

Research on Improving Teaching Quality through Building College English Teaching Team

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ABSTRACT. *In the 21st century, with the rapid development of science and technology and the fierce social competition, it is imperative to study and discuss the construction of college English teaching team in order to improve the quality of college English teaching. This paper discusses the construction standard and necessity of college English teaching team, and expounds the contents and strategies of college English teaching team construction.*

KEYWORDS: *College English teaching team building; College english teaching quality; Strategy; Research and practice*

1. Introduction

With the improvement of college students' English application ability and the reform of examination system, college English teaching is facing more challenges. College English is a public basic course, which is a compulsory course set for all students of various majors in the college at the basic stage. It has wide coverage and great influence. Therefore, to carry out the reform of college English teaching and improve the teaching quality of college English are the needs of improving the overall level of running a school, as well as the survival and development of the college. In order to keep up with the pace of The Times and make students more competitive in society, it is necessary to cultivate a team of teachers with high professional level and strong teamwork spirit.

2. The necessity of building college English teaching teams

2.1 Requirements of college English courses

2.1.1 Particularity of courses.

College English course is a compulsory course for all non-English majors at the

university level. The course duration is about 250 class hours and the total credits are 16 points. The course teaching takes about 4 semesters.

2.1.2 College English teaching requirements

College English teaching requirements have clear requirements in vocabulary, grammar, reading, listening, speaking, writing and translation. To meet the requirements of college English teaching, it means that college English teachers must have strong abilities in listening, speaking, reading, writing and translation. However, it is unrealistic to require every college English teacher to meet the standard of general English teacher[1].

2.1.3 The teaching effect is unsatisfactory.

The teaching goal of college English is to cultivate students' comprehensive English application ability, especially listening and speaking ability, so that they can effectively communicate oral and written information in English in future work and social communication[2]. However, after 8~12 years of English learning, many students are not good at English application, and still can't listen, speak or write. "Deaf English", "dumb English", "time consuming and low efficiency" are the social evaluation of foreign language teaching in China.

From the above three characteristics of college English curriculum, it is not difficult to realize the goal of college English teaching by the power of a single English teacher.

2.2 Requirements for professional development of college English teachers.

College English teachers generally have great work pressure, which is mainly manifested in the contradiction between the daily teaching working time and the professional scientific research development time. Some researchers pointed out that "the biggest challenge to effectively realize teacher professional development is time." At present, college English teachers have to spend a lot of time preparing for classes, attending classes and correcting homework. The heavy teaching tasks affect the enthusiasm of college English teachers' self-professional development, which is likely to lead to job burnout, resulting in a lack of self-development motivation, few scientific research achievements and low professional title level. In the long run, it will inevitably affect the effect of college English teaching and the quality of talent training. The teaching team is set up to encourage and support young teachers to complete the application of certain scientific research projects, teaching reform projects, textbook compilation and individual monograph workload by adopting the "old, middle and young" assistance mode, so as to improve the teaching and scientific research level of teachers and realize the purpose of professional development of college English teachers[3].

3. College English teaching team building content

3.1 Guiding ideology of college English teaching team building

Through the establishment of team cooperation mechanism, reform the teaching contents and methods, development of teaching resources, optimizing the allocation of resources, promote the exchange of teaching research and teaching experience and promote the teaching work, help and bring together, improve teachers' teaching level, the full implementation of "college English curriculum requirements", in order to ensure the quality of college English teaching improved steadily[4].

3.2 College English teaching team construction goals.

We will build a team of teachers who are dedicated to their posts, care for their students, study hard, study rigorously, have the courage to innovate, work hard and forge ahead, have good cooperation spirit, strong professional ability, high comprehensive quality and reasonable personnel structure (age structure, educational background structure, professional title structure). Reform teaching contents, innovate teaching methods, summarize teaching experience, and explore new approaches suitable for college English teaching[5]. The teaching quality of college English education has been improved obviously, the students' knowledge structure is reasonable, and the comprehensive English application ability is strong, which can meet the basic requirements of social and economic development on the English quality of college graduates.

