

Research on Development Path of High School English Teachers' Subject Teaching Knowledge

Qian He

Gannan Normal University, Jiangxi, Ganzhou, 341000, China

Abstract: Subject teaching knowledge has benefited from the attention of scholars both at home and abroad. To sort out the latest achievements in the research field of English teacher teaching in the academic field in the past fifteen years in China, it is possible to better grasp the latest developments in the research of domestic English teachers' subject teaching knowledge, and to provide useful lessons for future in-depth research in this field.

Keywords: Development Path, High School, English Teachers, Subject Teaching

1. INTRODUCTION

Teachers are a professional profession. They should have professional knowledge when they are engaged in teacher work. People's understanding of what professional knowledge teachers should have has gone through three stages. Before the 19th century, there was no major difference between cultivating teachers and cultivating scholars and scientists. People generally believed that having knowledge of subject content would qualify them as teachers; 20 In the middle of the century, after the birth of pedagogy, education knowledge began to be used as a basic knowledge of teachers and became an indispensable part of teacher training. Therefore, teacher professional knowledge includes subject content knowledge and education knowledge; after the middle period of the 20th century, some scholars placed special emphasis on subject teaching knowledge. The important role of improving teaching effectiveness and promoting student understanding, especially since the 1980s, the exploration of teacher specialization has reached an unprecedented height (Zhong Qiquan 2001), teacher professional development has become a hot research of teacher education reform, teacher's discipline Teaching knowledge has also become the focus of teacher knowledge research.

2. THE BRIEF EXPLANATION OF SUBJECT TEACHING KNOWLEDGE

Literally, subject teaching knowledge is certainly related to specific subject knowledge and teaching knowledge, but its content is not entirely the same.

(1) Connotation of subject teaching knowledge

The pedagogical content knowledge (PCK) was proposed by Shulman (1987), chairman of the American Educational Research Association and taught by Stanford University. He defined it as a combination of subject knowledge and general pedagogical knowledge to understand how the teaching of a particular topic is characterized. Later, more scholars conducted research on it and believed that other types of teachers' knowledge should also be included in subject teaching knowledge.

The most noteworthy of these is Crossman's (1990:7-9) discourse on subject teaching knowledge. He believes that subject teaching knowledge consists of four parts: first, the teacher's conception of a discipline-based teaching—on the nature of the subject. Knowledge, or knowledge of what important content the student has learned; second, knowledge of students' understanding and misunderstanding of a subject; third, knowledge of curriculum and teaching materials; and fourth, knowledge of teaching strategies and representations of specific topics . They regard the PCK as a new knowledge system that is derived from cross-disciplinary knowledge and general teaching knowledge, but independent of these two fields. It is a static knowledge. In addition, some constructivists believe that the PCK is "a teacher's comprehensive understanding of general pedagogy, subject content, student characteristics, and learning situations". To see it as "understanding" means that it has the characteristics of continuous deepening and development. Therefore, this view holds that PCK is a kind of dynamic knowledge that has always existed in the intersection of multiple types of knowledge and should not be stripped from it. . However, the author believes that PCK is a comprehensive application of knowledge whether it is dynamic knowledge or static knowledge. It is the practicality and contextuality of teachers' knowledge based on subject knowledge, general pedagogical knowledge, and other broad knowledge. Personal knowledge is applied to a teaching topic, and is effectively characterized, organized, and presented to promote student learning.

(2) The characteristics of subject teaching knowledge

Since PCK is a comprehensive application of knowledge, "how to integrate" and "how to use" have become the core of PCK. Obviously, synthesis is not a simple combination, but a process. Integrated knowledge is a result. It is process knowledge about what is. There is also a need for a teaching process of how to "do" between the "want" teaching goals of the teacher and the "acquired" teaching results. This requires a procedural knowledge of how to use integrated knowledge, ie, "how to". The author believes that the characteristics of PCK are as follows:

PCK is a combination of subject knowledge and general teaching methods, curriculum knowledge, student characteristics, and learning situations. This synthesis must be a conditional synthesis. As each independent and divergent teacher, their mastery of knowledge in each category is not the same, and individual teaching styles are different, and students, teaching environments and situations are also different. Therefore, everyone has

their own PCK, PCK has obvious individuality.

