An Analysis of Strategies for Improving the Information Literacy of College Teachers under the Background of Educational Informatization

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Abstract: With the advancement of information technology in higher education in China, the cultivation of information literacy among English teachers in universities has become particularly important. Based on this, the author will elaborate on the importance of cultivating the information literacy of college teachers in this article. Through questionnaires and other forms, a detailed analysis will be conducted on the current situation of information literacy of college English teachers. Strategies for improving the information literacy of college English teachers under the background of educational informatization will be proposed to ensure that the development of college English teaching can meet the needs of the times and comprehensively improve the effectiveness of college English teaching.

Keywords: Education informatization; College English teachers; Information literacy

1. Introduction

With the increasing competition for national strength and the development of economic globalization, the informatization of educational work has become a trend [1]. Under the wave of global educational informatization, China's educational informatization construction is constantly advancing. In the "Ten Year Development Plan for Educational Informatization," it is clearly pointed out that higher education informatization is an effective way to promote higher education reform, innovation, and quality improvement and it is at the forefront of innovation in the development of educational informatization. In the "Guidelines for College English Teaching," it is proposed that college English should vigorously promote the integration of the latest information technology and curriculum teaching and continue to play the important role of modern educational technology, especially information technology, in foreign language teaching. It can be seen from this that to ensure that English teaching in universities can meet the needs of the information age of higher education, further deepening reforms in English teaching in universities are necessary.

2. The information literacy of college teachers

The information literacy of university teachers refers to the information awareness, knowledge, skills, and other abilities that teachers should possess in the information environment. They can flexibly use modern technological means to innovate and improve teaching and research work in terms of teaching effectiveness.

Information literacy is a skill that teachers must possess in the new era [2]. In today's highly developed era full of access to information, the information literacy of English teachers in universities directly affects the effectiveness of English teaching. Therefore, college English teachers can better adapt to the rapidly developing information environment and bring more high-quality teaching content to students by improving their information literacy. To achieve the improvement of information literacy, college English teachers should have diversified subject knowledge, improve their cross-cultural communication skills through modern information technology learning, and maintain a lifelong learning concept to ensure that teachers can effectively adapt to the rapid development of information society, and thus achieve high-quality development of college English teaching work.

3. The importance of enhancing the information literacy of college teachers

Educational informatization has become a major trend in the current development of higher education in China, and universities serve as key places for cultivating English talents [3]. Therefore, college English teachers need to have good core competencies to ensure that their teaching work can adapt to the trends of the times and that their teaching content can meet students' learning and development needs.

College English teachers have good information literacy, which can ensure that teaching work can be effectively combined with information technology methods. For example, using multimedia teaching tools to assist teachers in carrying out teaching work, or using digital teaching management platforms to conduct offline classrooms, and so on. Through good information literacy, university teachers can have a positive impact on students, help students develop good habits of information collection, analysis, and processing, and enable students to achieve comprehensive personal improvement in the wave of information development. Finally, through the good information literacy possessed by English teachers in universities, they can better carry out teaching and research work [4]. Teachers can collect a large number of teaching contents and methods through the Internet and make targeted use of them in combination with the learning situation of students in this class, so as to comprehensively improve the comprehensive quality of teachers and strengthen their professional competitiveness.

The importance of enhancing the information literacy of college English teachers is self-evident. Therefore, universities should actively take effective measures to carry out information technology training, improve the level of information technology application of teacher teams, and ensure that teachers can bring richer educational content to students.

4. Strategic ideas for improving the information literacy of college teachers
4.1. Strengthening training on basic knowledge of information technology

At present, most English teachers in Chinese universities are between the ages of 35 and 45 [5]. Teachers in this age group have relatively poor mastery of information technology, and their acceptance of new teaching methods and approaches is relatively low compared to young teachers. In addition, through investigation, it was found that nearly 60% of English teachers in Chinese universities believe that they lack corresponding information technology training in their teaching, which has affected the effectiveness of information

technology teaching [6]. Therefore, the improvement of information literacy among college English teachers should start with strengthening their basic knowledge of information technology. To improve the effectiveness of information technology applications for teachers, they must have a certain level of computer operation knowledge. Therefore, universities should carry out basic information technology training to ensure that teachers are familiar with some basic information technology tool usage skills.

