

A Study on the Differences of Teacher-student Relationship in Chinese and American University Classrooms

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Abstract: The different cultural backgrounds of Chinese and American countries make the education of the two countries show great differences, and these differences permeate all aspects of education. A good view of teachers and students and a harmonious relationship between teachers and students affect the transmission of educational information between teachers and students, which is related to students' mental health and all-round development. By comparing the differences between the characteristics of teacher-student relationship between Chinese and American, this paper aims to help us to absorb the essence of teacher-student relationship in American schools, make up for our own shortcomings and make our school education work better. Try to find out some factors that can be used for reference to promote the healthy growth of Chinese students and further improve the quality of Chinese education.

Keywords: Chinese and American, University classroom, Teacher-student relationship.

1. Introduction

Teacher-student relationship refers to the value relationship formed between teachers and students in the process of education in order to complete certain educational and teaching tasks. The teacher-student relationship actually reflects the relationship between the subject and the object, and it is the concrete embodiment of the relationship between the subject of educational value and its action object in the process of education. As far as the effect of education is concerned, it is very important to look at the relationship between teachers and students. This shows the importance of a good teacher-student relationship in education and teaching activities [1].

The relationship between teachers and students in the implementation of the new curriculum is the key to improve the school cultural environment, enhance teachers' personality charm and self-confidence, and at the same time, maximize their love and patience, and improve the attractiveness of schools and courses to students [2]. By comparing the differences between the characteristics of teacher-student relationship between Chinese and American, this paper aims to help us to absorb the essence of teacher-student relationship in American schools, make up for our own shortcomings and make our school education work better.

2. Differences of Classroom Culture Between Chinese and American Universities

The traditional classroom teaching in China is teacher-centered. Teachers are in a dominant and authoritative position, while students are in a passive or obedient position. Their communication is one-way. American classrooms are student-centered, and the relationship between teachers and students is casual and loose. Students call teachers by their first names, and they can ask questions, make suggestions, interrupt or even argue with teachers on a certain issue. Americans' sense of autonomy and openness makes teachers

regard themselves as promoters of classroom teaching, rather than leaders or authorities. Because American teachers give priority to practice in class, and let students deal with various situations in reality, students are not used to relying on or waiting for teachers. Teachers who make mistakes often adopt non-interventionism, and they think that excessive error correction will easily dampen students' enthusiasm for participation [3-4].

China's traditional culture has always had a tradition of respecting teachers and emphasizing morality, and the dignity of teachers' morality has always been the basic rule followed by academic circles. Therefore, the dominant and authoritative position of teachers in education and teaching has been established. This position enables teachers to master the classroom atmosphere and control the learning direction. And students can only listen to teachers' teachings with respect. In the process of American cultural integration, the characteristics of their respective cultures have been retained, forming the pluralism of American society and cultural diversity. China culture attaches importance to harmony and unity, while western culture attaches importance to separation and confrontation. In terms of teacher-student relationship, the "dignity of teachers" under the influence of China's traditional culture is quite different from the liberal and democratic teacher-student relationship under the multicultural background of the United States [5].

American culture is based on "individual freedom" and "individual equality". The American cultural pattern is composed of individualism, equality, pragmatism, competition consciousness and so on. These contents are not only the value orientation of American culture, but also the historical root of American culture. Teachers don't have to be bound by the "dignity of teachers". Teachers and students are free individuals in the process of education. American culture has always advocated freedom, and this spirit of freedom permeates all aspects of American culture. In terms of teacher-student relationship, this spirit of freedom also makes the teacher-student relationship in the United States show great differences from that in China [6]. Teachers in China

have always standardized themselves by setting a good example for others. Teachers in China dress very neatly. Classes in China are formal and traditional, and they value hard work and perseverance.

3. Differences of Teacher-student Relationship in Chinese and American University Classrooms — From the Perspective of Culture

3.1. Comparison of specific forms of teacher-student relationship between Chinese and American elementary education

The democratic, equal, intimate and friendly relationship between teachers and students is reflected all the time in the teaching activities inside and outside the basic education classes in America. American basic education and teaching activities are all carried out under the premise of interaction between teachers and students. For example, teachers will carefully design interesting games related to the teaching content before class. The learning atmosphere is very strong and harmonious, and teachers and students are completely democratic and equal. All students' desks are scattered, and there is no fixed position. Students can walk around in class and change positions at any time. Outside the classroom, the teacher-student relationship in America is more casual and intimate. For example, when students greet teachers outside the classroom, they can call their names or nicknames directly. Teachers won't mind at all, and even call students' nicknames or nicknames in response.

