

Diversity and Harmony: Research on the Construction of Harmonious Relationship between Graduate Supervisor and Student from the Perspective of Comparative Research

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Abstract: Establishing a harmonious relationship between graduate supervisor and student can achieve the common growth and development of teachers and students, thereby promoting the harmonious development of graduate education. This article studies the good relationship between graduate supervisors and graduate students formed under the advanced concepts, flexible mechanisms, and distinctive models of graduate education in developed countries and regions represented by the United States, Britain, Germany, Hong Kong, etc., and analyzes its positive role in graduate education, providing reference for building a harmonious teacher-student relationship for graduate students in China.

Keywords: Relationship between Graduate Supervisor and Student; Harmony; Graduate Education; International Comparison; Experience Reference.

1. Question Raising and Research Significance

Graduate education in developed countries has a history of about 200 years. In the long-term development process, developed countries have formed their own distinctive and effective management models in the management of graduate education, and have also formed a good relationship between teachers and students under these models, which has played a vital role in ensuring the healthy development of graduate education in various countries and improving the quality and efficiency of graduate education. This paper analyzes the characteristics of teacher-student relationship under the educational system and management of the United States, Britain, Germany and Hong Kong, in order to provide some reference for the construction of harmonious teacher-student relationship in the period of rapid expansion and reform of graduate education in China.

The research on the relationship between graduate supervisors and graduate students has experienced a development process from emphasizing the intimate relationship between supervisors to emphasizing the win-win cooperation between supervisors. It is necessary to build a partnership and win-win relationship, in which the self-awareness, identity, scientific research participation and other aspects of graduate students can be effectively improved, and the mentee relationship can be improved to a large extent.[1] The harmonious relationship between graduate supervisors and postgraduates can not only improve the enthusiasm of teachers' work and the enthusiasm of postgraduates' learning, but also help to cultivate the innovative thinking and ability of postgraduates, and promote the postgraduate education.

2. The United States: Perfect Graduate Supervisor Appointment Management System

High-level graduate education is one of the important

symbols of the success of American higher education and its influence on the development of world education. The key to its success lies in the continuous innovation and improvement of the graduate education system, especially the scientific and standardized construction of various systems in the training process, of which the graduate supervisor system is the core. Critical thinking and independent learning are the characteristics of the American education system, where students are encouraged to think and question what they have learned independently and to discuss and communicate with teachers. The teacher-student relationship in American graduate education is more equal and harmonious, and the communication between teachers and students is more inclined to mutual respect and cooperation, rather than the relationship between superiors and subordinates.

2.1. In Order to Ensure the Quality of Graduate Education, American Universities have Developed a Complete Set of Graduate Supervisor Selection, Training and Incentive Systems

First, establish a graduate supervisor selection system that attaches equal importance to scientific research innovation ability and academic level. The requirements for graduate supervisors in the United States are very strict, and the selection criteria have always been around graduate training. The main criteria include degree and degree level, major research experience, postgraduate teaching and academic guidance ability, publication of academic results and the status of academic posts. In particular, the ability to train graduate students with high-tech ability is regarded as an important indicator of selection.

Secondly, a systematic graduate supervisor training system has been formed. In the United States, the newly hired graduate supervisor can only assist the main graduate supervisor to guide the graduate students in the graduate supervisor group, and gradually master the process and skills of guiding the graduate students through the "transmission,

help and guidance" of the graduate supervisor group. [2]

Thirdly, formulate a strict incentive system. If the supervisor does not have a certain level and number of results within a few years, he must automatically leave, even if he has won the honor of tenured professor, he must accept the regular review of the academic committee, including teaching, research, social service and so on. The results of the evaluation are mainly used to encourage and facilitate the continuous development of graduate supervisors in order to maintain the ability to train graduate students.

2.2. Graduate Students in the United States Also have Multiple Channels to Express Their Opinions and Restrict Their Graduate Supervisors to a Certain Extent.

