

# Practical Approaches for Pre-Service English Teachers' Cultivation From the Perspective of New Quality Productive Forces

WU Shujing

Shandong University of Aeronautics, Binzhou, China

The theory of new quality productive forces provides a foundational framework for cultivating pre-service English teachers. There is a high degree of consistency between the development of new quality productive forces and the cultivation of pre-service English teachers. The development of new quality productive forces has put forward new requirements for the cultivation of pre-service English teachers, while the cultivation of pre-service English teachers will also promote the development of new quality productive forces and provide talent support for it. Currently, the cultivation of pre-service English teachers faces numerous challenges, which requires strengthening top-level program design, reconstructing the curriculum system, expanding cultivation fields for pre-service English teachers, improving the digital literacy of pre-service English teachers, deepening international exchanges and cooperation, and building an evidence-based evaluation system as a guarantee to achieve new breakthroughs in the cultivation of pre-service English teachers and promote the development of new quality productive forces.

*Keywords:* new quality productive forces, pre-service English teachers, cultivation, practical approaches

## Introduction

The proposal of new quality productive forces plays a significant role in advancing Chinese modernization and the development of high-quality education. Since the term of new quality productive forces was introduced as a policy discourse, researchers have engaged in multidimensional theoretical explorations of new quality productive forces, with a focus on its conceptual foundations (Zhou & Xu, 2023), key components (J. Wang & R. J. Wang, 2024), distinctive features (Zhang & Pu, 2023), implementation strategies (Wang, Jin, & Xiao, 2024), and emerging trends in its integrated development (Ren, 2024). At its heart, new quality productive forces depend on talent, which acts as their fundamental driving force (Zhang & Tang, 2024). Regarding the traits of talent for new quality productive forces and the role of artificial intelligence (AI) in fostering such talent, relevant insights can be found in the study by Zhu Zhiting et al. (Zhu, Dai, Zhao, & Shen, 2024). New quality productive forces not only provide a theoretical basis for the cultivation of pre-service English teachers, but also offer practical approaches for constructing a corresponding cultivation system.

---

**Acknowledgments:** The paper was supported by the National Education Sciences Planning Program of China through the National Office for Education Sciences Planning (Grant No. DIA220376).

WU Shujing, M.A., Professor, School of Foreign Languages, Shandong University of Aeronautics, Binzhou, China.

## **The Symbiotic Relationship Between Pre-Service English Teachers' Cultivation and New Quality Productive Forces**

The cultivation of pre-service English teachers and the development of new quality productive forces are intertwined in a logical relationship. Specifically, this is manifested in the following aspects:

### **New Requirements for the Cultivation of Pre-Service English Teachers From New Quality Productive Forces**

In the contemporary landscape of AI characterized by innovative, integrative, leading-edge, and transcendent attributes, the imperative of innovation-driven development becomes paramount. The fundamental driving force behind technological innovation remains the development of human talent. The continuous iteration of technological innovation and the emergence of new tools are all grounded in the cultivation of talent. The development of new quality productive forces urgently demands high-quality teachers with global perspective and open-mindedness to play a central role in educating novel-quality talents. Pre-service English teachers, in particular, owing to their linguistic and cross-cultural advantages, are entrusted not only with the responsibility of nurturing future talent but also with promoting mutual learning among civilizations across the globe. To provide a robust talent foundation for the development of new quality productive forces, it is essential to continuously enhance the quality of cultivation for pre-service English teachers, as this is inherent to the formation and development of new quality productive forces. This requires a systematic reform across various aspects, including educational philosophy, content, methods, and evaluation.

### **The Contribution of New Quality Productive Forces to Promoting the Cultivation of Pre-Service English Teachers**

The advent of new quality productive forces, characterized by the primary features of innovation and technology advancement, notably intertwines with AI and other digital intelligence technologies. This innovation gives rise to a novel development model and form, fundamentally altering industrial configurations and systems. Consequently, it demands a talent cultivation system that is in harmony with the development of new quality productive forces. Innovation competency stands as the core competency in the cultivation of pre-service teachers, especially in the field of English education, where the integration of digital intelligence technologies and high-caliber education international exchanges mark the innovative pathways for their cultivation. Educating future talent suited to new quality productive forces is both the core objective and an essential requirement of pre-service English teachers' cultivation. In light of the development of new quality productive forces, the cultivation of pre-service English teachers in higher education institutions must embrace new technologies and integrate innovation competency training into the entire process of their education, thereby fully supporting their cultivation.

