

# No Harmonious Relationship between Teachers and Students, No Attractive Nursing Class

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## **Abstract:**

The advent of digital information era makes it easier to obtain information and abundant online teaching resources. It also brings challenges to class-teaching for nursing teachers whose roles have been challenged in the context of information age. In order to improve the attractiveness and teaching effect of nursing classroom teaching, this paper discusses the influence of harmonious teacher-student relationship on teaching effect. According to the emotional cognition and pedagogy theories, without relationship, the education cannot be carried out, let alone class attractiveness. Through expounding the method and significance of establishing a good teacher-student relationship, this paper points out that establishing harmonious teacher-student relationship can enhance the attractiveness of nursing classroom so that students' interests on nursing class can be greatly stimulated.

**Keywords:** *Teacher-student relationship, Nursing teaching, Higher education, Attractiveness.*

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## **I. FOREWORD**

Nursing science is a first-class subject, and the main position of nursing talents training is nursing colleges and universities. With the implementation of the concept of "Healthy China" strategy, the training requirements for nursing talents are higher demanded [1]. The goal of nursing talents cultivation in China is clearly stipulated from the aspects of professional accomplishment, professional knowledge and comprehensive ability of nursing college students. The main position of nursing education is nursing teaching. The quality of teaching determines the quality of training nursing talents. Nursing teachers are the organizer, implementer and companions of students' learning. As a nursing teacher, they hope that students can keep "attractive" in their class and they also hope to enhance their teaching efficiency to realize their professional ideals. With the advent of artificial intelligence era and under the regular COVID-19 prevention and control, the form of study, teaching and education has undergone revolutionary changes. The former three-dimensional structure composed of teachers, students and courses has been transformed into a new four-dimensional structure--namely, students, e-learning environment, e-learning resources and teaching support services [2]. Among various fields with college students, nursing education and teaching are undergoing adjustments to enhance the class attractiveness. Today's nursing teaching can be conducted both online and offline. However, the process of nursing teaching needs the joint participation of teachers and students. If the universities want to make their nursing classes remain attractive for everyone — and of course, everyone here includes students and teachers, they have to think

about how to attract students' attention on the class and how to make teacher keep their passion in class.

The practical significance of constructing harmonious teacher-student relationship in nursing universities and colleges.

During the nursing teaching process, the teacher-student relationship is a special interpersonal relationship that is the most basic throughout the teaching process. Compared with the teaching methods, teaching techniques and teaching content, harmonious teacher-student relationship is the foundation during the teaching process. Without sound teacher-student relationship, the quality and effectiveness of teaching and learning cannot be promised. In the late 1950s, the great debate on the role of teachers in the teaching process and the construction of teacher-student relationships mark that the teacher-student relationship in China has become an academic issues in the field and many specialized studies have been conducted on this issue.

There are such feedbacks from time to time in today's nursing teaching: "This key knowledge point has been emphasized in class for many times, but students still answer the question wrong in the exam!", "This operation repeatedly demonstrates many times, students still do not get to the key point", "Now the most popular flip classroom teaching method is also used, I feel many students still do not have learning interests" or "The same words can be understood for one student but failed to understand for the other. It is obvious that the students' learning effect is not good in our nursing classroom teaching. In addition to anxiety and confusion, it seems that we may think that teaching is a matter of method or skill, and we hope to learn a method and apply it immediately to solve all the problems. It is possible that we have neglected a very important premise of effective teaching-- the harmonious connection between teachers and students' emotion. We teachers should try to let students like us and both of the emotional warmth and knowledge transfer are important [3]. Gu Mingyuan, a famous contemporary Chinese educationist said that the harmonious relationship between teachers and students can produce enormous educational power. Without good relations, there can be no good education. When the relationship between teachers and students becomes harmonious, the contradiction between teaching and learning will be solved and education becomes simple [4]. Rita Pierson, a famous American educator, says that "students don't learn from teachers they don't like." In the same way of education, if the teacher and student have a good relationship and trust each other, the child can acquire the knowledge easily; if the relationship is very stiff, even the best method cannot guarantee the students learning effect.

Emotional cognition theory also points out that "no emotion, no cognition" [5]. Emotion is the motivation of cognition as well as the material and energy basis of cognition. The emotion system drives the cognitive system and provides the brain with more oxygen and nutrients by regulating the body's blood distribution, thus promoting cognitive development. The harmonious relationship will produce positive emotion and help "teaching and educating people" to achieve better results [6]. Therefore, the establishment of harmonious teacher-student relationship is a teacher's responsibility, a link that cannot be ignored, and a key factor to promote the improvement of teaching quality.

