

# Research on the Cultivation and Enhancement Strategies of University Foreign Language Teachers' Professional Literacy in the Intelligent Background

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**Abstract:** In order to better cultivate the professionalism of university foreign language teachers, teachers can be evaluated in an all-round and multi-angle way by regularly organizing teachers to observe and evaluate each other's classes, as well as by carrying out teachers' teaching evaluation work, so as to find out the problems and correct and improve them in time. Teachers' files and teaching case banks are set up so that teachers can share successful teaching cases and cultivate their sense of teaching innovation and practical ability. Encourage teachers to actively participate in academic conferences and seminars at home and abroad to understand the latest academic developments, broaden their teaching horizons and improve their academic level. Establish a mechanism for teachers to help each other, encourage teachers to exchange teaching experience and resources with each other, improve their teaching level together, and maximize their teaching achievements.

**Keywords:** intelligent context, university foreign language teachers, professionalism, development and enhancement strategies, interdisciplinary cooperation

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## Introduction

With the rapid development of information technology, foreign language education is facing unprecedented opportunities and challenges. University foreign language teachers are a crucial part of the foreign language education endeavor, and their professionalism is directly related to students' language learning effects and future career development. However, in the context of intelligence, the roles and tasks of university foreign language teachers are undergoing profound changes. In this new context, how to cultivate and improve the professionalism of university foreign language teachers has become an important issue in front of us. The purpose of this paper is to discuss the elements and cultivation strategies of university foreign language teachers' professional literacy, and to provide some useful thoughts and suggestions for the development of foreign language education career.

### 1. Elements of professionalism of university foreign language teachers

#### 1.1 Language proficiency

Language proficiency is a crucial element in the professionalism of university foreign language teachers. As foreign language teachers, they need to possess a high level of language proficiency in order to effectively impart knowledge and

communicate effectively with students. Language proficiency includes not only the ability to listen, speak, read and write, but also accuracy and fluency in grammar, vocabulary and phonetics. First of all, language proficiency is crucial to the teaching effectiveness of foreign language teachers. Only with a solid language foundation can teachers understand and explain language knowledge accurately and help students master language usage and expressions correctly. At the same time, excellent language proficiency will stimulate students' interest in foreign language learning and increase their motivation to learn. Secondly, language proficiency also has an impact on the teaching methods and strategies of foreign language teachers. A teacher with a high level of language proficiency can flexibly utilize various teaching resources and tools, design diversified teaching activities, and enable students to communicate and practice in an authentic language environment. Through a variety of teaching methods, teachers can better meet the individual needs of students and improve the effectiveness of teaching.

## **1.2 Reserve of disciplinary knowledge**

As a university foreign language teacher, having sufficient subject knowledge is one of the important aspects of his/her professionalism. Subject knowledge includes in-depth understanding of the language structure, grammatical rules, vocabulary, phonology, etc. of the foreign language being taught, as well as understanding of the culture, history and social background of the country or region where the foreign language is spoken. First of all, the mastery of subject knowledge of the language itself is crucial for foreign language teachers. Teachers need to have an in-depth understanding of the linguistic structure and grammatical rules of the foreign language they are teaching in order to be able to explain and teach the relevant points clearly. At the same time, an extensive knowledge of vocabulary and accurate pronunciation of different sounds are also essential skills for foreign language teachers. Only with a solid knowledge base in these areas can they provide accurate and comprehensive language instruction. Secondly, an understanding of the cultural, historical and social background of the country or region where the language is spoken is also essential for foreign language teachers. Cultural background plays an important role in language application and communication. Teachers need to understand the differences between different cultures to help students understand and use the language better<sup>[1]</sup>.

## **1.3 Educational teaching theories and methods**

As a university foreign language teacher, having good educational teaching theories and methods is one of the key elements of his/her professionalism. The mastery of educational teaching theories and methods can help teachers better plan and organize teaching activities and improve students' learning effect and interest. First of all, understanding educational teaching theories is crucial for foreign language teachers. Teachers need to understand different educational theories, such as behaviorism, cognitivism, constructivism and so on, in order to choose the appropriate theoretical framework to guide their teaching practice according to their teaching goals and students' characteristics. The application of theories can help teachers better understand students' learning process and find the most effective teaching methods from it. Secondly, mastering diverse teaching methods is also very important for foreign language teachers. Different students have different learning styles and needs, so teachers need to flexibly use different teaching methods to meet students' learning needs. For example, teachers can use a variety of methods such as group cooperative learning, contextual teaching, project learning and so on, in order to improve students' participation and learning effect.