One of the important contents of the annual review of university professors is the relationship between teachers and students. Questions such as "whether the teacher's teaching attracts students' interest", "whether he is willing to help and get close to students", "whether he is sensitive to students' requirements and feelings" constitute the content of students' evaluation of teachers. In addition, there are many student organizations and associations in American universities, which are completely independent in operation and often play the role of safeguarding the interests of graduate students. Take the student Union as an example, if the graduate supervisor infringes any rights and interests of the graduate student, or if the graduate supervisor violates the ethics of the teacher by copying the results of others, the graduate student only needs to report to the student Union, and will get corresponding feedback and treatment. [3] In addition to the student union, students also spontaneously organize various activist groups, and since most of them have existed and operated on campus for a long time, generally speaking, their voices cannot be ignored.

3. United Kingdom: The British "Team of Supervisors" System

The degree system was introduced from continental Europe in the 13th century, but it was not until the University of London established a Doctor of Science degree in 1862 and Durham University established a master of science degree in 1878 that graduate education in Britain began. In the 1950s, British higher education developed rapidly, and graduate education also entered the golden age of development.[4] Britain's graduate education is recognized as excellent in the world, which benefits from its deep historical heritage and world-leading educational resources, providing a broad space for postgraduate study and research. The teacher-student relationship in German graduate education is regarded as a cooperative relationship rather than a superior and subordinate relationship, and the cooperation and communication between graduate supervisors and graduate students is based on the principle of mutual respect and mutual benefit.

3.1. One of the Major Characteristics of Graduate Education is the "Graduate Supervisor Team" System

The supervisor team consists of a lead supervisor and one or two associate supervisors. The lead teacher has overall responsibility for managing and directing the student's

research project, managing student registration, formulating suitable research projects and checking research progress. The lead teacher must have a doctoral degree, be engaged in research work, be a full-time professor of the university, and have more than three years of teaching and research experience. The professional quality requirements of the associate graduate supervisor are not as high as that of the leading teacher, but they still need to have certain professional research qualifications.

The main duties of the associate graduate supervisor are to assist the graduate supervisor, undertake part of the guidance work, provide advice and advice on academic matters related to the training program, and undertake the guidance work in the absence of the Graduate supervisor. For the first time as a supervisor, you are required to participate in the new supervisor training program organized by the school or college, and conduct professional refresher training on the basic norms and basic skills of graduate supervisors. To become a leading graduate supervisor of doctoral students, often have more than one year of experience as an associate graduate supervisor in the graduate supervisor team. [5]

3.2. When a University has a Formal Cooperative Research Project with an Off-Campus Research Institution, in Addition to the On-Campus Graduate Supervisor, the Graduate Supervisor Team is Also Equipped with an Off-Campus Graduate Supervisor to Jointly Guide the Research Project.

Some engineering majors are also equipped with corporate supervisors to help graduate students gain access to experimental equipment and operational opportunities that are not available in colleges and universities. Both off-campus cooperative graduate supervisors and corporate graduate supervisors should determine the authority and responsibility of guiding graduate students through formal agreements to ensure the effectiveness of guidance.[6] The graduate supervisor team not only arranges professional graduate supervisors to guide the academic research of graduate students, but also provides life graduate supervisors. The life graduate supervisor is tasked with providing guidance on life, study and psychology to graduate students, aiming to ensure the smooth completion of academic research by creating a harmonious educational atmosphere.

4. Germany: "Apprenticeship" Postgraduate Teaching Management Model

In the 19th century, the prosperity of German universities not only made Germany a scientific center in the world, but also promoted the social and economic development of Germany, and also contributed to the development of higher education in the world. It has created the modern university model, laid the basic idea and system foundation of modern university development, and brought the development of world higher education to a new period. The teacher-student relationship in German graduate education is based on the supervisor relationship, which is not only a relationship between learning and cooperation, but also a relationship between emotional and personal. This relationship is conducive to the pursuit and exploration of science and

creativity of graduate students.

4.1. The German University Teacher System is Generally a Set of Screening System.

The structure of academic staff in German universities is a typical pyramid structure. Non-professors such as teaching assistants and non-professors are at the middle and lower end of the pyramid, which is the foundation of this system, while professors are at the top. From teaching assistant to university teaching qualification, from part-time lecturer to professor, there are huge differences in terms of salary and status. This, coupled with the fact that the number of professors is a very small proportion of the entire academic system, means that the entire system of supervisorship is a screen with layers of checkpoints, and after several screenings, the professorship is awarded to the best person, so as to ensure the quality of the supervisor.[7]

4.2. There is Only One Level of Postgraduate Education in Germany, that is, the Doctoral Education Model. the Relationship between Doctoral Students and Their Graduate Supervisors is a Teacher-Student Relationship.