Influenced by China's traditional culture and exam-oriented education, the specific forms of teacher-student relationship in basic education in China in and out of the classroom are rigid and inflexible, lacking democracy and equality compared with those in the United States. In this learning environment, students are passive and submissive. Teachers and students can't exchange views or even discuss scientific knowledge on an equal level. Teachers and students are in an unequal status [7-8]. For example, in class, students should keep quiet at all times. When teachers ask questions, students need to raise their hands and ask the teacher's permission before they can answer questions. The distance between teachers and students is deliberately widened, and the classroom atmosphere is serious and inflexible. After class, when students are confused in their lives or emotions, they are often afraid to talk to teachers about their problems and confusions because they are afraid of teachers.

3.2. The influence of cultural differences between Chinese and American on the teacher-student relationship between Chinese and American

Because students in China are usually modest and introverted, and show great respect for teachers, their inner world is not easy to be noticed by teachers. The equal relationship between teachers and students in the United States stimulates students' extroversion. It is easy for teachers to grasp teaching methods in class, but sometimes classroom order becomes something that teachers can't grasp easily. Students only passively reproduce the knowledge taught by teachers, instead of being able to make their own choices about the knowledge taught by teachers like American

students. This model can be said to be a rebellion against the traditional "spoon-feeding" education in China. It is also put forward by combining some benign factors in the west. However, it is difficult to put forward this model in practical work. How to maintain students' dominant position and how to realize teachers' leading role are all problems to be further solved.

American classroom teachers can formulate their own classroom norms [9]. For those who refuse to implement and persist in repeated education, the teacher can fill in the disciplinary form and submit it to the principal for treatment. Students' usual tests and student activities in the United States are recorded in detail, because there is no class teacher, and the class teachers keep strict records. Credit scoring should be fair and just, but special circumstances should also be taken into account. For example, if a student takes a sick leave for a period of time and his final test score drops, the comprehensive score should be raised according to his usual performance. China's school guidance is not bad, the standard is stricter, and the incentive may be poor. In China, the traditional education is better, but some aspects may be extreme.

In the traditional culture of China, Confucian culture has always been at the center. And the Confucian culture is a kind of ethics-based culture. This hierarchical idea is deeply rooted in the hearts of China people, so it will still be reflected in all aspects of life until now, and the relationship between teachers and students is one of them. America is a society based on Christian culture, emphasizing "natural human rights". This idea gradually developed into individualism. According to the definition in Wikipedia, "Individualism is a moral, political and social philosophy, which emphasizes individual freedom and importance, as well as 'virtue of self-independence' and 'personal independence'. Therefore, it is not difficult to understand the equality between teachers and students. In the United States, students realize in their hearts that they are completely equal to their teachers, but teachers may have slightly more knowledge in some aspects than themselves.

Generally speaking, China culture is an ethical culture, which is the most typical and representative feature of China culture. The culture of emphasizing ethical relations and moral norms influences people's thinking and behavior, and also influences the deep structure of the whole national culture [10]. Under the deterrent of tall and noble teachers, individual students become small and insignificant, which continues to this day. In the cultural atmosphere of respecting teachers and emphasizing morality, students lose their independence and criticism. However, the United States is a young immigrant country, and the American people have gathered from all directions. In order to survive and develop, they have to rely on their own struggle and development, so they put special emphasis on individual struggle, independent spirit and respect for individual values. Individualism constitutes a major tenet of American culture. Under the influence of this kind of thought, there is an equal and democratic relationship between teachers and students, and students rarely give up their own opinions by succumbing to the authority of teachers. Teaching also emphasizes that both teachers and students will develop in the communication and discussion of their common knowledge construction.

4. Enlighten

4.1. Present situation of university teacher-student relationship in China

To build a new type of teacher-student relationship that is more conducive to the healthy growth of students and the healthy development of university education, the author investigated 455 students and 145 teachers by means of follow-up interviews and questionnaires, which are representative in certain areas.

From Table 1, we can see that the "pass rate" of 67% of teachers and nearly 50% of students shows that teachers and students have different answers on whether to care for students, but it basically reflects that the mainstream of teacher-student relationship in China is good at present.

