

Missing and Constructed Teaching of Faculty-Student Interaction in University Classrooms

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Abstract: Because of its stage and the specificity of talent cultivation goals, university should be the most fully and thoroughly developed field of interaction activities in the whole education system. However, today's university classroom interaction teaching shows the shortcomings of the formality of interaction, the singularity of interaction and the inequality of interaction. In order to improve the effectiveness of teacher-student interaction teaching in university classrooms, we should build a harmonious and cordial teacher-student relationship; establish a correct concept of interaction teaching; actively carry out communication and realize dialogue between teachers and students; and establish flexible and diversified forms of teaching organization.

Keywords: Interaction Teaching; University Classroom; Teacher-student Interaction.

1. Introduction

Every individual's life is spent in interaction, and interaction is a social practice unique to human beings, which constitutes the way of human existence. Professor Ye Lan proposes that teaching is a "special interaction activity between teachers and students", emphasizing that teaching cannot be simply understood as the process of teaching and receiving knowledge, but should be seen as the process of interaction between teachers and students in terms of knowledge, emotion and intention, and that "if there is no teaching experience and results shared by teachers and students in teaching activities, there is no interaction and it cannot be called teaching activity. If there is no interaction, it cannot be called teaching activity. Interaction teaching advocates the establishment of a democratic and equal teacher-student relationship, respecting differences and encouraging uniqueness, and advocating individuality and subjectivity, which are essential elements of effective teaching.

Jaspers sees four tasks for the university: "The first is research, teaching and professional programs; the second is education and formation; the third is the spiritual engagement of life; and the fourth is scholarship." He not only elevates interaction as a task of the university, but also points out that the four tasks of the university are one and the same, and each of them cannot be accomplished without interaction. Classroom teaching is the main vehicle and necessary form of university education, and interaction is the main way of classroom teaching. Therefore, it is especially important to grasp the basic characteristics of university interaction teaching, to correctly understand the problems in teacher-student interaction in university classroom teaching, and to actively construct effective teacher-student interaction in classroom teaching to improve the quality of university classroom teaching.

2. The Contingent Characteristics of University Interaction Teaching

Before describing the contingent characteristics of engaged teaching in university classrooms, it is necessary to analyze

the subjects of engagement - university teachers and university students - and the vehicle of engagement - the content of instruction.

First of all, university teachers are not only the transmitters of existing knowledge, but also the researchers and creators of unknown knowledge. Cai Yuanpei, a famous educator in modern China, once said, "A great scholar is one who studies profound knowledge. It can be seen that it is the important mission of university teachers to actively engage in scientific research and innovative knowledge. Secondly, the physical and mental development of university students has basically matured, and they have certain self-learning ability, logical thinking ability and independence, and they have strong understanding and criticism of the content and form of teachers' lectures, and they are more interested in ideological and exploratory issues. Again, the content of university teaching is professional and forward-looking. It requires teachers to teach students not only the scientific knowledge and expertise that have already been established, but also to introduce them to the latest scientific achievements, various academic schools, academic views, and issues that need further exploration in various disciplines. Based on the above analysis of university teachers, students, and teaching content, the following basic characteristics of engaged university teaching are considered to be desirable:

2.1. "Two-way Interactivity" of the Interaction Subject

The sociologist Habermas, who has studied the problem of interaction in depth, believes that interaction must start from mutual relations, and the mutual relations between subjects are "interactive and two-way". According to Habermas, every specific university teaching interaction process must take place in a "two-way, interactive" relationship between university teachers and young students. In other words, the ideal state of university classroom teaching must be realized in the relationship between university teachers and young students in which the subjectivity of teachers and students is promoted, and in which teachers and students interact with each other.