4.2. Establishing an information literacy evaluation system

Establishing an information literacy evaluation standard system is the key to improving the information literacy level of English teachers in universities. By scientifically dividing various indicators of teacher information literacy, a comprehensive evaluation system is established to stimulate teachers' self-improvement awareness and effectively improve the comprehensive literacy of university teachers.

4.3. Encouraging teachers' active participation in the educational informatization

The construction of educational informatization requires active participation of university teachers [7]. However, through investigation, it was found that nearly 30% of teachers still do not exert enough importance towards the application value of information technology in teaching. Their participation in information technology training and exchange activities organized by universities is not high, which is largely due to insufficient support from universities for teachers to participate in curriculum informatization construction. Therefore, universities should encourage teachers to participate in the construction of information technology education in their own schools, fully tap into the professional strengths of each teacher, and improve their enthusiasm for participation by formulating corresponding incentive policies so that teachers can actively engage in learning and curriculum reform, and improve their participation in educational information technology.

4.4. Strengthening the daily management of teacher literacy

Universities should strengthen the daily management of teacher information literacy [8]. By establishing a sound assessment mechanism and formulating scientific training plans, universities can help identify and solve various problems in the process of teacher information literacy cultivation in a timely manner, effectively promoting the informatization development of higher education.

5. The problems in the information literacy of English teachers in universities

The reform of educational informatization has become the core reform direction of higher education in China. In this context, how to improve the information literacy of English teachers in universities has become a primary challenge faced by many universities. The current problems in the information literacy of English teachers in Chinese universities can be mainly divided into the following categories.

5.1. Insufficient level of information technology application

The ability to apply information technology is one of the foundations for ensuring the effectiveness of information-based teaching for teachers [9]. However, many English teachers in Chinese universities still face significant problems in the application of information technology. On the one hand, due to the fact that most English teachers in universities are older, their acceptance of new things is insufficient, which makes it difficult to improve their personal information literacy. On the other hand, it is due to the current gender ratio of English teachers in Chinese universities being close to 1:9. Female teachers are generally less sensitive to information technology compared to male teachers. Therefore, many universities find it difficult to establish a good culture

of information technology application in English teacher teams.

5.2. Weak awareness of information security

With the rapid development of network technology, information security issues need to be given attention by every teacher. Applying information technology in English teaching involves a large amount of student information [10]. However, many English teachers in universities do not have a good awareness of information management. Through research, it has been found that current university teachers in China still prioritize compliance with relevant rules and regulations in protecting data privacy and security. Only 10% of teachers will use digital encryption technology to improve the security of information storage. Therefore, there is a lack of protection for student information, which greatly increases the possibility of student information leakage.

5.3. Narrow access to information materials

Information literacy is an important resource for college English teachers to carry out teaching work. In the context of educational informatization, college English teachers can collect a large number of teaching materials through the Internet, broaden students' classroom learning, and thus achieve an overall improvement in teaching quality [11]. However, many English teachers in current universities are not clear about the ways to use information technology to collect teaching materials. In teaching work, the use of information technology is mainly based on multimedia teaching software. For example, the use of teaching resource libraries or artificial intelligence, the number of teachers is less than 30%. This further illustrates the limitations of the current use of information technology by English teachers in Chinese universities, which leads to limitations in the development of teaching work.

5.4. Lack of information literacy evaluation system

Information literacy evaluation is an important guarantee for the steady improvement of information literacy among university teachers. However, many universities currently lack corresponding information literacy evaluation systems, which leads to teachers not being able to discover the shortcomings in their information literacy training process as soon as possible and downplaying the position of information literacy in the hearts of English teachers in universities.

