

The Expectation and Evaluation of Generation Z College Students on Political Teachers

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Abstract: Under the dual social environment of network society and real society, the social mentality of Generation Z college students presents multiple contradictory characteristics. These characteristics make Generation Z college students' expectations and evaluation of political teachers different from those of other generations. On the other hand, political teachers not only teach political theory, but also have the function of enlightening morality and educating students. The evaluation criteria for political teachers are different from those for professional teachers. This study collected college students' views on political teachers through open questionnaires and interviews, and used Atilas.ti9 qualitative analysis software to encode the questionnaire answers and interview records. According to the research, the expectations of Generation Z college students for political teachers include: creating emotional resonance with students, expanding students' knowledge field, guiding students' value expectations, and shaping students' daily behaviors. Generation Z college students will give higher evaluation to political teachers who meet the above expectations. The results of this study provide a basis for scientifically setting evaluation standards for political teachers. It is worth noting that although the needs of students are an important basis for teaching evaluation, teachers should not only cater to the needs of students, but also lead the needs of students.

1. Introduction

The political education to college students is mainly carried out through the political theory courses of colleges and universities. As an important force of college teachers, political teachers are not only the speakers of national policies and lines, but also the guides for the healthy growth of college students. In "Opinions on Further Strengthening and Improving political Theory Courses in colleges and universities", it is further pointed out that "teachers are the key to improve the quality and level of education of political theory courses in colleges and universities".

The quality structure of political teachers ultimately affects the realization of teaching objectives of political theory courses in colleges and universities. At present, the teaching evaluation of political courses in colleges and universities is not perfect. And the scientificity of the evaluation index and the effectiveness of the evaluation method are doubtful [1]. Some scholars believe that the evaluation of political teachers in colleges and universities should start from three dimensions: first, from the political dimension, teachers need to lead the value of students; the second is the

methodology dimension, the evaluation of college teachers should be scientific; the third is the ethical dimension, emphasizing student-centered [2].

As a direct participant and experiencer in the teaching process, student evaluation is an important part of political teacher evaluation. Students' evaluation of political teachers is related to students' expectations of their roles. The students now entering the political theory classes in colleges and universities are known as Generation Z. Generation Z generally refers to the generation born between 1995 and 2009, also known as "net generation" or "Internet generation" because they were born in the era of rapid development of the Internet. Growing up with Internet technology, being "always on" and always having access to the latest information is a common feature of this generation [3,4]. By this measure, all current college students belong to Generation Z. The environment of Generation Z college students is the coexistence of network society and real society. Under the dual social environment, the social mentality of Generation Z college students presents the characteristics of multiple contradictions [5]. These characteristics make the expectations and evaluation of political teachers of Generation Z college students different from those of other generations.

2. Research Design

2.1. Research Problem

As mentioned above, Generation Z college students have different characteristics from college students in other generations. Compared with professional teachers, political teachers pay more attention to the comprehensive development of students. And the characteristics of current students have a greater impact on political teachers than professional teachers. Therefore, the question to be solved in this study is, how do Generation Z college students perceive political teachers? What is expected of political teachers? Then analyze the influence of these expectations on the teaching evaluation of political theory course of Generation Z college students.

2.2. Research Method

The qualitative research method was adopted in this study. The author collects students' views on political teachers through thematic discussion and open questionnaire. In the process of filling out, remind students not to carry other articles, completely fill in their own ideas. A total of 212 questionnaires were collected, of which 197 were valid. After sorting out the questionnaire, Atilas.ti9 qualitative analysis software was used for coding.

2.3. Innovation

First, innovation in research content. There has been a lot of research and accumulation on students' expectation and evaluation of teachers' role. However, there is a lack of research on the characteristics of Generation Z college students and the impact of these characteristics on the evaluation of political teachers. This study makes up for the lack of previous studies.

Second, innovation in research methods. At present, the research on the evaluation of political teachers is mainly theoretical. The empirical research carried out in this study is complementary to the theoretical research. This study does not use a top-down approach to find evaluation standards for political teachers from theories, but a bottom-up approach to find students' expectations for political teachers.

3. The Expectations of Generation Z College Students for Political Teachers

This study used Atilas.ti9 qualitative analysis software to encode the collated discussion records and questionnaire responses. As shown in Table 1, based on the initial coding, college students' expectations of political teachers in the age of Z can be divided into 4 categories and 8 sub-categories.

