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The Construction of Democracy, Equality and Harmonious Teacher-student Relationship in Modern Teaching

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Abstract: *The teacher-student relationship is the foundation and core of the school relationship. In a sense, the teacher-student relationship determines the school's teaching relationship and the quality of education. Starting from the connotation of the teacher-student relationship, the traditional and modern teacher-student relationship, and the construction of a new modern teacher-student relationship, this article attempts to start with how to improve and establish the teacher-student relationship, hoping to better promote quality education, complete the teaching task and create high-quality and equal education.*

Keywords: *Democracy; Equality; Harmony; Teacher-student relationship*

The Connotation of the Teacher-student Relationship

The so-called teacher-student relationship is the relationship that arises during the education process to complete the common educational task. It is constantly developing and changing in educational activities, and has a great impact on the completion of educational tasks. The interpersonal relationship between teachers and students is formed on the basis of the interaction between teachers and students in the teaching process, through mutual influence, mutual understanding, and information exchange between teachers and students. The teacher-student relationship is the most basic and important interpersonal relationship in the education process, and its quality directly affects the effect of education. American psychologist Rogers said: "Successful teaching relies on a sincere understanding and trusting teacher-student relationship, and a harmonious and safe classroom atmosphere."

The Teacher-student Relationship in Traditional Teaching

Traditional teaching is based on the teaching of knowledge. The teacher-student relationship is essentially teacher-centered, ignoring the subjectivity of students. There is a lack of extensive, comprehensive and in-depth emotional communication and spiritual, moral, and personality communication between teachers and students. Students can only passively obey the authority of the teacher, which is an unequal teacher-student relationship. The teacher-student relationship in traditional teaching is just a relationship between teaching and learning, business work relationship and subject and object relationship. For a long time, society expects

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teachers to use the father-son relationship in the family as a frame of reference when dealing with teacher-student relationships.

This requires teachers to strictly control students, and students must obey the teachers absolutely. In the whole teaching process, the main concern is the teacher's teaching, but the students' learning is ignored; the emphasis is on the teaching of knowledge, but the non-intellectual factors in the students' learning process are ignored. In the classroom, teachers are accustomed to being aloof and acting completely according to their own will. Students are also accustomed to obedience and rigid thinking. The teacher's words are often the truth and cannot be questioned. Students cannot have opinions and viewpoints different from those of teachers, let alone discuss and argue with teachers. Classroom teaching activities often become teachers' personal performances, and students' main activity space and rights are almost completely deprived. In class, teachers only make choices around fulfilling their own duties, teaching materials, and teaching methods. They are more concerned with how teachers teach good classes, rather than considering students' learning. They act as "gardeners", treating students as "flowers" trimming shears, shaping students as "mud", and constantly instilling students as "containers" of knowledge. When teaching, the teacher expects students to answer according to the assumptions of the lesson plan. The task of the teacher is to try to guide the students until they get the predetermined answer. In teaching, students actually play the role of cooperating with teachers to complete lesson plans. These traditional teaching concepts and teacher-student relationship models have a deep-rooted influence on teachers and students, and they are also recognized by a considerable part of the society. The students trained under this kind of education can only be obedient, have no personality, lack creativity, and can only be one-sided development.

Democratic, Equal and Harmonious Teacher-student Relationship in Modern Teaching

Democratic and Equal

Teachers and students are democratic and equal in politics, personality and truth. In this new type of teacher-student relationship, the personalities of teachers and students are completely equal, and teachers and students are "comrades-in-arms in the same trench." Teachers no longer teach students condescendingly, but use the role of a guide to help and inspire students. Teachers can "squat down and talk to students" and can put themselves in the position of students and think about problems. In this new type of teacher-student relationship, teachers can criticize students for all kinds of mistakes; and "I love my teacher, I especially love the truth", of course students can also correct the teacher's mistakes. Only in this atmosphere of democracy and equality can students be able to fly freely and autonomously and confidently. Of course, the democratic equality in the teacher-student relationship does not require the dignity of teachers. Teachers' dedication should be respected by students, but the acquisition of teacher dignity must not be based on sacrificing the dignity of students. Teaching democracy does not require various rules and regulations. Complying with school management guidelines and student behavior is also an indispensable and important lesson in student life, but such compliance should be based on the active participation of students. Only when teachers treat and manage students democratically, equally, and scientifically, can students develop freely, harmoniously, and actively, the implementation of quality education is possible, and can cultivate high-quality and harmoniously

developed people.

