Strategies of Teacher–Student Conflict in Pharmacy Administration Practice

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Abstract: Teaching conflict in teaching cannot be avoided and neglected. It is important to know how to correctly understand the teaching conflict in the course of teaching, especially the positive energy of teaching conflict and put forward higher requirements for teachers. Teaching conflicts must become the teaching resources to promote student growth, embrace the teaching conflict and make teaching harmony.

Key words: Classroom teaching, Communication conflict, Coping strategy

Nowadays, teaching conflict cannot be avoided and ignored. In many forms of social interaction, conflict and cooperation are two of the most noteworthy forms of German sociologist G. Zimmer. In any kind of social cooperation, there is a social conflict. Completely harmonious social cooperation is not there as there is no conflict, even if there is no vitality. The interaction between teachers and students from teacher and student values, goals, status, resources and other aspects of the interaction process, mainly for classroom conflict, occurred in the classroom, classroom phenomenon should not only as a classroom problem. Discussion should not be reduced to the problem outside the classroom to be discussed. The phenomenon in the classroom must be based on the classroom of the inherent nature of the same time, with the help of the general society and culture also to explore the language. Whether it is Zimmer or Sato University, is a problem for the conflict between teachers and students is the basic phenomenon in the teaching process, exists in the classroom teaching, vocational colleges because of the particularity of students are more prone to teacher-student conflicts.

Teaching conflict has a positive role and negative role. The key lies in the teacher's guidance, as the purpose of education is not only to enable students to master technical skills, more importantly, make students understand reason, sensible, knowledge and ethics. In this paper, pharmacy administration practice teaching was applied to explain the understanding of teaching conflict. This study aims to improve the understanding and usage of teaching conflicts.

1. Phenomenon of teaching conflicts
1.1 Explicit conflict

The so-called dominant conflict is accompanied by verbal or behavioral performance of the conflict. The biggest feature is its external clarity, easy to be third-party perception. The results are two: First, to stimulate the conflict between the two sides self-defense tendencies and making the conflict intensified; Second, buffering of defense tendencies, the conflict becomes cooperation; the former have to retain the face to show their stand firm, often will argue into the tongue of the dispute, serious personal attacks, slander or physical conflict, and destruction of teacher-student relationship; the latter is a kind of expectation, proper handling of reasonable guidance with far-reaching impact. In the event of a conflict, the other students are third parties. They are more aware of the process of conflict and the rationality of the views and actions of the parties to the conflict. They must affirm, deny and give sufficient reasons to encourage the conflict to recognize the problem of the one-sided and lack of conflict in harmony.

Example 1: In the discussion of pharmacy administration practice, a student sitting in the back, constantly whispering, not responding to questions, the teacher called students to change to the front row. Although the student sat in the front row, he went straight out of the classroom to the bathroom, after 3 minutes he returned to the front seat. The subconscious showed his discontent.

1.2 Implicit conflict

Implicit conflict is not obvious external performance of the conflict, characterized by psychological and behavioral opposition, this situation in particular need to pay attention. In the teaching process, students do not agree with the teacher's explanation, but he did not stand up to express their views, manifested dismissive, and insisted on their own correctness. The common phenomenon is that some students in the classroom are obedience. The teaching process become the process of self-expression of students to re-shape the teaching of hidden conflicts is worthy of our attention and thinking of an important issue.

Example 2: 2013 version of GSP stated that each pharmacy must be equipped with a practicing pharmacist, or else not allowed to operate for three years. Students said: “There is no limit in the pharmacies near our home as there are no practicing pharmacists.” Personal pharmacy observation, students have their own understandings and doubts on policies.

2. Causes analysis of teaching conflicts

2.1 Student-centered teaching philosophy is inevitable teaching conflict

Taking the student as the main body is the important characteristic of the teaching idea in the new period. Student's subjectivity is manifested in three aspects of its autonomy, initiative and creativity, in which creativity is the soul. Teaching conflict as the student autonomy, initiative and creativity to play the basic situation is the connotation of complex, but not partial general. In the teaching activities, students often according to their own knowledge, see the facts, hear the news published their own views, to resist or protest the teacher's explanation. Example 2 mentioned no practicing pharmacists but why the pharmacies can be normal business. The students suspected teacher's explanation and question the implementation of the policy. With the development of society and mankind, especially the teaching process of students as the main body is inevitable teaching conflict.

