... Build a strong cultural country, a strong education country, a strong talent country, a strong sports country, and a healthy China. The level of national quality and social civilization has reached a new level, and the country's cultural soft power has been significantly enhanced." [4] The era is progressing, science and technology is developing, too. In order to build a strong socialist modernization country, teachers must cultivate a large number of excellent talents with comprehensive strength. College English teachers should have high ideological and political qualities, and their professional and psychological qualities should not be ignored. Therefore, the state has put forward higher requirements for College Teachers, who shoulder the heavy responsibility of the development of the times. Xi Jinping proposed four criteria for contemporary good teachers: "Teachers should have ideals and beliefs, moral integrity, knowledge and compassion." [5] A teacher has been teaching for decades all his life. His ideals and beliefs, moral sentiment, the level of knowledge and benevolence will affect the growth and success of students from generation to generation. If teachers want to teach high-level and high-quality students, they should first set good examples. As the saying goes, "Learn to be a teacher and be a model".

The 2022 edition of compulsory education English curriculum standard puts forward that "focus on the development of core quality of Chinese students, cultivate students' correct values, necessary characters and key abilities to adapt to future development, guide students to clarify the direction of life development, and grow into the builders and successors of social ethics with comprehensive development of morality, intelligence, physical fitness and beauty." [6] College English is the continuation of compulsory education of English curriculum. Its teaching objectives have some similarities with the English teaching objectives in the compulsory education stage. College English teachers should not only transfer English knowledge to students, but also cultivate students' language and cultural communication ability, and also assume the responsibility of standing up and cultivating people. Teachers should not only impart advanced western scientific knowledge and culture, but also spread Chinese traditional culture to further promote

China's opening up. Xi Jinping stressed that "Opening brings progress, and closure is bound to lag behind. The door of China's opening will not be closed, but will only open wider and wider." [7] In the new era, opening to the outside world requires a large number of talents with certain foreign language skills. College English teachers should try their best to train students to be talents with international vision and cross-cultural communication skills. In addition, teachers should strengthen moral education for students, improve the moral civilization of the whole nation, and strengthen national soft power. Therefore, the social development and college English teaching objectives put forward higher requirements for college English teachers' personal comprehensive qualities.

2.2 Students' Expectations

The quality of teachers has a great impact on the development of students' physical and mental health. Compared with the education of parents and elders, students are more likely to listening to and believing what their teachers say. Although college students are physically adults, their outlooks have not yet been fully formed, and their thoughts are vulnerable to external influences. They hope that college English teachers can help them learn English well, cultivate cross-cultural communication skills, and exercise personal courage. In terms of knowledge, when they do not understand knowledge thoroughly, they need the teacher's explanation and analysis. When the students do not understand foreign countries' culture comprehensively, they need teachers' interpretation, otherwise it is easy to be affected by the "false freedom" advocated by some countries and form wrong values and outlooks. When the cognition of individuals and others is incorrect, they need the guidance of their teachers, otherwise it is easy to overestimate or underestimate themselves and others, and form wrong cognition. Students hope that teachers are knowledgeable. They master advanced teaching methods to motivate students to learn. They are good at communication, and they can stimulate students' interest in learning and mobilize their enthusiasm for learning. Therefore, students hope that college English teachers have the role of English knowledge teaching, behavior demonstration and life guidance.

3. COMPREHENSIVE QUALITY PROBLEMS FACED BY COLLEGE ENGLISH TEACHERS

College Teachers are highly educated people, carrying the halo of all-round education, making other people overestimate the ability and quality of them. College English teachers are mistaken for elite talents of Chinese and Western culture. In fact, College English teachers are ordinary people. Today's English teachers are really good in many aspects, but there are still some problems in comprehensive quality.

3.1 Problems on Moral Quality

Some college teachers' moral quality is not good enough to set a positive example for college students. The strong knowledge ability of College Teachers do not mean that their moral and cultural qualities are also high. Some teachers are not enterprising, do not learn new education and teaching theories and methods, and they are perfunctory and wasting students' valuable learning time in the process of teaching. Some teachers plagiarize their opinions and academic fraud when writing papers, which has serious integrity problems. Some time ago, the "An associate professor in Anhui advocated the supremacy of money and was robbed of the microphone by students during the lecture", which was disclosed on the Internet, revealed that there were serious problems in the values of some College Teachers. Some teachers who were exposed on the Internet bullied and used students in their own capacity, bribed and accepted bribes, and even forced students to have improper relations with them. There are serious problems of teachers' ethics and style. In addition to these problems, some college English teachers are also unduly influenced by western culture, distorting their own culture and values, and causing students to "worship foreign things", which is not conducive to helping students form correct world outlook, outlook on life and values.