The student acts as the assistant of the graduate supervisor and carries out relatively independent research activities under the personal guidance of the graduate supervisor until the doctoral degree is obtained. This "apprenticeship" model of graduate education pays more attention to the personal relationship between masters and apprentices, making it a notable feature different from the graduate education model in other countries. In terms of admission, the doctoral degree committee of the university is only responsible for reviewing the qualification and professional direction of the applicant, and the specific application and interview are decided by the doctoral graduate supervisor. Training, management, learning, scientific research and thesis evaluation are almost all carried out in consultation and discussion between doctoral students and their graduate supervisors, and the graduate supervisors are personally responsible for the guidance, and the graduate supervisors have absolute authority.

Although this "apprenticeship" relationship emphasizes the close connection between doctoral students and their graduate supervisors and the attachment relationship between doctoral students and their graduate supervisors, it does not affect the independent scientific research of doctoral students. When Humboldt was president of the University of Berlin, he said, "Professors and students become scientific colleagues, joining hands in the common search for truth in the form of new knowledge." Compared with the curricular graduate training mode, German doctoral students are often the main members of the graduate supervisor's research group and the teaching assistant in the lecture, and directly participate in the scientific research practice and teaching practice.

"Apprenticeship" is not only a kind of academic guidance relationship, but also a kind of emotional relationship and personality relationship. On the one hand, it can encourage doctoral students to inherit and carry forward the academic attitude and scientific spirit of their graduate supervisors, which is conducive to the pursuit and exploration of science by graduate students. The harmony of supervisor relationship and the density of contact between supervisors directly affect the speed of doctoral research results and the quality of

doctoral dissertations.[8]

Germany's "apprentice" graduate training model, can be regarded as the ancestor of modern graduate training model, was once a model for countries to follow, and influenced the formation of graduate training models in countries around the world. France, Austria, Sweden, Italy, Russia and other countries are affected by the German doctoral training model to varying degrees.

5. Hong Kong: Collaborative Teacher-Student Relationship Model

Hong Kong is an economically developed and highly autonomous Special administrative region city. The reason why Hong Kong's graduate education can achieve extraordinary and leapfrog development is not only due to the prosperity of Hong Kong's economy, but also due to the fact that Hong Kong is at the intersection of Eastern and Western cultures and is conducive to the development of higher education in the world. The key lies in its distinctive characteristics of running a school. Its educational characteristics provide many successful experiences for the degree and postgraduate education in mainland colleges and universities, and provide useful references for promoting the reform and development of postgraduate education in mainland colleges and universities and its internationalization.[9] The harmonious teacher-student relationship in postgraduate education in Hong Kong is based on mutual respect, smooth communication and happy cooperation.

5.1. Graduate Education in Various Universities in Hong Kong Adopts a Supervisorship System.

The biggest feature of the supervisorship system is the close connection between teachers and students, where supervisors provide comprehensive guidance on students' thinking, life, and other aspects, and run through the entire process of daily education and training. With its unique training model, Hong Kong's graduate education has undergone over a hundred years of development, providing a large number of innovative, inclusive, and internationalized talents worldwide. Graduate enrollment requires the selection of a graduate supervisor who is recognized by the graduate supervisor. The graduate supervisor is also affiliated with the graduate supervisor group or graduate supervisor guidance committee, and this graduate supervisor group jointly guides this group of graduate students. Each graduate student is responsible for a specific graduate supervisor. The guidance plan for each graduate student must be approved by the guidance group before it can be implemented by each graduate supervisor.

5.2. The Specific Guidance Mode for Graduate Students Tends to be Collaborative, With Graduate Students being the Main Body.

There is no interest relationship between teachers and students, and the living allowance for graduate students is distributed by the government. The amount is generally higher than the income level of ordinary staff in Hong Kong, which is enough for graduate students to study and research with peace of mind during their studies. In addition, graduate students can also receive funding from the school for purchasing necessary learning materials and participating in

various domestic and international conferences.

In classroom teaching, supervisors generally do not give lectures, but rather allow graduate students to freely discuss and speak, and supervisors mainly participate in the main body's comments and summaries. Graduate students can choose their research direction and thesis topic based on their own interests without participating in their graduate supervisor's project.

