Research on the Improvement of Teaching Quality in Chinese Universities Based on Teacher-Student Interaction

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Abstract. Talent training is the basic function of colleges and universities. The quality of university teaching is directly related to the goal of educating student. Teachers and students as the two most basic elements of the higher education system, the effective interaction between teachers and students shows the essential attributes of the two behavior subjects based on classroom teaching and extracurricular communication, which is also an important feature of the high level undergraduate education in the world. This paper explored the connotation of teacher-student interaction, the significance of teacher-student interaction, the problems existing in the interaction between teachers and students in Chinese universities and the promotion strategies of teacher-student interaction in Colleges and universities, and provides a reference scheme for improving the quality of undergraduate teaching through teacher-student interaction.

Introduction

Teachers are the most interactive to the students in the undergraduate stage of higher education, and teachers' teaching is the main way to cultivate talents in Colleges and universities. Therefore, how to penetrate the interaction of teachers and students in every teaching situation has the key to improve the quality of teaching and the quality of talent training [1]. The interaction between teachers and students is not only permeated with teaching activities, but also embodies the ubiquitous culture of teacher-student interaction. Higher education is a kind of perfect education on the basis of comprehensive development. In the course of the implementation of the curriculum, teachers combine the teaching of business with the purpose of learning, the professional thought, the attitude of learning, the scientific method, the creative spirit and the moral and so on. It is a kind of imperceptible education. The influence is even more important to students than simply knowledge teaching. This paper discussed the connotation of the teachers-students interaction, the theoretical basis of the teachers-students interaction, the significance of teachers-students interaction, the problems and causes of the teachers-students interaction in undergraduate teaching in our country, and the strategies of the teachers-students interaction in undergraduate teaching in our country.

The Connotation of the Teachers-Students Interaction

The teacher-student interaction in this paper refers to the interaction between teachers and students in the undergraduate education level of higher education based on their own knowledge, emotion, psychology, ability and behavior, based on teaching and extracurricular communication [2]. Through teachers-students interaction, the students' learning ability, professional knowledge and physical and mental development are achieved, so as to improve the quality of College Teaching in an all-round way.

The Theoretical Basis of the Teachers-Students Interaction

Habermas's Theory of Communication

Since 1980s, Habermas constructed a complex theory of communication, which was based on the
development of Western Philosophy—ontology, epistemology and language philosophy. Habermas's communication theory system has two core points. First, the implementation of communication is the "life world"; second, dialogue is the basic mode of existence of the communication subject [3].

Teachers and students in Colleges and universities are equal in existence as two subjects. They communicate with each other frankly in order to achieve the goal of common teaching activities. In such a special "life world" as the school, teacher and student can actively interactive, mutual understanding and tolerance in imparting knowledge, so that the spiritual world of the object of communication will be deeply touched and constructed.

**Sociological Interaction Theory**

The theory of interaction originated from the symbolic interaction theory proposed by American sociologist Meade in the early twentieth Century. He thought, this is a process based on the interaction of symbols and languages, human social interaction is the process of action based on meaningful symbolic symbols [4]. After that, Mead student has improved, developed and systematized interaction theory. On the basis of these works, some researchers began to view the classroom as a micro society, explaining the interaction between teachers and students in the teaching process.

**The Theory of Communication in the Course of Teaching**

The teaching process of the "Encyclopedia of Chinese Adult Education" published in 1994 is "based on the course plan and syllabus of the subject, under the guidance of the teacher, in order to realize the established teaching goal and through the common activities of teachers and students, the students can master the scientific and cultural knowledge, basic skills and improve the physical quality of the system, the complex and multifaceted educational process of psychological quality and social cultural quality". A similar explanation was also published in the 1989 dictionary of education. In addition to the tool book, other scholars regard the teaching process as "the bilateral activities and interactions between teachers and students, this mutual activity and function, which makes the students master the valuable knowledge and experience accumulated by their predecessors, and in this process the students' intelligence, physical strength, moral character and other aspects are developed."

