

# The dynamic construction of the relationship between ideological and political teachers and college students in the new era

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**Abstract:** In the process of constructing the relationship between ideological and political teachers and college students, the author has experienced the exploration and attempt from the subject-object dichotomy teacher-student relationship to the intersubjective teacher-student relationship, both of which have certain advantages and disadvantages. With the continuous advancement of ideological and political education reform, it is necessary to construct a new and dynamic mode of the relationship between ideological and political teachers and college students. In the classroom teaching, practice teaching, network teaching and daily communication, the relationship between ideological and political teachers and college students should be constantly changed with the change of specific situations. Therefore, in the new era, we should grasp the dynamic construction of the relationship between ideological and political teachers and college students from the perspective of development.

**Keywords:** Ideological and political teachers, College students, Relationship construction

## 1. Introduction

The ideological and political theory course (hereinafter referred to as the ideological and political course) is the key course of moral education, the main channel and main position of educating people for the Party and the country, and shoulders the role of political guidance and value guidance. At the symposium for teachers of ideological and political theory courses, President proposed that the reform and innovation of ideological and political courses should "adhere to the unity of dominance and subjectivity", emphasizing that the dominant role of teachers and students should be played simultaneously, which laid the main tone for the construction of the relationship between teachers and college students. Under the background of the new era, it is of great significance to seriously consider the construction of the relationship between teachers and college students in the course of ideological and political education, so as to promote the reform and innovation of ideological and political education.

## 2. Evolution of the relationship between Ideological and political teachers and college students

In the course of ideological and political education and teaching reform, the construction mode of teacher-student relationship directly affects the effectiveness of education and teaching. From the subjective and subjective relationship between teachers and students to the inter-subjective relationship between teachers and students, both of them have some advantages and disadvantages, which is an unavoidable important issue in the reform and innovation of ideological and political education.

### 2.1 The construction of subject-object dichotomy of teacher-student relationship

Modern philosophy restored the spirit of rational thinking, but also solidified the objectified thinking paradigm of subject-object dichotomy, and had a great impact on people's educational concepts. In the course of ideological and political education and teaching, the relationship between teachers and college students is very clear under the thinking mode of subject-object dichotomy. Teachers are the subject of education, and college students are the objects of education. As the leader of education, the ideological and political teachers have the right to speak, while the educated college students only accept it passively in most cases and cannot have the right to speak the subject. Under the influence of this concept, the traditional education and teaching mode of ideological and political courses is used to the teacher-lecture-

oriented and cramming teaching method. In this teaching process, because the information was not developed in the past and the information transmission was not convenient enough, ideological and political teachers could use their own unique teaching resources to educate college students. The disadvantages are single teaching form, abstract education content and lack of effectiveness in teaching, which cannot meet the actual needs of college students. In other words, this kind of education is mainly centered on the "teaching" of ideological and political teachers, rather than on the "learning" of college students. Ideological and political teachers are used to giving priority to knowledge, ignoring the cultivation of college students' ability, and college students are always in a state of passive learning and lack of thinking. If this continues, the problem of insufficient affinity and weak effectiveness of ideological and political teaching will become more and more prominent. Therefore, to adapt to the development of the new era, the reform and innovation of ideological and political course must solve the drawbacks of the teacher-student relationship divided by subject and object.

Ideological and political teachers and college students are the relationship between ideological inheritance and development. Only by awakening the subject consciousness of college students can the continuation of ideology be more dynamic and more creative. Therefore, college students can not simply be regarded as passively accepted objects, but through the exchange and collision of ideas between teachers and students, give full play to the subjective role of college students, constantly stimulate their enthusiasm and initiative in learning, so that college students can realize the transformation from "I want to learn" to "I want to learn" or even "I want to learn well". In order to really improve the effectiveness of ideological and political teaching. At the same time, ideological and political course teachers should also increase the study of college students' learning rules and cognitive characteristics, give full play to their active initiative, from "I want to teach" to "I want to teach", and "I want to teach well", and truly let the profound theory into the minds of college students. Only by forming the positive interaction between teaching and learning can we build a good relationship between teachers and college students on this basis.