### **The Enabling Role of Pre-Service English Teachers' Cultivation in Developing New Quality Productive Forces**

The cultivation of pre-service teachers can facilitate the transformation of productive relations and the structure of labor. Specifically, pre-service English teachers, who are poised to become the cultivators of novel-quality talents, can empower the development of new quality productive forces from multiple perspectives. First, high-quality pre-service teacher cultivation provides essential talent support for the development of new quality productive forces. As future educators, pre-service teachers shoulder the responsibility of nurturing novel-quality

talents in basic education. Their innovation competency, love for education, and teaching methods profoundly influence the development of adolescents in this critical stage. This, in turn, will influence the quality of novel-quality talent cultivation, with the foundational stage being a critical period for the development of novel-quality talents. Second, high-quality pre-service English teachers' cultivation contributes to knowledge innovation and scientific competency essential for new quality productive forces (Liu, 2024). In their future teaching and education, pre-service teachers are responsible for knowledge transmission and innovation. The high quality of pre-service English teachers is conducive to cultivation of novel-quality talents, thereby directly supporting the development of new quality productive forces.

### **The Challenges in the Cultivation of Pre-Service English Teachers**

In the context of new quality productive forces, the cultivation of pre-service teachers demands a fundamental restructuring of their development framework and the cultivation of their innovation competency, expansion of their educational fields, enhancement of their digital literacy, and the broadening of their international perspectives.

#### **The Necessity to Strengthen the Talent Development Framework**

The current approach to pre-service English teachers' development remains relatively homogeneous, failing to fully integrate institutional distinctiveness, regional culture, and national policy orientations. The cultivation of pre-service English teachers emphasizes "specialization in a single area", lacking distinctiveness and innovation. Consequently, the cultivation of pre-service teachers falls behind the rapid development of new quality productive forces, leading to severe homogeneity and thus failing to meet the cultivation requirements for high-quality pre-service English teachers.

#### **The Challenge of Innovation Competency Development**

Innovation serves as the core element in developing new quality productive forces, making the cultivation of innovative pre-service English teachers essential. Novel-quality talents for new quality productive forces can only be cultivated if teachers themselves possess innovative consciousness and capabilities. Therefore, the cultivation of innovative consciousness and competency among pre-service teachers is an intrinsic demand for the development of new quality productive forces. For a long time, pre-service English teachers' cultivation programs have overly focused on theoretical knowledge and language skills, while paying insufficient attention to the ability of pre-service teachers to identify, analyze, and solve complex problems in basic education. This has led to pre-service English teachers' lack of abstract and critical thinking skills, an inadequate capacity for evaluating diverse issues and perspectives, and an under preparedness in developing the innovation competency required by new quality productive forces.

#### **The Relatively Narrow Learning Fields**

In the context of the development of new quality productive forces, the cultivation of pre-service English teachers requires collaboration among various stakeholders to achieve the integration of scientific inquiry, teaching, research, learning, and innovation. At present, the curriculum system for pre-service English teachers remains conventional, offering limited interdisciplinary and cross-disciplinary courses, exhibiting poor curricular integration, and weak coordination among educational entities. The learning field is largely confined to universities and practicum schools in elementary and secondary education, with minimal participation from government bodies, enterprises, and research institutes. Thus, a cross-institutional educational ecology that could

meet the needs of technological revolution and industrial transformation driven by new quality productive forces has not yet been formed.

### **The Enhancement of Digital Literacy**

As early as 2022, the Ministry of Education of the People's Republic of China issued the *Digital Literacy Standards for Teachers*, which specifies the requirements and outlines a developmental framework for fostering pre-service teachers' digital literacy in the age of digital intelligence. Nevertheless, the structure for cultivating pre-service English teachers' digital literacy remains inadequately systematized. Pre-service English teachers currently demonstrate a limited understanding of the core concepts of digital literacy, and their competencies in applying, analyzing, evaluating, interpreting, and managing data need further strengthening. Moreover, there is a scarcity of empirical evidence regarding their acquisition and mastery of intelligent technologies.