3.3 Construction planning of college English teaching team.

In order to ensure the smooth implementation of the teaching reform and the steady improvement of teaching quality, the college English teaching team building plan is carried out from the following aspects:

3.3.1 Set up multiple teaching teams according to the course module to further refine the team construction objectives.

According to the needs of college English teaching reform, the college English teaching team is divided into several teaching teams according to the course modules to form a relatively stable course teaching team. The division of labor and collaboration based on teachers' expertise enables teachers to give full play to their expertise, specialize in teaching materials and methods, and effectively improve the cohesion of the team[6].

3.3.2 Strengthen curriculum construction.

From improve the quality of college English curriculum, the teaching outline, teaching contents, teaching methods and means, teaching material, speaker teachers, scientific research and teaching research efforts, along with team building, increase

the intensity of curriculum construction, strive for the construction of the university English class will become a grade school, provincial excellent courses.

3.3.3 Strengthen textbook construction.

Teaching materials are not only related to teaching content, but also to teaching reform. Teaching material construction is one of the main tasks of teaching team construction. The college English teaching team should combine the development stage and characteristics of the major, select high-quality teaching materials and new teaching materials suitable for the practical situation of application-oriented undergraduate colleges and reflect the requirements of teaching reform, organize the compilation of college English teaching AIDS, and actively strive to undertake the compilation of provincial planned teaching materials.

3.3.4 Actively carry out scientific research and educational reform.

Scientific research and teaching reform research is one of the main tasks of teaching team building, which should be paid great attention to. College English teaching teams should strengthen scientific research and educational reform, and constantly promote the transformation of scientific research teaching. It is necessary to carry out academic research on personnel training mode, training program, teaching system, curriculum system, teaching content and teaching method, assessment method, teaching theory and teaching evaluation, so as to promote teaching construction and consolidate and improve the quality of education and teaching. Actively strive for college teaching reform research projects, strive to be approved provincial and municipal teaching reform projects.

3.3.5 Strengthen the construction of teachers.

We will build and improve a more rational echelon structure, professional title structure, age structure and academic relationship structure, and build a team of high-level teachers with complementary advantages and teamwork. The specific measures are: invite more experts and scholars inside and outside the university for guidance; Strengthening teacher training and promoting teacher exchanges; Give play to the role of old teachers in spreading, helping and leading; To improve the teaching quality of all college English teachers, we should actively carry out teaching and discussion activities such as observation classes, demonstration classes and lecture competitions. College English teaching team is a young team, the proportion of young teachers accounted for more than 80%, so the training of young teachers is particularly important and prominent. Based on the existing training results, we should further plan the training plan for young college English teaching team teachers: (1) teaching training. Due to the lack of teaching experience of young teachers, the college English teaching team will implement the tutorial system, which will be planned, targeted, required and targeted for guidance and training. Arrange teaching experience rich, elderly teachers as a guide young teachers in preparing, class adviser, guidance and training of after a certain period, gradually enrich young teachers teaching experience, improve the level of young teachers' teaching and the ability to control the classroom teaching, so as to exercise and cultivate a large number of young teachers, promote the rapid growth of young

teachers. (2) scientific research and training. Undertaking scientific research projects is an important form of training and testing young teachers' scientific research ability. In order to enable young teachers to bear the burden of scientific research as soon as possible, college English teaching teams should encourage and support young teachers to apply for various scientific research projects at all levels. The college English teaching team requires young teachers to complete a certain amount of scientific research work every year, including the application of scientific research projects, teaching reform projects, textbook compilation, personal monographs and other aspects. Especially in terms of papers, young teachers are required to publish more than 2 papers every year.

3.3.6 Resource construction planning.

Make full use of existing teaching resources, give full play to the role of existing teaching resources; Constantly develop new teaching resources to provide material guarantee for teachers to carry out teaching reform activities; Give full play to the role of the Internet to create a good language communication environment for students' independent learning; We will further strengthen the construction of test Banks and improve the evaluation mechanism. Strengthen the construction of "college English" extracurricular independent learning resource bank, student independent learning evaluation system, course electronic teaching plan, video teaching by main lecturers, student training question bank, cet-4 and cet-6 question bank, etc.

3.3.7 Reform teaching content and innovate teaching methods.

By carrying out multimedia teaching research and teaching courseware research and development, utilizing and perfecting the effectiveness of network teaching, promoting the application of new educational technology in teaching; Carry out joint research on teaching contents, teaching methods and means within the college English teaching team or among other relevant majors, and reform teaching methods such as heuristic teaching, discussion teaching and task-based teaching.

