

# Research on the Training Mode Innovation of English Normal Students' Teaching Skills under the Background of Educational Informatization

Peifen Guo

Department of Foreign Language, Shangqiu Normal University, Shangqiu, Henan, 476000, China

## ABSTRACT

In the context of the full implementation of the national strategy of educational digitalization, English majors in normal institutes are an important source of English teachers for basic education, and the cultivation level of their teaching skills directly affects the effectiveness of English teaching reform in basic education and the process of educational digitalization transformation. Educational informatization provides technical support and practical paths for the cultivation of teaching skills among English majors in normal institutes, and breaks through the inherent constraints of traditional training models in terms of time, space, resources and teaching scenarios. This paper closely follows the development trend of educational informatization and the reform tasks of teacher education in the new era. Based on the practical needs of improving the teaching skills of English majors in normal institutes, it systematically analyzes the contemporary context of their cultivation, and focuses on constructing a comprehensive improvement system integrating platform construction, team collaboration, model innovation, process archives and evaluation reform. By adopting a multi-dimensional and three-dimensional cultivation innovation, it aims to promote the digital, professional, and standardized transformation of teaching skills among English majors in normal institutes, cultivate interdisciplinary English talents with both digital literacy and teaching competence for basic education, and facilitate the deep integration of educational informatization and English subject teaching.

## KEYWORDS

Educational informatization; English majors in normal institutes; Teaching skills training

## 1 Introduction

The in-depth advancement of educational informatization is driving the comprehensive digital and intelligent transformation of English teaching in primary and secondary schools. As an important force for future English teaching in basic education, the quality of teaching skill training for English majors in normal institutions not only directly concerns the implementation effectiveness of English education reform, but also serves as an important link connecting normal education and basic education. Currently, the academic community has produced some research findings in this field. For example, WU Tingting (2025) focused on the digital context to explore the cultivation paths of teaching competence for English majors in normal institutes, and emphasized that the path optimization should be in line with the actual needs of teaching positions<sup>[1]</sup>. LIU Ting et al. (2025) conducted an empirical investigation using Hubei University of Arts and Science as a sample, and found that some English majors in normal institutions were weak in applying digital tools and relevant training lacked pertinence and was disconnected from teaching practice<sup>[2]</sup>. Based on the talent cultivation goal, LEI Yun et al. (2026) proposed to build a systematic digital literacy training system for English majors in normal institution<sup>[3]</sup>. LU Jiaojiao (2026) and XUE Aifeng et al. (2025) supplemented the predicament analysis and cultivation strategies from the perspectives of higher vocational college practice and teaching framework respectively<sup>[4-5]</sup>. Although existing research covers multiple perspectives and proposes many improvement ideas, it has failed to effectively solve practical problems such as the rigid training mode and the insufficient integration of informatization and teaching skill training. In view of this, innovating the training mode and solving existing dilemmas are of great practical significance for promoting the high-quality development of English teacher education and the digital transformation of basic education.

## 2 Necessity of Innovating the Training Mode for Teaching Skills of English Majors in Normal Institutions under the Background of Educational Informatization

The government proposes "advancing the digitalization of education". As the main force of future teachers, the digital literacy of English majors in normal institutions is an inevitable requirement for the country to cultivate high-quality, professional, and innovative teachers who can actively adapt to new technological changes and practice core socialist values in the digital era<sup>[6]</sup>.

### 2.1 According to Needs of the Digital Transformation of English Teaching to Improve the Alignment between Normal University Students and Their Future Positions

The continuous in-depth development of educational informatization is driving the comprehensive digital and intelligent transformation of English teaching in primary and secondary schools, and multimedia interactive methods, smart teaching platforms, and digital curriculum resources have become indispensable components of daily teaching. As an important force for future English teaching in basic education, English students in normal institutes must possess the professional ability to proficiently apply digital technology for instructional design, resource integration, and blended teaching. Traditional training models focus excessively on offline theoretical instructions and classroom simulation, with

insufficient cultivation of digital teaching practice abilities, making it difficult to meet the professional competence standards for English teacher in the new era. Only by reconstructing the training system, integrating the information-based teaching ability into the whole training process, and strengthening the deep integration of technology application and teaching practice can the vocational adaptability of normal university students be effectively enhanced and their identity transformation be successfully achieved, thus laying a foundation for them to be competent in future teaching.

## **2.2 Based on the Goal of Improving Normal University Students' Comprehensive Literacy to Enhance the Skill Training System**

In the context of educational informatization, the enhancement of the comprehensive literacy of English majors in normal institutes requires teaching skills training to break through the traditional framework and establish a more systematic and complete training system. English teachers in the new era should not only possess basic abilities such as solid language expression, standardized instructional design, and effective classroom management, but also master new professional competencies including the application of information-based teaching tools, the integration of cross-media teaching resources, and the design of personalized learning plans. Traditional training models are characterized by simplistic content and rigid forms and focus on standardized training, but ignore individual differences. As a result, they are difficult to meet the needs of diversified ability development. Innovating the training model and integrating multiple paths such as theoretical instruction, on-site practice, digital technology operation, peer assessment and reflection and improvement can remedy existing shortcomings, strengthen the core teaching skills of English majors in normal institutions, and improve their information technology application and comprehensive professionalism. Therefore, it helps form a systematic skill training system with clear levels, reasonable structures, and dynamic optimization, laying a solid foundation for the cultivation of high-quality and professional English teachers.

