Vol.6 Iss.2 2025 Communication & Education Review
https://doi.org/10.37420/j.cer.2025.028

Research on the Current Situation and Improvement Strategies of Smart Teaching Competence of Middle School English Teachers

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Abstract:
Improving the competence of junior high school English teachers in intelligent teaching is the key to cultivating middle school students who can adapt to the needs of the intelligent era. Middle school English teachers perform poorly in terms of knowledge, skills, personality traits, beliefs, and awareness of intelligent teaching in English. Research suggests that enhancing the competence of middle school English teachers in smart teaching requires efforts to lead the formation of smart teaching personality, beliefs, and consciousness, strengthen the cultivation of supply side reforms, and improve the support system for the research on smart teaching.

Keywords:
junior high school English, Competence in smart teaching, Problem, Countermeasure

1.Introduction

As human society enters the era of AI, smart education, mainly relying on a series of emerging intelligent technologies, as a future-oriented educational paradigm, is not only a phenomenal hot topic worldwide, but also an important component of China's education modernization.[1] Middle school English is a crucial stage for students to learn English knowledge, master English learning skills, and develop English literacy. Implementing smart teaching and innovative teaching concepts and methods is the only way to comprehensively improve the efficiency of middle school English teaching and solve the inefficiency of classroom activities in middle school English teaching from the perspective of comprehensive reform. The junior high school English smart classroom established based on technological development and the practical needs of junior high school students for learning English has four characteristics [2]: firstly, relying on smart digital platforms to serve students' personalized English learning needs; secondly, relying on smart technology, and timely carrying out flexible and creative English learning activities; thirdly, dynamic monitoring and precise feedback of students' classroom learning data. The fourth is to integrate education with entertainment and construct a smart English learning organization; The fifth is to make learning truly happen and ensure that the English classroom is authentic and effective. Previous studies have shown that the information literacy of middle school English teachers has problems such as weak awareness of acquiring information, limited scope of knowledge, insufficient ability to process information, and room for improvement in information technology classroom teaching ability.Therefore, in the context of digital

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transformation in education, enhancing the ability and literacy of junior high school English teachers to be competent in smart education has become an important issue that urgently needs to be addressed in basic education in the current digital age. [3]The "Outline of the Plan for Building an Education Strong Country (2024-2035)" proposes to "build a high-quality and specialized teacher team to consolidate the foundation of a country with strong education" and "build a high-quality and specialized teacher team to consolidate the foundation of such a country". This is the basic guideline for the training and evaluation of the competence of middle school English teachers in smart education. Based on this, this study mainly attempts to investigate and explore the current situation and cultivation issues of the competence of middle school English teachers in smart education, in order to promote the construction of a high-quality and professional teachers.

2.The Connotation of Competence in Intelligent Teaching for Junior High School English Teachers

The concept of competence in smart teaching refers to the key characteristics of teachers who are able to make reasonable use of teaching resources, effectively improve teaching quality, and promote learners' precise learning in a smart teaching environment. This includes implicit characteristics (such as personality traits, attitudes, values, etc.) and explicit characteristics (such as knowledge, skills, etc.). The construction of the competence system of smart teaching integrates the characteristics of smart teaching environment and teacher competence, and ultimately aims to cultivate students' intelligence, which can provide useful references for the professional development of teachers in smart teaching environment. [4]The competence of English teachers in intelligent teaching has disciplinary, evaluation, and data-driven characteristics.

3.A Realistic Examination of Enhancing The Competence of Junior High School English Teachers in Intelligent Teaching

In order to understand the current status of the competence of intelligent teaching among junior high school English teachers, the author developed the "Questionnaire on the Competence of Intelligent Teaching among Junior High School English Teachers" based on previous research, and distributed it to all junior high schools in Maiji District, Tianshui City. After collecting the answers to the questionnaires, descriptive statistical analysis was conducted on the data using SPSS 26.0.

3.1. The Competence of Junior High School English Teachers in Intelligent Teaching is Inadequate

In terms of the knowledge of English smart teaching, although most teachers have good knowledge of subject teaching methods, smart technology and equipment usage, knowledge of smart teaching, smart teaching application, and smart teaching experience, data statistical analysis results show that nearly 42% of teachers still have poor performance, and some teachers have low mastery of English subject teaching methods, smart technology and equipment usage, knowledge of smart teaching, smart teaching application, and smart teaching experience.

In terms of smart teaching skills of English, although most teachers have corresponding skills in creating smart teaching environments, innovating smart organizations, providing feedback on smart teaching evaluations, communicating and collaborating on smart teaching, diagnosing smart teaching, and designing

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smart teaching processes, nearly 37% of teachers still have relatively weak performance in creating smart teaching environments, innovating smart teaching, innovating smart teaching organizations, communicating and collaborating on smart teaching, diagnosing and designing smart teaching.

In terms of personality traits in smart teaching, although most teachers have strong enthusiasm about and confidence in smart teaching, data analysis results show that nearly 35% of teachers still perform poorly in terms of enthusiasm and confidence in smart teaching.