## ***2.2 Inter-subjective construction of teacher-student relationship***

With the continuous development of ideological and political teaching practice, the teacher-student relationship model divided by subject and object has been broken, and students begin to have their own subjective consciousness and value judgment. They are no longer satisfied with being infused with knowledge in class, and constantly challenge the authority of knowledge, expecting teachers to give appropriate responses. In the face of this challenge, an intersubjective social construction theory has emerged, which has a great impact on the construction of teacher-student relationship in education and teaching, and forms an intersubjective teacher-student relationship construction model. In the course of ideological and political education, the inter-subjective construction of teacher-student relationship has produced deviations in practical application, leading to the emergence of some problems. With the shift of ideological and political teaching focus from "teaching" to "learning", there is a phenomenon of ignoring the dominant role of ideological and political teachers and overemphasizing the subjectivity of college students. As the subject status of college students is overrated, ideological and political teachers need to consider college students everywhere, and whether college students are satisfied has become the most important index to measure the teaching level of ideological and political teachers. For example, to deeply explore boring abstract knowledge with theoretical depth, one must have the spirit of study without fear of hard work. To attract the attention of college students with short fast food culture or some fancy forms just for fear that college students will not be interested, which is actually not conducive to improving their theoretical thinking ability; In order to cater to college students, do not assign any difficult learning tasks to them; If students do not get satisfactory results in the exam, then the exam will be easier. This kind of education makes college students always stay in the low-level repetitive learning, and it is difficult to improve the comprehensive quality of college students with challenging high-level education. The response and concern of college students is not a problem in itself, but it should not be overdone. Blindly comply with college students, meet the current requirements of college students, without long-term consideration, to provide opportunities for college students to grow, so how to cultivate college students in the future to adapt to social life, how can withstand setbacks and tests? Therefore, the construction of inter-subjective teacher-student relationship should prevent the emergence of too student-centered problems caused by excessive publicity of subjectivity.

If the teachers of ideological and political courses constantly meet the requirements of college students from various aspects such as teaching design, teaching content, teaching methods and teaching means, while the college students themselves lack the motivation to grow and need the care and protection of the teachers of ideological and political courses all the time, this is also unscientific. This

is not to say that the theory of intersubjectivity itself is wrong, but in the teaching process of advocating the concept of dual subjectivity, college students should not be over-protected, so that they lose the opportunity to be educated and promoted. Therefore, the construction of intersubjective teacher-student relationship should be reflected in the empowerment of college students through the guidance of positive emotions, constantly stimulate the potential of college students to make independent progress, so that college students have higher requirements for themselves. Therefore, in dealing with the relationship between teachers of ideological and political courses and college students, not only teachers are required to respect students, but also students are required to respect teachers. College students should respect the intellectual efforts of ideological and political teachers and accept their correct guidance and well-intentioned criticism. Of course, college students have the right to challenge authority and the ability of independent development, but after all, college students are still young, their thoughts and minds are not fully mature, ideological and political teachers should be deeper and higher than college students in terms of social experience and knowledge level. Therefore, ideological and political teachers should not blindly meet the requirements of college students without intervention, but should play a leading role in guiding college students to break through their own limitations, bravely face setbacks, and form a self-motivated and growing-type personality. Therefore, in the process of ideological and political education and teaching, ideological and political teachers should assume the main responsibility of education and guidance, and college students should also play their own subjective initiative and actively participate in the process of ideological and political education and teaching, so as to form a benign relationship between teachers and students.

### **3. The dynamic construction of the relationship between ideological and political teachers and college students**

No matter the establishment of teacher-student relationship divided by subject and object, or the construction of inter-subject teacher-student relationship, in the process of the evolution of the relationship between ideological and political teachers and college students, there are both unchanged roots and changing elements. In the changing times, we need to constantly break through the old way of thinking, create a new cognitive mode, maintain integrity in the constant, innovate in the change, and constantly promote the reform and development of the relationship between ideological and political teachers and college students. The relationship between ideological and political teachers and college students remains unchanged in the following aspects: as educatees, college students' status will not change, but in the process of participating in the education and teaching of ideological and political courses, the degree of their active initiative determines whether they are in an active or passive position. At the same time, as an educator, the role and status of the ideological and political teacher will not change, but the different educational methods and teaching methods determine whether he can promote the active initiative of college students. In addition, the purpose of teaching is also the same. Ideological and political teachers and college students are in the same learning community, moral cultivation, soul cultivation is the direction of common efforts, common goals. Therefore, in the course of ideological and political education and teaching, the relationship between ideological and political teachers and college students, whether it is subject-object relationship or inter-subject relationship, is to achieve the common purpose of ideological and political education and teaching. The change of the relationship between ideological and political teachers and college students is reflected in the following aspects: Ideological and political teachers should actively grasp the cognitive laws and characteristics of college students in the new era, constantly adjust the teaching methods according to the new changes of educational forms, and give full play to the learning initiative of college students, so as to form a dynamic positive interaction between ideological and political teachers and college students.

