

Analysis on the Influencing Factors of Teacher-Student Relationship in Postgraduate Education

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Abstract: The relationship between teachers and students in postgraduate education directly affects the level of postgraduate education. Based on the current situation of postgraduate education, this paper analyzes the influencing factors of teacher-student relationship in postgraduate education, mainly from the macro and micro levels. That is, the training mode at the macro level, the tutor's knowledge and professional power at the micro level, the personality charm, the way to deal with the relationship between teachers and students, and the role of teachers and students.

Keywords: Postgraduate education, Relations between students and teachers, Influence factor.

1. Introduction

On July 29, 2020, Xi Jinping made an important instruction to the work of graduate education, stressing that to meet the needs of the development of the cause of the Party and the country, to cultivate a large number of high-level talents with both ability and political integrity. Among the many factors affecting the cultivation of high-level talents, the basic qualities of tutors and graduate students and the relationship between them directly restrict the process of graduate education and affect the level of Graduate Education. The expansion of the scale of postgraduate education, the diversification of training models, and the differences in the rights and roles of teachers and students have led to the complexity of the interaction mechanism between teachers and students, which has resulted in some factors unfavorable to the development of teacher-student relations in reality. Under this background, exploring the influencing factors of the teacher-student relationship in postgraduate education will help to analyze the teacher-student relationship more comprehensively and deeply, and provide important theoretical and practical value for how to build a reasonable teacher-student relationship

2. Macro Level

Under different postgraduate education concepts, different training models emerge as the times require. Since the emergence of postgraduate education, its mode has been constantly changed with the socialization of mass production and the revolution of science and technology, and a diversified postgraduate education mode has been formed. It has formed three levels of educational models: German apprenticeship type, American professional type and cooperative type after World War II. The teacher-student relationship has different performance under different training modes.

2.1. Training Mode and Teacher-Student Relationship Under the Concept of Scientific Research

The training mode of scientific research is represented by German graduate education. In the German apprenticeship

type graduate education mode, students follow their tutors in the form of research assistants to engage in independent scientific research in the Research Institute. The academic level of the tutors and their guidance to the graduate students directly restrict the quality of graduate students. Therefore, in the apprenticeship training mode, the teacher-student relationship is like the relationship between the master and the apprentice. The personality and specialty of students are greatly influenced by the tutor, who teaches students by hand. The apprentice type postgraduate training mode is rooted in the university concept of scientific research, and the "lecture system" is implemented in the teaching method. It attaches importance to scientific research and excludes curriculum learning.

2.2. The Training Mode and The Relationship Between Teachers and Students Under the Pragmatism

The concept of pragmatism requires that universities should be closely connected with industry, agriculture and commerce, and cultivate a large number of practical talents of various types to serve the rapidly changing social, political, economic, scientific and technological development. This concept holds that the pursuit of knowledge and truth is not the only purpose of a university. A university should also reflect the wishes and requirements of the state, the government, society, the market and students, and pay attention to practicality. The operation of the University's training objectives, curriculum and training mode should be carried out according to the changes of occupation and market. The idea of pragmatism is represented by the United States. There are professional and cooperative training modes in postgraduate training mode.

2.2.1. Professional Training Mode and Teacher-Student Relationship

The goal of professional postgraduate training mode is to better integrate scientific research and social services. In this mode, the tutor and the Guidance Group jointly guide the teaching and scientific research of the graduate students. After the graduate students form a guidance relationship with the tutor, the tutor is fully responsible for the postgraduate training. Therefore, the tutor has a great influence on the

postgraduate education and restricts the quality of postgraduate training. However, compared with the absolute authority of the tutor in the German apprenticeship style, the authority of the tutor is not so large. The graduate tutor is subject to the leadership of the graduate school and other institutions, subject to various rules and regulations, and is jointly responsible for the training of graduate students with the tutor Guidance Group. The specialized postgraduate training mode makes the postgraduate education standardized and unified, ensures the academic level of the postgraduate education, and gives full play to the role of professors in the training, laying a foundation for the large-scale development of postgraduate education and the integration of postgraduate education with social and economic development to meet social needs.

2.2.2. Cooperative Training Mode and Teacher-Student Relationship

Knowledge development and knowledge innovation play an increasingly important role in industrial development. The development of enterprises depends more on the development and innovation of knowledge. As a result, new research forms and new research organizations have been formed. Universities and scientific research institutes are combined with enterprises to jointly engage in product development, and then cooperate to train graduate students. The cooperative mode is a postgraduate education mode of combining teaching, scientific research and production. This is a new training mode of high-level applied talents formed by the development of science and technology and industry after World War II. It is the product of the modern new scientific and technological revolution, the integration and cooperation between universities and enterprises, and reflects the close relationship between universities and society at a deeper and higher level. The collaborative type not only emphasizes the unity of teaching and scientific research in the professional type, but also advances the training mode further, paying attention to the integration of teaching, scientific research and production, thus forming the value target orientation of collaborative graduate education. It is a more obvious and practical training mode for applied research talents. In this mode, universities and enterprises appoint tutors to manage the teaching, scientific research, thesis writing and revision of graduate students. Institutions of higher learning select the main tutor, and enterprises appoint senior professional and technical personnel as the Deputy tutors. The tutors of both sides work together to be responsible for the education and management of graduate students. In this process, students have not only established close relationship with school teachers, but also established close relationship with enterprise Deputy tutors. School tutors and enterprise tutors have also communicated with students to a certain extent, thus forming a diverse and complex teacher-student relationship.