**The Significance of Teachers-Students Interaction**

**Teacher-student Interaction Helps to Promote Healthy Growth and All-round Success of Students**

The four year of university is a critical stage for students' rapid growth and forming knowledge ability, various concepts, value pursuits and good humanity. At this time, if there is a free and active environment that allows a virtuous interaction with the instructing teacher, guides students to acquire lifelong learning, it can not only teach them to deal with all kinds of interpersonal relationships correctly, but also enable students to add color to life in interaction with others, and develop and cultivate the brilliance and goodness of human nature. On the bright side, this has a profound impact on the whole life course of students.

**Teacher-Student Interaction Helps to Promote the Reform of Curriculum View of Higher Education**

Teacher-student interaction can be classified as a recessiveness course from the perspective of curriculum. Although the concept of recessive curriculum is still unsettled at present, it is generally believed that the recessive curriculum is the educational experience that the university passes to the students' non - public education through the educational environment. According to this view, the organization of school ethos, interpersonal relationships and campus activities can be become recessive curriculum. On the one hand, teacher-student interaction is a very important recessive course, and it is also embedded in the teaching carrier. It is a necessary channel for talent training in colleges and universities. [5]
Teachers-students Interaction Helps the Reform of Personnel in Colleges and Universities

Teachers-students interaction will stimulate the full vitality of teachers and students. The vitality will not only help students' study, but also impact on some systems that are not conducive to teachers-students interaction in existing colleges and universities, such as paying attention to scientific research and despise teaching, paying attention to appearance and disregard essence, and so on. In order to ensure the benign development of teachers-students interaction, colleges and universities must reformulate their policies.

The Exist Problems of Teacher-Student Interaction in Undergraduate Teaching in Chinese Universities

Colleges and Universities Have Begun to Pay Attention to Teacher-Student Interaction in Undergraduate Teaching, but the Scope of Interaction Is not Enough Broad

Many colleges and universities put students in the main body of learning in different ways, and the soft power of teacher-student interaction has been strengthened inside and outside the classroom. However, some colleges and universities seldom carry out teachers-students interaction. Such as Renmin University of China, China University of Political Science and Law, their undergraduate classroom teachers-students interaction is easier to implement, interactive effect is also better. But such as National University of Defense Technology, South China University of Technology and other engineering colleges and universities, to improve the quality of undergraduate teaching mainly rely on the teachers' teaching, students' exercises, and experiments and so on. Therefore, how to promote teacher-student interaction in different nature specialties needs to be further explored.

The Unbalance of Teachers-students Interaction

For a long time, influenced by the cultural tradition, the role of the teachers and students has a specific social regulation, and the students obey the teacher's control in silence, and it is difficult to express their real ideas and demands. At the same time, due to the expansion of university enrollment, the number of students has risen sharply, and the ratio between teachers and students is very small. A teacher often has to face more than 50 classes, so the interaction process has no time to take care of every student.

University Teachers Undertake Heavy Scientific Research and Teaching Tasks, but not enough Attention to Students

At present, in order to complete a large number of teaching tasks in the prescribed period, many teachers almost maintain the unidirectional and eloquent teaching state in the class, and try to avoid the interaction with the students. While teaching, teachers are also undertaking scientific research tasks. The evaluation system of teachers' promotion in Colleges and universities also disregards teachers' teaching. Under a lot of pressure, forcing teachers to pay more attention to themselves, greatly reduce their concern for students. [6]

Colleges and Universities Paid More Attention to the Direct Indicators in the Evaluation System, but Teachers-Students Interaction was Hidden

In the evaluation of colleges and universities, the teachers and teaching conditions (such as the construction of the teaching staff, the input of teaching funds, the teaching infrastructure, etc.) and the students' learning effect (such as learning input, ability promotion, graduation employment, social evaluation, etc.) were evaluated as the key contents. However, the teachers-students interaction can not be clearly shown either in the evaluation system or in the institutional level.
The Strategies of Teacher-Student Interaction in Chinese Universities Undergraduate Teaching

Improving the Consciousness of the Interactive Subject

Teachers-students interaction is a mutual influence between teachers and students. Previous studies have found that a comprehensive and accurate understanding is a prerequisite for positive teacher-student interaction. In terms of refinement, the characteristics of both teachers and students, such as sex, personality, ideas, self-expectations, behavior patterns and even social relations, will have a greater impact on their mutual cognition.