In the process of constructing the relationship between ideological and political teachers and college students, we need to dialectically treat the construction mode of teacher-student relationship divided by subject and object. In fact, the essence of the relationship between ideological and political teachers and college students is the unity of opposites. The identity is embodied in the fact that teachers and students are in a learning community together, in order to achieve the common teaching goal; The antagonism is manifested in that as educators and educatees, there are definitely differences between teachers and students. Of course, it is the distinction between the two sides that needs to strengthen communication and exchange, so as to construct and influence each other and jointly promote the development of ideological and political teaching. There must be a distinction between ideological and political teachers and college students. Otherwise, why is it said that "the key to running a good ideological and political theory course lies in the teachers" rather than in the students? [1] That is to say, ideological and political teachers bear the heavy responsibility that cannot be shirked, and are the first person responsible. The

values of college students have not yet formed, and they need the correct guidance of ideological and political teachers in the "tug-of-war" period of life. Therefore, in the process of constructing the relationship between ideological and political teachers and college students, the position of teachers as the subject of education cannot be ignored. Ideological and political teachers should grasp the direction and give full play to the leading role of education in the reform of education and teaching. College students should give full play to their enthusiasm, initiative and creativity under the correct guidance of ideological and political teachers, so as to form a benign and interactive relationship between teachers and students. Similarly, the inter-subjective teacher-student relationship construction model must also pay attention to the mutual influence and restriction relationship between ideological and political teachers and college students. Students' feedback on ideological and political course teaching activities will directly affect the teaching activities of ideological and political course teachers. The same ideological and political course teacher, if the students' feedback is positive, the teacher will be aroused more enthusiasm; On the other hand, if the students do not give the lessons no matter what, the teachers will have a deep sense of frustration and loss. Therefore, the relationship between ideological and political teachers and college students is bi-directional, and the good relationship between the two sides is established through positive interaction. Only with the initiative of ideological and political teachers, students do not cooperate, the benign relationship between teachers and students can not be established. Therefore, we need to correctly deal with the relationship between ideological and political teachers and college students, and improve teachers' "teaching" ability and students' "learning" ability.

Therefore, whether the teacher-student relationship is divided between subject and object or the inter-subject teacher-student relationship, it is not enough to comprehensively summarize the relationship between teachers and college students in the course of ideological and political education and teaching. We should establish a dynamic relationship between ideological and political teachers and college students according to specific educational activities and teaching scenes. For example, some theoretical contents need to be instilled by ideological and political teachers. College students are the objects of education, but at the same time, they need to pay attention to the methods. Another example is the report of students, college students are the main body, ideological and political teachers should listen carefully, and give value guidance after the report. In the process of ideological and political education and teaching in the new era, the relationship between ideological and political teachers and college students is not fixed or absolute. Therefore, the relationship between teachers and students should not be viewed in a fixed thinking mode, but should be dynamically constructed according to the changes of educational environment and the advancement of class. We should not only give full play to the value leading role of ideological and political teachers, but also highlight the subjective active role of college students, so as to form a new situation of joint promotion and common development of ideological and political teachers and college students.