The teaching process is a practical process and it is a process from cognition to operation. PCK is a kind of integrated application knowledge. The integration and application of these two processes are not the relationship between the front and the back, but the relationship of interaction, and the process of interaction is the process of practice. The integrated PCK is a knowledge used in real teaching, not a pure knowledge. Its acquisition, implementation, and development are inseparable from the practice process. If you want to know how to do it, you must do it in practice. "

The constructivity of PCK is reflected in the reorganization of its various components. The acquisition of various types of knowledge bases for PCK has been successively performed. The prior knowledge base provides reference for the knowledge base of the latter and becomes the existing objective knowledge. PCK is not a product or an event, but a "construction process that is constantly moving forward." Therefore, the knowledge base of the later line is influenced by the prior knowledge base in the generation of PCK, and at the same time it affects the development of the prior knowledge. They are assimilated or conformed to each other. Teachers continue to infiltrate their (or other) experiences, passions, values, personal judgments, etc. Therefore, constructivism is a basic characteristic of PCK.

Today, the concept of knowledge has undergone tremendous changes. "The subject and object of knowledge exist before knowledge". The cognitions, emotions, operations, attitudes and beliefs of teachers and students are constantly changing and they are taught. In the interaction process, there will be new and different understandings and opinions on teaching knowledge, which will determine the instability of teachers' PCK. Therefore, development is an inevitable trend.

3. THE SOURCE OF ENGLISH TEACHING KNOWLEDGE

PCK is a kind of comprehensive knowledge, then what knowledge base is needed for its formation? Shulman and his colleagues proposed a theoretical framework for teacher knowledge analysis: subject knowledge, general teaching knowledge, curriculum knowledge, subject teaching knowledge, knowledge of learners and their characteristics, educational situation knowledge, goals, goals, and values of education.

(1) Sources of PCK for English Teachers

Specific to the English subject, English teachers are formed through the changes and developments of individual learning identities, including middle (small) students, teacher-training students, and teachers. Therefore, their PCK acquisition is an accumulation and construction. the process of. Based on the above knowledge base, this article analyzes the source of PCK from the growth stage of English teachers and the acquisition of PCK.

(2) Analysis of the source of English teacher PCK

In elementary and middle school students, subject knowledge is consciously accepted by students, while

other types of knowledge are unconsciously formed in the process of imperceptibility. Students have to a large extent "towards a teacher", and the interaction between teachers and students has a great influence on the teaching conception of aspiring students. Therefore, each high school English teacher is engaged in teacher education with his own experience and continues to work in the teacher profession. The relevant knowledge obtained during the elementary and middle school students also provides raw materials for their PCK.

As the core stage of pre-service teacher training, the English language teacher education stage lays the foundation for the lifelong career development of English teachers. Its professional and systematic learning directly affects the generation of teachers' PCK. If you think of PCK as a "connected" network, this stage is the necessary "junction point" for this network. The English teacher education in China has always focused on the teaching of language knowledge. Specifically, it focuses on knowledge of English subjects. Most of them are based on the language itself, such as phonetics, grammar, culture, literature, and English teaching. Etc. Therefore, English teachers gained a solid knowledge of English subjects at this stage. Pedagogy and psychology are public compulsory courses, but this type of educational course (including educational practice) only accounts for about 10% of the total school hours. The teacher education curriculum is not only of low quality but also has a severe shortage of class hours. English-educated students lack systematic study and in-depth understanding of such courses. Therefore, they lack the understanding of students' development, arouse students' interest with appropriate methods and strategies, and deepen students' understanding of subject content so that students can gain development. knowledge. At this stage, the knowledge about English courses, students, and education situations mainly stays at the cognitive level. In addition, the practice time of our teacher-training students is short. The proportion of practical courses in China only accounts for 3% to 4% of the educational content. Far below the level of other countries in the world (eg, 12% in the United States, 11% to 25% in France, 15% in India and 15% in the United Kingdom, and 8% in the Philippines) (Li Dan 2011), so they lack the need to pass various "junction points" through certain Skills link the capabilities of a "net" like PCK.

After entering the job, English teachers use pre-employment reserve PCKs (such as curriculum knowledge and pedagogical knowledge) in the real education situation for teaching professional growth. This is a long-term practice and reflection process. At this stage, English teachers mainly integrated relevant knowledge of English subjects, knowledge of English teaching methods, and other knowledge bases in teaching practice. The process from a novice English teacher to an expert English teacher is the process of constantly revising and enriching the PCK. From the perspective of external factors, society's requirements for teachers are changing, and educational reforms are constantly being carried out. Looking at this current round of curriculum

reform, The change of teachers' knowledge system is inevitable. Whether it is a novice English teacher or an expert teacher, we must re-understand education, teachers and students, have the ability to re-develop English courses and change their teaching methods. From the internal point of view, the development of teachers is a continuous and long process. In this process, teachers will obtain information through certain channels to form skills, enhance abilities or change beliefs. Therefore, various types of teacher training, organized professional activities, daily exchanges between colleagues, their own teaching experience and reflection, study textbooks and teaching reference books, reading professional books and magazines, etc. are constantly injecting fresh ideas into the PCK of teachers.

