

# Research on the Role Change and Professional Development Path of University Foreign Language Teachers in the Intelligent Background

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**Abstract:** The purpose of this paper is to explore the role change of university foreign language teachers and their professional development path in the context of intelligence. By analyzing the impact of intelligent technology on the field of education, this paper evolves the roles of foreign language teachers into four aspects: "interest stimulator", "ability cultivator", "spiritual communicator" and "educational researcher". "Educational researcher". At the same time, in order to improve the professional competence of university foreign language teachers, this paper proposes effective development paths, including the skillful application of intelligent learning software and tools, the mastery of cutting-edge development trends in English education, and the cultivation of innovative spirit and adaptability. By studying these aspects, this paper aims to provide theoretical guidance for university foreign language teachers to better adapt to the educational environment and improve their teaching level in the intelligent era.

**Keywords:** intelligent context, foreign language teachers, role change, professional development path, teaching level

## Introduction

With the rapid development of information technology, the advent of the Intelligent Age has had a profound impact on the field of education. In this context, university foreign language education, as an important field for cultivating intercultural communication skills and improving language literacy, has ushered in unprecedented challenges and opportunities. The traditional foreign language teaching mode is no longer adapted to students' diversified subject demands and individualized learning styles, so the role change of foreign language teachers in the intelligent era is imperative. All this makes it necessary for university foreign language teachers to have not only solid subject knowledge but also up-to-date technological skills to lead students to success in their teaching practice.

## 1. The impact of intelligent context on the role transformation of university foreign language teachers

### 1.1 Transformation of teachers into "interest stimulators"

With the wide application of artificial intelligence in the field of education, university foreign language teachers are no longer just traditional knowledge transmitters in the intelligent era, but more inclined to become "interest stimulators". Through AI technology, teachers can easily obtain multi-dimensional data on students' learning and conduct comprehensive and in-depth analysis. This provides teachers with a more accurate picture of their students' learning and enables them to better understand the fluctuations in their students' learning. By analyzing this data, teachers can develop

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targeted teaching strategies to better meet students' learning needs. At the same time, teachers combine students' personality traits, family environment and other factors to make personalized teaching improvements through artificial intelligence technology<sup>[1]</sup>. This personalized approach to education helps to stimulate students' interest in learning and make them participate in the learning process more actively. Thanks to the assistance of AI's analytical capabilities, teachers can gain a more comprehensive understanding of students' learning styles and preferences, thus better guiding students to develop their own points of interest in their subjects.

In the age of intelligence, the main function of teachers is gradually changing into stimulating learning interests and cultivating learning emotions. Students can acquire knowledge through a variety of ways, while teachers pay more attention to guiding students to take the initiative to learn and cultivate their interest in independent thinking and in-depth investigation of the subject. Through this teaching method, students will gradually form the consciousness and habit of conscious and active learning, and constantly pursue the depth and breadth of knowledge. The role of the teacher in this process is no longer a simple knowledge transmitter, but an "interest stimulator" who can lead students to actively engage in learning. In this mode of teaching, students can not only make progress in knowledge, but also experience a sense of achievement and honor in learning, thus stimulating the pleasure of learning. Teachers can better understand students' needs and motivations with the help of intelligent technology, making the teaching process more personalized and targeted, and laying a solid foundation for students' happy lives.

### **1.2 Transformation of teachers into "capacity builders"**

In the age of intelligence, the role of university foreign language teachers is not only to teach subject knowledge, but more importantly to become "ability trainers". The intelligent education brought by artificial intelligence focuses on cultivating students' innovative thinking ability and systematic thinking ability, and realizes personalized and precise education. The learning tasks faced by students are no longer limited to the transmission of subject knowledge, but also encompass a wide range of qualities such as comprehension, creativity, imagination, and a sense of family and country. In this context, university foreign language teachers need to pay more attention to the direction of students' overall development while cultivating their disciplinary abilities. Through the assistance of artificial intelligence technology, teachers can more comprehensively understand the individual differences and potential abilities of students, and provide them with personalized discipline cultivation programs.