Table 1: This caption has one line so it is centered

category	subcategory	Initial code
Emotional resonance	National identity	The teacher's infinite love for the motherland; Firmly believe in the development prospects of the country; Focus on national efforts
	Individual identity	To know what the students are interested in; Take good care of students; Communicate well with students after class
Knowledge enhancement	Curriculum knowledge	Have deep political theory attainments; Teaching theory in plain language; Have original ideas
	Extra-curricular knowledge	Have a good knowledge of historical events, ancient and modern; Talk about things one usually pay less attention to; Expand one's knowledge outside his/her major
Value guidance	Value of life	Striving upward attitude towards life; A positive and optimistic attitude; Guide to experience the meaning of life
	Social responsibility	Cultivate the big picture; Cultivate a sound personality; How to contribute to the country
Action possibility	Provoke thinking	Set an example; To make a point of thought; Correct false beliefs
	Behavior adjustment	Combine political knowledge with practical life; Learn the way to behave; Help students learn better

3.1. The Expectations of Generation Z College Students on the Emotional Resonance

Generation Z college students are more individual than their predecessors. For this reason, they are more eager to gain emotional resonance in a society where human relationships are increasingly alienated. In the study of political theory course, the first expected emotional resonance of students is the identification of the country and the nation. For students, countries and nations are more of a book concept. Although students know the need to safeguard national interests and national unity rationally, they prefer to have a more realistic experience of these needs emotionally.

In addition to the condensation of emotions at the national and ethnic levels, students also hope that political teachers can pay attention to and regulate individual emotions. Different from junior high school and senior high school, students don't have the baton of high school entrance examination and college entrance examination after entering college, and students often fall into a confused state. In particular, college students in the age of Z are in an era of rapid development. Frequent social changes and increased risks make students in this era lack a sense of security. In the

author's interview with students, many people have expressed their inner hesitation. Students want political teachers to provide emotional guidance as well as theoretical knowledge.

3.2. The Expectation of Generation Z College Students on the Knowledge Improvement

Generation Z college students can acquire new knowledge online at any time, but it is difficult for them to absorb the knowledge acquired through the Internet due to serious fragmentation. The survey results show that students show a strong thirst for knowledge. What students expect to improve their knowledge in politics class is firstly the knowledge points related to politics course, and being able to cope with exams is the first thing. But contrary to popular belief, Generation Z college students are not only interested in the test results, but also interested in the historical context behind the knowledge points.

On the other hand, Generation Z college students like to express their opinions on the Internet and are very willing to broaden their horizons and patterns. Therefore, on the basis of learning relevant knowledge points of the course, students hope to acquire more and broader knowledge beyond their own access through teachers. It should be noted that whether these numerous knowledge points form a theoretical system affects students' learning experience of knowledge. Because Generation Z college students have shorter attention spans, new knowledge must be quickly embedded in existing knowledge.

3.3. The Expectations of Generation Z College Students on the Value Guidance

Generation Z college students grow up in an era of information explosion, and diverse values are flooding into students' minds along with all kinds of information. On the one hand, students believe Internet rumors more than school education, but on the other hand, they are troubled by conflicting information on the Internet.

The survey results show that the ideal political course for students is not only to impart knowledge, but also to cultivate correct values and outlook on life. Students expect political teachers to influence them with a positive attitude towards life. Set up the ideal of national rejuvenation, enhance the sense of social responsibility. In the survey, students expressed the hope that students can view the problem more rationally, improve the willingness to participate in social construction, and realize their own social value.

3.4. The Expectations of Generation Z College Students on the Action Possibilities

As mentioned above, Generation Z college students show a strong thirst for knowledge, but their expectations of knowledge are more pragmatic. According to the survey results, Generation Z college students expect the knowledge they learn to bring about behavioral change. They believe that the learning process of political theory should also be the cultivation process of behavioral patterns. In fact, students can see their own problems, but lack the motivation to improve due to the lack of teacher guidance and other reasons. Students expect political teachers to point out their shortcomings and correct their bad habits. For example, how to communicate with others in a polite manner, how to make reasonable learning goals and plans for themselves and so on. To enable students to establish behavior patterns that will benefit them in their future life and work.

4. The Evaluation Criteria of Political Teachers by Generation Z College Students

Generation Z college students' evaluation of political teachers is closely related to their expectations of political teachers. When the role played by political teachers meets students'

expectations, students' evaluation of teachers will be high. Specifically, teachers who meet the following conditions will receive higher evaluation.