From the above analysis of the postgraduate education mode, it can be seen that since the emergence of postgraduate education, its mode has been constantly changed with the social production and the many revolutions of science and technology, and a diversified postgraduate education mode has been formed. Of course, although these cultivation models have different times in their generation, each of the subsequent models is a change of the previous one. However, today, different models coexist with different economic and political systems. The coexistence of multiple models objectively proves the specific value and social role of each model, and also shows that each model has its specific

practical scope and limitations. Accordingly, different micro level teacher-student relations have been formed. That is to say, the roles and powers of teachers and students and the mechanism of interaction between teachers and students are different under different training modes. Therefore, we need to further explore.

3. Micro Level

3.1. Tutor's Knowledge and Professional Power, Personality Charm and The Way to Deal with Teacher-Student Relationship

Under various training modes, due to the particularity of postgraduate education and the particularity of teacher-student relationship, teachers and students have different understanding of the teacher-student relationship, and the teacher-student relationship is also affected by the tutor's own factors.

3.1.1. Knowledge and Professional Power

In the "tutor student" relationship, tutors gain "professional power" because of their academic accumulation, profound knowledge and scientific research experience, which may be the most intense and reliable influence force. The function of "personal power of professors" is mainly based on professional knowledge and the need to promote criticism, creation and scientific development. When teachers exercise these powers, even if they violate the legal rights of students, they will not be subject to obvious and strong resistance from students. And this kind of power is exactly what other people (except parents or other relatives) do not have. This constitutes a teacher's privilege. For students, teachers are the embodiment of knowledge. Therefore, the teacher has the power given by knowledge.

In our graduate education, the professional power of the tutor is mainly reflected by the tutor's research projects and the tutor's scientific research ability and level. Research project is the carrier of cultivating graduate students, the link to maintain and strengthen the relationship between both parties, and the decisive factor in the relationship between tutors and graduate students. The topic also determines the innovation level of graduate thesis. In the research process of the topic, the interaction between the tutor and the graduate students is carried out in the process of guiding and being guided, and the professional power of the tutor is formed in these processes. In the minds of graduate students, tutors are the objects of their respect and worship, because they have broad and profound professional knowledge, grasp the frontier direction of the academic field, and have strong scientific research ability. These have formed the intangible capital and decision authority of teachers, and have a significant and subtle impact on students.

3.1.2. Personality Charm

In practice, the power and influence of different tutors are different. This influence is not only determined by the amount of knowledge the tutor has, but also affected by personality factors. Personality is a complex of many factors, which is manifested in the aspects of people, things and oneself, such as teachers' organizational ability, language expression ability, courage in behavior, and fortitude in style. It plays a role in strengthening or weakening the influence of teachers' power. In terms of the nature of education, a teacher should not only have professional authority, but also have a certain degree of charisma in personality, so as to win the trust and faith of

students. Generally speaking, students are "teacher oriented". In the communication between teachers and students, teachers' words and deeds are often observed, imagined and imitated by students unconsciously. The teacher's personality image will become the most direct imitation object of students. The teacher's personality charm is not only reflected in his rigorous academic attitude and positive enterprising spirit, but also in his generous, approachable and indifferent attitude to fame and wealth.

3.1.3. The Way to Deal with Relationships

With the development of postgraduate education, different tutors have different academic attitudes, and different academic attitudes will produce different guidance behaviors, thus forming different teacher-student relationships. Some tutors are young. They have outstanding talents and scientific research ability. They can introduce the latest trends of scientific research at home and abroad to students. Moreover, their age is not different from that of students. The psychological distance between graduate students and tutors is not large. They can understand students and help students when they have any difficulties. There are both formal and informal exchanges. Teachers and students are in a harmonious state. In addition, due to their own abilities, insufficient scientific research projects and funds, busy work or lack of sense of responsibility, some tutors have less contact with students and seldom communicate with students in academic and life, which makes the teacher-student relationship in a loose state.

Of course, there are far more ways for teachers to deal with the relationship between teachers and students. With the different situations, teachers and students reach a consistent tacit understanding due to long-term interaction and have a common interpretation of the situation, so that any behavior of teachers may become a symbol of exercising their power.

3.2. Roles of Teachers and Students

3.2.1. Diversity and Conflict of Teachers' Roles

Due to the influence of the social environment and the change of social needs, the role of graduate tutor is no longer the same as before. They are a combination of many roles. It can be said that the graduate tutor is a busy person with too many roles. Graduate tutors should not only become disseminators of knowledge, initiators, organizers and assessors of learning, but also pioneers of scientific research. Moreover, under the pressure of competition from schools, tutors should not only devote themselves to scientific research, but also strive for topics in society like merchants. In this case, their role conflicts are inevitable. All these roles make the tutors face great work pressure, requiring them to adjust their role conflicts and role beliefs, from leaders to leaders, from teachers to employees, and so on.

3.2.2. The Role Socialization of Graduate Students

Any society will put forward corresponding requirements and norms to its social members, and exert influence on them through various methods to make them become members meeting the needs of society. Graduate students are a high-level knowledge group in society. In addition to mastering knowledge and science, the society also puts forward more and higher requirements for them. So their roles are gradually socialized. This enables them to understand their social roles, so as to constrain their behavior and fulfill their obligations. This will lead to an increase in the content of postgraduate socialization. They must also adapt to different roles.

Graduate students have become the role of the educated who only passively accept knowledge. The scope of their learning is not only confined to the scope defined and designated by the teachers. The scope of their contact is not only the teachers and students of the school, but also the bosses and employees in the society. The subjects they study are not just those of schools. They work part-time outside. All these require students to adapt to different environments and work conditions.

The roles of tutors and students are changing greatly. Different roles and different environments have different requirements for people in all aspects. These make teachers and students have to constantly change their roles to adapt to different environments and work. These changes affect the way of thinking, communication and interaction between teachers and students, and form conflicts between roles, conflicts within roles and conflicts with excessive role load, thus affecting the relationship between teachers and students.

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