Mutual Teaching and Learning

The new teacher-student relationship should be mutual influence, equal cooperation, and interactive development. The book Learning to Survive states: "The duties of teachers are now less and less to transfer knowledge, and more and more to stimulate thinking. In addition to their formal functions, they will increasingly become a consultant, A participant in an exchange of opinions, a person who helps to discover contradictions and controversies instead of taking them into truth." For the smooth development of the educational process, both subjects must have the motivation, desire, need and enthusiasm for activities, and their wishes can resonate in one place. This requires both teachers and students to truly collaborate, influence, learn from each other, and develop together in two-way interactions, and truly embody the concept of a fair and equal new teacher-student relationship.

In modern society, when teachers and students are on the same starting line in the online world, the adjustment of the relationship between teachers and students has become very natural. Teachers can guide students with their own traditional experience, and students can also influence teachers with their keenness and vigor. Teaching is no longer a rigid indoctrination for teachers, but an enlightenment of wisdom and wisdom, a collision of thinking and thinking. It has become a beautiful course for teachers and students to discuss, grow together, and traverse together.

Harmonious Teacher-student Relationship

The harmonious teacher-student relationship is full of strong emotions. Psychological research has shown that when interpersonal relationships are harmonious and harmonious, when people’s mood is happy and relaxed, people’s vision, taste, smell, hearing and touch are more sensitive, memory will be greatly enhanced, and associations will be richer. In this state, the learning efficiency will be greatly improved, and the learning potential can be brought into full play. Ancient Chinese philosophers had a deep understanding of this for a long time: being close to their teachers and believing in them is a high-level summary of the great role of the teacher-student relationship. At the same time, a good teacher-student relationship can also reduce students' mental illness and reduce their various spiritual burdens. It can be seen that emotion is not only the lubricant of the teacher-student relationship, but also the booster of students' learning activities, and it is the support point of students' spiritual world. The door of the soul can only be opened with the key of the soul, and the fire of emotion can only be ignited with the fire of emotion. Only when teachers care for their students from the heart, can they exchange their love for their students. When the teachers and students are in harmony and the feelings are in harmony, the education cause can shine with a moving brilliance, and the teaching work can get twice the result with half the effort, and the effect can be greatly improved. In such an emotional atmosphere, students' initiative in learning and their intellectual potential will be maximized, and self-education and self-forging will become a beautiful reality. As the educator Diankun Du said: "Knowledge is like seeds, the kind attitude of teachers is like sunshine, and the mood of children is like soil-only then can the seedlings of knowledge grow strong."

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The Construction of a Democratic, Equal and Harmonious Teacher-student Relationship

Respect and Equality Are the Core of the New Teacher-student Relationship

Respect is more important than love. Because of respect for students, students can feel the equality of teachers and students and the existence of self-esteem. Respect, first of all, respect students' self-esteem, this is the most sensitive corner of students' hearts. Because self-esteem is a positive emotion that a person asks for others' affirmation, attention, and self-affirmation. It is the inner motivation for the continuous pursuit of improvement and the spiritual pillar of life. Only with respect can students feel that teachers and students are equal. This is the "secret" for establishing a new type of teacher-student relationship.

Step into the Hearts of Students

Suhomlinski said: "Understand the spiritual world of each child as deeply as possible-this is the first golden rule for teachers and principals." Teachers must truly walk into the inner world of students in order to understand students' family conditions, personality differences, hobbies, psychological changes, and development characteristics. Only in this way can teachers' loving dedication have an effect, and we have the foundation to get along with students.

Be Your Own Master

In the end, learning and life must be mastered by students themselves. Therefore, we propose that every student should be the master of time, study, collective, and evaluation. Let students actively participate in all aspects of teaching and class management, learn self-education, self-management, and self-development, so that students' personalities can be developed comprehensively and harmoniously, and their talents can be fully displayed.

The teacher-student relationship is united of opposites, and the key to building a good teacher-student relationship lies in the teacher. The establishment of a new type of teacher-student relationship depends more on the renewal of the teachers' own ideas and the improvement of their quality; the continuous improvement and perfection of the personality depends on the teacher's meticulous love and constant respect for the students. It is believed that the establishment of a new type of teacher-student relationship will burst out strong educational energy and promote the continuous improvement of educational effects.

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