

Research on the development path of Public English Teachers' Literacy in Application Oriented Undergraduate Colleges under the Background of New Liberal Arts

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Abstract: New liberal arts is a new concept based on the traditional concept of liberal arts echoing the country's demand for compound talents. The proposal of this concept has positive significance for the development of liberal arts majors and colleges. This paper analyzes the demands of talent training and the characteristics of talent training in Application-oriented undergraduate colleges under the background of the new liberal arts. In addition, it explores the qualities that public English teachers in application-oriented undergraduate colleges should have, and puts forward three suggestions on the development path of teachers' qualities as some references for the theoretical research and practical training of public English teachers' qualities in application-oriented undergraduate colleges.

Key words: New liberal arts background; Applied undergraduate colleges; Public English; Teacher literacy development

1. Introduction

The proposal of the concept of "new liberal arts" indicates that the national level has realized that in the face of the increasingly fierce international competition, traditional liberal arts talents can no longer meet the current challenges, and it is imperative to reform the traditional liberal arts training mode. This study takes the current new liberal arts construction as the research background, takes the application-oriented undergraduate colleges as the research scope, takes the public English teachers as the research object, and analyzes the quality requirements of the public English teachers in the Application-oriented Undergraduate Colleges under the background of the new liberal arts according to the training objectives of the Application-oriented Undergraduate Colleges for students' foreign language application ability, so as to put forward the corresponding development path, It is expected to provide some reference for the theoretical research and practical training of Public English teachers' quality in application-oriented undergraduate colleges.

2. Quality requirements of Public English teachers in Applied Undergraduate Colleges under the background of new liberal arts

2.1 Analysis of English talent training quality in application oriented Undergraduate Colleges under the background of new liberal arts

Wu Yan, director general of the Department of higher education of the Ministry of education, once proposed that "higher foreign language education should actively serve the national strategic development" on the development of foreign language education in Colleges and universities, that is, China should vigorously cultivate international talents with a global vision, familiar with international rules, proficient in using foreign languages, and proficient in Sino foreign negotiation and communication, It is necessary to cultivate all kinds of professional technical and management talents who understand foreign languages urgently needed for the construction of the "belt and road". Based on the report of director general Wu Yan on the "new mission, big picture, new liberal arts, big foreign languages" at the "Fourth National High Level Forum on foreign language education reform and development in Colleges and universities", guoyingjian proposed that foreign language talents should not only introduce foreign languages and cultures into China and play the role of a bridge for cultural exchanges between China and foreign countries, but also export Chinese (Chinese) culture abroad; Jiang Zhibin and Wang Huihua, two scholars, combined with their practice and exploration in Shanghai International Studies University, put forward that the primary insistence and strategic core of foreign language talent cultivation is to cultivate morality and talents; At the same time, they also put forward three conditions that Chinese foreign language talents should meet in the context of the new liberal arts: multilingualism + humanistic quality; Three dimensional "regional country +" comprehensive capacity; Exquisite "cross compound +" professional ability; According to the research on the quality of foreign language talents by scholars, the author believes that foreign language talents under the background of the new liberal arts should have good moral quality and personality cultivation, full cultural confidence, be able to transmit excellent Chinese culture to foreign countries in the cultural exchange between China and foreign countries, and have the ability to use multilingual and related professional knowledge to solve practical problems in different scenarios.

2.2 Discussion on the quality requirements of application oriented Undergraduate Public English teachers under the background of new liberal arts

Based on the demand for the characteristics of English talents in the context of the new liberal arts, the author will explore the quality requirements of Application-oriented Undergraduate Public English teachers in the context of the new liberal arts from the three dimensions of morality, professional knowledge and practical skills.

1. establish morality and cultivate people, and have the ability to explore and implement ideological and political education in English courses

Talent cultivation must always adhere to the goal of cultivating students' positive political consciousness and ideological and moral quality. Otherwise, just like a rootless tree, the talents cultivated cannot be used by the country and can not really serve the people after

entering the society. Therefore, under the background of the new liberal arts concept, the primary task of English talent education should also be based on the moral quality construction of talents.

