

Patterns and Strategies on Professional Development for College English Teacher in Lifelong Education Perspective

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Abstract: Under the guidance of the concept of lifelong education, college English teachers need to constantly learn knowledge and skills according to their own needs, and use lifelong learning to promote independent professional development. This paper analyzes the connotation and characteristics of lifelong education, points out the professional development model of college English teachers in the perspective of lifelong education, and puts forward the professional development strategy of college English teachers in the perspective of lifelong education: based on the education law, constructs lifelong education system for the professional development of college English teachers; construct a reasonable knowledge structure, enhance the ability of self-renewal of English knowledge; enhance self-development awareness, form the idea of persevering lifelong learning; enhance the teaching ability of college English teachers based on the core literacy of the discipline.

1. Introduction

Teacher professional development refers to the process in which teachers as professionals are constantly improving in terms of professional thinking, professional knowledge and professional competence, that is, the process from a professional novice to an expert teacher. The professional development of teachers is crucial to the reform of foreign language education, which directly affects the process and effect of students learning foreign languages. The current professional quality of college English teachers is still a weak link in higher education. It has not been fundamentally changed, and there is still a certain distance from the requirements of quality education. As educators, organizers and managers, teachers have an important impact on the quality of education. Teacher development is an activity that continues and runs through the career. The improvement of teachers' professional quality and the development of lifelong education thoughts require teachers to grow and develop independently. Under the guidance of the concept of lifelong education, college English teachers need to constantly learn knowledge and skills according to their own needs, use lifelong learning to promote independent professional development, promote lifelong learning with independent professional development, and make themselves become lifelong learners and self educators. Self-realization in my career and the promotion of English teaching.

2. Connotations and Characteristics of Lifelong Education

The meaning of lifelong education: lifelong education refers to the sum of all kinds of education that people receive at all stages of their lives. It is the unified integration of different types of education, including all educational activities, all educational opportunities and education. From the perspective of education, lifelong education points to all people with learning ability; from the perspective of the horizontal structure of education, lifelong education includes school education, family education and education in all fields of society; from the vertical structure of education, lifelong education runs through life stages of the fetus, infancy, early childhood, boyhood, juvenile, adolescent, adult and old age; from the content of education, lifelong education includes cultural

science education, vocational education and life education; the purpose of education is that lifelong education points to the overall development of individuals and to the overall progress and healthy development of society. From the perspective of education, lifelong education includes formal education, non-formal education and informal education; from the method of education See, lifelong education emphasizes people's initiative to self-directed learning. The idea of lifelong education has become the guiding principle for education reform in many countries.

The characteristics of lifelong education: the lifelong nature of education time, lifelong education should realize the education of people's life, not limited to a certain age; the extensiveness of education space, lifelong education requires family, community, workplace and mass media. It plays an educational role in every period of life, not just a fixed place of school; the comprehensiveness of educational objects, lifelong education advocates that the door to education is open to all members of society, and equal opportunities for education are achieved. Individuals are educated to suit their own characteristics and needs. Lifelong education embodies the democratization of education, is the education for all people; the diversity of educational content, lifelong education including general education, vocational education, life education and leisure education, the pursuit of professional and educational coordination and integration; the coordination of educational structure One of the principles of lifelong education is to emphasize the comprehensive unity of development; the flexibility of educational methods, lifelong education advocates the establishment of a flexible learning system, respect for the independence of individuals, and the independent development of learners. The methods of education can be face-to-face, correspondence and distance education.

3. Patterns on Professional Development for College English Teacher in Lifelong Education Perspective

Teacher professional development is a complex system engineering that needs to be considered in the entire national education ecosystem. Specifically, it includes six aspects:

(1) Lifelong learning: the foundation of teacher professional development. In modern society, science is developing with each passing day, knowledge is getting faster and faster, and learning becomes a lifelong activity. Teacher professional development is a process of lifelong learning and continuous improvement. Learning in teaching practice, teaching practice contains rich philosophies, is the cradle of teacher professional development and improvement; learning in theoretical exploration, accumulating knowledge in theoretical exploration, increasing cultural heritage, gaining momentum for sustainable development; learning in scientific research scientific research is conducive to teachers to improve the level of teaching theory, master advanced educational theories and scientific research results; learn in teaching reflection, review, examine, evaluate, explore, make decisions and sublimate past teaching practices, and obtain guiding conclusions. And opinions; learning in cooperation and exchange, discussing issues of common interest in a voluntary and equal way, forming a critical interaction.