6. Ways to solve the problem of insufficient information literacy of university teachers

In the context of informatization, in order to improve the effectiveness of English teaching, teachers should not only rely on solid English basic knowledge, but also possess a high level of information literacy. Facing the current situation of insufficient information literacy among English teachers in universities, ways to solve this problem has become the first problem that many universities need to solve in their development.

6.1. Strengthening teachers' learning and mastery of information technology

With the rapid development of science and technology in our country, there are various forms of information technology, and information technology is also changing rapidly [12]. Therefore, in order to effectively improve the information technology proficiency of English teachers in universities and cultivate their information literacy, universities should always pay attention to the development and changes of information technology in China, regularly organizge teachers to participate in information technology training, and ensure that university teachers can learn the latest teaching methods and techniques using information technology as soon as possible.

In addition, universities should strengthen theoretical training for university teachers, help them clarify the important role of information technology in higher education, improve their awareness of information literacy, and ensure that the application of information technology can help improve English teaching.

6.2. Paying attention to the cultivation and improvement of information literacy

The information literacy of university teachers refers to their ability to acquire, process, and utilize information in the information environment. In order to ensure the effectiveness of teaching, teachers need to collect a large number of teaching resources on the Internet. In the era of informatization, a large amount of information resources is emerging. If teachers cannot quickly and accurately identify the effectiveness and availability of various teaching resources, they cannot improve the effectiveness of teaching work. In addition, university teachers should actively learn information security knowledge, enhance their awareness of information security protection, and avoid the risk of information leakage to schools or students in the development of teaching informatization [13].

6.3. Strengthening the practice and application of information technology education

Information education refers to a kind of teaching method that uses information technology, such as the Internet to improve the effectiveness of teaching work. Under this method, university teachers should actively participate in the practice of information technology teaching, improve the application effect of personal information technology in practice, and lay a solid foundation for the improvement of teachers' comprehensive abilities by continuously improving teaching design and methods.

6.4. Improve the construction of information technology facilities

To achieve innovation in English teaching in universities and alleviate the academic pressure on English teachers through the development of teaching informatization, universities should increase their support for the transformation of teaching informatization, increase funding investment, replace old teaching equipment, and provide teachers with more hardware support [14]. For example, setting up multimedia language laboratories, electronic reading rooms, micro course recording rooms, etc. Besides, the university should provide more innovative paths for the teaching work of college English teachers through new hardware devices. In addition, universities should also establish an internal network teaching management platform on campus, achieve digital transformation of the campus, and enable teachers' teaching work to cover every corner of the campus.

In the context of educational informatization, cultivating information literacy among university teachers becomes more important. Therefore, university teachers should strengthen their learning and application of information technology, ensure the comprehensive improvement of their information literacy, and help innovate English teaching in universities.

7. Notes on improving the information literacy of college English teachers

At present, information technology has become an important component of teaching work in universities. As the core of teaching work, teachers must possess high information literacy in order to better cope with the wave of educational informatization development and improve teaching quality.

To improve personal information literacy, university teachers need to first understand the connotation of information technology [15]. By mastering the basic operations of computers and networks proficiently, they can gradually understand the use of various software tools and understand the important value of information technology in university education. In this era full of information, a large amount of data has flooded into

people's daily lives. Therefore, teachers should attach importance to the protection of information security and comply with information management systems. In addition, improving the information literacy of university teachers cannot be achieved without the help of systematic training. Through the excellent learning and development opportunities provided by universities, teachers can acquire knowledge in information technology applications, information security management, and other aspects, comprehensively improving their information literacy.

8. Conclusion

In summary, educational informatization is the current trend in the development of higher education and has a crucial impact on the development of higher education. In the context of educational informatization, by improving the information literacy of teachers, it is possible to achieve an integration of teaching work and the development of the times. Therefore, universities should strengthen the training of teachers' information technology application ability, establish an excellent information technology exchange platform, improve their skill reserves, and bring help to the innovation and development of higher education work.

Disclosure statement

The author declares no conflict of interest.

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