Different from the ideological and political course which plays a value leading role in the ideological and political education of college students, the ideological and political course emphasizes the integration of Ideological and political elements with the curriculum contents of various disciplines, and emphasizes the mainstream value guidance in knowledge teaching, so as to achieve the goal of building morality, cultivating people and moistening things silently. The pilot exploration of Ideological and political courses in Shanghai provides practical reference for the achievement of the educational objectives of various majors in Colleges and universities, and also provides inspiration for the public foreign language discipline in Application-oriented Colleges and universities. Therefore, under the background of the new liberal arts, as an application-oriented undergraduate public English teacher, should have the ability to actively explore and explore the ideological and political elements in the curriculum, and fully integrate the ideological and political elements into the daily English classroom teaching.

2. professional knowledge level, with certain interdisciplinary knowledge

The requirements of the new liberal arts for the quality training of English talents show that, combined with the characteristics of talent training in application-oriented undergraduate colleges, the knowledge structure of Public English teachers is facing the challenge of upgrading again. In addition to professional knowledge, teaching and technical knowledge, teachers should also have certain interdisciplinary knowledge. For example, foreign language teachers can increase their exposure to history, philosophy, Chinese language and other liberal arts knowledge. This knowledge will help teachers to combine the teaching content and tell the Chinese story well, and students will naturally fully show their cultural confidence when conducting cultural exchanges between China and foreign countries in the future work scene. It should be noted that the mastery of interdisciplinary knowledge does not mean that the more subject areas involved, the better. It also means the connection and integration of learning subjects.

3. at the level of teaching practice, it has a comprehensive ability structure to cultivate students' language application ability

According to the characteristics of talent training and application-oriented undergraduate talent training in the new liberal arts, the top priority of Public English teachers' teaching is to cultivate students' language application ability, including the flexible application of listening, speaking, reading, writing and translation in practice. The key to achieving these goals lies in the multi-dimensional, comprehensive and up-to-date knowledge and ability structure of English teachers.

Specifically, in terms of teaching philosophy, foreign language teachers should change from teacher-centered to student-centered in time. The biggest difference between teacher based teaching and student-based teaching is that Student-Centered English teaching is often based on the actual needs of students, and students can not only acquire knowledge, but also gain the ability and methods of learning language knowledge.

Second, foreign language teachers should continue to deepen the use of information technology in teaching, and use information technology to help students' language ability. With the advent of the era of education informatization 2.0, the combination of education and technology has gradually changed from surface to deep integration. This trend provides technical support for students to better grasp theoretical knowledge and apply it in practice. English teachers should constantly update their information technology ability and continue to think about how to use technical means to improve teaching, so as to promote students' problems in English learning.

3. Professional development path of Public English teachers in application oriented Undergraduate Colleges under the background of new liberal arts

3.1 Deepen the study of Ideological and political theory and strengthen the practice of Ideological and Political Teaching

As far as teachers are concerned, teachers should change from passive acceptance to active learning in the relevant theoretical training with the theme of curriculum ideological and political education. On the one hand, the advantages of active learning are conducive to the construction of their own knowledge system; On the other hand, the effect of theoretical training requires teachers to have high initiative and participation. If teachers in the training center can not actively think and explore the concept of training, the training effect will be greatly reduced. The practice of the integration of Ideological and political education and public foreign language courses must be based on a complete understanding of the theory. If the theoretical understanding is not deep enough, it will inevitably affect the later practice.

