

Teaching Professional Skill Development of English Pedagogical Students from the Perspective of Core Competence

Mengzhong Wang

Xinyang Normal University, Xinyang, Henan, 464000, China

ABSTRACT

For global development, school education cultivates English pedagogical students with multilateralism and multi-linguistic talents. The participants were randomly chosen from three classes of English pedagogical students in Xinyang Normal University. There were 105 participants in all who were required to present lectures with topics collected and teaching professional skills categorized. After analysis, the result of data demonstrated that the most students prefer education, teaching and culture while the fewest ones choose literature, lexis plus translation. It concludes teaching professional skills of English pedagogical students are subdivided into English basic skills of hierarchical construction of English, education, culture and teaching. The four categories of teaching professional skills are intertwined with the six aspects of the core competence. In the end, the limitations are presented for future study.

KEYWORDS

The core competence; English pedagogical students; English professional skill; EFL, language and culture

1 Introduction

During the past two hundred years, Chinese education undergoes curving changes. When it comes to the time of People's Republic of China, all walks of citizens share the equal right to obtain the school education to ensure the number of literacy growing.

On the other hand, it is clearly recognized that there is a big gap for Chinese citizens to reach the advanced level of western academies and companies, which plants the seeds of awareness of educational reform similar to economic reform-and-open. When international multilateralism changes (Zhang, 2024), education embodies the national cultural connotation and value education. What to education and how to education have become the contemporary appeal and urgent proposition (Zhang Yang, 2023).

2 Core Competence

Competence is defined and interpreted in many varieties in its use and its terminology construction (Weinert, 2001). To maintain a competitive advantage for sustainable development individually or collectively, it is the overall category of powers assessed in behavioral, cognitive, and cultural aspects (Le Deist & Winterton, 2005). The attribution of competence is significantly influenced by social categories (Casciaro & Lobo, 2015). The core competence is the fundamental quality and ability to social needs and to personal development (Yang, Xiangdong, 2016).

In this new century, many nations all over the world begin to emphasize core competence in educational system. In America, core competence comes from the common core state standards

(Cervetti & Hiebert, 2015; Sun, 2024), which place attention to genre-specific and discipline-specific reading and writing practices in informational texts to develop learners' knowledge with works of quality and substance. (Cervetti & Hiebert, 2015). It is regarded as an essential character and a key ability that students gradually form in the process of receiving the corresponding section of education to meet the needs of personal and social development. (Xin, et al., 2016; Sun, 2024). European nations also pay attention to the core competence era to improve the quality of education by implementing a lifelong learning strategy in the traditional basic ability of reading, writing and calculating. (Luo, 2019)

In China, the core competence begins from the historical inquiry for fundamental task of education is to set up morality and cultivate people in 2013. Then all the schools deepen the reform of education (Sun, 2024). Core competence has six aspects: humanistic heritage, scientific spirit, learning to learn, to live healthily, to carry out responsibility, and to perform innovation (Yang, Xinrong, 2021).

3 English Pedagogical Student Development

School education can bring forwards batches of talents with higher quality so that China sets up all levels of school in which teaching design with curriculum is under conduction. Teacher training programs start with fundamental knowledge and short period of time, and are followed with advanced science and technology and longer time. (Cong, 2024). When it comes to modern era, Chinese border is forced to open to the outer world (Wen, 2013). There is a limited number of teachers who can speak and teach the foreign languages, which leads to two social atmospheres: the first is the nonstandard usages of foreign languages, like Pidgin English in Southern and Eastern China (Gu, 2021; Li, 2024); the second is overseas exchange students dispatched to the other nations to learn target languages (Zhang, 2019). When they finish their study, they come back to China and teach courses to spread the western science and technology, including English courses. Duo to historical reasons, English is used as the most important international language, so that it is regarded as the first important foreign language with top priority during the internationalization of English (González-Bello, et al., 2024). In recent decades, English is legally set up as the major subject for all the students. Since 1978, China has followed the national policy of reform and open-up. Chinese traditional school education and talents cannot meet the need of time, so that the reform of school education and talents happens swiftly responding to the new situation home and abroad. (Wen, 2014) English is the most important international language, which simultaneously becomes the hot language to pick up learning for Chinese. Under such a social need of learning English, English teacher insufficiency becomes a concerning and urgent issue. On the global stage, China has to educate the talents with the capacity to communicate with the outer world, which drives it to develop the ideology of multilateralism and multi-linguistics. Therefore, English teacher training and educating become urgent. Chinese is a totally different language from English and other languages lying in handwriting, culture, expression and so on. (Kang, 2024; Li Siyuan, 2019). Standard English in China begins with phonetics, and stretches into lexicology, semantics, pragmatics, rhetoric and other branches of English linguistics. Throughout China, all students give enough efforts to grammar study. Teachers pay attention to students as the main body to carry out diversified teaching activities and build a systematic and scientific English teaching mechanism. (Ran, 2024)

4 Methodology

4.1 A Survey

The participants were randomly chosen from School of Foreign Languages, Xinyang Normal

University to choose a topic. Then they had to collect the materials in the library or on-line. Once ready, they made PPTs. At last, they presented it in the classroom.

