

Analysis and Construction of the Relationship between Teachers and Students in Colleges and Universities

Jingpan Bai, Silei Zhu, Yuan Chen, Houling Ji*, Kai Bai

School of Computer Science, Yangtze University, Jingzhou 434023, Hubei, China

*Correspondence Author

Abstract: *The teacher-student relationship in colleges and universities is a key and significant relationship in higher education as a whole. It is the guarantee for the smooth progress of educational and teaching activities, the foundation for building a harmonious campus, the premise for the effective implementation of education, and the catalyst for achieving mutual learning between teachers and students. However, there are still some problems in the current teacher-student relationship in colleges and universities that need to be further improved. This article analyzes the problems in the teacher-student relationship based on the types of bad teachers and students and the adverse effects caused. Furthermore, it analyzes the required teacher-student relationship and puts forward suggestions for its construction. It is hoped that the suggestions put forward can further improve and promote the healthy development of the teacher-student relationship in colleges and universities.*

Keywords: Colleges and universities, Teacher-student relationship, Teacher-student type, Harmony and stability.

1. Introduction

The relationship between college teachers and students is a special relationship, which is formed and established through mutual influence and interaction in the process of education and teaching. The relationship between teachers and students should be equal, respectful, trustful, understanding and supportive [1]. A harmonious teacher-student relationship is an important guarantee for the smooth and effective conduct of college education activities. It not only reflects a classroom relationship of imparting knowledge and solving doubts, but also a relationship of psychological sublimation and moral guidance. It can not only mobilize the enthusiasm of teachers to teach and enhance students' enthusiasm for learning, but also promote the healthy development of students' physical and mental health, and continuously supply talents for the country and society. How to establish a good teacher-student relationship in colleges and universities depends on the subject in the relationship and the environment in which the relationship exists.

As one of the subjects, teachers play a leading role and are the mainstay of education. The meaning of their existence is no longer to impart knowledge in the traditional sense, but to guide and set an example at the moral level. Their educational attitudes and methods, emotions, behavioral norms, and personality charm all affect the physical and mental growth of students. In the process of implementing education, teachers take the educational background with Chinese characteristics in the new era as the premise, build a harmonious educational environment, and cultivate all-round talents as the purpose to shape students' personality, values and world outlook. As another important subject in the educational process, students receive moral education while learning knowledge. Moral education is the primary task of education. It can not only cultivate students' physical and mental health, but also promote the positive development of the country and better accept the accumulation of knowledge. General Secretary Xi Jinping once mentioned: "We must strive to build an

education system that comprehensively cultivates morality, intelligence, physical fitness, aesthetics, and labor, and form a higher level of talent training system." General Secretary Xi pointed out the direction for us and provided an educational environment. Exploring the relationship between teachers and students and building a new teacher-student relationship have become the focus of this article.

2. Types of Bad Teacher-student Relationships

2.1 Imperative

The command-type teacher-student relationship refers to the situation where teachers use commanding, authoritative, and distant teaching methods. For example, in undergraduate classes, students are not allowed to ask questions. Teachers make unilateral demands and do not accept students' knowledge feedback. For example, teachers do not allow students to ask questions or refute their own opinions in class. Gradually, a silent classroom is formed, where only the teacher's voice is heard, and students sleep or play with their mobile phones, losing their enthusiasm for learning. This restricts the development of students' personality and makes them lack autonomy and independence. In the researcher learning environment, the tutors in the postgraduate tutor system adopt an authoritarian style, formulate their learning activities according to their personal habits, arrange learning situations, and specify learning methods, and control students' behavior. Over time, students will keep a distance from teachers, not actively communicate, and waste their entire postgraduate career [2].

2.2 Permissive

The laissez-faire teacher-student relationship refers to the teacher's laissez-faire attitude towards students, being irresponsible and using students' freedom as an excuse. In undergraduate teaching classes, some teachers take the form of students giving lectures independently, which may have a

good effect on students with a certain amount of knowledge reserves and a good learning attitude. However, some students cannot understand the deep meaning of it, but simply cope with classroom teaching without understanding the knowledge points. In the process of students' explanation, it may be just a passing guidance, and students do not know how to pretend to understand and muddle through. In graduate guidance, it is mainly the guidance of the tutor. The tutor only gives students a general direction and then lets students learn independently. In the later stage, they rarely ask questions. Students also take over the general direction at a loss, search for information aimlessly, read various materials superficially, without any results, and have little communication with the tutor. Three years have passed in a flash, and what they have learned is nothing, which is a waste of time.

2.3 People-pleasing

A flattering teacher-student relationship refers to a situation where teachers pay too much attention to and accommodate students in order to please them, in order to gain their favor and support. Faced with various school assessments, such as classroom feedback rate, student democratic survey rate, student graduation rate and other indicators, and all kinds of students, some teachers use flattery and "cheating" guidance to help students get by in their studies and graduation. Faced with social requirements and school assessments, teachers may be forced to abandon their own principles and standards and cater to students' wishes and needs. In the long run, this is very detrimental to students' growth and development. It will cause students to lose themselves, lack the ability to think and judge independently, and have no fighting spirit to learn, and be in a "lying flat" waiting for graduation.

