Reflections on the Professional Development of College English Teachers under the Internet Hybrid Model

Wenjuan He*

College of Foreign Languages, Hengyang Normal University, Hengyang 421002, China

Abstract: The development of network technology has brought huge changes to all people and industries. In the field of education and professional development of teachers, the application of network technology and the Internet has also created a new opportunity for education at all stages in China. In the reform of education, the related concepts and teaching applications of the Internet hybrid model have gradually begun to be incorporated into college teaching. This article explores the status quo and problems of professional development of college English teachers under the Internet hybrid model, and puts forward suggestions for the professional development of college English teachers under the Internet hybrid model which can be used as reference for the professional development and growth of English teachers.

1 Introduction

Learning English has important strategic significance in the training of talents in colleges and universities, and is the key to promoting the development of Chinese talents towards international stage. The training of outstanding English talents requires continuous improvement in teaching level and teaching methods. At present, the Internet hybrid teaching mode has been applied to English teaching in college to a certain extent. Under the continuous and extensive application of information technology and Internet-based teaching, the majority of English teachers should also consider the new direction of professional development and the new abilities that they need to master in view of the current new education environment, based on their own teaching profession.

2 Overview of internet hybrid model

2.1 Connotation of internet hybrid model

The Internet hybrid model is a model for teaching and learning that aims to promote autonomous learning among the students, uses vast network of Internet-based learning resources to promote teaching goals, and cultivate active learning and creative abilities in students. The Internet hybrid model is a combination of classroom teaching and training methods[1]. The multimedia teaching materials derived from the Internet including pictures, audios, videos, tables, data information and other contents can be used in the Internet hybrid model. Through the construction of a teaching situation, students' learning interest can be stimulated and their learning attention can be called for easily.

2.2 The basis for the development of the Internet hybrid model

The application and development of Internet hybrid model in college English teaching require a certain foundation. With good basic conditions, this model can play a role in improving teaching[2]. First of all, the application and development of Internet hybrid model should be based on the application of Internet and network technology. Teachers need to be

proficient in using network technology and related network resources in teaching to ensure the smooth development of teaching work and be able to achieve the full integration of network technology with English teaching. Secondly, the application of the Internet hybrid model needs to be established in a teaching environment which is systematic, balanced, open and interactive. Both teachers and students must adjust their teaching ability, learning ability and adaptability under this model. Based on the premise of these two aspects, the Internet hybrid model can be promoted in college English teaching in a better way[3].

2.3 Significance of the development of the Internet hybrid model

The application and development of Internet hybrid mode in college English teaching is of great significance to both teachers and students. First, this model transfers some of the teacher's teaching tasks to the online network platform, which is helpful to improve the depth, breadth and continuity of teaching. Second, the Internet hybrid model can also promote the interaction between teachers and students. Learning communication enables teachers to continuously learn and improve the application of the Internet hybrid model in teaching. Finally, the application of the Internet hybrid model is also an effective application to change the role of teachers and students in teaching, which can strengthen the student's subject status and teachers' ability to guide and teach[4]. Based on the important teaching significance of the Internet hybrid model in college English teaching, the majority of English teachers should also have newer and deeper thinking about their professional development under this model.

3 Analysis of the status quo of professional development of college English teachers under the Internet hybrid model

According to the current situation of actual professional development of college English teachers under the current Internet hybrid mode, we can find that there are several problems that require English teachers to rethink how to optimize the path of their professional development.

3.1 Inaccurate positioning of college English teachers in the Internet hybrid model

In the past college English teaching, the entire teaching ecosystem placed much emphasis on the teachers, and students did not play a major role in the entire teaching process. In teaching, the choice of teaching materials, curriculum settings, and syllabus formulation are all teacher-oriented. However, the Internet hybrid model has changed the role of teachers in college English classroom teaching, but many teachers have not realized this kind of change that would be very beneficial to teaching[5]. This leads to problems in career planning, professional development, teaching guidance and ability improvement in the Internet mixed model for college English teachers. In addition, teaching concepts and teaching consciousness have not been well integrated with the Internet hybrid model. As a consequence, the teaching ability and teaching level of college English teachers are lagging behind the new information-based teaching and Internet hybrid model.

3.2 Necessity for improving the comprehensive ability of college English teachers under the Internet hybrid model

The professional comprehensive ability of college English teachers needs to be improved under the Internet hybrid model, and many teachers have not realized the importance of improving the professional comprehensive ability[6]. The professional comprehensive abilities of college English teachers should include the professional knowledge related to English teaching, professional competence in English teaching, the teaching philosophy of English teachers, teachers' professional ethics, and teachers' correct emotional attitude towards students. All qualified college English teachers should possess these abilities and develop and improve them with time[7]. However, under the Internet hybrid model, many teachers have not yet pinpointed which teaching skills, teaching concepts and methods need to be changed and improved under the new teaching model, especially the application of information technology teaching skills in the Internet hybrid model. Its combination with the actual teaching and the updating of ideas have not been perfected, all of which will become the more important issues that should be considered and solved in the professional development of college English teachers under the Internet hybrid model.