3.2 Problems on Psychological Quality

The problem of college English teachers' psychological quality, on the one hand, refers to the ability to deal with their own psychological problems, on the other hand, refers to the ability to guide students to actively face life. Some psychological survey data shows that College Teachers also lack a positive attitude and the ability

to effectively deal with their own psychological problems. In recent years, depression, suicide and murder have occurred among College Teachers. The reason is that most of them have serious psychological problems. College Teachers are highly educated, but a high degree of English knowledge does not mean a high level of cognition, and a high degree does not mean a high level of mental health. Some teachers are mentally unsound due to the limitations of their own growth environment and education conditions. Because of the influence of the one-sided thinking of the network and the media, they have serious cognitive bias and narrow cognition towards themselves and others, and it is difficult for them to treat the problem objectively. Some teachers like to use their own experience to judge or educate students, which has a "False Consensus Effect". They went through ten years of hard study and entered the university. They studied hard all the way and finally found a job. They see that if students don't study as hard as they used to, they will criticize their students. They lack empathy for students' thoughts and behaviors, and they can't put themselves in a position to understand and think about students' real problems. They can't establish good teacher-student relationship and form effective interaction with students. When encountering problems, they did not actively find ways to solve the actual problems, but only knew how to blame and complain, and transferred a lot of negative energy to the students who were mentally immature, which had a negative impact on the students' mental health. Teachers with poor psychological quality lack the ability to integrate theory with practice and actively deal with problems, and they cannot guide students to grow physically and mentally healthy.

3.3 Problems on Professional Quality

English knowledge is only a small part of the professional quality. Some teachers have not understood the teaching objectives of college English after teaching for several years, are not clear about the nature and orientation of the course, are not familiar with the course evaluation system and testing, teaching methods and means are single and backward, and can not make full use of effective resources for teaching. There is a lack of planning and organization in teaching management, and students' learning interest and motivation cannot be stimulated in the teaching process. At the same time, there is a lack of comprehensive and in-depth understanding of the country's educational policies, a lack of thorough understanding of new

educational theories and teaching methods, and a lack of cross-cultural thinking ability. College English is a public comprehensive course for all kinds of undergraduates. This course not only integrates the basic knowledge of listening, speaking, reading, writing and translation, but also covers all aspects of life and integrates multidisciplinary knowledge. At present, most English teachers have strong basic abilities of listening, speaking, reading and writing, but weak integration ability of multidisciplinary and interdisciplinary knowledge. In addition, some teachers are also blindly arrogant. They are too confident about their English level and do not think deeply about why students do not want to listen to their classes. If students are unwilling to learn, they will let it go and do not think about solutions to problems actively. In short, there is still much room for improvement in the professional quality of college English teachers.

4. WAYS TO IMPROVE THE COMPREHENSIVE QUALITY OF COLLEGE ENGLISH TEACHERS

With the development of the times, the society's demand for talents is also changing. As the important guides in training talents, teachers' own quality is very important. "College English teachers should constantly learn, actively improve, and be good teachers with ideals and beliefs, moral integrity, knowledge and compassion. in the new era." [8] College English teachers should use output to force input, and constantly improve their comprehensive quality.

4.1 Moral Quality

The fundamental task of education is to establish morality and cultivate people, and 'morality' is the soul and core of curriculum ideological and political education. To do a good job of curriculum ideological and political education in college English courses, college English teachers must first improve their moral quality. "Talent cultivation must be the process of integrating education and talent cultivation, and education is the foundation. People are not independent of morality, and the root of education is to establish morality. This is the dialectic of talent cultivation." [9] To conduct moral education for students, teachers must have high moral quality. As the first standard to evaluate the quality of teachers, teachers' moral quality has a great impact on Chinese education. College Teachers should

