

# Study on the Interaction Between Teachers and Chinese Students in Educational Management and Learning Management Innovation Program at BSRU

Kexuan Lyu , Assist.Prof. Dr.Kanokkan Kanjanarat , Assist.Prof. Dr.Sarayut Khan

Bansomdejchaopraya Rajabhat University,1061 Soi Itsaraphap15, Hiranruchi, Thon Buri, Bangkok 10600,Thailand

---

**Abstract:** Applying theory to practice is the real purpose of research. In order to achieve Bansomdejchaopraya Rajabhat University classroom teacher-student interaction, common development, solve problems; For example: What interaction is real and effective? How do promote students actively interact with teachers? The solution to these problems is related to a good and positive way of interaction between teachers and students. Therefore, it is necessary to clarify the thinking of these problems through the analysis of actual teaching and find the answers to these problems. With these questions in mind, the author approached the teachers and students of Bansomdejchaopraya Rajabhat University. Through questionnaire survey and interview, To seek some problems of teacher-student interaction in the classroom teaching of Bansomdejchaopraya Rajabhat University, and strive to provide effective strategies to promote the level of teacher-student interaction in the classroom from the practical level.

**Keywords:** Teaching analysis;Teacher-student interaction;Effective strategies;BSRU

---

Interaction between teachers and students is an essential component of the learning process, as it facilitates a deeper understanding of the subject matter and helps students apply what they have learned.The study of teacher-student interaction in the context of Chinese students studying abroad in Thailand, specifically at BSRU, is a significant and relevant research topic, as it can shed light on the effectiveness of the teaching methods used in this setting and identify potential areas for improvement.

## 1. Bansomdejchaopraya Rajabhat University Analysis of the importance of teacher-student interaction

Teacher-student interaction is a process of mutual development between teachers and students. Not only does teaching behavior directly affect the quality of teacher-student interaction, but students' learning behavior is also an important basis for evaluating the effectiveness of teacher-student interaction. Therefore, paying attention to teacher-student interaction should emphasize teacher behavior, and more importantly, pay attention to student learning behavior. In the classroom, most of the students' behavior is the result of responding to the teacher's behavior, and its effectiveness not only affects effective teaching, but also reflects the effectiveness of the teacher's teaching behavior to some extent. Therefore, the researchers of this article applied constructivist learning theory and symbolic interaction theory to the study of teacher-student interaction at Bansomdejchaopraya Rajabhat University.

### 1.1 Constructivist Theory

The constructivist learning theory was first proposed by renowned Swiss child psychologist J. Piaget in the field of cognitive development in the 1960s. Piaget believes that learning is a form of 'self construction'. Children gain individual and social experience through interaction with their surroundings, and gradually build an understanding of the external world, thereby developing their own cognitive structure.

Dong Yuwen (2012) pointed out that the characteristics of "autonomy, openness, interactivity, and situational" in online teaching are consistent with the requirements of constructivism for "learning context, task authenticity, teacher leadership, student initiative, and technology application effectiveness". Constructivism also emphasizes the importance of student-centered learning, where learners are the subject of cognition. Teachers should shift from imparting knowledge to promoting students' learning, guiding learners to

acquire knowledge and master skills. In constructivist learning theory, learners do not passively accept knowledge, but construct their cognitive structure through their own experiences and the interaction between previous and new knowledge. In this process, interaction between teachers and students is an important way of learning. Learners can not only obtain new information and knowledge, but also jointly construct knowledge through interaction with teachers and other students.

Taking Bansomdejchaopaya Rajabhat University as an example, we can apply constructivist learning theory to the study of teacher-student interaction among Chinese students in Thailand. In this process, we can observe and analyze the learning process of Bansomdejchaopaya Rajabhat international students to understand how they construct their cognitive structure through their own experiences and the interaction between previous and new knowledge.

## **1.2 Symbolic Interaction Theory**

In Shi Tingting's (2021) research, it was mentioned that the theory of symbolic interaction originated in the UK, with representative figures being Mead and Bloomer. The theory of symbolic interaction believes that interaction between people is carried out through meaningful symbols, which means that in order to achieve mutual understanding between people, there must be a common understanding of meaning or a common background of meaning. The theory of symbolic interaction has certain implications for the study of teacher-student interaction. Individuals generate themselves in interaction, and recognize, reflect, and adjust themselves through interaction. Therefore, students do not mechanically accept the content taught by the teacher in interaction, but constantly internalize and construct their own knowledge framework. If teachers treat students as mechanical recipients during the teaching process, they will inevitably be unable to help students internalize knowledge and promote their development through interaction. In addition, teachers and students always adopt some language and body behavior in their interactions, and language and body behavior are also a series of symbols. These linguistic and non speech act can be understood by both teachers and students based on certain relationship categories.