2.2. Generative and Constructive Nature of the Interaction Process

University classroom teaching interaction pursues comprehensive understanding and communication between subjects, and should enable "students to gain knowledge, meaning and ideas", so that students can gain experience and spiritual growth in the relationship and mutual understanding, and the meaning of life of both teachers and students can be enhanced. Therefore, real teaching interaction cannot be bound to the established text, but should be based on the established text with equal communication and dialogue between teachers and students, transcending the text and making innovations. According to Professor Xiao Chuan, "The so-called 'dialogue' refers to the two-way communication between teachers and students based on mutual respect, trust and equality, through words and listening. In other words, dialogue does not only refer to the words between the two, but also refers to the opening of the inner world of both sides, the sincere listening and acceptance of each other, and the spiritual encounter and connection in the process of mutual acceptance and pouring out." In dialogue, both teachers and students are attracted to educational activities, creating the context of interaction together, participating equally, cooperating sincerely, and actively creating a spiritual atmosphere for mutual growth, so that the teaching interaction has the function of reconstructing meaning and generating meaning.

2.3. Diversity of Interaction Types

Interaction, as a manifestation of interrelatedness and interaction between individuals and groups, is very rich in types. It includes both interactions between individuals, interactions between individuals and groups, and interactions between groups. Therefore, university classroom teaching interaction should be colorful: interaction between individual teachers and student groups, interaction between individual teachers and individual students, interaction between individual students, interaction between student groups, and so on. With such colorful forms of teaching interaction, teachers and students communicate with each other in different forms, understanding and promoting each other, and the "vitality" of the classroom is truly revitalized.

3. The Lack of Teacher-Student Interaction in the University Classroom

In a university classroom with the above characteristics, both university teachers and young students participate in the process of interaction autonomously, dynamically, creatively, and equally. However, when we look at the interactions in today's university classrooms, we cannot help but feel sorry for them. Although "interactions" between teachers and students are always taking place in the university classroom, they are not necessarily true interactions, and there are deficiencies in the interactions, which are mainly reflected in the following aspects.

3.1. Formality of Interaction

In the human interaction, the greater impact on interpersonal relationships, is the depth of interaction. The depth of interaction does not only lie in the surface form of affinity, but also in the inner distance. It is not difficult to observe the teaching in most university classrooms, although

the frequency of interaction between teachers and students is high, but the depth of interaction is not enough.

First, interactants often do not enter into interactions consciously and voluntarily, but passively according to the arrangements of the educational system, and they lack the freedom to choose the time, space, and content of interactions. Secondly, most teachers tend to understand interaction as a simple "question and answer" between teachers and students, and interaction is considered as a tool for transmitting knowledge, and teachers lead students to the established answers through question setting, and the teaching process lacks creativity. Again, almost all college classrooms nowadays adopt multimedia teaching methods, which are easy to operate and have strong presentation characteristics, and can improve teaching efficiency and reduce teachers' teaching burden to a certain extent. However, many teachers think it saves time and effort and rely too much on multimedia teaching, which easily leads to the tendency of instrumentalization, and teachers and students become the captives of tools instead, losing the main position of teaching and losing the spiritual needs and spiritual communication of students in the teaching process.

For the above reasons, teacher-student classroom interactions seem to be lively and have many styles of expression, but they are more mechanical, formal and preformed, and their essence is still the traditional indoctrination teaching, which is like a dragonfly dripping water without substantive content and does not stimulate students' high-level intellectual activities.

3.2. The Singularity of Interaction

The single nature of interaction is manifested in the narrow scope of interaction and the single medium of interaction.

First of all, as far as the scope of interaction is concerned, under the situation that colleges and universities are short of material base and faculty strength, most of them adopt the organization form of large classes for the sake of teaching efficiency, which results in the low frequency of interaction between teachers and students. The form and space of interaction are greatly restricted, and students are confined to a small space, and their speech and actions are severely restricted. If it is difficult to develop students' diverse and emotional language communication skills, teachers and students have a great sense of psychological distance, especially the lack of student-to-student interaction, which hinders interaction context setting and interaction interactivity. At the same time, influenced by traditional educational thinking, teaching interactions in the classroom are mainly of the strong control type, and teachers strictly control the classroom activities, in such a state, it is difficult to organize various forms of interactions among students.

