



A Study on the Construction of a Professional Learning Community between Normal Universities and English Teachers under the Background of "new liberal arts"

Jingjing Chen ¹, Chan Lin^{2,*}

¹College of Foreign Languages, Qiongtai Normal University, Haikou Hainan, 571127, China

²School of Foreign Languages, South China University of Technology, Guangzhou, Guangdong 510640, China

Corresponding Author: linchanscut@126.com

Abstract. The "new liberal arts" has put forward higher requirements for colleges and universities and teachers, and learning community is an important way for the common development of learners and schools, which has been widely concerned by scholars. In the research, it expounds the general situation of the "new liberal arts", the theoretical basis of constructing the learning community under this background, as well as the existing problems, and puts forward the corresponding improvement countermeasures. The purpose is to provide effective reference for relevant research and practice activities.

Keywords: New liberal arts; Learning community; English major; University

1 Introduction

At present, human society has entered the era of knowledge and information. The total amount of human knowledge is growing, and the update and development of knowledge is also faster. After the reform and opening up, the construction process of colleges and universities in China has accelerated, providing a large number of skilled talents with high comprehensive quality for the development of social services and production activities [1]. However, with the accelerated development of the times and the slow growth of teachers themselves, the construction of learning community has become a new way of professional development. In 2018, the CPC Central Committee and the State Council emphasized the revitalization plan of teacher education, emphasized the main role of normal colleges and universities, and high-quality non normal colleges and universities participated in the construction of normal education system with Chinese characteristics, and played the role of collaborative education among primary and secondary schools, colleges and Universities and local governments. Through the construction of professional learning community between English teachers and normal colleges and universities, teachers' professional learning channels can be broadened, teachers' theoretical knowledge can be improved in an all-round way, and their practical ability can be enhanced. Under the background of "new liber-

al arts", we need to pay more attention to the integration and development of multiple disciplines, and put forward higher requirements for the improvement of teachers' comprehensive ability. The construction of professional learning community is more consistent with the development.

2 Analysis of the background of "new liberal arts"

2.1 Connotation of "new liberal arts"

Compared with the traditional disciplines, the new liberal arts emphasizes the reorganization of disciplines and the intersection of Arts and science, and applies more new technologies to literature, language and other courses. The background of the development of "new liberal arts" is the development of global economy and the revolution of science and technology. It breaks the thinking mode of traditional liberal arts teaching, takes sharing and coordination, inheritance and innovation as the main way, and speeds up the cross integration of multiple disciplines. From the adaptation service to the support leading stage, it is required to break the current situation of the development of liberal arts behind closed doors and emphasize the improvement of students' comprehensive quality [2].

2.2 Influence and development status of "new liberal arts"

Take information technology as an important support to improve the convenience of learning liberal arts. With the rise and development of emerging liberal arts such as spatial econometrics, financial technology and social computing, the characteristics of the new liberal arts are highlighted, including: accommodation, interdisciplinary and comprehensiveness. For the majority of students, the most direct impact of "new liberal arts" is to put more emphasis on the improvement of students' discipline integration ability and comprehensive quality.

In recent years, humanities experimental classes have been opened in Tsinghua University, Zhengzhou University and other universities, and college teaching mode has appeared in East China Normal University, Xi'an Jiaotong University and other universities. These common sense carried out by the above schools are regarded as the key experience of the development of new liberal arts in China. From the top-level design of the new liberal arts to the pilot implementation, it has been fully launched. At the same time, relevant teaching staff, symposiums and seminars are being prepared.

3 Theoretical basis for professional learning community

3.1 Activity theoretical basis

Activity theory has been developed and perfected for three generations and has become a theoretical model with strong explanatory power. In this model, it is believed

that the interaction between people and society needs the help of special mediation tools, including subject and object, rules, mediation, division of labor and results. These factors are interrelated and affect each other. After the activity is completed, it can represent the development of the subject in quality, consciousness, understanding and other aspects. Teachers' professional community is an intermediary tool for improving teachers' psychology and skills. Teachers abide by the system set by the community and actively interact with peers under the unified arrangement of the organizer [3]. Then show yourself through different forms of learning, and finally obtain theoretical knowledge, achieve practical progress and increase talents.

3.2 Learning community theory

Connotation analysis.

Combined with the relevant characteristics of higher education, the major is regarded as a guide, so that learners and other assistants can purposefully form a learning community of professional associations, networks, courses, etc. After learners participate in the learning community, they can enhance reflection, collaboration and communication activities inside and outside the school, in and out of class, online and offline. Let different members of the learning community complement each other and achieve higher learning efficiency. Figure 1 shows the structure and functions of the learning community.