As far as schools are concerned, first of all, we should reform the single way of teacher training for liberal arts teachers. Under the background of the new liberal arts, application-oriented undergraduate is charged with the important task of cultivating interdisciplinary applied talents for the country. As an important public basic course, public English is the main position of morality education. To achieve the goal of education through English courses, teachers need to have the ability to deeply integrate ideological and political education with English courses. It is difficult to acquire this ability only through theoretical training. Secondly, we should integrate all kinds of existing resources, refine the classification of resources, and facilitate teachers' rapid access to resources. For example, public foreign language teachers have more practical resources to deepen teachers' understanding of curriculum ideological and political education in addition to obtaining theoretical research related to curriculum ideological and political education. Finally, application-oriented undergraduate colleges and universities can use their own advantageous resources to strengthen cooperation with other liberal arts or comprehensive colleges and universities to realize resource sharing on the ideological and political construction of College English courses, which plays an important role in promoting the quality improvement of application-oriented undergraduate foreign language teachers.

3.2 Consolidate professional knowledge of English teaching and expand relevant interdisciplinary knowledge

The new liberal arts background and the training requirements of application-oriented undergraduate students require that public

English teachers should not only consolidate the professional knowledge of English teaching, but also expand the relevant interdisciplinary knowledge in terms of knowledge accumulation.

To consolidate the professional knowledge of English teaching, teachers should not be complacent about the English teaching knowledge they have mastered, including but not limited to English linguistics knowledge, teaching knowledge, theories related to teachers' professional development, etc. on the basis of improving the existing knowledge structure, they should constantly update the mastered theories through literature reading, participating in academic exchange meetings and other forms. In addition, the internalization of knowledge is inseparable from teaching practice. Integrating the latest research results into teaching is the most critical step to achieve the renewal of knowledge structure.

Expanding relevant interdisciplinary knowledge means that public English teachers not only need to master the knowledge of professional fields, but also need to broaden the breadth of theoretical knowledge. This requires teachers to consciously understand the knowledge of different fields and constantly enrich the teaching content. However, it should be noted that teachers should not blindly pursue the breadth of knowledge, lack of in-depth teaching, and can not achieve the expected effect of talent training.

3.3 Improve the comprehensive ability structure and improve the teaching practice ability

For the cultivation of students' language application ability, teachers need to constantly improve the construction of comprehensive ability structure.

First, teachers need to deepen and implement the student-centered teaching concept. We should not only learn relevant teaching theories, but also embody the student-centered in every teaching link. For example, students' learning needs to be taken into account when designing teaching before class. The purpose of this behavior can help teachers design pragmatic teaching activities at different levels, and meet the learning needs of students with different learning foundations on the premise of achieving the teaching purpose.

Second, teachers need to fully understand the relationship between education and information technology, and constantly improve the ability to use information technology. With the development of Internet, the means and perspective of the combination of information technology and teaching are also changing with each passing day. With the support of information technology, English teaching plays an increasingly important role in promoting the development of students' language use. For example, the use of virtual reality technology can greatly enhance students' participation, stimulate students' interest in learning, and then apply what they have learned will no longer be an empty word. Therefore, it is very important for public foreign language teachers to continuously improve the literacy of educational information technology in the context of the new liberal arts. Teachers need to improve their educational information technology literacy. On the one hand, teachers need to constantly improve their theoretical literacy in educational information. On the other hand, teachers should seize all practical opportunities and constantly integrate technical means into English teaching. At the same time, the school level should also provide convenience for the improvement of teachers' informatization level as much as possible. For example, information literacy should be taken into account when organizing the evaluation of teachers' skills.

4. Conclusion

The construction and development of the new liberal arts is both an opportunity and a challenge for every liberal arts teacher. In this context, public foreign language teachers in application-oriented colleges and universities should make great effort to the construction and development of Public English courses in Application-oriented Undergraduate Colleges and universities. Firstly, in order to cultivate interdisciplinary talents with moral quality, teachers should deepen the studying of ideological and political theory and strengthen the practice of ideological and political teaching; Secondly, in order to cultivate students' application ability, teachers should consolidate English teaching professional knowledge and expand relevant interdisciplinary knowledge; Finally, in order to ensure the final implementation of talent training in application-oriented undergraduate colleges, teachers should also improve the comprehensive ability structure and continuously improve the teaching practice ability.

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