Teachers should have the following understanding: ① Pay attention to your words and actions when teachers are in the classes, and set up a positive teacher’s image for students, so that students dare to interact with teachers. ② Teachers are the guider of students, not the authority of knowledge, in the face of students, students should be placed on an equal and independent position, respecting their feelings, personality, personality and knowledge reserve level. ③ In the teaching process, in line with the responsible attitude towards the all-round development of students, teachers should devote their enthusiasm and energy to students to reach the maximum development area. While students inherit knowledge and academic attitude, teachers' social and life ideals will also give students a deep influence. [7]

For the students, it is necessary to correct their learning attitude, make a clear motivation, and form a sense of active participation in learning and interaction, and change the former teacher's absolute authority academic impression.

The Implementation of Classroom Interaction

The Construction of the Teacher-Students Atmosphere in the Classroom. Before class begins, create a classroom atmosphere conducive to interaction. The classroom atmosphere refers to the general atmosphere of all kinds of psychology and society in the classroom, such as the degree of restraint, flexibility, anxiety, the control of teachers, initiative and motivation, etc. Teachers should try to make students' classroom environment safe and eliminate all kinds of psychological alerts.

The Main Points of Teachers-Students Interaction in Classroom Teaching

(1) There are should contain a question, a key point or a difficult problem in each class. The problem should be incitement. Teachers can adopt the discussion, group project cooperation, storytelling, interdisciplinary display, encourage students not to be limited to the lecture and memory, but also compare, apply, evaluate, analyze and integrate, help the students to build their own understanding and judgment, collate the evidence to defend their views, the teachers should give students a chance that students answer questions, and support failure. In such basis, teachers must pay attention to the cultivation of students' professional thinking. In this interaction, the teacher should give a difficult problem and help the students identify some evidence that needs to be used to solve the problem.

(2) Teachers in the Classroom Should Give Students Emotional Support

In 1958, Medley and Mietzel divided the research project on classroom teachers-students interaction into 20 types, and determined three factors that influenced teachers' positive and negative emotional expression by factors analysis. ① Emotional atmosphere, the positive emotional expression of teachers and students, teachers’ expression of motivating students and teachers and students' negative emotions. ② Speech importance, reflecting the dominance of speech activities in the classroom. ③ Social organization factors reflect the form of social organization and the value of student autonomy in the classroom. Therefore, teachers’ emotional input, teaching attitude, expectation, speech and nonverbal behavior should be positive, and promote the healthy development of teacher-student interaction.

(3) Teachers Should Organize Class

Teachers should manage students' behaviors, have clear expectations for students' behavior and
correct their mistakes in time after their deviations. Teachers should be able to stimulate students' interest and make learning goals clear by maximizing the diversity of teaching organization and materials. When teachers can make full use of time and fluency in teaching routines, students' participation will naturally be very high. Teachers should provide students with feedback on the mastery of this course, give students encouragement and support, and promote the integrity of their thinking.

(4) The Control of the Number of Students in the Class

On the objective environment affecting interaction, foreign scholars mainly study the scale of the class and the proportion of teachers and students. The studies of Howes, Phillips and Whitebook showed that the higher the ratio of teachers, the better the class interaction.

**Case Teaching.** Teachers need to choose cases with educational, typical and moderate difficulty, and then extract the research topics and relevant information contained in the case, and formulate detailed teaching plans. Students will read the case materials in detail before class, and record their ideas and thinking questions. In class, teacher will specify a student to summarize the contents of the case, then the teacher makes a brief analysis, create an open interactive atmosphere, the students put forward their own views, and even the different understandings of the debate between students, the teacher should grasp the direction and content of the whole class discussion, and provides the correct guidance and the thinking diverges to the students' reaction. The effect of classroom teaching is the initiative of students to analyze problems, and the cognition, emotion and attitude of the interactive subjects have also been positively affected.

