Research on Methods of Building a New Harmonious Relationship between Teachers and Students in Universities in New Era

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Abstract. University is an important platform for the cultivation and the practice of the core values of Chinese socialism and the accomplishment of the mission of cultivating the young. Since the main body of universities is composed of teachers and students and the relationship between teachers and students is a rather important part in teaching, a harmonious relationship between teachers and students is critical for building a harmonious campus. Yet, with the development of market economy, popularization of higher education and both the popularization and application of the Internet, building a new harmonious relationship between teachers and students in universities in new era is facing both new requirements and challenges. Therefore, based on the existing problems in relationships between teachers and students, this paper will propose new methods and new requirements for building such a harmonious relationship.

Universities play an important role in a socialism harmonious society. And because teachers and students are key to higher education, the relationship between teachers and students determines the quality of the talents cultivated. Therefore, in order to build a harmonious campus, harmonious relationships between teachers and students have to be achieved. With reform and opening-up enlarged and the development of socialism market economy, new situations have been seen in such relationship in higher education, raising multiple new questions worth discussing. As a result, creating a new pattern of relationship between teachers and students in higher education, which suits the trend of the development of the society, is imperative.

Background and Significance

Although there are harmonious sides in contemporary relationship between teachers and students in universities in China, there are also a lot of problems. For example, teachers thinks some students don’t pay their respect to teachers and lack the spirit of innovation. Yet, some students think some teachers are unable to do their jobs and they are not treated as students. What’s more, distancing and utilitarianism are seen and sometimes conflicts. What is the cause of such an intense relationship and such a dilemma?

Relationship between teachers and students is both an enduring relationship throughout one’s university time and a relationship that plays an important role in completing the fundamental tasks of both cultivating talents and strengthening morality. In order to achieve the fundamental goal of education, it’s necessary for teachers and students to cooperate and work together. Such relationship not only have great effect on students’ lives and study, but will also accompany students as they grow up. Representing a state of mutual trust, mutual respect, mutual participation and mutual improvement, a good relationship can motivate both teachers and students and inspire their creativity in education. Only in this way can the best teaching results be achieved and it is of great significance to the cultivation and improvement of students’ personality.

In this paper, we believe that it is both an objective requirement and a necessity for the construction of a harmonious society to build a harmonious relationship between teachers and students in higher education as time changes. The harmony in such a relationship is the key factor to improve such a relationship, the important prerequisite for the cultivation of creative talents and the important factor that will affect the completeness of students’ personalities. Through questionnaire and talks, current situations and existing problems in contemporary relationship between teachers
and students in higher educations are analyzed in detail. And on that basis and using theory and experience, this paper will search for ways for achieving the harmonious relationship between teachers and students in universities.

**Current State of Relationship between Teachers and Students in University in New Era**

This research is conducted in the form of questionnaires and talks, showing the current state of the relationship between teachers and students and the problem existed from the two perspectives of teachers and students separately.

Survey respondents are made up of students in X university and they come from 9 faculties, including engineering, science, the category of literature, history and philosophy and the category of economy and management. In this case, the samples would represent all the students well. A total of 600 questionnaires were randomly distributed and 585 valid questionnaires were recovered. (Details are shown in the form below.)

| Table 1. Education background of respondents. |
|------------------------------------------------|
| **Education background** | Bachelor | Master | Doctor | Total |
|--------------------------|----------|--------|--------|-------|
| Number of people         | 215      | 206    | 164    | 585   |

| Table 2. Major of respondents. |
|--------------------------------|
| **Major** | Engineering | Science | Literature, history and philosophy | Economy and management |
| Number of people | 215 | 206 | 164 | 585 |

Through this survey, some main problems are found and shown below.

1. Places of communications are too unitary. 86% of the students says that they mostly communicate with teachers in classrooms and laboratories and communications after class and in other places are well limited. More than 90% of the students have expressed their wishes to have more opportunities to communicate with teachers in places other than classrooms and laboratories.

2. Content of communications are also unitary. According to 83.6% of the students, the content of communications are mostly related to professional knowledge and courses, while 14.4% of the students also have conversations with teachers about their lives and emotions. The remaining 2% of the students do not communicate with their teachers in their everyday lives but only attend to classes regularly.