### **The Requirement for Expanded Global Perspectives**

Pre-service English teachers play a unique role, bearing the responsibility of sharing Chinese culture, fostering cross-cultural exchanges and mutual learning with nations around the world, and contributing significantly to the building of a global community of shared future and the construction of an open and inclusive world. The development of new quality productive forces demands pre-service English teachers with a global perspective and cross-cultural competence. However, the current insufficient depth and breadth of international exchange and cooperation fail to cultivate these essential qualities, which diminishes the effectiveness of pre-service English teachers in serving the development of new quality productive forces.

In light of the foregoing, it is evident that in the context of new quality productive forces, high-quality pre-service English teachers' cultivation programs urgently need to cultivate pre-service English teachers with innovation competency, advanced digital proficiency, and a global perspective. It is urgent to construct interdisciplinary curricula and expand the fields for pre-service English teachers' cultivation to provide solid talent support for the development of new quality productive forces.

## **The Practical Pathways to the Cultivation of Pre-Service English Teachers**

Within the context of new quality productive forces, the cultivation of pre-service English teachers must be closely integrated with the national education development, the demands of new quality productive forces, disciplinary advancements, and institutional distinctive features. Systematic comprehensive reform in the cultivation of pre-service English teachers should be advanced through the pathways, such as strengthening top-level program design, restructuring the curriculum system and expanding cultivation fields for pre-service English teachers, enhancing their digital literacy, promoting international exchange and cooperation, and establishing an evidence-based evaluation system. All the pathways aim at serving the development of new quality productive forces.

### **Strengthening Top-Level Program Design**

The design of the pre-service English teachers' cultivation system must be forward-looking and based on the developmental demands of new quality productive forces. It requires overall planning of the talent development framework and the strengthening of its top-level design. Guided by a global perspective and an open mindset, and based on their actual conditions, institutions should direct their efforts to integrate the requirements of new quality productive forces into the talent development goals by conducting needs assessments, defining clear professional cultivation objectives, and promoting innovation in mechanisms and

systems. An integrated cultivation model should be developed to foster pre-service English teachers' interdisciplinary competence by combining English expertise with micro-credentials from cross-disciplinary fields, strengthening both the core competencies of the English discipline and the specific core competencies for pre-service English teachers, and enhancing their key abilities including instructional design, research literacy, holistic education, global perspective, and technological application. It also cultivates pre-service English teachers' belief in fostering virtue through education and reinforces their sense of educational commitment. The education of pre-service English teachers serves as a critical field for interdisciplinary multicultural exchange, integration, and engagement, which is inherently ideological in nature (Liu, 2024). Accordingly, such education must adhere to a clear political direction and provide explicit value guidance. It should foster pre-service English teachers' cultural confidence, support their interdisciplinary and personalized development, and ultimately contribute to the growth of new-quality productive forces and the cultivation of novel-quality talents.

### **Restructuring the Curriculum System**

To align with the demands of new quality productive forces, the cultivation of pre-service English teachers must adhere to the standards of first-class disciplines and programs, excel in curriculum design, and meet professional accreditation requirements. It should also respond to the needs of regional economic and social development and support the cultivation of new quality talent (Zhou & Xu, 2023). A diversified curriculum system should be established, with the role of each course in talent development clearly defined. This system should focus on updating knowledge structures, strengthening ideological and political education, and incorporating digital intelligence courses along with practical modules, such as classroom management and parent-school collaboration. Practice-based courses that integrate hands-on experience and innovation should be developed, as well as activity-based courses grounded in project and case studies that promote active learning and creativity. By drawing on regional and institutional strengths, it is essential to develop courses that reflect Chinese wisdom, local characteristics, and cultural communication (Guo & Ma, 2023). The integration of pre-service English teachers' professional practice, teaching internships, fieldwork, and innovation-entrepreneurship education throughout the program effectively bridges their theoretical knowledge, applied learning, and project-driven experiences. This approach enhances pre-service English teachers' comprehensive and interdisciplinary knowledge, strengthens the foundation of their cultivation, and improves their practical competence as well as their ability to solve problems innovatively in complex social contexts, thereby supporting the development of new quality productive forces.