Zhu Yongxin said that pedagogy is, first of all, relational science. There is no education without relationship. Education is not a method, but a mental cultivation method. Education is a process in which educators and educatees grow up together. The first step of education is to establish relationships [7]. Think about it, isn't it the same when we studied in school? We like English classes largely because we like English teachers and then we like her lessons.

Therefore, the wisdom teachers try to enhance the classroom attractiveness. The enhancement of the teaching effect is based on the construction of the harmonious teacher-student relationship, which can generate a great power to improve the teaching effect. The beginning of education must be in the place where teachers and students get along, and the production of teaching benefit must be because of winning the students' heart.

## **II. THE MEASURES TO CONSTRUCT HARMONIOUS TEACHER-STUDENT RELATIONSHIP BASED ON THE THEORY OF COMMUNICATIVE ACTION**

The initiative of relationship building lies with teachers. How teachers open and maintain this relationship determines the quality of the relationship between teachers and students. Based on the theory of communicative action put forwarded by Habermas, human behavior is not just a subject-object relationship based on work rationality, but should be a subject-subject interaction behavior based on action value rationality. The effectiveness of teacher-student interaction can be realized through true, sincere and correct language. The teacher-student interaction model advocates a "subject-subject" structure, mainly highlighting the role of the subject of value rationality and promoting the harmonious unity of teaching and education. Teaching activities and other informal activities in nursing are in accordance with forms of interaction advocated by Habermas. Therefore, the four key elements of a good teacher-student relationship are respect, trust, love and companionship.

### **2.1 Respecting Students is the Premise of Building Harmonious Teacher-Student Relationship**

In Maslow's Hierarchy of Needs, respect is the former hierarchy only to self-realization. One of the most important prerequisites of respect is equality. Only with equality can the respect be guaranteed. It is also true in teacher-student relations-- respect is mutual. It is embodied in that the students' individual differences are respected without regard to achievement. The teachers should regard the students as friends, families, be willing to play down themselves and talk to the students, and walk down the platform to the students to give lessons to the students. Also, before class, they actively observe what kind of class style the students like and what kind of teaching activities they like to participate in. In this way, students can really believe that they are the masters of their studies! The key of the class transfers from "we the teachers think" to "the students think". Austrian individual psychology founder Adler called this part "personality knowledge", that is, how ordinary people live, study and work in the community, how to find their own position accurately in the community, and know "I" and "you".

I studied in Seoul, South Korea since 2019. When I began to study Korean, I had a pre-class exit test. With a total of 20 questions, I did 12 questions wrong. The teacher wrote "+2 point" on my paper and drew a big smile beside it. I asked the teacher inexplicably: "Mr. Jin, how many wrong questions did I have?" He said: "Two fewer mistakes than the last time, two points improved, I know you must be working hard! With confidence, you can be better." It is obvious that "minus 12 points" will be a fatal blow to my mind. But if the teacher use "plus two", it means "I'm not bad". Sometimes, we get used to the fear of "proudness makes people step backwards", but we do not realize the magic of "proudness makes people progress".

## 2.2 Trusting Students can lead to Closer Teacher-Student Relations

Education is the process of helping a person builds self-confidence [8]. This is a positive psychological hint-- Believe it, and you will see it. There is a famous experiment in pedagogy and psychology about the power of belief called the "Rosenthal Effect". Professor Rosenthal, a famous American psychologist, came to a classroom in a school, randomly circled the names of several students, and then told the teacher that the students were excellent. After a period of time, he came to the school again and discovered magically that the children he had chosen performed well and had a high level of intelligence in every way. Those recognized children's self-confidence is greatly enhanced, they always with the standard of excellence students to demand themselves. Gradually, they really become excellent students. It is amazing to believe in the power of belief.

## 2.3 Loving Students Make the Relationship between Teachers and Students Warm up Quickly and Lastingly

Gorky once said: "whoever loves children most, children love him best. Only those who love children, he can educate children" [9]. Therefore, love= is equal to appreciation and stimulation. Loving students does not mean to discipline them, but to appreciate difference among them. Therefore, how to establish the wisdom love between teachers and students is an issue that we teachers need to learn and study repeatedly.

