

# Informatization Teaching Ability and Promotion Path of College English Teachers in the Context of the Digital Intelligence Era

Yi Wang

Heilongjiang University, Mishan City, Heilongjiang Province 150000

**Abstract:** The advent of the digital intelligence era has brought profound changes to college English teaching, and the informatization teaching ability of college English teachers has become the key. This paper deeply discusses the connotation, importance, existing problems and promotion paths of college English teachers' informatization teaching ability in the context of the digital intelligence era, aiming to provide powerful guidance for college English teachers to adapt to the teaching needs of the new era.

**Keywords:** digital intelligence era; college English teachers; informatization teaching ability; promotion path

## 1. Introduction

With the vigorous development of the digital intelligence era, information technology has penetrated into the field of education at an unprecedented speed. As an important course for cultivating college students' cross-cultural communication ability and international vision, college English is facing brand new opportunities and challenges. In this context, the informatization teaching ability of college English teachers has become the core element in determining teaching quality and student development.

## 2. The connotation of college English teachers' informatization teaching ability in the context of the digital intelligence era

### 2.1 Information technology application ability

College English teachers should be proficient in various information technology tools, such as multimedia teaching equipment, online teaching platforms, educational software, etc. They should be able to flexibly use these tools to integrate teaching resources, design teaching processes, and organize teaching activities to ensure the efficiency and attractiveness of teaching. For example, teachers can use multimedia equipment to display vivid English video and audio materials to stimulate students' learning interests; proficiently use online teaching platforms for course release, assignment assignment, interactive communication, etc., to expand the time and space dimensions of teaching.

### 2.2 Teaching resource integration ability

In the digital intelligence era, teaching resources are rich and diverse, including various forms such as text, pictures, audio, and video. College English teachers need to have the ability to screen, integrate and optimize these resources, and create personalized and targeted teaching resource databases according to teaching goals and student needs. For example, when explaining English literary works, teachers can integrate relevant film and television works, literary reviews, author biographies and other resources to help students understand the connotations of works more deeply.

### 2.3 Teaching design ability

Teachers should be able to use informatization teaching concepts and methods to design creative and effective teaching plans. This includes innovating the presentation methods of teaching content, such as using interactive courseware, virtual reality technology, etc., to enhance students' sense of participation and experience; designing diversified forms of organizing teaching activities, such as group discussions, project-based learning, online competitions, etc., to stimulate students' learning enthusiasm and initiative; determining scientific and reasonable teaching evaluation methods, such as combining formative evaluation and summative evaluation to comprehensively evaluate students' learning processes and results.

### 2.4 Teaching implementation ability

In the process of teaching implementation, teachers should be proficient in using information technology tools to effectively organize teaching activities and guide students to actively participate in learning. On the one hand, teachers should be good at using the interactive functions of online teaching platforms, such as discussion areas, voting, Q&A, etc., to promote exchanges and cooperation be-

tween teachers and students and among students; on the other hand, teachers should be able to deal with various technical and teaching problems that occur in the teaching process in a timely manner to ensure the smooth progress of teaching. For example, when an online teaching platform malfunctions, teachers should quickly adopt backup plans to ensure that teaching is not interrupted.

### **3. The importance of college English teachers' informatization teaching ability in the context of the digital intelligence era**

#### **3.1 Improve teaching quality**

Informatization teaching brings more abundant teaching resources and diversified teaching methods to college English teaching, which can meet the learning needs and interests of different students, stimulate students' learning enthusiasm and initiative, and thus improve teaching quality. For example, through virtual reality technology, students can experience the cultural atmosphere of English-speaking countries vividly and enhance the authenticity and interestingness of language learning.

#### **3.2 Promote students' autonomous learning**

The digital intelligence era provides more opportunities and spaces for students' autonomous learning. College English teachers with informatization teaching ability can guide students to use online learning platforms, educational software, etc. for autonomous learning and cultivate students' autonomous learning ability and lifelong learning consciousness. For example, teachers can recommend high-quality English learning apps for students, guide students to formulate personalized learning plans, and regularly check students' learning progress and effects.

#### **3.3 Improve teachers' professional quality**

In the digital intelligence era, teachers need to continuously learn and master new educational concepts, teaching methods and information technology tools to improve their professional quality and teaching level. College English teachers can better adapt to the development trend of educational reform and provide students with more high-quality educational services by improving their informatization teaching ability. For example, teachers participate in online training courses, academic seminars, etc., exchange experiences with peers, broaden their horizons, and continuously update their knowledge systems and teaching methods.