### **Expanding Cultivation Fields**

A cross-institutional collaborative cultivation consortium should be established to unite higher education institutions, government bodies, primary and secondary schools, research institutes, and enterprises. This framework aims to build a multi-field practical community integrating universities, government, schools, research institutes, and enterprises (U-G-S-I-E), which consolidates online and offline resources and employs AI-enhanced approaches to pre-service English teachers' cultivation for improved instructional effectiveness. To further advance these goals, cross-domain smart education platforms should be created, along with virtual and physical interactive communities, to support collaborative educational research initiatives that draw on both educational and industrial expertise. These measures will help achieve the integration of industry and education, as well as science and education, meet the diverse practical needs of pre-service English teachers, and use data-

informed evidence and feedback to improve the talent development mechanism for pre-service English teachers and enhance their innovation competency in real educational environments.

### **Enhancing Digital Literacy**

To systematically enhance pre-service English teachers' digital literacy, it is essential to initiate the establishment of an intelligent learning environment that facilitates their comprehensive learning processes. Such an environment helps them understand and acquire digital literacy through an integration of theoretical instruction and hands-on application. Moreover, increased emphasis should be placed on curriculum integration by embedding educational technology and digital intelligence into English subject courses and teacher education courses. These efforts should also include content related to new-quality productive forces and novel-quality talent development, thereby raising their awareness of the need to foster novel-quality talents in the era of digital intelligence while enhancing their interdisciplinary competencies.

Teacher modeling is equally critical. Faculty members responsible for pre-service English teacher education should maintain a leading position in educational innovation by actively improving their own digital literacy and intelligent technology skills in teaching and research, thus offering pedagogical guidance in developing the digital literacy of pre-service English teachers. Above all, accelerating the digital transformation of teaching materials and instructional methods is imperative. Integrating digital intelligence technologies with teaching practices will promote pre-service English teachers' systematic innovation in pedagogical models. Key steps involve building intelligent education platforms to effectively use intelligent technologies, developing human-AI collaborative learning models grounded in large-scale language models, and advancing the deep blended learning model. Clearly defined educational scenarios for large-scale AI models should be created, supported by big data analytics to enable classroom teaching monitoring systems and online field experience management platforms. Through such evidence-based methods, intelligent whole-process assessment can be established to ensure the quality of pre-service English teachers' learning outcomes.

### **Strengthening International Exchange and Cooperation**

A proactive and high-level strategy for opening-up serves as a crucial mechanism for fostering and developing new quality productive forces (Jiang & Liu, 2024). The pre-service English teachers' cultivation should innovate in modes of international exchange and cooperation, capitalizing on the advantages of the English discipline to deepen collaboration between higher education institutions and their counterparts in the Belt and Road Initiative (BRI) partner countries and regions. Such partnerships must prioritize collaboration in cutting-edge and high-priority fields through concrete actions, including the mutual appointment of scholars, academic visits, and joint efforts in cultivating pre-service English teachers. These approaches can promote transnational and cross-regional resource sharing and cultural exchange.

Integrating the cultivation of pre-service English teachers with research on the political, economic, technological, and cultural landscapes of target countries will enhance their competency to adapt to diverse cultural contexts and to share Chinese culture effectively. This integration will further contribute to the establishment of a shared, innovative, and interdisciplinary pre-service English teachers' cultivation framework that supports economic development and industrial upgrading both in China and in BRI partner countries (Zhang & Pu, 2023).