4.2 Data Collection

With each presentation of participants recorded by the monitor, all the data were collected. There were 36 students in Class 3, 34 students in Class 4 and 35 in Class 5, so that there were 105 participants in total. Class 3 is divided into 9 teams, Class 4 into 13 teams, Class 5 into 21 teams.

The participants presented the lectures in Classroom 308, Teaching Building 308. Both teachers and Study Secretary from each class recorded and kept the titles, lecture files and media files.

4.3 The Result

All the titles of their presentation lectures were collected and grouped into different categories of English subject according to the core competence of foreign language learning.

About aspects of Language knowledge include the hierarchical constitutes from phones to texts. About phonetics, there are 2 teams who talked about this sub-branch About lexis, there is 1 team.

Grammar is always the major task for Chinese students. About grammar, there are 4 teams who mentioned it. About culture, there are 13 teams who talked about its relative topics. About literature, there is only 1 team. About education, there are 29 teams, occupying the majority of the participants.

Another division of practical professional skills is listening, speaking, reading, writing translating, communicating and teaching. About listening, there are 2 teams who talked about listening skills from music and similarities and differences between British and American pronunciation.

About speaking, there are 4 teams sharing speaking skills. About translating, there is 1 team who talked about untranslatability of culture. About communicating, there are 2 teams. About teaching, there are 7 teams.

4.4 Data Analysis

Based upon the participants' responses, the divisions of teaching professional skill parameters of English pedagogical students and the number of teams/individuals can be concluded as the following chart:

According to the teams with their presentations, all of them make use of modern technology: surfing the internet, combing the available knowledge, choosing the favorable topics and supporting materials, and presenting them in class with computer-assisted teaching. The total number of teams is 76. In another word, all the participants, 105 individuals, have utilized modern technology in English teaching. College students gradually become the users of new technology.

The chart presents that the number of teams of education is 29, which reaches the highest peak. The most participants prefer to develop education skill among English pedagogical students who hold the ground that EFL is the first priority to most students, particularly to those who choose teaching English as a job in the future. In practical educational activities, their professional skills of teaching English are developed. Their notion is shifted from teacher-oriented to student-oriented one with outcome-based teaching.

The next most preferred parameter is culture with 13 teams, which demonstrates that Four-Confidence Propaganda begins to influence the younger Chinese generations, one of which is the confidence of Chinese culture.

The four parameter favored by more teams is teaching, which is similar to education, because teaching is a specific part of education. English pedagogical students pay attention to English

knowledge and skills in English teaching class which as its subject features different from other courses.

Last but not least, the fewest number of teams fall down to lexis, literature, and translating, separately with only 1 team. The next is grammar, which is beyond the students' curiosity. In the past decades, Chinese teachers applied the spoon-feeding teaching to teach students grammars in examination-orientation teaching system, which has not totally abandoned in Chinese classrooms. The last is literature in this rank.

5 Results

Here are the results:

Firstly, the freshmen choose English to be their major with the ground that their English is good, or at least their foundation is solid;

Secondly, some participants pay much attention to their pronunciation, which means that good oral English is still desired;

Thirdly, traditional grammar-oriented teaching style is gradually outdated in English teaching and learning in Chinese universities;

Fourthly, English pedagogical students have a strong sense of major and career for which they begin to give efforts in daily study. What is more important is that the participants begin to care about the societal issues;

Fifthly, culture arouses their interest in learning English and its culture. Plus they begin to notice English-Chinese cultural specialties and improve the cross-culture communication.

Last but not least, English literature is switching from the most important major focus to culture, education or other societal heated topics.

6 Conclusion

The proposal of core competence includes six aspects to English pedagogical students. On the other hand, their teaching professional skills are subdivided into four categories: English basic skills, education, culture, and teaching. They are each intertwined and corresponded, as shown in the following Figure 1:

Specifically, humanistic heritage and innovation performance both corresponds to all the categories of teaching professional skills of English pedagogical students; Scientific spirit corresponds to English basic skills, education and teaching; Learning to learn corresponds to English basic skills, education, and teaching; Healthy living corresponds to education and culture; Responsibility carrying corresponds to education, culture and teaching.