3. The Impact of Bad Teacher-student Relationships

The above three types of teacher-student relationships are subtly destroying the relationship between teachers and students in colleges and universities, forming a vicious circle.

3.1 Destroying the Ecological Imbalance Among Educational Entities

The teacher-student relationship between the two main subjects in education is the most important interpersonal relationship in the educational process. It directly affects the goals and effects of education and is related to the cultivation and quality of talents. However, in the teaching process of colleges and universities, there is an imbalance in the teacher-student relationship, and even a deformed situation [3]. This relationship is irrational, such as overbearing and partial. Whether it is a teaching activity with students as the main body or teachers as the main body, the teacher-student relationship is bound to be in a dilemma of getting rid of control and being controlled, resulting in strange phenomena such as teachers not teaching and students not learning, or teachers not teaching and students wanting to learn, or teachers wanting to teach and students not learning, resulting in an imbalance in the teacher-student relationship, leading to a decline in education quality and even triggering some educational crises.

3.2 Disruption of Psychological Communication between Teachers and Students

Psychological communication between teachers and students mainly refers to teaching at the moral education level. There are explicit and negative guidance in the whole process, such as: through language, expression, action and other means, so as to convey psychological information such as thoughts, feelings, attitudes, etc., to guide students to develop a positive and optimistic outlook on life, values, world view, as well as a good learning attitude and correct emotional norms. At present, in the communication between teachers and students in colleges and universities, such as undergraduate teaching, the relationship between students and teachers only exists in the classroom. After class, they meet but do not know each other. After a semester, the teacher does not know the name of the class and the students do not know the teacher's name. For graduate teaching, it is relatively better, but it is more likely to form conflicts. The tutor only focuses on high-level guidance, but ignores the individual ability and psychological guidance of students. He rarely meets with students, and students are also laissez-faire. They are easily deceived and influenced by the outside world, thus destroying the relationship between teachers and students.

3.3 Destroying a Harmonious Educational Environment

The humanistic subjects of the educational environment are students and teachers. The quality of the relationship between them directly affects the educational environment. It is mainly reflected in the three relationships of society, education, and psychology, especially in educational culture, educational concepts, and educational values. If the educational environment is affected by a vicious teacher-student relationship, it may lead to the smooth development of educational and teaching activities, hinder the overall and autonomous development of students, and impact the physical, mental, and personality development of students.

4. Healthy and Sustainable Teacher-student Relationship

The relationship between college teachers and students should be a harmonious, equal, trusting, helpful and respectful interpersonal relationship established and maintained by teachers and students in educational and teaching activities. It can not only promote the all-round development of students, improve the quality of teaching, achieve educational goals, but also provide the country with talents and political integrity.

4.1 The Fundamental Principle is to Cultivate Morality and Educate People

The sustainable development of teacher-student relationship must be based on the purpose of cultivating morality and educating people. Teachers should not only impart knowledge and skills to students, but also guide students to establish correct values, morals, and outlook on life, and cultivate students' sense of social responsibility, innovative spirit, and practical ability. Students should not only respect the knowledge authority of teachers, but also accept the

ideological education of teachers, form good morals and habits, and strive to become socialist builders and successors with “four qualities”.

4.2 Based on Democracy and Equality

A harmonious and healthy teacher-student relationship must be based on democracy and equality. Teachers should respect students' personality and individuality, care about their thoughts and feelings, listen to their opinions and suggestions, encourage them to participate in the decision-making and evaluation of educational and teaching activities, and protect their legitimate rights and interests. Students should respect teachers' profession and dignity, understand their work and difficulties, support their work and measures, cooperate with their management and guidance, and safeguard their reputation and honor.

4.3 Friendship and Mutual Assistance as the Core

A healthy teacher-student relationship should focus on friendship and mutual assistance. Teachers should care for students, be concerned about their growth and development, understand their needs and difficulties, provide them with appropriate help and support, and inspire their self-confidence and self-improvement. Students should love their teachers, be grateful for their efforts and dedication, trust their abilities and levels, comply with their arrangements and requirements, and give back to their expectations and trust.