A caring look, a concerned greeting, a kind smile, and even a gesture of appreciating and thumbs-up are a subtle expression of love [10]. Once this kind of love becomes a true expression, the teacher-student relationship begins harmoniously. If we tell students an interesting story about the teacher in the class, or motivate them with an upbeat mood, the students may feel the joy of learning; enjoy the learning process and the teacher's humor during the class. As a result, they may be more eager to return to our classroom, maximizing the benefits of education. In this way, we have reason to believe that such a class must be desirable.

In teaching, we teachers certainly hope that the students can come to our classroom with the expectation of learning, and like to be with us because they like our class. If they get praise during the course, achieve their learning goals, or learn professional skills, answer questions correctly in class, share happiness, feel their get better, or be driven by enthusiasm and commit to positive action, they will no doubt look forward to the next lesson. Positive emotion is a benign cycle and it can bring more sense of

acquisition to students [11]. In summary, we need to help students feel needed, focused and recognized, and ensure that they have a positive experience during the short class hours they spend with us. Because when we're loved, we're bound to get better.

#### 2.4 Accompanying Students is a Necessary Condition for Harmonious Teacher-Student Relationship

High-quality companionship is not intended to please students, but a two-way growth between teachers and students [12]. At this time, companionship is not the company of family upbringing, but a constant concern. It is suggested that teachers can make full use of the time before and after class to chat with students, talk about their favorite idols, topics of interest and life, etc., or take part in extracurricular campus activities with students as "friends", participate in theme class meetings, participate in study salons of subjects, and be friends with each other. In this process, teachers and students can find more common language, common values, shared beliefs, and shared visions. The companionship between teachers and students is not limited by time and space. Even if they are not in the same space with students, they can communicate with each other through network.

Through teachers and students mutual respect, trust, love and companionship, the classroom become warm and process of acquiring knowledge is no longer boring and dull. Also, the nursing classroom will become a place everyone longs for, the education process is interesting and enjoyable, and students will have fun during the class teaching. Establishing a harmonious teacher-student relationship can enhance the attractiveness of the classroom.

As General Chinese leader pointed out in his speech at the symposium for teachers of ideological and political theory courses held in Beijing, China, on March 18, 2019, only when “the students are trust and close to their teachers and believe what teachers have imparted to them” becomes a culture and a norm in the process of teaching, can we finally train more builders and successors of the socialist cause in the new era.

### III. CONCLUSION

In Scopus database, between 1987 and 2017, academic researches on teacher-student relationships in post-junior education accounted for only 16.52% of the total. At the same time, the Chinese researches on the relationship between teachers and students accounted for 17.83% of the total. According to the literature retrieval data, the relationship between teachers and students in nursing higher education needs more attention and construction. Teacher-student relationship plays an important role in teaching quality, which is an important and urgent research field. There is no education without relationship. Education is not a method, but a mental cultivation process. Education is not a pure technique or technique, but a need for teachers to communicate with students' hearts, respect each other, understand each other, and build trust. When a harmonious teacher-student relationship is established, nursing education truly begins. No matter how rich the teaching methods are and no matter how powerful the smart classroom and virtual reality technology are, they cannot replace the mutual love and acceptance of teachers and students cannot

replace the mutual help and support between the teachers and students, cannot replace the efforts teachers have made to get along with students with equal and humble attitude. Also, those methods and technologies cannot replace the smile of encouragement and understanding when the students are confused and helpless, cannot replace the warmth from the teachers.

The key of teaching and educating people lies in mental cultivation methods. The nursing teaching is a big project with distinctive characteristics and there is no standard answer. I hope that I can discuss and communicate with my peers in nursing and work together to achieve the highest level of teacher-student relationship – not only "I am satisfied with your teaching" but also "I am proud of this kind of relationship"! Establishing harmonious teacher-student relationship can greatly enhance the attractiveness of nursing classroom. I hope the teacher can make their nursing classes the inspiring and encouraging ones which can always attract the student's interests and attention.

General Chinese leader emphasized at China's 2018 education conference that China's education should focus on the following three cores: "training what kind of people", "how to train people", and "for whom to train people". At present, accelerating the construction of first-class disciplines for late-start nursing higher education is a concrete requirement to achieve the in-depth development of nursing higher education in connotation. The two core elements of nursing, namely teachers and students, are indispensable in the construction of "double first-class" (world-class universities and first-class disciplines) and the cultivation of nursing talents of excellence. The study of building a harmonious teacher-student relationship will be a useful exploration of China's modern nursing higher education system and will be conducive to the practical realization of the modernization of nursing education and the strategic construction of reinvigorating the country through education.

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