

# *Relationship between College Students and Teachers Based on Caring Theory*

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**Abstract:** The relationship between teachers and students is the two main bodies of teaching activities in colleges and universities. The relationship between students and teachers directly affects the overall teaching effectiveness. A good teacher-student relationship can not only improve the quality of teaching, but also help to improve students' ideological and moral quality. Based on the theory of care, students' main position is highlighted; From the actual situation, through the analysis of domestic and foreign related theories; Combining the transformation process of teacher-student relationship, we can build a harmonious and caring teacher-student relationship between college students, achieve effective interaction and mutual respect between teachers and students, improve the quality of teaching management, and create a harmonious campus.

## **1. Introduction**

The teacher-student relationship is one of the core interpersonal relationships in higher education activities. Whether the teacher-student relationship is harmonious or not directly determines the smooth development of teaching practice activities and the improvement of student training quality. At the critical time when China is marching from a large educational country to a powerful educational country, the issue of teacher-student relationship has received great attention [1]. The Ministry of Education issued the Ten Guidelines for Professional Behavior of College Teachers in the New Era, which clearly pointed out that students should be cared for. Be strict and merciful, teach people tirelessly, care for students sincerely, strictly require students to be good teachers and friends. Therefore, building a good teacher-student relationship is also one of the most important professional skills of teachers. At the same time, building a harmonious and trusted teacher-student relationship has an important impact on student management and teaching activities.

## **2. Methodology**

Through the research on the literature at home and abroad in the past 30 years, it is found that the relationship between teachers and students in colleges and universities is a neglected research field that needs to be strengthened [2]. In the context of primary and secondary schools and early childhood education, the research on teacher-student relationship is mainly carried out along the

two research traditions of Self Decision Theory [3] and Attachment Theory [4]. Compared with the research on the teacher-student relationship in primary and secondary schools and early childhood education, the research on the teacher-student relationship in colleges and universities is relatively small, and the researchers do not carry out in-depth and systematic research in this field. The research on teacher-student relationship in colleges and universities often lacks clear theoretical or conceptual framework guidance. Neil Noddings' caring ethics [5] explains the problem of teacher-student relationship from a unique theoretical perspective, providing a theoretical reference for the construction of harmonious teacher-student relationship in colleges and universities. The definition of the responsibility of the care giver and the care receiver, care education methods, care education evaluation and other contents in the care ethics provide a new perspective for breaking through the dilemma of the graduate student teacher relationship, and have unique reference value for building a caring college student teacher relationship.

### **3. Research Results on the Evolution of the Domestic Teacher-Student Relationship Model.**

The relationship between teachers and students has existed in ancient times. In ancient China, the relationship between teachers and students was mainly based on preaching. In Teacher's Theory, Han Yu made a general evaluation of the ancient teacher-student relationship in China, which mainly emphasized the unilateral relationship of teachers imparting knowledge and teaching principles to students. Therefore, it has a certain degree of hierarchy. In ancient times, teachers sat and students stood in the process of teaching, which is contrary to the traditional teaching mode in China at this stage. At present, the teacher-student relationship of college students in China is more focused on the relationship of "guiding learning". Its main idea is to learn from the "tutorial system" of Oxford University [6]. Although teachers still focus on teaching and educating people, their relationship is more similar to the relationship between the elders and the younger generation. Many times, it shows that a teacher and several students establish teacher-student relationship at the same time, This kind of teacher-student relationship mainly shows the "guidance" of teachers and the "learning" of students.

In the traditional teaching process in colleges and universities, teachers are often the center, and students receive knowledge passively under the guidance of teachers. They tend to be obedient and dependent on teachers, and often lack the awareness of problems, independent thinking ability, critical thinking and courage to challenge the authority of teachers. In the education model aiming at knowledge transfer, schools are like factories, students are like raw materials, and teachers are like processors. Teachers manage, constrain, and impart knowledge to students [7]. Under this teaching mode, the teacher-student relationship is characterized by teachers' domination and imparting knowledge, and students' obedience and passive acceptance [8]. In order to adapt to the new requirements of the information age for talent training, higher education needs to change the standardized talent training model and devote to helping each student develop their potential. Therefore, the teaching mode should change from standardization to customization (customization), from focusing on presenting the content of textbooks to focusing on meeting the needs of students; From emphasizing inculcation to helping learners understand and construct meaning. The relationship between teachers and students in colleges and universities tends to emphasize equality and cooperation [9], shifting from teacher centered to student centered, and emphasizing the promotion of students' active learning, thinking and meaning construction [10].