In the information age, students are faced with a huge amount of information and need to have good information literacy. Many adults can hardly "get rid of the dregs" in front of big data, let alone students who are not yet experienced in the world and society. Therefore, foreign language teachers have to play the role of "ability trainer" in this era, helping students to develop the ability to identify, make decisions and realize their own value. Through classroom teaching, teachers can guide students to identify and solve problems, develop their teamwork skills, and stimulate their potential for innovation<sup>[2]</sup>. Teachers should mold correct values and national beliefs as students grow. During the critical period when students are forming their worldview, values and outlook on life, teachers should guide them to look at society and know themselves correctly, so that they can have correct judgment and coping ability when facing complex social situations. Through personalized cultivation in the age of intelligence, university foreign language teachers are expected to cultivate more deep-thinking and innovative individuals among their students, laying a solid foundation for their future success.

### **1.3 Transformation of teachers into "mindful communicators"**

In the age of intelligence, the role of a university foreign language teacher is not only to transmit subject knowledge, but also to become a "spiritual communicator". In the process of learning and development, students not only face intellectual problems and difficulties, but also encounter various emotional, psychological and other problems. These problems may affect students' academic performance and mental health. Therefore, foreign language teachers need to emphasize communication with students in their teaching, so as to establish a good emotional connection between teachers and students. Communication between teachers and students is a bridge of mutual understanding between minds. Through timely communication, teachers can better understand students' learning status, emotional state and developmental needs.

In this process, teachers need to show patience, care and understanding, and strive to realize the meeting of the minds of teachers and students. Through caring and understanding, teachers can more effectively address students' problems outside of learning and help them adjust their mindsets and improve their motivation to learn.

Home-school communication is also an important part of the role of the "spiritual communicator". Teachers should pay close attention to the learning, psychological and living conditions of students and establish close contact with parents to share students' progress and problems. This helps to form a holistic care system for students, helping them to better cope with the challenges of academics and life. Although AI plays an important supporting role in education, it is difficult for it to have the emotional care capabilities of teachers. Artificial intelligence lacks accurate perception and understanding of students' emotional state and cannot provide real psychological support. Therefore, teachers need to fully utilize their emotional care strengths to become supporters and guides in students' learning careers.

#### **1.4 Transformation of teachers into "educational researchers"**

With the rapid development of artificial intelligence, intelligent tools in the field of education are gradually changing the traditional teaching methods. Intelligent interactive screens have replaced traditional blackboards and whiteboards, and smart desks have become an upgraded version of modern desks. Against this background of change, teachers need to respond positively and strive to become "educational researchers". Being in the front line of education, teachers can deeply experience the changes brought by intelligent tools in the education process through their personal participation in teaching practice. The use of new teaching tools not only improves teaching efficiency, but also creates a more interactive and interesting learning environment for students. However, this also brings new challenges, and teachers need to quickly adapt to the use of these tools and solve any problems that may arise in order to ensure the quality of teaching.

Under the influence of intelligent tools, teachers need to focus more on becoming "educational researchers". This does not only mean conducting research on subject teaching, but also participating in subject teaching and research activities and research projects. Through in-depth study of subject teaching methods, teachers can better understand the application of new teaching tools and improve their own teaching level. At the same time, active participation in scientific research can identify problems and propose solutions in teaching practice, and promote continuous innovation in education and teaching through research results. Teachers not only teach knowledge in the classroom, but also reflect on education and teaching behaviors, research and solve education and teaching problems, and improve education and teaching practices<sup>[3]</sup>. This means that teachers need to constantly reflect on their teaching methods in their daily teaching, and with the data analysis function of intelligent tools, they can find possible problems from them and adjust their teaching strategies in time. Through such self-reflection and research, teachers are able to better keep up with the times, not only adapting to the requirements of intelligent development in teaching, but also actively promoting educational reform in the field of subject education research to provide students with a better teaching experience.

## **2. Effective development path to enhance the professional competence of university foreign language teachers**

### **2.1 Proficiency in applying intelligent learning software and tools**

In the era of intelligence, teachers need to actively respond to the updating and development of teaching tools, and the skillful application of intelligent learning software and tools is a key step in improving their professional competence. First of all, teachers need to take the initiative to understand and study in depth the various intelligent learning software available on the market to understand their functions, features and how they can be applied in the classroom. This includes online education platforms, virtual experiment software, adaptive learning systems, etc. These tools can effectively promote students' personalized learning and improve teaching effectiveness. In order to become proficient in the use of these tools, teachers should participate in relevant training and workshops to learn how to integrate these technologies into the actual teaching and learning process. For example, teachers can learn how to record high-quality teaching videos and design interactive online quizzes through training on online education platforms, so as to better meet the personalized

learning needs of students.