In summary, the English teacher's PCK is a linked variable. The various knowledge bases mentioned in this article are its independent variables. Therefore, PCK is an unstable, ever-changing knowledge. Each teacher's PCK is different. The PCKs of teachers in different periods are also different.

(3) Development approaches to teaching knowledge in English subjects

Understand the nature, central themes, and specific knowledge of English subjects. Through the study of College English majors, each high school English teacher's ability in listening, speaking, reading, writing, grammar, translation, literature, pedagogy, Western culture, etc. Professionalism, but this does not mean that they fully possess the ability to analyze and teach high school English textbooks and engage in teaching. University courses are the requirements for normal students. As teachers, they must have in-depth understanding and understanding of the substantive knowledge of English subjects, knowledge of the teaching methods, and knowledge of various topics, so as to construct meaningful and complete English knowledge. The Ordinary Senior High School English Curriculum Standard (Experiment) has specific guidelines for the nature and concept of English curriculum, language skills, language knowledge, emotional attitudes, learning strategies, and cultural awareness. These require teachers to be familiar with Student-centered English teaching method. Therefore, whether it is listening, speaking, reading or writing teaching must be based on the teacher's accurate grasp of the nature of the English subject, the central theme, and specific knowledge, so as to improve the English teacher's PCK.

Continually reflecting on the role of reflection in teaching experiences, American scholar Posner even put forward the formula of "experience + reflection=teacher's growth", arguing that the experience without reflection is narrow experience, and at most only superficial knowledge can be formed if the teacher Simply satisfied with gaining experience without deep thinking on his experience, his development will be greatly limited. Since the implementation of the current curriculum reform for more than ten years, the training of teachers of various levels at the national level,

provincial level, county level and school level has continued, which has provided opportunities and motivation for the development of subject teaching knowledge for high school English teachers. Discipline teaching knowledge is a kind of comprehensively applied knowledge, which has obvious practicality. Teaching experience includes teachers' learning and training experience, classroom teaching practice, observation and communication among colleagues, lectures by leaders and experts, autonomous theoretical learning, etc. Key events or key figures that occur in teaching practice can give teachers the opportunity to realize the leaps and bounds, thus promoting their leap-forward development of PCK. The integration of EK, PK, and CK requires English teachers to update and systematize educational concepts. This renewal and systematization mainly depends on external absorption of teachers ("on-the-job training" and "organized professional activities") and internal training. Reflections ("Own Teaching Experiences and Reflections"). Therefore, from an external perspective, the community and schools should give more attention and requirements to teachers, provide these teachers with more opportunities for further study, and enable them to reach the level of experts in teaching; from an internal perspective, teachers should With the pursuit of professionalism, after the formation of their own discipline teaching knowledge, improve the effectiveness of teaching and increase the sense of professional well-being.

4. CONCLUSIONS

The teacher professional development needs teachers' value and belief in education and teaching activities. The understanding of the purpose and value of education can only be deepened through long-term meditation and reflection in teaching practice activities. The value of each stage and level needs to be fulfilled, and the "instinctive power" generated by teachers in the pursuit of "self-realization" is the most effective and lasting for the formation of teachers' subject teaching knowledge.

REFERENCES

- [1] Xiao Shiqiong. A case study of the status quo of middle school English teachers' PCK: perspective of classroom questions [J]. Journal of Inner Mongolia Normal University (educational science edition). 2014 (06)
- [2] Wang Yuping. A Reinterpretation of English Reflective Teaching in the Perspective of PCK [J]. Journal of Xi'an International Studies University. 2014 (02)
- [3] Wang Shouren. Strengthening the construction of teachers and improving teachers' teaching ability [J]. Foreign Languages. 2010 (05)
- [4] Wang Zheng, Ren Jingmin. Teachers' teaching knowledge and its development [J]. Foreign Elementary and Secondary Education. 2010 (03)
- [5] Liu Yunqiu, Zou Weicheng. Study on Excellent Foreign Language Education in East China [J]. Foreign Language Teaching Theory and Practice. 2009 (04)