3.3.8 Take practical measures to improve the passing rate of cet-4.

College English test band 4 is a national unified English test organized by the ministry of education. However, the pass rate of cet-4 in most application-oriented universities, especially in application-oriented science and engineering universities, is not satisfactory, and there is a big gap between them and other universities. In college English team building, therefore, should be to improve the college English test band-4 pass rate as the objective, realize the college English teaching, the reform of classroom teaching mode, strengthen the positive washback on college English test band 4, take concrete measures to fully arouse the enthusiasm of the students' English learning, and steadily improve the passing rate of college English test band 4.

4. Strategies for building college English teaching teams

4.1 Fully activate the sense of cooperation of the teaching team

With the increasingly implementation of college English teaching reform, modern information technology is widely introduced into the teaching process, the rapid development of the network, and the diversification of channels for students to acquire knowledge, the teaching process becomes increasingly complex, and it is difficult to control by personal strength alone. Therefore, we must rely on "team work". Through teamwork, teachers can get more new ideas and draw more power. In order to produce effective and satisfactory results, college English teaching team members must be on an equal footing, have a harmonious interpersonal relationship and a strong sense of cooperation.

4.2 Choose a team leader

It is the first step to choose a team leader with high level and strong ability to build a college English teaching team. Schools that select team leaders should implement an appointment system. Teachers should sign up voluntarily, be recommended democratically by the masses, and be appointed by a large external party after the evaluation and determination of the expert group. The appointment period is two years. In the selection and recruitment of team leaders, the school should pay attention to both the teacher's ethics and the work ability of the appointee. Not only emphasizes the applicant's teaching ability, but also emphasizes the applicant's management and leadership ability, especially the candidate's solidarity and cooperation ability, and has a strong spirit of dedication, is willing to lead all members to help each other learn from each other, toward the common goal of the team efforts.

4.3 Set clear and cohesive team goals

Only a reasonable goal that embodies the common values of team members can make team members have a sense of belonging and willing to do their best to contribute to this goal. After setting team goals, the college should regularly evaluate each team, rather than individual teachers; The development and future of the team are closely related to each member. This makes the team more centripetal force, cohesion.

4.4 Properly allocate team members

A reasonable team structure requires that team members have strong complementarity in knowledge and skills, age, and title, which will directly determine the performance of the team. The college English teaching team should be mainly composed of young and middle-aged backbone teachers, including

professors, associate professors, lecturers and teaching assistants. In such a teaching team, the role of the middle-aged and elderly teachers can be brought into play, helping and guiding, and the professional level of education and teaching of young teachers can be improved.

4.5 Establish team management and operation mechanism with clear division of labor

The smooth operation of college English teaching team requires the establishment of perfect internal management and operation mechanism. Clear rules should be established within the team, and there should be special personnel responsible for each link and rules to follow. Team members should perform their respective duties and do their best, and the operation of the team should be in accordance with laws and regulations. This is conducive to the formation of cohesion and centripetal force within the team, and is of great significance to the long-term healthy development of college English teaching teams.

4.6 People-oriented teacher quality training

People-oriented teacher quality training emphasizes the implementation of demonstration courses by excellent teachers, so that new and old teachers can learn from each other and learn from each other. Carry out teaching seminars, collective lesson preparation and other measures to improve the teaching level and comprehensive ability of the whole teaching team, so that the overall performance of the team exceeds the simple sum of individual performance. At the same time, people-oriented teacher training also attaches great importance to the cultivation of teamwork ability in teacher work. In addition, people-oriented teacher training also encourages teachers to carry out various forms of professional learning, constantly absorb a variety of fresh nutrients from the theory, enrich their classroom teaching, improving their teaching quality.

4.7 Improve the assessment system

A reasonable evaluation system is the guarantee of effective operation of college English teaching team. Therefore, the traditional evaluation method that only pays attention to individual classroom evaluation of teachers should be changed to encourage the backbone of teaching to form a teaching team and improve the teaching quality by cooperating with the talents of many people. In the assessment mechanism, to pay attention to individual performance by the performance appraisal, encourage teachers are paying attention to what I as the effect of classroom teaching on the basis of pay more attention to college English curriculum construction and professional development and more care about this unit the overall quality of the training work, to better promote the college English teachers' professional development and the sustainable development of the teaching team.

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