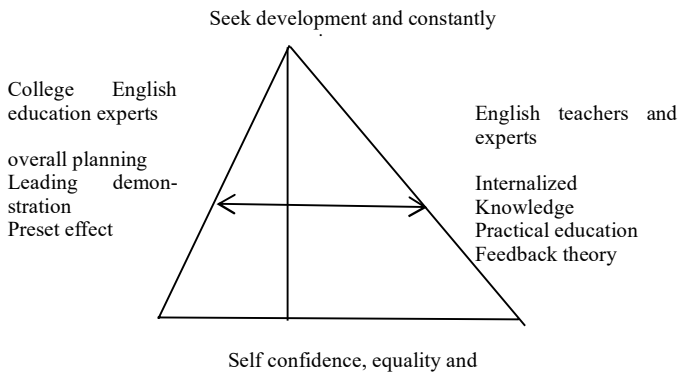


Fig. 1. structure and functions of learning community

Practical value.

First, let students' learning activities become a whole, integrate different learning communities, and promote teachers participating in the community to comprehensively improve their social ability, learning ability and professional ability.

Second, in a diverse learning community, the diversity of learning methods and learners, and the interactive characteristics of online and offline learning all make the relationship between different learners closer, and the promotion and cooperation between them more effective.

Third, building a learning community throughout the whole process of teachers' professional development has important practical significance for teachers' individual development and continuous cooperation.

Fourth, building a learning community can effectively develop and build online and offline professional teaching resources, and promote the innovation of student and problem oriented teaching mode.

Construction path.

The integration and construction path of college and English teachers' professional learning community mainly includes:

First, play a professional leading role. Take the major as an important guide, take the course as the basic element, expand and collaborate in and out of class, online and offline, and build a more multidimensional and three-dimensional cooperative learning environment [4]. That is, taking the core courses of a major or specialty group as the development unit, building a classroom learning community, selecting digital technology as the support and guarantee for the development of online teaching, and building an open network learning community.

Second, play the role of personnel interaction. Specifically, it includes: (1) internal integration of learners. The learners who participate in the learning community are students in English teachers' professional classes. Online learners include students in the school, employed students and social members. After participating in the learning community, these people infiltrate into each other and build an integration mechanism among members. (2) Students are effectively integrated. Arrange the students of each community in an orderly manner. Professional teachers are the students of networks and courses, and also the instructors of other community projects, so as to avoid the fragmentation of the community.

Third, enhance the role of evaluation. The evaluation system of students should be reconstructed, and the cooperative learning and extracurricular learning of students should be included in the comprehensive evaluation of students. By constructing a multiple evaluation system, we can enhance the incentive and guiding role of learning evaluation in students' individual development. Specifically: (1) build a public system of classroom learning and online learning based on courses. Establish an online and offline evaluation system to evaluate students' learning time, online login times, cooperative learning spirit (online interaction, resource upload and sharing), etc., and transform them into key components of the student learning evaluation system. In the implementation process of classroom selection, we should combine the nature of students' courses, the openness of resources and the operability and convenience of implementation to apply and select, focusing on core professional courses [5]. (2) Develop a professional community under the guidance of the profession. Build a diversified comprehensive evaluation system, and take students' professional activities as the key component of the comprehensive evaluation system. It can also build a growth record bag for students, pay attention to the values and attitudes of students' learning, and record students' organizational ability, cooperative attitude, learning attitude, competition and other real-time records.

4 On the construction of professional learning community between normal universities and English teachers

4.1 The guarantee of learning community needs to be strengthened

In the construction of the learning community, English teachers in Colleges and universities go to the front-line posts in middle schools to practice and practice. Although this is arranged by the school, they have not carried out comprehensive communication with basic schools in the arrangement, and there are no comprehensive provisions in terms of content, form and practice, which leads to some problems that are difficult to adjust in the cooperation between the two sides. For example, the tasks undertaken by middle school teachers and College English teachers are relatively heavy. If the community is built, it will lead to the situation that middle school teachers and College English teachers have tasks in the same time period. Due to the lack of time guarantee, college teachers can only listen to one teacher's class after going deep into the basic education class, and the learning area is relatively narrow. English teachers in basic education generally believe that their teaching tasks are mainly related to the senior high school entrance examination and college entrance examination, less related to the cultivation of talents in Colleges and universities, and can not provide effective reference suggestions on how to promote college teachers' rapid understanding of basic education [6]. Because there is less communication between the two sides, it is difficult to find a common entry point in the work. Even some English teachers in basic education believe that college teachers' participation in basic courses has affected their daily work, and they are indifferent to the participation of the community, so the development of the community is still on the surface.