(2) Evaluation system: the driving force for the professional development of teachers. In the teacher's career, teacher evaluation is always accompanied, and the evaluation system is closely related to the professional development of teachers, which directly affects the motivation, direction, stage and level of teacher professional development. The evaluation system constructs the external guarantee and the internal incentive mechanism for the professional development of teachers; the evaluation system is also the vane of the professional development of teachers, guiding teachers to develop in the direction of the needs of the state, society and schools. Only when the evaluation system follows the inherent law of teacher professional development, meets the realistic needs of teachers' professional development, guides the professional development direction of teachers, stimulates the independent consciousness of teachers' professional development, activates the endogenous motivation of teachers' professional development, and creates a professional development for teachers. The harmonious environment can transform the concept into a teacher's development practice and better promote the professional development of teachers.

(3) Academic education: the starting point for the professional development of teachers.

Academic education is based on the enrollment plan issued by the Ministry of Education. Students are taught according to the teaching plan approved by the competent education department. After the students complete their studies, the school will issue the nationally-printed diploma and degree certificate. The professional development of teachers is mainly aimed at the individual teachers. It is not only the goal but also the pursuit of value, and the development process of the teacher from immature to mature. The high educational level of teacher education is the current development trend. The ultimate goal of teacher education is to train excellent people's teachers. Through academic education, teachers must have good ideological quality, dedication and dedication and professional education literacy; possessing in-depth professional knowledge, extensive subject knowledge, solid pedagogical and psychological knowledge, and the skills to master the classroom.

(4) Teaching reform: the basis for the professional development of teachers. The core of teaching reform is to change the original simple and acceptable learning style, and to establish a learning style that aims to fully mobilize the students' subjectivity. The fundamental way to improve the quality of education and achieve sustainable development lies in guiding the professional development of teachers based on teaching reform. Teaching reform transforms educational theory into teacher's educational philosophy and practical wisdom, and applies it to teaching practice, which can promote teachers' understanding of professional activities. In the reform of college English teaching, teachers must pay attention to the cultivation of scientific research ability, strengthen the integration of scientific research and teaching, learn the rational allocation of scientific research and teaching, and achieve a good atmosphere of research and teaching. Teaching reform should create a high-quality environment for the construction of college English teachers, and inject new vitality and vitality into college English teaching.

(5) After-employment training: the guarantee of professional development of teachers. After-employment training is an important way for teachers to enter the teacher position and perform their educational duties, self-learning, self-renewal and self-growth. It is also an important means for teachers to carry out non-degree education. Through post-employment training, teachers' moral cultivation, educational philosophy, professionalism, teaching skills and informatization level will be promoted, and reflective thinking and research ability will be stimulated to promote the transformation from book-teachers to research-oriented teachers. Follow the principle of "evaluation promote reform, combine evaluation and reform" to provide a basis for the development of training programs. Optimize the training program, combine the common training with the professional training, the combination of the regular training and the special training, improve the training mode, weaken the influence of the college-based factors in the training, and improve the pertinence and effectiveness of the training. Guarantee the professional development of teachers in the training process.

(6) Self-directed learning: the key to the professional development of teachers. Self-directed learning is an activity in which teachers actively carry out learning. It is to adapt to the new theory, new knowledge, new technologies and new methods of educational reform and development. Self-directed learning helps teachers to grasp the new knowledge that is constantly emerging in the information age, enrich their knowledge, deepen their cultural heritage, update and optimize their original knowledge, improve their ability to think in research and exploration, and grasp problems, analyze problems and solve problems. The method of problem, improve the ability of education and teaching and scientific research, and promote professional development. College English teachers should constantly create an independent learning atmosphere, carry out independent learning activities, optimize knowledge structure, enrich teaching experience, improve comprehensive quality, and promote professionalism through various forms such as knowledge learning, research learning, project learning and inquiry learning. The level is constantly evolving.