## **3 Innovation Paths for the Teaching Skill Training Mode of English Majors in Normal Institutions under the Background of Educational Informatization**

Normal university students are the source of future teachers, and continuously innovating and optimizing their training programs to equip them with information-based teaching capabilities is a crucial path to help teachers adapt to the development of the information age and drive the advancement of educational modernization<sup>[7]</sup>. Against the backdrop of educational informatization, universities can collaboratively promote the teaching skill training for English majors in normal institutes from the following aspects.

### **3.1 Build an Online-Offline Integrated Practical Teaching Platform**

The construction of an online-offline integrated practical teaching platform should be closely centered on the actual needs of teaching skill development among English majors in normal institutes, and create a training system that integrates resource supply, simulation practice, process management, and autonomous expansion, so as to fundamentally solve the problems existing in traditional teaching skill training, such as scattered resources, delayed feedback, extensive management, and insufficient support. In terms of resource supply, it can deeply rely on national smart education platforms to accurately select high-quality content that is in line with the core literacy of the English subject, the concept of the new curriculum standards, and the actual situation of middle school English classroom teaching, so as to break through the limitation that previous training resources relied only on school textbooks and outdated cases. Meanwhile, it can systematically classify and integrate national high-quality lesson examples, recordings of master teacher' classroom, holistic unit instructional design, standard pronunciation and intonation demonstrations, and cross-cultural teaching materials to build a resource library covering the entire process of lesson preparation, teaching, blackboard writing design, classroom interaction, homework design, and post-class reflection, thus enabling normal university students to benchmark against mature and standardized teaching paradigms from the beginning of their skill training. In the simulated practice session, the digital advantage of smart micro-teaching classrooms should be fully utilized to carry out regular teaching skill drills. In particular, high-definition recording, multi-camera shooting, real-time speech transcription and intelligent evaluation systems should be used to fully record the entire process of normal university students' simulated lessons and give instant feedback. Through this way, instructors can conduct detailed analyses on classroom introduction, teaching language, question design, error correction strategies, time management and other details, and normal university students can review videos to directly examine their own deficiencies in teaching posture, language expression, and teaching logic, thereby effectively improving the problems of delayed feedback and vague evaluation in traditional micro-teaching. In terms of process management, a special module for teaching skill training can be built based on Chaoxing Learning Platform, and training tasks, check-in requirements, assignment submission, peer assessment, and teacher evaluation and other links can be fully integrated into online management, so as to make training plans queryable, task completion trackable, and problem feedback direct, and prevent training from becoming a mere formality. At the same time, relying on online data statistics, the training progress and weak points of each normal university students can be accurately grasped to provide targeted guidance and assistance. In terms of school-based resource development, it is necessary to be based on the advantages of the university's English teacher education program and the actual situation of English teaching in local middle schools to sort out and compile lesson

plans, award-winning teaching cases, teaching reflections, skill assessment standards and localized teaching cases from outstanding normal university students of previous cohorts, so as to build a distinctive school-based teaching skill resource library. In this way, it can ensure that the training content not only conforms to national standards, but also closely aligns with local teaching realities, providing stable and solid support for the systematic improvement of the teaching skills of English majors in normal institutes.

### **3.2 Construct a Diversified Guidance Team with University-Middle School Collaboration**

In the context of educational informatization, the innovation of teaching skill training models for English majors in institutes must rely on a diversified mentoring team underpinned by in-depth collaboration between universities and middle schools, in order to break down the barriers between theoretical instruction and practical application, and make the skill training system more in line with the practical needs of the digital transformation of basic education. Relying on systematic educational theories, solid disciplinary knowledge, and cutting-edge research on information-based teaching, university teachers can lead the interpretation of curriculum standards, the construction of instructional design logic, the optimization of teaching methods, and the infiltration of digital teaching concepts, thus helping normal university students establish a rigorous and complete cognitive framework for teaching and clarify the theoretical basis and value orientation of skill training, and preventing practical operations from deviating from educational laws. With their ability to analyze student learning, experience in responding to unexpected problems, and realistic teaching models accumulated through long-term classroom practice, frontline middle school English teachers can undertake the functions of practical demonstration, process guidance, and immediate feedback. By recreating authentic classroom situations, decomposing teaching procedures, and analyze students' behavioral characteristics, they can enable normal university students to directly perceive the operational logic and practical difficulties of basic education classrooms in the information-based environment.