### **Constructing an Evidence-Based Evaluation System**

An evidence-based evaluation system that supports the development of new quality productive forces must be established, reflecting the developmental patterns of pre-service English teachers. This system should center

on whether the pre-service English teachers possess the competencies to meet the demands of the new quality productive forces. First, the cultivation of future novel-quality talents in basic education relies on high-quality pre-service teachers to drive innovation. The pre-service English teachers' cultivation programs should be dedicated to fostering innovative, interdisciplinary, and top-notch teaching talent. Evaluation should also focus on characteristics of the digital intelligence, the significance of new technologies, and dimensions of innovation competency to enable continuous innovation in pre-service English teachers' cultivation. Second, the ability of pre-service English teachers to promote the reproduction of productivity in basic education (Zhang & Tang, 2024) should be included as a key competency in the evaluation framework for high-quality pre-service English teachers' cultivation programs. Since pre-service English teachers bear the responsibility of educating novel-quality talents in basic education, their understanding of new quality productive forces and their methods for cultivating novel-quality talents should be incorporated as essential components of the evidence-based evaluation system. This will help fully realize the potential of pre-service English teachers in contributing to national sustainable and robust development. Throughout the construction, implementation, and assessment of the evaluation system, evidence-based methods should be consistently applied. Research methods, such as the Delphi technique, should be conducted with the participation of multiple stakeholders, including teachers, students, university-based faculty, and external specialists. To ensure a comprehensive evaluation, a multifaceted approach that integrates teacher self-assessments, external expert reviews, student surveys, and systematic data tracking is essential. The application of AI-enabled assessment tools is critical for synthesizing these diverse data sources, enabling diagnostic evaluations at each phase and significantly enhancing the validity and reliability of the assessment process.

### Conclusion

In summary, within the context of developing new quality productive forces, the high-quality cultivation of pre-service English teachers is of particular importance. Higher educational institutions should embark on a transformative journey, grounded in the intrinsic requirements of the new quality productive forces and the societal demand for a highly skilled workforce. This endeavor must integrate and capitalize on regional and institutional uniqueness. Efforts should be focused on the comprehensive development of pre-service English teachers, driven by the enhancement of their core competencies and guided by top-level program design. Key initiatives include optimizing the curriculum system for the cultivation of pre-service English teachers, expanding their cultivation fields, enhancing their digital literacy, and strengthening the international collaboration. These measures should be supported by an evidence-based evaluation system designed to ensure the pre-service English teachers' cultivation quality and facilitate the program's sustained improvement. In synergy, such actions will contribute to building a revitalized ecosystem for pre-service English teachers' development and yield tangible advances in new quality productive forces.

### References

- Guo, J. X., & Ma, J. (2023). The value, goal and path of integrating excellent traditional Chinese culture into higher foreign language education. *Foreign Language Education*, 44(4), 63-68.
- Jiang, X. Y., & Liu, M. M. (2024). Basic logic, realistic challenges and practical approaches of pre-service teacher education in context of developing new quality productivity. *Heilongjiang Higher Education Research*, 42(11), 108-113.
- Liu, J. L. (2024). The practical pathways for cultivating innovative foreign language talents from the perspective of new quality productive forces. *Journal of Xi'an International Studies University*, 32(3), 55-59.

- Ren, Y. Q. (2024). How to develop new quality productive forces in “Double First-Class” universities. *Journal of National Academy of Education Administration*, 26(6), 3-9+34.
- Wang, J., Jin, X. X., & Xiao, Q. (2024). A literature review of new quality productivity: Connotation, measurement and realization path. *Management and Administration*. Advance online publication. Retrieved from <https://doi.org/10.16517/j.cnki.cn12-1034/f.20241106.006>
- Wang, J., & Wang, R. J. (2024). New quality productivity: Index construction and spatiotemporal evolution. *Journal of Xi'an University of Finance and Economics*, 37(1), 31-47.
- Zhang, H., & Tang, Q. (2024). Promoting high-quality development by accelerating the development of new quality productive forces. *Review of Economic Research*, 46(4), 7-10.
- Zhang, L., & Pu, Q. P. (2023). The connotation characteristic, theoretical innovation and value implication of new quality productivity. *Journal of Chongqing University (Social Science Edition)*, 29(6), 137-148.
- Zhou, W., & Xu, L. Y. (2023). On new quality productive forces: Connotative characteristics and important focus. *Reform*, 36(10), 1-13.
- Zhu, Z. T., Dai, L., Zhao, X. W., & Shen, S. S. (2024). Cultivating novel-quality talents: A new mission for education in the age of digital intelligence. *e-Education Research*, 45(1), 52-60.