The graduate supervisor will make requirements based on the chosen direction, such as submitting a plan, arranging research progress, etc. The role of supervisors in graduate education in Hong Kong has shifted from being a single lecturer to being a diverse guide, promoter, and researcher. Driven by supervisors, the role of graduate students has also shifted to being proactive, constructive, collaborative, and conscious learners.[10] A harmonious and interactive "collaborative" teacher-student relationship has been formed between graduate students and graduate supervisors.

6. Conclusion

The harmonious teacher-student relationship formed in the graduate education in the United States, Britain, Germany and Hong Kong has an important enlightening effect on the graduate education in China. In graduate education in these countries and regions, the core of the harmonious relationship between teachers and students is mutual respect, effective communication and cooperation. Although there are differences in specific forms, both emphasize the professionalism of teachers and the autonomy of students in learning, as well as the establishment of good cooperative relationships.

6.1. Academic Achievement

Graduate supervisors in the UK and Germany pay more attention to the academic achievements of graduate students, because they expect graduate students to contribute to the research team. In this model, graduate supervisors may give more guidance and support to graduate students to ensure that they can meet academic expectations. However, graduate advisors in the United States may be more focused on the independence and autonomy of graduate students.

6.2. Communication and Communication

Graduate supervisors in the United States, the United Kingdom, Germany and Hong Kong pay more attention to frequent exchanges and communication with graduate students to help them better understand the research topic and experimental design. In this model, graduate supervisors may focus more on building close relationships with graduate students to ensure that they receive adequate guidance.

6.3. Culture and Values

Graduate supervisors and graduate students from different countries and regions have different cultural backgrounds and values, which to some extent leads to tension or communication barriers between some graduate supervisors and graduate students. However, these issues and phenomena can be mutually understood and respected, and the teacher-student relationship can become more harmonious.

6.4. Regulatory and Compliance Aspects

In the United States and Germany, graduate education may be subject to stricter regulatory and compliance requirements. This will require supervisors to spend more time and effort

ensuring that graduate students comply with regulations and requirements. In this mode, graduate supervisor may place greater emphasis on establishing close relationships with graduate students to ensure they receive sufficient guidance and support. [11]

International research on teacher-student relationship presents the characteristics of broad subjects and deep perspectives, but the relationship between graduate supervisor and student in international graduate education is a special relationship structure formed under the influence of a specific cultural background, social structure and group psychological characteristics, and relevant research results should be treated dialectically and objectively in the study of the relationship between graduate supervisor and Student in China. [12]

A harmonious teacher-student relationship is crucial for the success of graduate education. Supervisors and graduate students should clarify their respective roles and responsibilities. Supervisors should be supervisors and collaborators for graduate students, responsible for providing academic guidance, supervising research progress, and answering academic questions. Graduate students should be partners of supervisors, actively participating in research, leveraging their professional knowledge and skills, and contributing to the research. Building trust and respect: There should be mutual trust and respect between supervisors and graduate students. Supervisors should give graduate students full academic freedom and respect their perspectives, encouraging them to leverage their strengths and provide constructive opinions in their research. Graduate students should maintain an open attitude towards the guidance and suggestions of their graduate supervisors, actively learn and improve their research abilities.

Establishing good communication channels is the key to maintaining a harmonious relationship between graduate supervisors and graduate students. Both parties should regularly communicate, share research progress, discuss problems and difficulties encountered, and exchange academic perspectives. At the same time, both parties should also respect each other's private life and space, and avoid excessive interference or dependence. Graduate supervisors and graduate students can jointly develop a research plan, clarify research objectives and specific implementation plans. This helps to enhance both parties' sense of participation and responsibility, and promotes cooperation and communication.

Supervisors should focus on the personal development and career planning of graduate students, providing personalized guidance and support. Graduate students should also have a clear understanding of their own development and actively seek opportunities to improve themselves. Graduate supervisors and graduate students should allocate resources and benefits reasonably during the research process. Including research funding, experimental equipment, intellectual property. Both parties should negotiate and reach consensus on the basis of fairness, impartiality, and transparency to avoid conflicts and conflicts.

In short, establishing a harmonious relationship between supervisors and graduate students can achieve the common growth and development of teachers and students, thereby promoting the harmonious development of graduate education.

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