The theory of symbolic interaction holds that human society is constructed by symbolic communication. Symbols refer to any object, action, sound, language, etc. that represents a specific meaning. In education and learning, teachers and students use symbols to communicate and understand knowledge, ideas, and concepts. Therefore, the theory of symbolic interaction emphasizes the importance of language and meaning, believing that communication and interaction between teachers and students need to be based on symbols.

The theory of symbolic interaction can be applied in the teacher-student interaction at Bansomdejchaopaya Rajabhat University. For example, teachers can interact with students through language communication, such as online discussions, voice or video conferences, etc. In addition, teachers can also use symbols, such as charts, tables, and images, to help students better understand and apply the knowledge they have learned.

## **2. Exploration of teacher-student interaction at Bansomdejchaopaya Rajabhat University**

In this study, two research methods, questionnaire survey and interview, were used to comprehensively understand the operation and effectiveness of the interactive teaching mode between teachers and students at Bansomdejchaopaya Rajabhat University from different perspectives, in order to more accurately grasp the essence of the problem.

Survey the current situation of interaction between Chinese students and teachers at Bansomdejchaopaya Rajabhat University. Based on the three dimensions of a survey questionnaire of 47 students in the 2021 academic year, the conclusion is drawn: teacher-student interaction subject, teacher-student interaction mode, and teacher-student interaction platform. Students are highly satisfied with the interaction with teachers in class, and their learning abilities are not innate. They need to continuously summarize and improve through continuous interaction with teachers. Among them, teacher guidance is essential. Teacher-student interaction is an important component of the teaching and learning process, as it helps deepen understanding of the topic and helps students apply the knowledge they have learned.

By conducting research on the current situation of teacher-student interaction at Bansomdejchaopaya Rajabhat University and conducting interviews with three teachers, this study aims to explore the situation of Chinese international students in the teaching of teacher-student interaction at Bansomdejchaopaya Rajabhat University. Online teaching, as an extension of offline classroom teaching, can also affect the effectiveness of teacher-student interaction due to network issues and computer lag in online classrooms. The advantages and disadvantages of this teaching model are also analyzed, And how to improve teaching quality, promote teacher-student interaction, and improve the level of education and teaching.

### **3. Summary and Strategy of the Study on Teacher Student Interaction at Bansomdejchaopraya Rajabhat University:**

The research summary based on the three dimensions of classroom teacher-student interaction at Bansomdejchaopaya Rajabhat University is as follows:

The main body of teacher-student interaction: Classroom interaction can basically meet the teaching needs of teachers. Teaching strategies can best stimulate interaction between international students, establish relationships, and feel safe and confident! In order to create a friendly atmosphere, teachers often arrange activities to share knowledge with experts and guide students to better participate in interactions.

Teacher-student interaction mode: There are differences between online and offline classroom teaching modes, so there may be some differences in teacher-student interaction in the classroom. From the perspective of advantages, offline classroom teaching has its unique advantages compared to online classroom teaching. It can be taught at any time and in any region and is more flexible. However, it requires mastering some skills to interact with students, encourage and reward, organize group activities, share information, and improve teaching quality.

Teacher-student interaction platform: Currently, the online teaching platform with high usage is DingTalk, which has more convenient functions such as automatic translation and video calls. The use of online platforms places greater emphasis on protecting students' privacy, encouraging interaction between students, respecting students, and not forcing them to open cameras.

Understand the current teaching situation and existing problems of Chinese international students, and explore how to improve teaching quality and effectiveness. Explore the application effect of teacher-student interactive teaching in BSRU for Chinese international students, and how to maximize the advantages of teacher-student interactive teaching.

### **4. Suggestions for the study of teacher-student interaction at Bansomdejchaopraya Rajabhat University**

At present, there are many research results on teacher-student interaction, but there are not many studies on teacher-student interaction among Thai international students. Interactive teaching between teachers and students is a positive teaching model that can stimulate students' learning enthusiasm and initiative, and improve learning outcomes. Therefore, it is necessary and feasible to explore the application effect of teacher-student interactive teaching in Chinese international students stationed in Thailand. Through the study of interactive teaching between Chinese students and teachers at Bansomdejchaopaya Rajabhat University, we can understand the learning situation and experience of Chinese students at the university, further improve teaching quality, and enhance the internationalization level of education and teaching.

Due to the insufficient theoretical level, research methods, and methods of the researchers themselves, they were unable to conduct a more comprehensive and detailed analysis of the research results, especially in terms of data statistics. Some theoretical knowledge is still lacking, and the analysis results may only be applicable to the samples collected this time and may not necessarily be applicable to samples from other schools, Researchers believe that the elaboration of teacher-student interaction emotions is still superficial and there are many aspects that need further research.

### **References:**

- [1]Dong Yuwen (2022), Exploring Problem Based Online Teaching of Chinese as a Foreign Language, "Educational Theory and Practice"
- [2]Shi Tingting (2021), Research on teacher-student interaction in online "one-on-one" Chinese language teaching at Central University for Nationalities