#### **3.4 Meet the needs of educational reform and development**

At present, China's educational reform is continuously deepening. Informatization teaching has become one of the important contents of educational reform. College English teachers having informatization teaching ability is an inevitable requirement to meet the needs of educational reform and development. Only by continuously improving informatization teaching ability can we better implement various tasks of educational reform and improve the quality and efficiency of college English teaching.

### **4. Promotion paths of college English teachers' informatization teaching ability in the context of the digital intelligence era**

#### **4.1 Strengthen teacher training**

Schools should regularly organize college English teachers to participate in information technology training to improve teachers' mastery of information technology tools. The training content can include the use of multimedia teaching equipment, the function introduction of online teaching platforms, the application of educational software, etc. The training methods can adopt various forms such as centralized training, online training, and practical operation to ensure that teachers can truly master the use methods of information technology tools. Invite educational experts or excellent teachers to conduct teaching design training for college English teachers and impart informatization teaching concepts and methods. The training content can include the design of teaching content, the organization of teaching activities, and the methods of teaching evaluation. Through case analysis, group discussions, and practical operations, teachers can deeply understand the principles and methods of informatized teaching design and improve their teaching design ability. Organize college English teachers to conduct teaching practice training, so that teachers can use information technology tools in actual teaching to improve teachers' teaching implementation ability. The training content can include teaching case analysis, teaching observation, and teaching reflection. Through practical training, teachers can timely discover problems existing in the teaching implementation process and continuously improve teaching methods and strategies.

#### **4.2 Encourage teachers to learn independently**

College English teachers can use network resources such as online courses, educational forums, academic blogs, etc. for independ-

ent learning. Through learning, teachers can understand the latest educational concepts, teaching methods and information technology tools, and continuously improve their informatization teaching ability. Teachers can choose learning resources suitable for themselves according to their own needs and interests, formulate personalized learning plans, and improve learning effects. Participate in various academic exchange activities, such as academic conferences, seminars, training courses, etc., and exchange and learn with peers. Through exchanges, teachers can share their teaching experiences and insights, learn from the successful experiences of others, and continuously improve their teaching levels. At the same time, teachers can also understand the frontiers of disciplines and educational reform trends, and provide guidance for their own teaching practice.

#### 4.3 Establish a teaching resource sharing platform

Schools can establish a college English teaching resource sharing platform to provide teachers with rich teaching resources. Teachers can upload their own teaching resources on the platform and also download the teaching resources of other teachers for reference. Through resource sharing, teachers can improve their teaching resource integration ability, enrich teaching content, and improve teaching quality. The platform can set up resource classification, search function, evaluation mechanism, etc. to facilitate teachers to find and use resources.

#### 4.4 Carry out teaching research

College English teachers can carry out informatization teaching research and explore the theories and methods of informatization teaching. The research content can include informatization teaching models, the integration and optimization of teaching resources, and teaching evaluation methods. Through research, teachers can improve their informatization teaching theoretical level and provide guidance for teaching practice. Teachers can combine their own teaching practice, choose appropriate research topics, and adopt scientific research methods to conduct in-depth research and analysis. Participate in the school's teaching reform projects and apply informatization teaching concepts and methods to teaching practice. Through participation in projects, teachers can accumulate teaching experience, improve teaching implementation ability, and also contribute to the school's teaching reform. Schools can set up teaching reform projects, encourage teachers to actively apply, and provide corresponding support and guarantees. In the process of project implementation, teachers should pay attention to teamwork and jointly explore innovative teaching methods and models.

#### 4.5 Establish an incentive mechanism

Schools can establish an incentive mechanism to encourage college English teachers to improve their informatization teaching ability. For example, schools can commend and reward teachers who perform outstandingly in informatization teaching; they can incorporate teachers' informatization teaching ability into the teacher assessment and evaluation system as an important basis for teacher promotion and evaluation. Through incentive mechanisms, teachers' enthusiasm and initiative to improve informatization teaching ability are stimulated.

### 5. Conclusion

The era of digital intelligence has brought new opportunities and challenges to college English teaching, and the information technology teaching ability of college English teachers has become a key factor determining teaching quality and student development. By strengthening teacher training, encouraging teachers to learn independently, establishing teaching resource sharing platforms, conducting teaching research, and establishing incentive mechanisms, the information technology teaching ability of university English teachers can be effectively enhanced. In future teaching, college English teachers should continuously improve their information technology teaching abilities, adapt to the development needs of the digital age, and make greater contributions to the reform and development of college English teaching.

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