In actual teaching, teachers should flexibly utilize intelligent learning software and tools to adapt to the characteristics of the subject and make them better serve the teaching goals. For example, in English teaching, teachers can use online voice assessment software to help students improve their oral expression ability, and at the same time help students improve their writing level with the help of grammar correction tools. Through these tools, teachers can have a more comprehensive understanding of students' learning situation and provide personalized guidance in time. In addition, teachers should continue to reflect and adjust in practice, and constantly update their application strategies for intelligent learning software and tools. By sharing their experiences with peers and participating in professional communities, teachers can obtain more information about the latest application methods of these tools, thus continuously improving their professionalism.

## **2.2 Keeping abreast of cutting-edge trends in English language education**

In the Smart Era, to enhance their professional competence, teachers not only need to be skillful in applying smart learning software and tools, but also need to keep abreast of cutting-edge development trends in English language education in order to better meet the learning needs of their students. Participating in disciplinary research is one of the key ways to understand cutting-edge development. Teachers can pay attention to the latest research results and trends in the field of English education by attending academic conferences and seminars on English education at home and abroad. In addition, joining academic communities specialized in the discipline, they can have in-depth exchanges and discussions with their peers and share their teaching experience and research results. Through such academic interactions, teachers can gain a deeper understanding of the dynamics in the field of English education and master cutting-edge knowledge. Regularly browse relevant news, teaching resources and journals specializing in English education in the education industry to learn about the latest research, policies, teaching methods and other information in the industry. For example, pay attention to internationally recognized journals such as TESOL Quarterly and ELT Journal, as well as domestic authoritative journals such as Modern Foreign Languages and Foreign Language Teaching. This helps teachers to deeply understand the cutting-edge theories and practices of English education and guide their teaching practice with more foresight<sup>[4]</sup>.

In addition, teachers can participate in English education training provided by schools, educational institutions or professional training organizations to learn about the latest teaching concepts, teaching methods and the application of educational technology. By participating in these training, teachers can acquire cutting-edge educational concepts and practical experience in a timely manner and flexibly apply them to their own teaching. Teachers can set short-term and long-term professional development goals for themselves, specifying the areas to be studied, the programs to be engaged in, and the skills to be upgraded. Such a program helps teachers to expand the boundaries of their knowledge as they grow personally and gradually become professionals in their field.

## **2.3 Fostering creativity and adaptability**

First, teachers should be role models of innovation. Through the flexible use of teaching methods and the adoption of innovative teaching resources and technologies in teaching, teachers can stimulate students' innovative thinking. For example, teachers can design projects with open-endedness to give students the opportunity to apply what they have learned to solve practical problems, so as to cultivate their innovative ability. At the same time, teachers themselves should constantly update their knowledge, actively participate in training in educational technology and subject areas, and constantly improve their adaptability. Secondly, students' innovative thinking is cultivated through heuristic teaching methods. Teachers can adopt project-driven or problem-oriented teaching methods to encourage students to ask questions, carry out independent research and innovative practice. For example, in English writing class, teachers can design an open-ended writing project that requires students to write independent opinions about issues by investigating and analyzing social phenomena. Such a teaching mode helps to cultivate students' ability of active thinking and problem solving. In addition, a classroom culture that encourages innovation is established. Teachers can create an atmosphere that encourages

students to be innovative by organizing creative competitions and setting up innovative reward mechanisms. For example, in the English speaking classroom, teachers can organize a mock English debate for students, encourage them to put forward novel ideas and give positive feedback. Such a classroom culture integrates the cultivation of students' creative consciousness and adaptability into teaching and stimulates their greater potential<sup>[5]</sup>.

### **3. Conclusion**

In the face of an intelligent educational environment, teachers should continue to be proficient in the use of intelligent tools, keep abreast of the frontiers of English education, cultivate interdisciplinary skills, and stimulate a sense of innovation and adaptability. Looking to the future, this is not only the responsibility of teachers, but also for shaping a more intelligent and creative education model and laying a broader professional development path for students' growth.

### **Conflicts of interest**

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

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