## **4. Discussion and Analysis on the Construction of Caring Relationship Between College Students and Teachers.**

### **4.1 Respect for Students.**

Neil Noddings believes that educators should not restrict or promote students from the educational outline or uniform educational goals. On the contrary, educators should enter the life world of thousands of different students, not only with their own, but also with the students' eyes and hearts at all times. Even in knowledge teaching, teachers should not only care about cold knowledge or truth, but should allow students to have different feelings and different levels of understanding of learning materials based on multiple intelligences, different interests and knowledge backgrounds. A caring teacher will not oppress students under the guise of "being good for you" to extract their maximum energy release. He will patiently continue to supply energy for students with his own care, and allow students to achieve development with their own unique life rhythm. She encourages students to allocate time and plan academic and professional development according to their life needs [11]. Caring teachers will not try to turn the subject they teach into the strengths of all students, so as to add luster to themselves. Education itself should pay attention to the overall development of students and their happiness [12], so Noddings pointed out that morality should be an internal aspect of every process of school education. The morality she understands is actually the concern for students. Since every process of school education must include knowledge teaching, in the mind of caring teachers, students must be more important than subjects, and never the opposite.

### **4.2 Attach Importance to Students' Experience and Feelings.**

Ding Si believes that caring begins with teachers' caring behavior and ends with students' feeling of being cared for. Teachers should stimulate students' interest by exploring the relationship between subjects and life, dispel their sense of separation and uselessness, promote students' understanding, and enhance the affinity of knowledge. The reason why personal sensitivity is so important is that, as the western saying goes, a person's delicious food may be a poison in another person. As the survey of French educational sociologists shows, students with different academic achievements need different care for teachers. The students with poor academic performance are eager to get the teacher's positive attitude and gain a sense of equality and confidence from it, which is indirectly beneficial to improve their studies. The students with excellent academic performance value the ability and patience of teachers to further promote their academic growth. [13] In reality, we often see a misplaced concern: for students with poor academic performance, teachers tend to focus on the rapid improvement of their academic performance, which only aggravates their anxiety; For students with good academic performance, teachers often give too much praise in attitude, while ignoring the full realization of their academic potential. If these students arrange learning activities independently in the classroom out of academic interest, they will often be strangled and reprimanded by teachers. In fact, this kind of care based on teachers' behavior habits and preferences, which is constant and changeable, can only be consistent with the students' needs to be cared for at most.

### **4.3 Emphasize the Role of Teachers As Role Models.**

The Ministry of Education's Opinions on the Implementation of the Outstanding Teacher Training Plan 2.0 further proposed that we should focus on training outstanding teachers in the new era who "learn from high schools as teachers and be upright", pay attention to the cultivation of

teachers' ethics in colleges and universities, and further emphasize the role of teachers as role models. In modern society, if teachers want to help students develop a caring heart, they can't simply repeat the great principle of caring, that is, Dewey's "knowledge about morality", because morality is not only a problem of reason, but also a problem of emotion and behavior. Nowadays, more and more people are literate, but more and more scholars are anxiously discussing the phenomenon of moral fragmentation and "de moralization". Therefore, only caring behavior is the cornerstone of establishing trust between teachers and students, and only caring behavior can give students a warm feeling of being cared for. Knowledge is neutral and emotionless, but the feelings of love, fascination, indifference and boredom accompanied by teachers when they talk about knowledge will be transmitted to all students, which will bring emotional color to knowledge, and then affect the relationship between students and knowledge and disciplines. There is no doubt that the knowledge that teachers understand and teach with heart and emotion is most easily rooted in the hearts of students.

## 5. Conclusions

In the process of implementing the fundamental mission of building morality and cultivating people, the key is to build a harmonious and good teacher-student relationship. Under the premise of dialogue and cooperation, sincerity and love, respect and understanding, teachers and students can ensure the quality of teaching and improve the ideological and moral quality of students. Therefore, when building a caring relationship between college students and teachers, colleges and universities need to actively change the traditional concept, highlight the dominant position of students, start from the actual situation, achieve the balance between unified goals and individual differences, combine the psychological needs of students, develop a variety of teacher-student interaction channels, and take personal charm, personal behavior and actual action as an example. Moistening things silently to create a harmonious atmosphere, effectively alleviate the contradictions and conflicts between teachers and students, improve the teaching level of colleges and universities under the harmonious teacher-student relationship, and cultivate talents with excellent moral character.

## 6. Research Prospect

The theoretical research on teacher-student relationship is still the object of many scholars' research. This research starts from the theory of self-determination, attachment and care, and the collection of theories related to teacher-student relationship is not perfect. It is limited to build a caring relationship between college students and teachers based on the theory of caring and the reality of the relationship between college students and teachers. It is discussed and analyzed from three aspects: respect for students, emphasis on students' experience and feelings, and emphasis on teachers' role models. For future research, on the one hand, extensive collection of theories related to teacher-student relationship will form a more systematic theoretical framework system, providing theoretical reference for theoretical research on teacher-student relationship in colleges and universities. On the other hand, a more in-depth discussion will be carried out from the current situation and difficulties of the teacher-student relationship in colleges and universities to provide effective support for the comprehensive construction of caring teacher-student relationship in colleges and universities.

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