Secondly, as far as the medium of interaction is concerned, the interaction between teachers and students is mostly carried out with the material carrier of "knowledge", neglecting the communicative function of emotion and spirit. In the modern society where rational thinking is dominant, both teachers and students are alienated into tools for transmitting knowledge, and they worship under the door of "knowledge". Under this unreasonable premise, although the freedom and autonomy of students' learning are also emphasized, due to the lack of emotional communication, the teacher forgets that "the process of education is first of all a process of spiritual growth, and only then becomes part of the process of scientific acquisition; he forgets that the teacher

not only helps students to acquire various kinds of knowledge and skills needed in their future social life, but also has the responsibility to transmit them. The teacher is not only responsible for helping students to acquire the knowledge and skills they will need in their future social life, but also for transmitting social values and norms; without the "love" that is always present in education, students will eventually become "robots" because they will lose their inner personality and spiritual richness.

3.3. Inequality of Interaction

In the process of teacher-student interaction, there are undoubtedly differences between teachers and students, and teachers are slightly better than students in terms of knowledge, ability, understanding of things, experience, and social status. However, in the university classroom, teachers are more likely to control the classroom discourse in a one-way manner and are happy to "preach and teach" to students. Although young students are active, they are immature and immature in terms of professional knowledge, so it is difficult for them to actively and freely participate in the interaction, and they can only passively accept the teaching from the "authority". The original active spirit of the students is placed in the status of the object, and the interaction between the subject and the subject is alienated into the discipline and indoctrination of the subject to the object, and the lack of communication and interaction between teachers and students prevents both sides from opening up their hearts and sparks. It can be seen that the existing university classroom teaching interaction shows an obvious tendency of unilateralization, the feedback from students is greatly missing, and the status of teachers and students in the interaction is unequal. Under such circumstances, mutual understanding, communication, and integration between teachers and students are difficult to achieve.

4. The Construction of Teacher-Student Interaction Teaching in the University Classroom

4.1. Building a Harmonious and Cordial Teacher-Student Relationship

Traditional teaching implements the "subject-object" teaching model, which regards teachers as the only subject of teaching activities and gives them absolute authority, while students lose their subjectivity status and are reduced to the object of teaching activities, with a one-way knowledge "teaching-receiving" relationship between teachers and students, neglecting the teaching essence of "teaching each other". The relationship between teachers and students is a one-way knowledge "teaching-receiving" relationship, ignoring the teaching essence of "teaching each other". In the whole teaching activity, students' interests and emotional needs are not satisfied. The ideal relationship of classroom teaching should be that teachers should regard students as independent and autonomous people with developmental needs and potentials, as subjects rather than objects of teaching, and teachers and students as "intersubjective" relationships, the "I-Thou" relationship in Buber's philosophy. The teacher-student relationship is an "intersubjective" relationship, an "I-Thou" relationship in Buber's philosophy. In this relationship, the teacher faces the student with his or her true and complete personality, interacts with him or her

sincerely, gives him or her help, and instructs him or her how to understand others, life, and the world. Teachers and students not only communicate and communicate freely and soulfully, but also enable both sides to achieve comprehensive development and truly realize teaching and learning.

It has been pointed out that "the teacher's function is not only to impart knowledge, but to create more teacher-student interaction so that students experience equality, freedom, democracy, respect, trust, compassion, understanding, and generosity in the teacher-student relationship, while being inspired, encouraged, guided, advised, and advised, forming positive human attitudes and emotional experiences, and receiving spiritual education." Therefore, in the teaching process, teachers should not only promote the development of students' cognitive aspects, but also pay attention to students' spiritual needs and value the pursuit of interactive teaching.