### **3.3 Establish a Progressive Teaching Skill Training Mode**

Under the background of educational informatization, the teaching skill training for English majors in normal institutes should be based on the phased characteristics of professional ability development, and a progressive training model with clear levels, progressive objectives, and differentiated tasks should be constructed to replace homogeneous cultivation with a dynamically upgrading path, so as to promote the transformation of their teaching abilities from basic formation to maturity and innovation<sup>[8]</sup>. This model takes ability stratification as the practical logic and achieves step-by-step breakthroughs through four training forms: different lessons with different structures, same lessons with same structures, different lessons with same structures, and same lessons with different structures. In the stage of different lessons with different structures, emphasis is placed on consolidating the ability of independent teaching design. It requires normal university teachers to independently complete the full-chain lesson preparation tasks such as textbook interpretation, learning situation analysis, goal setting, process planning, resource integration, and blackboard writing design for different academic stages and teaching contents, thus strengthening independent thinking and personalized design capabilities, and laying a solid foundation for teaching implementation. In the stage of same lessons with same structures, the focus is on the precise implementation of teaching norms. Under the constraints of the unified content and framework, it strengthens normal university students' execution of curriculum standards, the standardization of teaching language, the smooth transition among links, and the rationality of time allocation, in order to improve the professionalism and compliance of classroom behavior. In the stage of different lessons with same structures, efforts are made to promote the deep integration of technology and teaching. Relying on unified concepts or digital tool requirements, it conducts innovative designs for diverse contents, and guides normal university students to explore feasible paths for the application of information-based resources, the optimization of teaching methods, and the upgrade of learning experiences, thereby adapting to the needs of educational informatization transformation. In the stage of same lessons with different structures, emphasis is placed on the autonomous construction of teaching styles. Given the same topic, normal university students are encouraged to develop differentiated plans based on their own advantages. Through peer evaluation and learning, and reflection and iteration, they can strength their advantages and remedy shortcomings, ultimately completing personalized teaching.

### **3.4 Establish a Digital Portfolio for the Development of Teaching Skills**

In the current context of continuous progress in educational informatization, the establishment of a digital portfolio for the development of teaching skills is not only a structural optimization of the teaching skill training process for English majors in normal institutes, but also a systematic response to deficiencies in traditional training models, such as the lack of process records, delayed evaluation, and inefficient feedback. Using digital technology to record the development trajectory of normal university students' teaching skills in a full-process, real, and traceable manner can not only provide objective basis for periodic diagnosis, targeted guidance, and continuous improvement, but also strengthen the subject consciousness and autonomous development ability of these students through regular documentation and reflection. The portfolio should be mainly composed of process-related materials, fully cover training links such as instructional design, classroom implementation, technology application, peer discussion, teacher guidance, and post-class reflection, and systematically collects diverse materials including instructional design schemes, simulated teaching videos, digital

teaching resource works, group cooperation records, training reports, teaching reflection journals, and periodic evaluation comments, so as to document and retain key nodes before, during, and after class. Compared with the limitations of traditional paper archives in storage, retrieval, updating and sharing, the digital growth portfolio can use a special platform to achieve classified archiving, rapid retrieval, safe storage, and dynamic updating of materials. It can facilitate normal university students' independent review of their growth process, and also support instructors to promptly track the training progress, diagnose competency weaknesses, and carry out formative evaluation.

### 3.5 Improve Information-oriented Curriculum Evaluation Methods

Innovation in the teaching skill training model for English majors in normal institutes is inseparable from the systematic reconfiguration of a matching information-based curriculum evaluation mechanism. Improving the information-oriented curriculum evaluation approach focuses on the transformation of evaluation concepts, the expansion of evaluation dimensions, the upgrading of evaluation tools, and the extension of evaluation functions, so as to construct a dynamic evaluation system that precisely responds to the needs of the intelligent teaching environment and comprehensively supports the development of normal university students' digital teaching abilities. This system should incorporate formative evaluation throughout the entire training period, and regularly collect and multi-dimensionally record behaviors such as digital instructional design, application of intelligent teaching tools, implementation of online-offline blended teaching, organization of classroom interaction, teaching reflection and iterative optimization. It should focus on the quality of task completion, and pay attention to learning engagement, collaboration status and improvement effects, in order to reduce the sidedness caused by single summative evaluation and strengthen the continuous tracking of growth trajectories and ability advancement. The summative evaluation will shift towards a comprehensive literacy orientation. Through various forms such as simulated classrooms, digital teaching case presentations, outcome submission via intelligent teaching platforms, and practical problem-solving in teaching, it can comprehensively assess the overall teaching competence of normal university students, thus complementing the formative evaluation, and achieving full coverage from knowledge memorization to ability application and from skill operation to teaching innovation.

## 4 Conclusion

In the context of educational informatization, it is extremely necessary to innovate the teaching skill training model for English majors in normal institutes. In the future, higher education institutes should focus on building an online-offline integrated practical teaching platform, forming a diversified guidance team with university-middle school collaboration, constructing a progressive teaching skill training model, establishing a digital portfolio for teaching skill development, and improving information-based curriculum evaluation methods. These approaches are inevitable requirements for promoting the high-quality development of teacher education, and also an integral to support the national strategy of educational digitalization.

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## About the Author

Peifen Guo, Master's Degree, Associate Professor, Research Field: Applied Linguistics and English Language Teaching.

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