## **1.4 Cultural background and intercultural communication skills**

As a university foreign language teacher, having a good cultural background and intercultural communicative competence is an important part of his/her professional qualities. These qualities can help teachers better understand and teach the cultural connotations of the target language and promote students' adaptation and development in intercultural communication. First of all, teachers need to have a wide range of cultural background knowledge. Knowledge of the history, geography, politics and economy of the target language country can help teachers better understand and explain the cultural phenomena and habits that are closely related to the language. For example, when teaching English, teachers can introduce students to the traditional festivals, eating habits, social etiquette, etc. of English-speaking countries, so as to

increase students' understanding of the cultural connotations behind the language<sup>[2]</sup>. Secondly, intercultural communicative competence is also very important for foreign language teachers. Intercultural communication competence includes intercultural sensitivity, language communication ability and the ability to solve intercultural conflicts. Teachers need to have cross-cultural awareness, be able to respect and understand students from different cultural backgrounds, and be able to provide students with communicative strategies and skills to adapt to different cultural environments. Teachers also need to have good verbal communication skills, including the ability to accurately understand students' intentions and express their own opinions. In intercultural communication, cultural conflicts and misunderstandings may arise, and teachers need to have the ability to address these issues to promote effective intercultural communication.

## **2. Strategies for cultivating and enhancing the professionalism of foreign language teachers in universities**

### **2.1 Diversified training models**

#### **2.1.1 Teacher professional development training programs**

The Teacher Professional Development Training Scheme is an important way to enhance teachers' professionalism and professional competence. It aims to provide teachers with systematic and diversified training contents and approaches to meet their changing needs and to promote their personal and professional development. First of all, the teacher professional development training program should focus on the enhancement of teachers' professional knowledge and teaching skills. This includes training in pedagogical theories, subject knowledge, teaching methods and assessment strategies. By providing the latest educational research findings and practical teaching experience, teachers can constantly update their knowledge base and improve their teaching skills. Secondly, teacher professional development training programs should pay attention to the cultivation of teachers' educational technology skills<sup>[3]</sup>. In the digital era, educational technology has become an important part of teaching. Therefore, teachers need to familiarize themselves with and flexibly use a variety of educational technology tools and platforms in order to improve teaching effectiveness. Training programs can help teachers understand and apply the latest educational technologies by organizing educational technology seminars, online courses, and hands-on practice.

#### **2.1.2 Disciplinary exchanges and cooperation**

Subject communication and collaboration is an important aspect in teacher professional development training programs. Teachers need to constantly update their subject knowledge and teaching methods in order to better guide students' learning. And subject exchanges and collaborations allow teachers to share their teaching experiences, ideas and problems, and to gain inspiration and advice from other teachers. Disciplinary exchange and cooperation can take many forms. For example, schools can organize interdisciplinary seminars or workshops, inviting teachers from different fields to share their teaching experience and teaching methods. Teachers can also utilize social media or online forums to exchange and discuss various educational topics. In addition, teachers can collaborate with colleagues to develop curriculum or teaching resources to enhance teaching effectiveness. Subject exchange and collaboration can bring multiple benefits. First, it can enhance teachers' professional knowledge and teaching skills. By learning about the teaching practices and experiences of other teachers, teachers can acquire new teaching strategies and methods and gain a more comprehensive perspective on education. Second, disciplinary exchanges and cooperation can promote teaching innovation and reform. Teachers can gain new ideas and inspiration from interdisciplinary discussions and apply them to their own teaching practices.

## **2.2 Reflective practice and pedagogical research**

### **2.2.1 The importance of reflective practice**

Reflective practice is a crucial aspect of teacher professional development. It refers to the in-depth reflection and evaluation of a teacher's teaching practice after completing a teaching task. Through reflective practice, teachers can better understand the effectiveness of their teaching, student learning, and the challenges and opportunities of the teaching process. First, reflective practice can help teachers identify and solve problems. By carefully reviewing their teaching process, teachers can identify possible deficiencies in their teaching, such as the choice of teaching strategies and student engagement. This enables teachers to adjust their teaching methods in a timely manner to improve their teaching effectiveness and enhance students' learning outcomes<sup>[4]</sup>. Second, reflective practice helps teachers improve their teaching ability. Through reflective practice, teachers can take a comprehensive look at their teaching goals and methods, so as to improve their teaching skills. Teachers can think about how to better stimulate students' interest in learning, how to provide effective teaching feedback and so on. In this way, teachers can continuously improve their teaching methods and enhance their teaching quality.