4. Strategies on Professional Development for College English Teacher in Lifelong Education Perspective

According to the problems existing in the career development of college English teachers, based on the theory of lifelong education and the theory of teacher professional development, combined

with the national policies and regulations and the spirit of relevant documents of the competent educational departments, the career development strategies of college English teachers under the perspective of lifelong education are as follows:

(1) Based on the education law, construct a lifelong education system for the professional development of college English teachers. "Establishing and perfecting the lifelong education system" is a clear stipulation of the *Education Law* on "lifelong education". It transforms the traditional "one-time education" concept into the "lifelong education" idea, which is conducive to the establishment and improvement of the teacher education for lifelong education thought. system. The lifelong education system transcends the stage and institutionalization, and runs through the whole life. It is a new educational model. It has individuality in the value presupposition of educational goals, and it has diversity in the realization of the educational process. The time and space changes of the category are integrated and open to the support of educational resources. The specific methods include: teachers need to establish the concept of lifelong education; teachers should become models of lifelong learning; realize the integration of teachers' pre-service education and in-service education; establish legal guarantee for teachers' continuing education and on-the-job training; establish democratic harmony and open teacher-student relationship To form a learning community; to strengthen the supervision mechanism of the teacher lifelong education system; to have the basic quality of information technology, to form a lifelong learning ability; to strengthen the study of the teacher lifelong education system.

(2) Build a reasonable knowledge structure and enhance the ability of independent updating of English knowledge. The compound talents have broad professional knowledge and extensive cultural education, with multiple abilities and development potentials, as well as harmonious development of personality and creativity. The development of higher education requires compound talents. For university English teachers to develop into a complex type, it is necessary to construct a reasonable knowledge structure. It is necessary to master the proficiency of English linguistics and pedagogy, and to have an in-depth understanding of relevant disciplines and knowledge. Students use English to conduct academic study and exchanges on relevant majors. In order to build a reasonable knowledge structure and enhance the necessary professional quality, college English teachers are encouraged to participate in English language teaching seminars, standing at the forefront of disciplinary development, learning the latest developments in English education development from experts and scholars, and studying related research at home and abroad. Results and teaching theory. Colleges and universities create conditions to provide a platform for the comprehensive development of college English teachers. Teachers themselves must also recognize the situation, change their concepts, establish a sense of crisis, actively update their knowledge structure, improve their teaching ability, and adapt to the new needs of college English education reform.

(3) Enhance the awareness of self-development and form the idea of persistent and lifelong learning. Teachers themselves are the main body of professional development, and they must actively create conditions for professional development according to actual conditions. Explore ways to achieve professional development goals, proactively enrich knowledge and improve teaching skills, and apply new knowledge and skills to everyday English teaching. In the process of practice, the past development process, the current state of development and the level of development that may be achieved in the future will be combined to influence the future development direction with the current level and to dominate the current action with future development goals. Lifelong learning refers to the need to adapt to social development and the realization of individual development, throughout the life of the person, the continuous learning process. Today, in the construction of a learning society, lifelong learning of teachers is particularly important. The new curriculum reform emphasizes quality education, requires teachers to establish the idea of lifelong learning, seize this opportunity, learn through multiple channels, enhance professional accomplishment through learning, enrich theoretical connotation, actively participate in the reform and practice of English education and scientific research, and grow into an excellent English teacher who contributes to the quality of college English teaching.

(4) Based on the core literacy of the subject, improve the teaching ability of college English teachers. The core literacy of English subjects includes four dimensions: language ability, thinking quality, cultural awareness and learning ability. Language ability is the ability to use English, involving language knowledge, language awareness, language skills and communication strategies; thinking quality is the ability to think and analyze, including analysis, reasoning, judgment, rational expression, multi-lingual thinking in English, etc. Understand the cultural connotations, similarities and differences, extract the essence and respect the differences; the learning ability includes metacognitive strategy, cognitive strategy, communication strategy and emotional strategy. Educational ability is the core skill of teachers, and language ability is not equal to teaching ability. College English teachers need to improve the teaching ability to do the following three things: first, keep up with the times and keep learning. Adhere to lifelong learning and continuously improve the professional level. Second is to prepare lessons carefully and strive for excellence. The process of preparing lessons is the process of upgrading English professional knowledge and skills. The third is to constantly explore and be brave in reform. Deepen the reform of college English teaching and explore new strategies and methods for college English teaching.

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