3. Ways of communications are limited. Among the students who communicates with teachers, 87.2% have face to face conversations with teachers in classrooms and laboratories, while 5.6% use phone calls. Only 2.3% make use of QQ and WeChat and 5.6% realize their communications via e-mails and others ways.

4. Purposes of communications are getting benefit oriented. More than half of the teachers thinks that in conversations between teachers and students, students’ purposes are mostly about test scores, joining the Party, postgraduate entrance examination and going abroad. Only a few of students are active about having conversations with their teachers because of teachers their own and the charm of the course.

5. Satisfaction of communications are poor. According to the results of the questionnaires, 38% of the students chose the option of ‘very satisfied’ and ‘satisfied’. Yet, the remaining 62% of the students’ opinions are ‘dissatisfied’ or ‘very dissatisfied’ and some students mentioned that such communications only take place when they have specific purposes. Meanwhile, more than half of the teachers are also dissatisfied about the current situation of communications between teachers and students, specifically about problems like the insufficient activeness of students.

As higher education enters the phase of popularization, the characteristics of students have also changed. They are more independent and dislike interference. With other reasons like games, their self-discipline is weakened and they are less organizational. In addition, with the development and
popularization of multi-media, students are more eager to have online communications with teachers. And at the same time, teachers also hope that students can understand them and hope to see improvements of activeness in study and communications.

**Ways to Build a Harmonious Relationship between Teachers and Students**

Through questionnaires and talks, it is quite easy for us to find out the problems which we are facing in our course of building a harmonious relationship between teachers and students in new era and the posed challenges to work in this new background. For the problems above and combined with the background of the times and the basis of reality, we have had plenty considerations concerning the further improvements of relationship between teachers and students. As a result, we purpose the following suggestions in responds to this issue.

1. **Cultivate their ability to communicate and improve their enthusiasm about communications.** It’s of great significance to cultivate the both teachers’ and students’ awareness of communications because good communication is not only the key to building a harmonious relationship between teachers and students, but also a necessity for the construction of a harmonious campus. Mostly, teachers are unable to give equal attention to every student due to the fact that every teacher is responsible to several students. In this case, it is improving students’ activeness on a daily basis that will enable students to feed back to teachers as soon as they encounter troubles and difficulties and enable teachers to really educate students.

2. **Open up more places for communications and create a good environment.** There are various forms of activities that can be taken, such as meeting during breakfast, meeting with afternoon tea and sports event in which both teachers and students will participate. By encouraging teachers and students to cooperate and achieve different goals in these activities, cohesion and the ability of communication can be well increased. Meanwhile, lectures on psychology, employment and innovations can offer students personalized instructions and promote the harmonious development of the relationship between teachers and students.

3. **Make use of new media and enrich methods of communications.** By combining traditional courses and new media, we can build a internet platform on which teachers and students can interact equally and use this form of new media to communicate with students, making up for the lack of face-to-face communication opportunities for students. In this way, we can achieve approximately real time feedbacks between teachers and students and higher communication frequency is also beneficial for both parties to adjust their mode of communication.

4. **Enhance the reforms on the methods of teaching and promote the mutual development of both teachers and students.** Transformation from the previous mode of unilateral communications in traditional education to mutual communications should be made a reality. Guidance for teachers and students to have discussion together should also be given. As a result, students may have more sense of participation and mission and greater passion for active participation in the process of learning, putting the mode of ‘dual-subject mode’ into practice.

5. **Renew the management mode and improve the evaluation mechanism.** Bring students’ assessment and their satisfaction about their relationship with teachers into teacher assessment system. At the same time, an incentive system should be built in order to inspire teachers’ passion to communicate with students and offer students more opportunities to feedback to teachers and build an emotional bond with teachers.

**Conclusion**

In the history of the development of the relationship between teachers and students in universities in China, the tradition of respecting teachers and loving students has never faded. From a general perspective, such relationship is in a good state. However, as the times changes and the social environment changes, new problems occurred in the development of such harmonious relationship. By putting several factors of significance into consideration, this paper aim to purpose to some major measures in respond to the existing problems in building a harmonious relationship between
teachers and students in universities in new era. We hope that by improving relevant factors and environment, mutual respect can be seen between teachers and students and communications can be enhanced. In this way, the advantage of ‘dual-subject mode’ can be of good use, boosting the further construction of the rather ideal and harmonious relationship between teachers and students in universities.

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