4.2 The content and form of the learning community

At present, the construction of higher normal schools and English teachers' professional learning community has the problem of single content and form. The reason is that although college English teachers are assigned to grass-roots education schools, the tasks they actually undertake are completely out of touch with the content of basic education, and they do not have enough time to learn and understand basic education textbooks. The teaching and research mode is basically to listen to public classes and carry out teaching and research discussions. Even in the internship stage, the main task of university teachers is to send students to the internship site and occasionally listen to classes. The actual teaching concepts and teaching materials of basic education schools are not fully understood. As a result, it is not easy for colleges and universities and basic education English teachers to resonate in their work, and it is also difficult to find common topics of cooperation and build a more effective cooperative relationship between the two sides. At the same time, during the cooperation, the two sides did not fully realize the long-term significance of the cooperation. College teachers mainly participated in the middle school English teaching research as experts, and put forward opinions and opinions on the thesis and subject research of middle school teachers. The middle school English teachers gained more in the com-

munity. English teachers in basic education believe that their work has nothing to do with colleges and universities. Even if they teach in Colleges and universities, it is also divorced from the actual situation. It is only necessary to participate in the relevant training and training organized by the system, and give full play to the information platform, resources and scientific research advantages of colleges and universities, which is prone to the hot situation of college teachers [7].

4.3 Learning community system measures to be improved

The state has elaborated the significance of the cooperation between middle school and university teachers from the top-level design, but the local governments lack specific policies and measures for the implementation of the relevant plans for the construction of learning communities. Especially in basic education, the school has not specified in detail that middle school teachers should go to colleges and universities to improve their professional level, and college experts and teachers should participate in activities in middle schools. The existing relevant literature is limited to college teachers, and the construction of college and middle school English teachers' learning community lacks guidance and reference value.

5 On the construction of professional learning community

5.1 Guarantee mechanism of innovative learning community

Strengthen the communication and exchange between the administrative departments of colleges and universities and basic education schools, and reach a consensus on the positioning, requirements and guarantee of the construction of the learning community. Specify the rights, responsibilities and obligations of both parties, and specify the performance and workload of teachers during the cooperation period. Let college teachers take a temporary post in basic education schools to get time and space protection, avoid the situation that college English teachers pay attention to one thing and lose the other when they take a temporary post in the front line, and avoid middle school teachers from neglecting to participate in the activities of the learning community in order to cope with the college entrance examination. Basic education English teachers should also obtain the corresponding time and space guarantee in learning and training in Colleges and universities. To ensure that during the training and training period, they can obtain greater professional improvement, enhance the enthusiasm and desire for cooperation with college English teachers, and improve the efficiency of cooperation between the two sides.

5.2 Optimize the cooperation of the learning community

The construction and optimization of the cooperative consultation mechanism of the learning community need to:

First, innovate diversified forms. Let English teachers in normal universities and universities go deep into the front line and closely combine the teaching tasks between temporary training, and actively undertake the teaching tasks of basic education. Only when college English teachers actively undertake the important task of basic education can they be willing to devote more time and energy to the study of teaching materials. At the same time, they are willing to combine the knowledge and experience learned in basic education with college English teaching activities, gradually realize the goal of improving the development of normal English major, and promote the quality of talent training. English teachers in basic education can also actively participate in College English teaching tasks when they participate in training in Colleges and universities, and deeply analyze the similarities and differences between basic education and higher education, so as to lay an important foundation for improving the quality of English professionals.

Second, determine the content of cooperation between the two sides and receive regular education, training and other activities. English teachers in Colleges and universities and basic education schools should combine the actual teaching situation of both sides, make the cooperation between the two sides more standardized, fixed and normalized, and form quarterly or monthly seminars. Accurately find the problems concerned by both sides, clarify the ways and methods to solve the problems, find the vision to solve the problems, and firmly grasp the basis and premise of the cooperation between universities and basic education schools.

5.3 Decision feedback mechanism of innovative learning community

Under the background of "new liberal arts", it provides a theoretical basis for the development of discipline integration. Under this background, it is necessary to innovate the decision feedback mechanism of the learning community. In order to achieve the purpose of innovation and development, we need to build a complete evaluation system. In order to better promote the education revitalization plan, let the English experts and teachers in Colleges and universities participate in the scientific research and teaching of basic education, and play a common role in promoting the long-term development of primary and secondary education, we must ensure the implementation of the learning community.

The relevant departments of normal universities and universities should formulate matching policies for the development of the learning community. For example, when colleges and universities participate in the work of basic education schools, they can provide policy support in the application of cooperative projects, workload exchange and other aspects, so as to provide guarantee for the sustainable development of both sides. In order to enhance the effectiveness of the learning community, it is necessary to develop a targeted cooperative evaluation system, so that the cooperation between normal universities and English teachers' majors can have targeted evaluation criteria, find potential problems in time, and provide important decision-making reference for the benign cooperation in the later stage.

6 Summary

The research analyzes the development background of the "new liberal arts" and the problems existing in the construction of normal universities and English teachers' professional learning community under this background, and puts forward the countermeasures to solve the problems, such as innovating the guarantee mechanism, optimizing the community cooperation and consultation mechanism and the community decision feedback mechanism, so as to lay an important foundation for the improvement of the implementation efficiency of the learning community. Through the construction of learning community security mechanism, the cooperation between teachers is not only in form, but also has a more substantial effect. Only when all the participation activities of the learning community are implemented, can college teachers get a complete guarantee to take temporary posts in grass-roots education schools, and understand the actual situation of basic education in more detail.

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