In the past, we mainly studied how to deal with the relationship between teachers and students from the perspective of ideological and political teachers, but this does not mean that college students are completely passive recipients in this relationship, in fact, how college students should play a positive initiative needs us to further explore. Some college students lack a correct understanding of ideological and political courses, there is a slight attitude, lack of respect for ideological and political courses teachers, and the subjective initiative of learning is not strong; Some college students tend to be practical and utilitarian in their study, only looking for immediate benefits without considering long-term gains. This exquisite egoism is also reflected in the handling of teacher-student relations. Therefore, to deal with the relationship between ideological and political teachers and college students well, it requires both the ideological and political teachers' attention and the college students' correct treatment. Ideological and political teachers are responsible subjects for the realization of the goal of moral education, and college students are the value direction of the goal. Therefore, both of them shoulder important missions and tasks. In the course of ideological and political education and teaching, college students are not only the object of education but also the subject of learning. As the object, college students are not passively waiting, but can exert their subjective initiative as the subject of learning and actively participate in the education and teaching of ideological and political courses. In his Theses on Feuerbach, Marx pointed out that all the old materialism of the past, "understood objects, reality and sensibility only in an objective or intuitive form, not as the activities of perceptual people, as practice, not from the subject". [2] This way of dealing with relations, which separates subject and object, ignores the active role of the object, and then ignores the active initiative of the object. Therefore, the initiative of learning should be placed in the hands of college students, and the initiative of college students as learning subjects should be given full play. Its advantage is that college students have changed from passive recipients of learning to active explorers, which is conducive to cultivating their ability of independent learning. The active initiative of college students not only includes the satisfaction of their own demands, but also manifests in their strict

requirements for themselves. Therefore, in the process of dealing with the relationship between teachers of ideological and political courses and college students, college students should do the following two things: First, they should have a correct attitude and pay attention to their thoughts. We should treat the ideological and political course correctly and respect the teachers. As builders and successors of the socialist cause, college students should understand the major policies of the country and understand that the direction of the needs of the country is closely related to their personal fate, so they should attach importance to ideological and political courses and respect the teachers of ideological and political courses. Not only the teachers of ideological and political courses should know for whom to train, what to train and how to train, but also the students who are being trained should know what they are learning for and the direction they are being trained. Only in this way can they form a joint force with the teachers of ideological and political courses. Second, the action should be reflected. No matter in the course of learning, or in the social practice after class, college students should always take moral cultivation as the fundamental goal of self-cultivation. When there is confusion in thought, they should actively communicate and communicate with the teachers of ideological and political courses, constantly shape their world outlook, outlook on life and values, make their behavior choices in line with the expectations of the Party and the country, and make themselves qualified builders and successors of the socialist cause.

Of course, in the course of ideological and political education and teaching, teachers have a sense of achievement in teaching and students have a sense of gain in learning, which is the key to handle the relationship between teachers and college students. The so-called good relationship between teachers and students is not to deal with the relationship for the sake of dealing with the relationship, but to achieve the purpose of improving the effectiveness of ideological and political teaching in a good atmosphere between teachers and students. So, how can ideological and political teachers have a sense of achievement, how can college students have a sense of gain? The teacher's sense of achievement is reflected by the students' sense of gain, and the students' sense of gain also proves that the teacher has paid hard work. The sense of achievement of ideological and political teachers and the sense of gain of college students can be mainly reflected in two aspects: First, the content taught by ideological and political teachers can strike a chord with college students, they can convey values while having a profound academic background and knowledge accumulation, a broad social vision and a global vision, and they have a variety of teaching methods and humorous language expression. In a word, they can make students gain something and truly love and love them. Second, the authoritarian obedience relationship has been changed. College students can participate equally in the learning process, and can fully communicate and exchange with teachers of ideological and political courses, and generate sparks of thought. Ideological and political teachers' sense of achievement is conducive to stimulating teachers' creativity in teaching, and college students' sense of gain is conducive to stimulating students' motivation for learning, and a sense of achievement and gain is a solid foundation for the establishment of a good teacher-student relationship.

#### **4. The treatment of the relationship between ideological and political teachers and college students under the specific field**

Ideological and political class is the main field of the relationship between ideological and political teachers and college students, but it is not the only field. In different educational and teaching activities, ideological and political teachers and college students play different roles, they must be clear about their role positioning and responsibility. Therefore, when dealing with the relationship between them, it is necessary to make measures according to the time, place and people, so as to shape the educational concept of dynamic construction of the relationship between ideological and political teachers and college students.