2.2 Knowledge and emotional value of different behaviors

The teaching process is essentially a process of communication and interaction between knowledge and thought, emotion, value and behavior between teachers and students. When we express our opinions on a certain question, we both describe and understand our own problems. Explain their own attitudes and values, which contains the
emotional composition and behavioral tendencies. Vocational students are a group of cultural groups are growing in the process of their choice of absorption of various cultures, do not want to simply converge with the traditional culture, in the value of the attitude of the new trend, teachers and students between the tangible communication barriers. Once the teachers use their authority to assimilate norms, accused of reprimand, the conflict occurs between teachers and students.

2.3 Teaching concepts and learning concepts

Teachers have a clearer understanding of the students for their learning concept is in the development of change. Teaching concept in the teaching of teachers play a guiding role and the role of teachers is the basis of teaching behavior. Learning concepts are often expressed as a silent subconscious intuition, about the way students learn and attitude. This suggests that our current students are not waiting for the filling of the empty cup, but already have a certain value tend to the main body. Drug management basic knowledge of self-learning, business management group of cooperative learning, generic drug market status and prediction of learning, active and enthusiastic, vigorous and persistent, between teachers and students of the conflict and cooperation intertwined.

3. Coping strategies of teaching conflict

Teaching conflict is particularly prominent in the context of the current era and has become a major problem that has a global impact on teaching. Xu Yongsheng reported that the teaching conflict is created by teachers, is rational, artificial and not accidental, is the embodiment of teaching art and wisdom, he said: “teaching conflict is used in teaching activities, it is one of the teaching strategies to stimulate students’ interest and improve their thinking ability.” However, the teaching activities are the interaction between teachers and students. There may be variables not in control, so we believe that teaching activities in the non-default, accidental, irrational conflict should also be regarded as normal.

3.1 The era of teaching conflict

“Culture and commitment” is a book has had a wonderful prediction, it is indeed the student’s independence and personality is really portrayed: “Even before the older generation can still be desperate to reprimand the younger generation. However, now the younger generation is able to respond with confidence.” Students are no longer satisfied with the full arrangements for teachers, they have their own teaching life advocates and teaching life ideal, trying to communicate with teachers and the struggle to achieve their understanding of teaching, no longer willing to support or become audience, and deeply involved in the teaching process. Example 1, drug registration, about social hot spots ---- Lu Yong event, students immediately ask why we cannot manufacture drugs as cheap as India? The legal system is not perfect mechanism; this explanation seems to be not convincing. Therefore, the teaching conflict is not only the embodiment of the democratization of education or the struggle for the rights of students, it is the vocational education reform student as the main, teaching conflict reflects the students' cognition and demand.

3.2 Practice teaching wisdom

To avoid and prevent teaching conflict is not our goal, teaching conflict into the teaching of harmony is our pursuit. With wisdom to guide the use of emotion for communication, so that the conflict has become the sharing of opinions and spiritual exchanges, intelligent teachers are often able to intermittent classroom communication as a re-interpretation of the activities of the rules of the classroom group of opportunities. Example 2 refers to the students after the homework, the teacher how to deal with? Positive way is: humor with the opportunity to seek teaching, so that students in the silence to understand the error, play a teaching conflict is the energy, to achieve the purpose of education.

3.3 Enhance the internal cultivation to accept teaching conflict
When we start to think of conflict, diversity and resistance as positive, and absolutely essential factors for success, a variety of groundbreaking progress will have to produce6. The words are sonorous and powerful. We must accept the teaching conflict, and no choice, advocating a skill is not only by virtue of ability, for the success of students to build success factors. Engels said that “human thinking is the most beautiful flowers on earth”, to avoid and exclude teaching conflict, it is equal to imprisonment and strangled students to seek different thinking, divergent thinking and creative thinking, which is not less than depriving students thinking, making the classroom into a place where confinement and strangeness. Therefore, only to accept the teaching conflict, we can think about how to conflict as a teaching resources to promote student growth in order to truly embrace the teaching conflict and beyond the teaching conflict and then to teaching harmony.

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