Table 1. Do teachers love their students

Attitude	Teacher	Student
Love	48.7%	27.3%
In favor of	18.3%	19.8%
General	30.1%	33.4%
Hate	2.9%	19.5%

As can be seen from Figure 1, the overall evaluation of the teacher-student relationship of university teachers is average, and the evaluation results of students on the teacher-student relationship are not too satisfactory. It reflects that there are some problems such as tension and disharmony between teachers and students at present. There is a lack of necessary communication between teachers and students, and there are many conflicts.

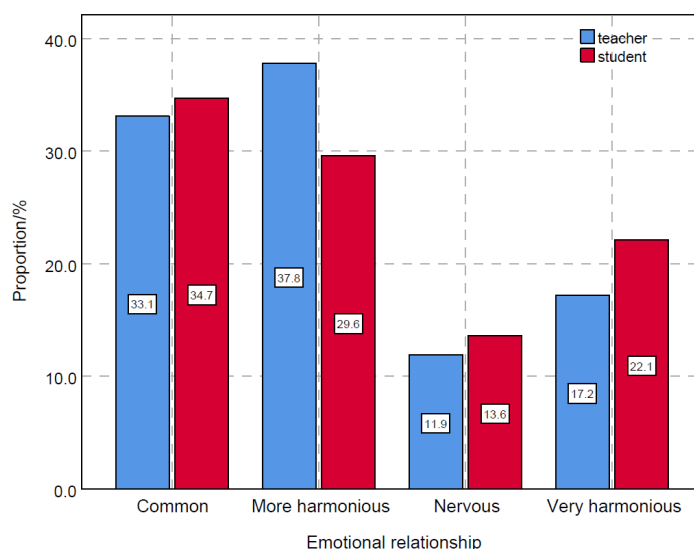


Figure 1. The present situation of emotional relationship between teachers and students

4.2. Get enlightenment from

From the above research, it can be seen that American college classroom culture is determined by American values, influenced by and served by the social system of the country. Historically, equality, competition, and self-prominence, which it advocates, are the highlights of its classroom culture. By comparing the differences of teacher-student relationship between Chinese and American university classrooms, we get the following enlightenment:

(1) Pay attention to environmental shaping and value inheritance

In the process of education, respect for human nature and inheritance of core values should be well reflected. It is mainly reflected in two aspects: teaching environment and classroom value orientation. Many school classrooms in both countries have national flags above the podium, and each classroom is posted with core values such as equality, cooperation and sense of responsibility. From the curriculum, we can see that the goal of training is to be qualified and healthy citizens, not to train ordinary citizens into elites. Premier Wen Jiabao pointed out in a recent speech that "students should not only learn knowledge, but also learn to practice, use their brains, do things, survive and live with others." That's the truth.

(2) Enhance students' awareness of actively building a

good teacher-student relationship

It is far from enough to form a good relationship between teachers and students only by teachers' unilateral efforts. Students' feedback and attitude are equally important. In classroom activities, they show a strong sense of participation and actively cooperate with teachers' teaching, laying a foundation for good interaction and communication between teachers and students. In contrast, universities in China are too passive and obedient. Therefore, we should enhance students' awareness of actively building a good teacher-student relationship from various angles. On the basis of this mutual understanding, it is helpful to eliminate the misunderstanding and mutual complaints between teachers and students.

(3) Teachers take the initiative to change roles

We should change from a practitioner of teaching to a thinker and researcher of teaching. Only when teachers' roles are changed, and teachers and students participate in all educational activities in and out of class together, can students gain a sense of accomplishment and experience of value, and teachers can guide the formation and establishment of students' free personality and healthy personality. It is a teacher's greatest success to guide the deviated children, dredge the confused students, and pull the students who may slip ashore.

5. Conclusions

The teacher-student relationship actually reflects the relationship between the subject and the object, and it is the concrete embodiment of the relationship between the subject of educational value and its action object in the process of education. As far as the effect of education is concerned, it is very important to look at the relationship between teachers and students. This shows the importance of a good teacher-student relationship in education and teaching activities. Chinese and American have their own strengths and weaknesses in teacher-student relations. Learning from each other's strengths is a good way to make up for the deficiency between them. The development of education in China also needs to absorb the essence of American education. This essence not only refers to the educational system or system, but also some hidden factors in American education, which often affect the development of the whole education to a great extent.

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