3.3 Strengthening teachers' guidance and assessment of students strengthened under the mixed network mode

In the Internet hybrid model, the application of

information technology has created a better environment for teachers and students to interact and learn, but some teachers still lack the skills to give education guidance, engage in interpersonal communication, and regulate student coordination that are matched with the technically excellent environment and foundation. As a result, college English teachers lack the ability to build a learning environment, deepen and sharpen teaching knowledge, and reasonably apply information technology[8]. In addition, under the new Internet hybrid model, assessment of students administered by the teachers should not follow the test-oriented assessment model that was used in the past and at present. Student assessment should be designed on the basis of a more comprehensive assessment. Therefore, under the Internet hybrid model, college English teachers must focus on professional development. It is necessary for college English teachers to improve their ability in guiding students, designing tests and assessment and deepening education.

4 Strategies for professional development paths of college English teachers in the internet hybrid model

Under the Internet hybrid mode, the path of professional development of college English teachers should mainly be analyzed from the current progress and changes in teaching conditions, changes to the college English courses and the learning methods, as well as teaching mode brought about by the Internet hybrid mode. Under the Internet hybrid mode, the professional development of college English teachers should start from the aspects of professional positioning, professional ability, and professional teaching model innovation, so as to enhance the professional vitality and career vitality of teachers.

4.1 Clarifying the professional positioning of English teachers in Internet hybrid model

First of all, in the Internet hybrid model, the professional development of college English teachers should be clear enough for determining their professional positioning. Teachers should assume the guiding responsibility in teaching under the Internet hybrid model, and allow the students to take charge of the topics of teaching and learning in the classroom. The teachers should also improve their understanding of students' psychology and observe learning status and outcome of the students from a professional perspective. Apart from that, teachers should also have the ability to design diversified teaching model which is suitable to be used in the school classroom with the aids of resources from the Internet. College English teachers should consider giving up the original teacher-based teaching model, and begin to apply the teaching resources found from the Internet in the school in order to stimulate students' interest in autonomous learning under the Internet hybrid model. With the useful guidance, teachers can use the Internet hybrid model to broaden the students' English knowledge. Secondly, under the Internet hybrid model, the professional positioning of college English teachers' professional development should also be recognized that not only they are the disseminator of professional knowledge, but also they bear the responsibility in conducting professional scientific research. Under the Internet hybrid model, teachers should be make good use of the information technology in network information technology to solve problems in scientific research and exploration of English majors courses[9].

4.2 Promoting comprehensive teaching ability with diversified learning

Under the Internet hybrid model, the professional development of college English teachers should also be focused on improving their professional comprehensive ability from the perspective of diversified learning. In terms of improving the professional comprehensive ability, first of all, teachers' professional basic ability can be improved through the integration of the teaching staff and the research of quality and key courses. According to the characteristics of the English subject and the needs of teaching and curriculum development, a teaching team is set up firstly, teachers are encouraged to combine the technical and mental advantages of the Internet hybrid model in the team, research on teaching topics are carried out, and a team of excellent teachers is finally formed. Secondly, if we want to realize the diversified learning of teachers, the improvement of teaching experience, and the enhancement of the teaching ability under the Internet hybrid mode, teachers can be encouraged to exchange English learning and teaching experience under teamwork based on their professional expertise, professional interests, and professional advantages, with a special focus on stimulating teachers' interest in teaching and research[10]. Thirdly, since the Internet hybrid model involve many applications of information-based teaching and online teaching, it will also involve some problems such as the

combination of English teaching and information-based teaching technology, and the sharing and application of online teaching materials. In terms of development, more opportunities can be created for teachers to further their studies and participate in related Internet-based hybrid-mode teaching and training. In addition to English major courses, the majority of English teachers should also consciously take advantage of the resources and technical advantages of Internet hybrid model to improve their knowledge, interdisciplinary teaching integration ability, and pay attention to the optimization of their teaching concepts and teaching methods. Fourth, college English teachers should also have a stronger sense of competition in the professional development under the Internet hybrid model. On the one hand, they should pay attention to their own progress in teaching innovation and Internet hybrid-mode teaching ability. Apart from that, college English teachers should also plan their learning and professional development according to stages, and they definitely need to persist in learning and innovating.

4.3 Encompassing the comprehensive assessment mechanism with a hybrid teaching mode known as "three-dimensional integration"

Under the Internet hybrid mode, the professional development of college English teachers can also follow the hybrid teaching mode known as the "three-dimensional integration", which combines traditional teaching mode in classrooms, virtual lessons that utilizes Internet and computers, and teaching content involving practical extracurricular activities the classroom to create "three-dimensional lessons". Teachers should make good use of the environment of network resource for interactions between teachers and students, as well as teaching development, and change the status quo of the unidirectional knowledge structure of teachers and students and the uneven application of network information technology. In addition, in professional development, the Internet hybrid model should also be combined with the teachers themselves and the assessment of the students, and take advantage of the convenience of interactive and immediate communication under the Internet hybrid model for monitoring and evaluating teachers' teaching effects, students' learning effects, professionalism of teachers and teaching progress. This is to ensure that the strict requirements of professional development of the teachers are implemented in daily life of teachers and students.

5 Conclusion

In summary, in the teaching of college English majors, the use of the Intenet hybrid model not only transforms the learning habits and teaching methods in colleges and universities, but also puts forward new requirements for the progress and adjustment of the professional development of college English teachers. Under the Internet hybrid model, the majority of English teachers need to fully improve their professional development in terms of teaching awareness, professional quality, comprehensive ability, teaching and research innovation, network information technology teaching applications, and interactive communication with students in order to adapt to the new teaching requirements under the Internet hybrid model.

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