5. Building a Harmonious and Stable Teacher-student Relationship

5.1 Teacher Level

Teachers play an important role in the teacher-student relationship. They guide students to understand the social environment and pay attention to the cultivation of students' knowledge and ability and the changes in their psychological state. As a teacher, you should do the following: 1) Understand students' personalities and areas of expertise, as well as the communication relationship between students, and understand and study students' learning and living environment. 2) Establish a healthy view of students. Teachers should regard students as both the objects of knowledge dissemination and the communicators of knowledge. Fully mobilize students' enthusiasm, respect students, understand and love students. 3) Improve teachers' self-cultivation. Teachers need to constantly learn and reflect on themselves, always be vigilant from the aspects of students and the educational process, and constantly improve the influence of education. 4) Promote democratic education. Teachers should treat students equally. In the process of implementing education, they should respect students' views, encourage students to express different opinions, and form a classroom based on discussion and consultation [4]. 5) Correctly handle conflicts between teachers and students. In the process of education and teaching, conflicts between teachers and students are inevitable. Teachers should learn to control their emotions, analyze calmly, dare to reflect, and reasonably look at the questions raised by students and their own problems. 6) Treat students warmly and considerately, let students feel your love for them, care about them more, and

provide students with a loving learning and living environment, so that they can achieve success in the future. 7) Teaching should be based on reality, and knowledge points should not be too outdated. 8) Care about students' mental health. Students' grades and scientific research capabilities are important, but students' mental health issues need more attention. 9) Treat students fairly and justly. Students have strong individual differences, so treat them reasonably and deal with them scientifically.

5.2 Student Level

As an important humanistic factor in the educational environment, students play a connecting role. They need to be nurtured by teachers and the environment, and they need to exert their abilities and talents for the country. As an undergraduate student, you should: 1) Respect teachers and do not make offensive remarks to teachers; 2) Do not invade teachers' privacy; 3) Do not ask teachers for special treatment; 4) Do not interrupt teachers' lectures in class; 5) Do not argue with teachers in class; 6) Do not argue with classmates in class; 7) Do not play with mobile phones or do other things unrelated to learning in class. Stay humble and proactive. As a graduate student, you should also do the following: 1) Stay humble and proactive, and give timely feedback to the tutor's opinions and suggestions. 2) Clarify the communication goals. Tell your tutor about your doubts and questions in a timely manner, and get them solved or prompted as soon as possible. 3) Understand the basic academic ideas. For example, what is the research problem? What research has been conducted at home and abroad? Who are the representative scholars? What important development stages has the discipline you are studying gone through? What are the limitations of the current research? 4) Choose the appropriate communication method. Different problems or different mentors require different communication methods. For example, academic communication may require on-site communication + email, while psychological communication may require telephone communication, etc. [4].

5.3 School Level

The main activity environment for teachers and students is the school. The school has both explicit and negative effects on the development and improvement of teachers and students. Schools are required to do the following: 1) Focus on implementing a scientific and healthy evaluation system that cultivates morality and builds people; 2) Strictly control the quality awareness, standards, evaluation and management of all aspects of education and teaching, and strengthen the construction of an internal guarantee system; 3) Pay attention to education and teaching reform, and continuously promote reforms in teaching methods, moral education guidance, learning concepts, management and guarantee mechanisms, improve the service innovation and development capabilities of the education ecology, and aim to cultivate talents for the country; 4) Adapt to new trends in social development, optimize school management according to the characteristics of school development, and innovate characteristic mechanisms.

6. Summary and Outlook

This article analyzes the problems of teacher-student relationships based on the types of bad teachers and students and the negative effects they cause. Furthermore, it analyzes three types of teacher-student relationships and proposes suggestions for their construction. It is hoped that the suggestions can further improve and promote the healthy development of teacher-student relationships in colleges and universities.

Acknowledgements

This work is supported by 2023 University-Level Teaching Research Project of Yangtze University: Research on Talent Training Program for Intelligent Science and Technology Major at Yangtze University (No. JY2023041); 2024 University-Level Postgraduate Education Reform Project of Yangtze University: Exploration of Customized Postgraduate Training Model for Science-Education Integration; Industry-University Cooperative Education Program of Ministry of Education: Blended Teaching Research and Practice of “Computer Vision Technology” Based on OBE Concept; China University Innovation Fund for Industry-Academia-Research Collaboration: Integration Study of Large Model Technology with Intelligent Science and Technology Discipline Development; Hubei Provincial Postgraduate Education Reform Project (Provincial-Level): Research and Practice of Large Model-Empowered Artificial Intelligence Curriculum System Construction for Computer Science Postgraduates.

References

- [1] Shao Xianping, Jiang Mengyuan. Dilemma of teacher-student relationship in colleges and universities and its solution[J]. Journal of Hubei University of Economics (Humanities and Social Sciences Edition), 2022, 19(11): 120-124.
- [2] Zheng Fan, Zhou Wenjun. Reflections on the ethical norms of the relationship between teachers and students in colleges and universities[J]. Employment and Security, 2021(12):176-177.
- [3] Li Yan, Li Huarong. Construction of “close and clean” teacher-student relationship and teacher mission in colleges and universities in the new era[J]. Journal of Chinese Multimedia and Online Teaching (First Half of the Month), 2023(03):135-138.
- [4] Shen Shiwei. Problems and solutions to teacher-student relationships in China’s colleges and universities since the 21st century[J]. Education and Teaching Forum, 2020(37):304-305.