4.2. Establishing a Correct Concept of Interactive Teaching

First of all, we should give full play to students' subjectivity and stimulate students' sense of interaction. Under the influence of exam-oriented education, most students are accustomed to passively "listening" to the teacher's explanation, but lack the ability to "think", and are confused or repelled by interaction, which hinders the interaction between teachers and students and makes it difficult to play the real value of interaction. Therefore, teachers should cultivate students' awareness of participation, start from students in all aspects of classroom teaching, fully explore the potential of each student, and regard students as subjective learners, participants and collaborators of teaching activities. In view of this, teachers should be good at using the value objectives and specific contents and tasks of teaching to motivate and mobilize students' motivation and desire for interaction, good at using verbal and non-verbal teaching methods to motivate them, make them take the initiative to express and demonstrate their learning status and effect, constantly enhance their desire for interaction, form the consciousness and concept of active interaction, and thus make learning an intrinsic need of students. Thus, students can actively participate in teaching activities and be the master of learning.

Second, the teacher must transform his role to become a guide, collaborator, and participant in student learning. "The teacher's role is now less and less to transmit knowledge and more and more to stimulate thinking; in addition to his formal functions, he will increasingly become a consultant, a participant in the exchange of ideas, someone who helps to discover contradictory arguments rather than to come up with the truth." The teacher and the student meet as living, equal persons, respecting each other's individuality, freely exchanging opinions, sharing each other's different experiences, and obtaining their own development.

4.3. Active Communication to Achieve Dialogue between Teachers and Students

Using "verbal or non-verbal symbols" as the medium is an important feature of interactive teaching, and dialogue is the external expression of language, which is the main way to realize teacher-student interaction. Dialogue can not only convey the information of teachers to students in terms of knowledge and skills, but also lead to the integration of teachers and students in terms of ideas, thoughts and emotions, which is the essence of interaction. Therefore, in the process

of interaction, teachers should strengthen communication with students, release the traditional teaching "right to speak", respect students' subjective experience, learn to listen to and accept students' feedback, establish mutual help and trust between teachers and students through dialogue, and form a good interaction experience. In addition to respecting student subjects, establishing equality, mutual assistance and trust, creating an authentic and sincere dialogue environment is also important. Teachers should make students feel the teacher's "love", encourage students to dare to express their own views and opinions, and at the same time pay attention to the new views and opinions generated by the dialogue and the generative value of the dialogue.

4.4. Establishing Flexible and Diversified Forms of Teaching Organization

Classroom instruction is the basic form of instructional organization. The key to creating a teaching organization form that is conducive to interaction is the transformation of the class lecture system. On the one hand, we should base on the class lecture system, on the other hand, we should pursue the diversification and flexibility of teaching organization forms, and combine the class lecture system with various teaching organization forms to transform it.

First, cooperative group learning is actively pursued to achieve student-to-student interaction. Habermas believes that reasonable interaction is a cooperative-based interaction, and the prerequisite for its realization is that both parties to the interaction must voluntarily relinquish their positions of authority over each other and proceed on equal footing and with a democratic attitude. It has been pointed out that "in cooperative learning, members are interdependent and the teacher rewards them on the basis of overall performance, thus making the group members form an inseparable whole, which generates positive group pressure on students who are relatively weak in motivation, perseverance, and responsibility, thus generating motivation to learn and improving the effectiveness of learning". In the process of group cooperation, the scope of interaction is expanded through mutual assistance between students and groups of students, the learning outcomes they form are displayed, and the teacher's function is transformed into a facilitator and supporter of teaching and learning to build an open and interactive classroom.

Secondly, the traditional "rice paddy" spatial teaching pattern restricts the interaction space between teachers and students, and between students and students, which is not conducive to the development of interaction. Therefore, we can take into account the teaching task, the number of students and the classroom space to arrange a spatial environment that is suitable for interpersonal interaction. For

example, "U" (horseshoe), round table, semi-round table and other seating arrangements, so that teachers and students, students and students can communicate face to face, not only to "hear their voices", but also to see clearly the posture and facial expressions accompanying the words, and to understand and identify the information transmitted. The teacher can not only "hear the voice", but also see the posture and facial expressions that accompany the words, understand and analyze the information conveyed, feel each other's sincere emotional attitude, and improve the psychological distance between each other.

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