4.1. Political Teachers Can Give Students Emotional Resonance

First, political persuasion. Teachers themselves must have unwavering faith. In the interview with students, many students said that if the teacher has a very strong belief, then he will naturally exude confidence in the country and the system in the classroom. Students will be influenced and driven by the teacher's confidence. On the other hand, if teachers themselves are hesitant in the process of telling, or cannot explain some situations well, students will also have doubts about the country and the system.

Secondly, political teachers know what young people think, accept their ideas and hobbies, and guide them on this basis. Political teachers tend to be resistant to niche cultures, while students tend to be proud of niche interests. In fact, Generation Z college students have become cultural trendsetters [6]. Political teachers who have some understanding of subculture and popular discourse can close the distance with students. Political teachers need to be good teachers and helpful friends of students, understand the psychological characteristics of students, and accept them.

4.2. Political Teachers Can Give Students a Broader View of Knowledge

Political teachers must pay attention to the systematization of knowledge. Not only teaching the current lesson, but also connecting the lessons before and after. Not only should political teachers explain the knowledge points, but also the historical background behind them. There is not much discussion on the historical background in the textbook, so it is necessary for political teachers to collect historical materials outside the textbook and take a lot of reading as the basis of lectures.

The college students of Generation Z have a broader mind and hope to know the world outside of books. Therefore, political teachers should extensively cover other aspects of knowledge besides the knowledge of the courses they teach, and connect these knowledge with the theoretical system of politics courses, so that students can have a broader vision. In order to achieve the above goals, political teachers need profound theoretical foundation and broad knowledge background. The knowledge of philosophy, psychology, history and other different disciplines can become the nourishment of political teachers.

4.3. Political Teachers Can Help Students Establish Correct Values

Rather than grand social narratives, students pay more attention to social hot spots, especially the new things happening around them. However, different aspects of society have different views on news events. At the same time, it should be noted that the course evaluation of Generation Z college students reflects the needs of personalized education [7]. Although it is necessary to improve the affinity of political class for students [8], but Generation Z college students are greatly influenced by online public opinion and easily believe online rumors [9]. Political teachers must always pay attention to social hot spots and students' ideological dynamics, and dare to clarify their views and stand firm before the big wrong, so as to bring positive energy to students.

A teacher's behavior is a model for his students. Actions speak louder than words. Teachers' correct behavior and down-to-earth style can also affect students' outlook on life and values. The results of the survey show that when students evaluate political teachers, they will not only pay attention to the teacher's lectures, but also pay attention to the teacher's words and actions. The influence of the teacher's behavior and attitude on the students is even greater than the content he

teaches. Political teachers should stick to their own spiritual quality, lead and optimize the demand [10].

4.4. Political Teachers Can Provide Students with the Possibility of Future Behavior

It is observed from the classroom that as long as the content of political teacher is closely related to students' study and life, students will pay special attention to it. The above observations prove that what students are eager to learn is capable of solving practical problems for students, or can provide guidance for solving problems. The role of education ultimately needs to be implemented in the behavior of students. Therefore, in addition to the teaching objectives and objectives listed on the syllabus, political teachers will receive higher evaluation if they can make students more aware of the connection between curriculum learning and their own real life. Therefore, teachers should try their best to connect the knowledge points of political courses with the possible work and life of future students. For example, it helps students apply dialectical thinking to study and life. Only when students think that what they are learning now is likely to be useful in the future will they learn spontaneously and give teachers a higher evaluation of their teaching.

5. Conclusions

This study focuses on the expectations of Generation Z college students for political teachers and the corresponding evaluation standards for political teachers. This study uses scientific methods to outline the expectations of Generation Z college students for politics teachers. The expectations of Generation Z college students for politics teachers can be analyzed from four dimensions: emotional resonance, knowledge increase, value guidance and action possibility. Based on the above four expectations of politics teachers, Generation Z college students evaluate politics teachers based on whether the teachers can meet these four expectations. The results of this study can be used as the basis for the evaluation of political teachers, so as to make the evaluation of political teachers more scientific.

It's important to note that, students' evaluation of teachers is often irrational. In particular, since political teachers are not related to professional education, the expectation of political teachers will be broader, and even disconnected from the function of political teachers in the national planning. Therefore, we should not be too accommodating to the market and cater to demand. Students' expectations are only the basis for teachers' evaluation, and should not be adapted to accommodate students' evaluation.

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