The educational and teaching activities of ideological and political course are essentially the dialogue and exchange activities of ideological and political course teachers and college students in the specific teaching field. It is not a natural activity, but changes all the time. Even if the same ideological and political course teacher teaches, facing different majors, the cases and teaching methods will vary from person to person and time to situation. College students are living individuals with independent consciousness, with their own thoughts and creativity. The development of teaching activities is a generative process in which ideological and political teachers as the subject of education and college students as the subject of learning influence and achieve each other. "Every teaching interaction can be seen as a process of rebirth of relationships, which undergo constant reconstruction and change in the process of learning knowledge and skills." [3] The on-site teaching situation is the display process of the specific educational and teaching activities of ideological and political courses, which can directly and dynamically reflect the matching degree and operation state of each participating element in the teaching

process. "In the meantime, quantitative and variable criss-cross. As far as ideological and political courses are concerned, quantitative teaching is the established teaching goal of "establishing morality and cultivating people and bacon casting souls", and it is the basic principle that teaching activities must follow; And the variable is the flexibility, expansibility and difference reflected in the classroom." [4] Ideological and political courses must pay attention to the process and variability of education and teaching, and pay attention to the virtuous circle of two-way interaction between ideological and political teachers and college students in the process of education and teaching.

The treatment of teacher-student relationship in classroom teaching: Classroom teaching is the main position of ideological and political theory education. The process of classroom teaching is the process of dynamic participation of each teaching element in the classroom. In this process, ideological and political teachers should play the leading role and college students should be strengthened as the main body. Ideological and political teachers should make an overall plan for teaching activities, including the management of the process, the control of the progress, the grasp of the rhythm and the final goal to be achieved. Only under the leadership of ideological and political teachers can the subjectivity and initiative of college students be correctly guided and exerted. President put forward "the unity of indoctrination and inspiration" at the symposium of ideological and political theory teachers in the school, and "indoctrination" here still emphasizes the identity of college students themselves being educated, which is an objective existence. And "inspiration" is the ideological and political teachers as the leading to the effective guidance of college students. Ideological and political teachers are the subjects of teaching, and college students are the subjects of learning. The differences between the identities of teachers and students exist objectively in the teaching process. College students are in the critical period of life, facing the complicated social situation, their world outlook, outlook on life and values need correct guidance. Therefore, proper theoretical indoctrination by ideological and political teachers is indispensable. Ideological and political teachers should learn to "respond to students with thorough theoretical analysis, persuade students with thorough ideological theories, guide students with the powerful force of truth, and win students with profound theoretical skills." [5] With the development of The Times, the past monologue style is definitely not suitable for the current teaching situation, and it is difficult to play the role of students' subjectivity. Therefore, teachers of ideological and political courses must pay attention to ways and methods in the process of theoretical indoctrination, pay attention to the inspiration of college students, be good at understanding the minds of college students in dialogue, and carry out ideological exchanges and communication with them. In fact, good teaching methods not only help college students learn, but also help to narrow the distance between ideological and political teachers and college students, and form a good teacher-student relationship. Classroom teaching should take into account the thinking mode and focus of students of different majors, adjust teaching methods accordingly, and make teaching content closely related to college students, so as to enhance the participation of college students in teaching, which is conducive to the formation of a good teacher-student relationship.

The handling of teacher-student relationship in practical teaching: Marxism is not the knowledge in the study, but should be put into practice. Therefore, ideological and political teachers should attach importance to social practice and combine small ideological and political classes with large social classes. In practical teaching, although the ideological and political teachers will enter the practical teaching base for investigation in advance and carry out practical teaching design, compared with the classroom theory teaching, the degree of grasp of the ideological and political teachers is obviously weaker, and the autonomy of college students is stronger. Under the leadership of ideological and political teachers, students go into fields and villages, industrial and mining enterprises, red education bases and museums, etc., to carry out social investigations, volunteer services and public welfare activities. College students can experience social life and test the correctness of theories in practice. In this process, there will be many unpredictable things or emergencies. How to make reasonable explanations and value guidance, improve college students' ability to analyze and solve problems with scientific theories, and let them have a correct understanding of the nature of things, requires teachers of ideological and political courses to give more improvisation. It is necessary for ideological and political teachers to respond calmly and give correct value guidance to college students, which greatly tests the ability of ideological and political teachers to adapt to changes. Only when the relevant problems are dealt with well, can the college students be more convinced of the ideological and political teachers and the teacher-student relationship be more harmonious.