educate people for the Party and the country. Teachers should first have firm ideals and noble moral sentiment to educate students well. College English teachers should not only learn Chinese traditional language and culture, but also learn western language and culture. What's more they should treat the differences between Chinese and western cultures objectively and rationally. It is not to encourage students to worship foreign countries, cultivate traitors and traitors, and endanger the motherland. Based on China's national conditions, teachers should conscientiously act as a model for practicing the core socialist values, adhere to the principle of the supremacy of the country, the supremacy of the nation, and the supremacy of the people. At the same time teachers should lead students to follow the core socialist values, be patriotic, dedicated, honest, and friendly Chinese citizens, and consciously safeguard national unity. In addition, teachers with good outlook on life and values will educate students with good outlook on life and values. College English teachers should not only learn things related to English cultural knowledge, but also strengthen the study of traditional Chinese culture and the study of teachers' ethics, revise their own world outlook, outlook on life, values, cultural outlook, love view, and so on, to be teachers with noble ethics.

4.2 Psychological Quality

A college English teacher with high psychological quality should have high cognitive level, strong empathy, emotional regulation, emotional guidance, and appropriate language expression ability. "The rapid transformation of society, the limitation of the educational system and the deepening of reform has made students face a series of problems, pressures and even crises in their studies, career selection and employment... The scope of psychological education not only involves the solution of a series of problems in students' growth, such as self-awareness, love, interpersonal communication, but also involves the intervention and stress response of common psychological and behavioral problems, such as anxiety, depression, and even crises." [10] Contemporary college students, in the face of changing domestic and international situations, there are great pressures and various psychological problems. Psychological health education for students is not only the task of a psychology teacher, but also the task of every subject teacher. "We should persevere in promoting the harmony and stability of colleges and universities, cultivating

rational, peaceful and healthy mentality, strengthening humanistic care and psychological counseling, and building colleges and universities into a model place of stability and unity." [11] The enrollment of primary and secondary education has led to great psychological pressure on students after entering the university, and some people have shown various psychological problems. In order to educate and serve students better, college English teachers should learn the theoretical knowledge of pedagogy and psychology better, and can apply it to the teaching process effectively. Teachers' in-depth study of psychological knowledge, on the one hand, can improve their own cognitive ability, emotional control and ability to deal with problems. On the other hand, teachers have the ability to help students become a mentally healthy person. In teaching, teachers should be full of humanistic care for students, understand students, respect students' personality, and make students learn to understand themselves correctly, accept themselves, and handle interpersonal relationships properly. Teachers should transmit more positive and healthy thoughts, spread positive energy, awaken students' creativity, and help students to have the sense of life and value. When students encounter setbacks, teachers can effectively help students get out of the trough of life. Therefore, college English teachers should make use of their professional advantages, try to master more advanced psychological knowledge by themselves, improve their psychological quality, and use their psychological knowledge to serve students.

4.3 Professional Quality

"In the information era, teachers should know much more than what is needed for teaching. They should have both solid domain knowledge, a wide range of general knowledge, and a broad mind and vision. They should have the wisdom to learn, to get on with others, to live a meaningful life, and to educate. They not only give fish but also teach how to fish, and they should guide and help students in all respects." [12] The professional quality of college English teachers means not only having rich English knowledge, but also being familiar with the relevant national education policies, understanding the teaching and education objectives of college English, knowing the nature and positioning of college English courses, being familiar with the relevant curriculum evaluation system, being able to use new teaching methods, and being able to make full use of effective resources for teaching. Have the ability of cultural appreciation,

communication and cross-cultural thinking. At the same time, teachers should read and dabble extensively and accumulate multidisciplinary and interdisciplinary knowledge. According to students' professional needs, teachers should supplement relevant English knowledge and strive to improve cross-professional English ability. Facing the needs of talent cultivation in the new era, teachers should integrate students' professional characteristics and knowledge in the process of English teaching, so as to educate and help students well.

5. CONCLUSION

The world is changing with each passing day, and the society requires more and more well-qualified teachers. Therefore, teachers should actively improve their comprehensive quality. College English teachers have a long way to go. College English teachers should form the habit of lifelong learning, constantly learn new knowledge, update educational concepts and improve teaching methods. In addition to actively participating in various seminars within the discipline, teachers should also consciously learn through network. They teach English and culture to students of all disciplines in Chinese universities. On the one hand, it is necessary to help students acquire English cultural knowledge, on the other hand, it is necessary to convey correct world outlook, outlook on life and values. Good teachers not only impart knowledge, but also cultivate ideals and beliefs, ethical values, and so on. Teachers who cultivate others must cultivate themselves first, and those who build themselves can build others.

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