### **2.2.2 Pedagogical research and pedagogical improvement**

Teaching research refers to teachers' systematic observation, analysis and evaluation of the teaching process and teaching effectiveness, on the basis of which they make teaching improvements and innovations. Teaching research is closely linked to teaching improvement and can contribute to teachers' professional development and students' learning outcomes. Instructional research can help teachers gain a deeper understanding of teaching phenomena and problems. By collecting and analyzing instructional data and observing teaching practices, teachers can gain a more comprehensive understanding of student learning, the effectiveness of teaching strategies, and the applicability of materials and resources. The results of these studies can provide teachers with a scientific basis to guide the direction of their teaching improvement. Teaching research can also promote teachers' teaching innovation. Through conducting teaching research, teachers can continuously try and explore new teaching methods and strategies, and evaluate and adjust them. Teachers can collaborate with their colleagues, share their research results, and gain inspiration and suggestions from the research of other teachers.

## **2.3 Interdisciplinary cooperation and exchange**

### **2.3.1 Integration of research in other disciplines**

Research that incorporates other disciplines refers to the combination of theories, methods, and techniques from multiple disciplines by a teacher or researcher in conducting scientific research to solve complex problems or explore new areas. Such interdisciplinary research can broaden research perspectives, provide comprehensive solutions, and promote communication and cooperation among disciplines. First of all, incorporating research from other disciplines can expand the field of research. Each discipline has its own unique theories and methods, but there are also certain limitations. By integrating research in other disciplines, researchers can draw on the concepts and methods of other disciplines, thus breaking the boundaries of the disciplines and exploring new research areas. For example, in the field of biomedicine, the integration of knowledge from multiple disciplines, such as biology, chemistry, physics and engineering, can promote research in new drug development, disease diagnosis and treatment<sup>[5]</sup>. Second, research that incorporates other disciplines can provide comprehensive solutions. Complex problems often require the knowledge and technology of multiple disciplines to work in conjunction with each other in order to be solved. Interdisciplinary research can integrate the strengths of each discipline to provide more comprehensive and effective solutions. For example, in the field of urban planning, it is necessary to take into account a number of disciplines, such as sociology, economics, environmental science, etc., in order to formulate a feasible urban development strategy.

### 2.3.2 Interdisciplinary cooperation and communication

Interdisciplinary cooperation and exchange refers to cooperation and exchange activities between teachers, researchers or professionals in different disciplinary fields. Such cooperation and exchanges help to promote mutual understanding and knowledge-sharing among disciplines, as well as crossfertilization and innovative development among disciplines. First of all, interdisciplinary cooperation and exchange can promote mutual understanding among disciplines. Experts and practitioners in different disciplines are often very familiar with the knowledge and technology in their respective fields, but have limited understanding of other disciplines. Through cooperation and exchange, they can learn about the basic concepts, research methods and technical means of other disciplines and broaden their disciplinary perspectives. This helps break down the barriers between disciplines and promote interdisciplinary cooperation and innovation. Secondly, interdisciplinary cooperation and exchange can realize knowledge sharing. Each discipline has its unique knowledge and experience, which may also have important application value in the research and practice of other disciplines. Through cooperation and exchanges, experts and practitioners in different disciplines can share their knowledge and experience and learn from and from each other, thereby promoting the development of each discipline. For example, in a collaboration between medicine and engineering, experts in medicine can introduce the needs of medical equipment to engineers, while engineers can draw on their technical knowledge to provide solutions for medical research.

### 3. Conclusion

This paper discusses the cultivation and enhancement strategies of university foreign language teachers' professional literacy in the context of intelligence, analyzes the elements of teachers' professional literacy including language proficiency, subject knowledge reserves, educational and teaching theories and methods, cultural background and intercultural communicative competence, and puts forward the strategies of diversified training modes, teachers' professional development training programs, promotion of inter-disciplinary exchanges and cooperation, reflective practice and pedagogical research, and interdisciplinary cooperation and communication and other strategies. These strategies help to improve the professional quality of university foreign language teachers, and then improve the teaching level and students' learning effect. In the context of intelligence, university foreign language teachers need to continuously improve their own quality, adapt to the rapid development of information technology, and make positive contributions to the development of foreign language education.

### Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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