The treatment of teacher-student relationship in network teaching: The rapid development of Internet technology and the arrival of the new media era have brought earth-shaking changes to the entire educational environment. College students are no longer living in the ivory tower, and their campus life and social life are open to them. As Internet natives, college students cannot live without the Internet for both study and life. As teachers of ideological and political courses, they must face up to this reality and

make full use of network information resources to strengthen communication with college students. In the information age, advanced learning platforms continue to emerge, which inject new paths into the teaching of ideological and political courses, and make it more and more convenient for college students to obtain corresponding knowledge independently. At present, relying on the "National College Ideological and Political theory teachers network collective lesson preparation platform" teaching resources for ideological and political courses, using the framework and content of network teaching platforms such as Superstar teaching platform, Rainclass smart teaching platform and Smart Tree online education platform, college students can fully participate in ideological and political teaching in a broader network space. Can better play the initiative and consciousness of learning. These network sharing platforms provide rich teaching resources. Ideological and political teachers can guide college students to master relevant knowledge through self-study, so that college students have great freedom to choose their own learning time, which greatly expands their knowledge and thinking space. However, it should be noted that the teaching resources on the Internet are mixed, and the teachers of ideological and political courses should also carry out screening and strengthening guidance to teach the college students to distinguish the truth from the falsity in the complex and diverse network environment. On the other hand, ideological and political education still lacks the occupation of the network position, such as wechat, QQ, Douyin, Kuaishou and other social networking apps commonly used by college students, ideological and political teachers are almost invisible. Therefore, ideological and political teachers should build a network ideological and political space for college students, and carry out diversified and benign exchanges and interactions with college students of different majors. In online teaching, the relationship between ideological and political teachers and college students is open, and sometimes the roles of teachers and students are even exchanged. For example, the degree of acceptance of new things in society, sometimes the ideological and political teachers may also seek advice from college students. "Teachers should also be learners, and students should also play the role of teachers. The traditional view of students as passive receivers of knowledge is abandoned and replaced by a view that sees students as active actors." [6] As President said: "Young people accept new things quickly, if our own level of knowledge, insight can not keep up with the majority of young people... If we have no common language and no common interests with the majority of young people, then of course we will not be able to talk more than half a sentence." [7] Therefore, ideological and political teachers should keep up with the situation and strengthen communication and exchange with college students, so as to form a two-way interactive teacher-student relationship.

In addition to teaching activities, ideological and political teachers will also have communication activities with college students in daily life, including the handling of teacher-student relationship in student associations and the handling of teacher-student relationship when they work as part-time counselors. Dealing with the relationship between teachers and students in student associations: Teachers of ideological and political courses should participate in the guidance of student associations and strengthen the contact with college students outside of class, which can open up the space of communication between teachers and students and increase the closeness of the relationship between teachers and students. Through the guidance of diversified student associations, ideological and political teachers can have more opportunities to get in close contact with college students, and the communication content is not only the content of textbooks, but also the content that college students are interested in. Communicating with college students in the fields they are interested in will increase the closeness between college students and the teachers of ideological and political courses. Only by being close to their teachers can they believe their way, which is conducive to harmonizing the relationship between ideological and political teachers and college students. As a part-time counselor, the relationship between teachers and students: Ideological and political teachers do not have much contact with college students in life. In fact, ideological and political teachers are eager to communicate with college students in their hearts, but it is difficult to get in touch with college students as often as counselors. Therefore, the way in which ideological and political teachers get along with college students can be improved, and the teachers of ideological and political courses can be part-time counselors. Through their concern for college students' life, they can better understand the ideological dynamics of college students and narrow the distance with them. At this time, ideological and political teachers are no longer just imparted knowledge, but more often touch the hearts and souls of college students through the emotional convergence in life, and become an important guide for college students' ideological cognition and value guidance. Moreover, if the ideological and political teachers become part-time counselors, they can strengthen the daily management of college students, thus contributing to the formation of a good class learning atmosphere. The learning atmosphere plays an important role in the education and teaching of ideological and political courses. The style of study of a class will greatly affect the students' learning attitude and enthusiasm, and a good style of study will also contribute to the formation of a harmonious relationship between teachers and students.

## 5. Conclusions

From the subjective and subjective teacher-student relationship to the inter-subjective teacher-student relationship, to the method to determine the teacher-student relationship according to the specific education and teaching situation, we constantly seek for the power of reform and development in the innovation of the teacher-student relationship in ideological and political courses. Only in this way, can we constantly stimulate the internal vitality of ideological and political teaching and learning, can we play the "combination" of ideological and political reform and innovation, and truly realize the historical mission of ideological and political teaching to "cultivate morality and cultivate people, cast souls and educate people".

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