In the practical presentation of lectures, each team makes good use of English as a tool to communicate with the audience. As English majors, the participants perform the teaching professional skills with good advantages like lovely appearance, good temperament, excellent eloquence, wide knowledge and right value. They bridge the two columns, show out English professional knowledge and teaching skills.

7 Limitations

Firstly, content setting, evaluation mechanism and implementation rules of contents for English pedagogical students need to be improved.

Secondly, it is not appropriate to separate the core competence and teaching professional skills of English pedagogical students. They are intertwined and connected with each other.

Thirdly, this research was confined to three classes in one university, a small scale of participants.

Fourthly, some participants performed poorly with many problems related to English knowledge and teaching skills, which were worthy of attention to better performance.

Fifthly, the topics the participants decided to lecture in class were local, partial or subjective, which did not represent all the teaching contents.

References

- [1] Casciaro, Tiziana & Lobo, Miguel Sousa. (2015). Affective Primacy in Intra organizational Task Networks. *Organization Science*, 26(2): 373–89.
- [2] Cervetti G., & Hiebert E. H. (2015). Knowledge, Literacy, and the Common Core. *Language Arts*, 92(4), 256–269. <http://www.jstor.org/stable/24577512>.
- [3] Cong, Chen. (2024). Research on the Training Model of excellent Physical Education Teachers in China under the background of Chinese modernization. Northeast Normal University.
- [4] González-Bello E. O., García-Meza I. M., & Nenninger E. H. E. (2024). English-Medium Instruction for the Internationalization of the Curriculum: Teachers' Motives and Expectations. *Folios*, (59), 112-126.
- [5] Gu, Yueqin. (2021). A Guide to Folk Pidgin English teaching in the Late Qing Dynasty: A case study of Miscellaneous characters. *Journal of Nanjing Xiaozhuang College*, 37(3):118-122.
- [6] Kang, Lirong. (2024). A Comparison of translation differences between Chinese and English Non-verbal Communication in Cross-cultural Communication. *Chinese Character Culture*, (6),191-193.
- [7] Le Deist, F. D. & Winterton, J. (2005). What Is Competence? *Human Resource Development International*, 8(1): 27–46.
- [8] Li M. (2024). Adult L2 acquisition of for-complementation in Chinese Pidgin English and Hong Kong English: Lifespan Acquisition and Language Change. *Historical sociolinguistic perspectives*, 14, 294.
- [9] Li, Siyuan. (2019). Some Differences between Chinese and English Speech in English Learning. *College Entrance Examination*, (9), 252.
- [10] Luo, Yi. (2019). Research on Core Literacy Training of European Basic Education Students. Southwest University.
- [11] Ran, Yuguo. (2024). On the main problems in junior middle school English Grammar Teaching and the countermeasures. *Weekly*, (17), 92-94.
- [12] Sun, Chengwei. (2024). Theoretical and Practical Research on "Creative practice" (music) as the core accomplishment of Compulsory education art discipline. Qufu Normal University.
- [13] Wen, Tiejun. (2013). *Eight Crisis: Lessons from China, 1949-2009*. The Oriental Press.
- [14] Xin, Tao; Jiang, Yu; Lin, Chongde; Shi, Baoguo; Liu, Xia. (2016). Connotation, characteristics and framework orientation of students' development core literacy. *Chinese Journal of Education*. (6), 3-7,28.
- [15] Weinert F. E. (2001). Concept of competence: A conceptual clarification. *Hogrefe & Huber Publishers*, 45-65.
- [16] Yang, Xiangdong. (2016). Core Competence and Deepening of Curriculum Reform of Basic Education in China. *Shanghai Curriculum Teaching Research*, 10(2), 3-8.
- [17] Yang, Xinrong. (2021). The Implementation Practice of Chinese Students Core Competence Development in Classroom Teaching. *Journal of Education*, 5(19), 75-76.
- [18] Zhang, Hanzhu. (2024). On Opening-up. *Delta*, (11), 234.
- [19] Zhang, Yang. (2023). An analysis on the change of the new English curriculum Standard based on the Core problems of teaching. *Inner Mongolia Education*, (3), 54-59.
- [20] Zhang, Ying. (2019). The government-sponsored students in the Boxer Indemnity and the Tourism Aesthetics Department 100 years ago. *Study Abroad*, (23), 70-75,7.