In terms of beliefs in smart teaching, although most teachers have ethics awareness, innovation awareness, lifelong learning awareness, data application awareness, and cultural awareness, statistical analysis shows that about 32% of teachers still perform poorly in terms of smart teaching identity and values in the dimension of smart teaching awareness.

In terms of smart teaching awareness, although most teachers have ethics awareness, innovation awareness, lifelong learning awareness, data application awareness, and cultural awareness, data analysis results show that about 33% of teachers still perform poorly in ethics awareness, innovation awareness, lifelong learning awareness, data application awareness, and cultural awareness.

3.2. Reasons for the Inadequate Competence of Smart Teaching

After in-depth communication with some junior high school English teachers in Tianshui City, the author found that the reasons for the inadequate competence in smart teaching mentioned above are as follows:

Insufficient updating of teachers' knowledge structure in intelligent teaching and limited professional development ability. In the smart teaching environment, teachers need to innovate their knowledge system in real time. However, some teachers have reported that their knowledge structure of a subject is narrow and limited. Some teachers have also expressed a lack of understanding of cutting-edge knowledge of English, especially in terms of knowledge of smart technology and equipment usage, smart teaching, and smart teaching application.

The improvement of English teachers' own intelligent teaching ability is insufficient, and many teachers have not been able to continuously adapt to the new requirements of intelligent teaching environment. For example, some teachers have relatively few teaching methods and tools, and have not adopted diversified teaching methods. They have not kept up with the development of intelligent technology in teaching and have not integrated smart teaching tools into their teaching. Insufficient understanding of the new curriculum standards and smart teaching concepts, etc. Especially in the areas of smart teaching evaluation, smart teaching communication and collaboration, smart teaching diagnosis, and smart teaching process design, the ability is inadequate.

The support system for teachers' intelligent teaching is relatively weak and lacks effective support for development. Some teachers have reported that there is a lack of intelligent technology training in the smart teaching environment. Teachers' awareness of smart teaching needs to be improved, and their research abilities need to be strengthened.

4.Strategies and Suggestions for Enhancing the Competence of Junior High School English Teachers in Intelligent Teaching

4.1. Guiding the formation of intelligent teaching personality, beliefs, and consciousness,

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and enhancing teachers' self motivation are fundamental strategies for improving the competence of junior high school English intelligent teaching

Due to the fact that teachers themselves are not only the biggest factor for their professional development, but also affect the formation and development of their competence in intelligent teaching, to promote the professional development of teachers, it is necessary to promote the construction of teachers' intelligent teaching competence, and focus on enhancing teachers' self motivation. From the perspective of teachers' professional development, in addition to optimizing their knowledge and skills, one of the goals of their professional development is to lead teachers to forming unique personalities, developing the beliefs in and awareness of intelligent teaching. In the definition of the competence framework for intelligent teaching, the formation of teachers' personality, teaching beliefs, and consciousness is also the core dimensions of competence. Although these implicit competence is not easy to observe and cultivate, it plays a supporting and regulating role in teachers' long-term educational and teaching practice. Therefore, from the perspective of internal motivation, achieving and leading the development of teachers' implicit competence can lead to the long-term improvement and development of teachers' incompetence in ntelligent teaching. Therefore, in the context of smart teaching, it is necessary for the government, education institutions, and schools to work together to formulate relevant policies to promote teachers to form focus on smart teaching, deepen their beliefs in and awareness of smart teaching, and construct and transform their roles.

4.2.Strengthening the Cultivation of the Reform on the Supply Side and Focusing on Training to Improve Quality and Efficiency are Important Ways to Enhance the Competence in Junior High School English Smart Teaching

As the underlying architecture and core tool of smart teaching for junior high school English teachers, the improvement of smart teaching competence is a systematic and comprehensive process that requires multi-party collaboration, including education management agencies, middle schools, and teachers themselves. The education management institutions should provide institutional support for the development of smart teaching competence of middle school English teachers through offering guidance and resources, including the establishment of a smart teaching competence evaluation system, which should be included in teacher assessment and promotion. Establish special funds to support the procurement of technical equipment for secondary schools, and organize targeted, personalized, and practical skills training. Motivate teachers to actively participate in activities enhancing smart teaching through rewards and commendations. Middle schools should establish innovative mechanisms empowered by technology, encourage teachers to apply digital technologies such as virtual reality, MOOC platforms, and generative artificial intelligence (AIGC) in teaching, and promote the deep integration of teaching and technology.

4.3. Improving the Support System for Smart Teaching and Research, and Achieving Group Support are Key Measures to Enhance the Competence in Smart Teaching in Junior High School English

Support for a group is one of the important factors for the development of teachers' competence in intelligent teaching. From the perspective of group organization, it is necessary to take the teacher group as the basic unit and effectively enhance the competence in smart teaching in a smart teaching environment. Therefore, it is necessary to create positive and collaborative group teaching and research atmosphere, and

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to develop their intelligent teaching competence greatly by providing opportunities for continuous training. This requires education authorities and schools to create the atmosphere of collaborative group teaching and research for teachers through three aspects: driving the formation of a teacher community with a common vision, promoting teacher collaboration and development through the formation of a community, and promoting teachers' continuous reflection and cooperation through enhancing leadership.

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