**Modular Teaching.** The curriculum structure of University of Cambridge adopts modular organization and management mode, which greatly strengthens the effective interaction between teachers and students. There is no specified textbook, students know the content through the auxiliary materials issued by the teacher before class. The teacher mainly explains the project and progress of his research in class. The teacher will demonstrate the thinking and process of research, guide the students to think actively, and organize the students to participate in the discussion and discuss their own opinions. Students can be highly involved and question the teacher's point of view.

**Setting up a Tutorial System**

It is recognized by the academic community that the tutorial system based on the college in University of Oxford has played an indispensable role in the training of undergraduate students in the process of higher education in the world. The students' personal quality and professional standards have been promoted rapidly under the guidance of the tutors. The tutorial system provides students with more opportunities for intimate contact, discussion and exchange of ideas outside the formal classroom. It is not the opposite of the normal teaching order, but the further supplement and deepening of it. In the classroom, students' knowledge may be scattered, after the tutor's guidance and task completion, knowledge construction has become a logical system. The ability of students to acquire in class may be obscure, and the interaction between teachers and students makes the students' potential beyond.

**Give Full Play to the Advantages of "Internet +"**

Promote the construction of comprehensive network teaching platform, effectively support teachers and students to carry out interactive teaching activities online, provide teachers with online teaching support functions, such as the release of curriculum information, layout of homework, making courseware, online question answering, online testing, discussion type study and so on, from which to expand the teaching space. Provide students with network assisted learning support functions, such as browsing course guidance materials, conducting online questioning, online testing, and discussion learning, etc. [8]

**Strengthen Supervision**

To strengthen leaders' listening, teaching supervision and student evaluation of teaching system. The leadership has formed a long-term mechanism, and the leader can get the most intuitive and most
firsthand information through the course of class listening to the class, and find out the possible problems of both teachers and students in the teaching activities, and take measures to intervene in time. Student evaluation can get students' direct expectations of teachers, reflect the needs of students, and is also an important embodiment of student centered teaching philosophy. As an internal teaching quality monitoring organization, the undergraduate teaching supervision group provides professional teaching quality improvement advice to professional departments and administrative departments through monitoring the whole course of undergraduate teaching quality, conducting special research and writing annual supervision reports. Through such supervision means, the orderly conduct of teaching activities students are guaranteed, thus forming a kind of accountability and self-improvement.

**Evaluation of Interactive Results**

The result of teacher-student interaction requires teachers and students to conduct subjective evaluation. First, an interactive questionnaire for teachers and students were set up to evaluate the process of interaction in and out of the classroom. The key factors are the understanding, emotional experience, satisfaction, existing problems and potential impact. Second, the results of undergraduate students' academic achievements were evaluated, and their personal quality and ability development were evaluated, and the relationship between good teacher-student interaction and the improvement of teaching quality was determined.

**Reform of Teacher Evaluation System**

In the current evaluation system of university teachers, the tendency of paying attention to scientific research and light teaching is obvious. This not only reduces the proportion of teachers' teaching input, but also cannot make the teachers who take teaching as the core to get the incentive, which has become the bottleneck of the improvement of the quality of undergraduate teaching. Therefore, colleges and universities need to develop a large number of teachers who are actively engaged in teaching through institutional reform, and build a teacher evaluation system adapted to the strategic goals of the world's first-class universities. Should pay more attention to the teaching work in terms of professional title evaluation, post appointment and so on.

**Summary**

How to strengthen the process learning of college students is an important link to realize the training plan and achieve the goal of training the talents, and the interaction between teachers and students plays an active and important role in the process of College Students' learning. Through the interaction of teachers and students, the students' scattered knowledge points can be systematized, the students' learning process and the difficulties encountered in life can be solved in time. It provides guidance for students' innovative study and scientific research, and can cultivate students' good personality and comprehensive ability. It can be predicted that as long as the interaction between teachers and students has been further improved, the quality of teaching in Chinese universities will surely have a qualitative leap.

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**References**


