

# *The Digestion and Reconstruction of Traditional Teacher Authority under the Interof Subjects*

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**Keywords:** Teacher authority; intersubjectivity; teacher-student relationship

**Abstract:** As an expression of a relationship, the teacher authority must involve the authoritative subject, the authoritative object and the relationship between the two. In the traditional teacher authority, teachers are the authoritative subject and students are the object. This dual relationship between subject and guest ignores the needs of students, which is not conducive to the play of students' subjective initiative and creativity. Under the authority of modern teachers in the perspective of intersubjects, teachers and students dominate each other, and the two are interactive, understanding and equal. This is conducive to students' innovation ability and subjective initiative. Modern teachers' authority requires teachers to establish correct views of education and authority, improve teaching methods and appropriately delegate power power, change educational purpose and promote their own professional development.

## **1. Introduction**

As the society gradually enters the post-regional cultural era, the traditional teacher authority can no longer adapt to the needs of modern education, and it is urgent to rebuild the new type of teacher authority.

## **2. The Intersubjectivity Theory**

### **2.1 Theory of intersubjectivity**

The theory of intersubjectivity began in the second half of the 19th century, a period of the transition from subject philosophy to inter-subject philosophy. Since Descartes's "I think, why I am here" opened the subjectivity thinking of modern Western philosophy, the modern philosophy of understanding the binary antagonistic relationship between subject and object has been established. This provides us with a unilateral mode of cognition from subject to object. This mode of understanding liberates man from God and affirms his subjective initiative. However, due to this binary antagonistic mode of understanding, leading to "individual expansion and selfishness", this binary antagonistic relationship gradually steps into the dusk.

In order to make up for the defect of subjectivity, the intersubjectivity theory came into being. The concept of intersubjectivity was first proposed by Husserl. He believes that people is not a dual relationship between subject and guest, but the relationship between subject and subject. The two are

equal, not opposite. Is the relationship between the "self" and the "he and me". Subsequently, Heidegger put forward the concept of "here" and "common" on this basis. He believed that human existence is reflected in a kind of "here" form, while "here" and "here" show between people, which formed a form of "common". Therefore, intersubjectivity is the "in" common "form formed by" here "and" here ". After Heidegger, western philosophers discussed the theory of intersubjectivity from the practical level. For example, Sartre said, "Relations between subjects are not common in nature, but" conflict ".<sup>[1]</sup> Gadamer advocated that the two subjects should be reached through dialogue.<sup>[2]</sup>

In short, the theory of intersubjectivity has the following commonalities:

(1) Equality. That is, it breaks the dual relationship between subject and guest, and the intersubject theory holds that both sides are "subjects", that is, the relationship between "self" and "he and me", which liberates "he and I" from the position of the object.

(2) Conversational nature. Intersubjectivity emphasizes the equality between subjects, and the two gain experience through dialogue and exchange and form "coexistence".

(3) Understanding. Through communication and dialogue, subjects and subjects gain experience, consensus and vision integration.

(2) The study of the theory of intersubjectivity in pedagogy

Under the influence of traditional educational concepts, students have always been considered passive, showing the binary opposition relationship between teachers and students. Teachers are a symbol of absolute authority, students can only obey, obey the teacher's discipline. This leads to the lack of students' innovation ability, training students only yes. With the rise of the intersubject sex theory, the philosophy of the intersubjectivity is gradually applied to the educational practice, and the concept of the intersubject sex education has been formed.

### 3. Teacher authority

#### 3.1 Authority and teacher authority

From a philosophical point of view, "authority is a social relationship that guarantees people's activities, is subject to the goals and norms established by the society, and plays a role in all social forms." Marx said, "Wherever there is a relationship exists, it exists for me." This shows that although the survival purpose of the relationship parties "for me" is different, they are all the companions of the relationship maintenance, and they are the self-appeal of the subject, marking the consciousness of subjectivity."<sup>[3]</sup>

Authority contains three important elements, which is the authority, authority object and authority carrier. Similarly, the teacher's authority also includes these three elements, the first, the authority. The authority is the subject of the authority and the implementer of the will. Second, the object of authority is the recipient of the will. Third, the authority carrier, the authority has an influence on the authority object must rely on a certain carrier, this carrier is the authority carrier. If an authority wants to identify with and obey the authoritative object, he must legally defend and self-prove his own authority. In this process, it must prove its legitimacy with the help of the authoritative carrier.

#### 3.2 Authority of traditional teachers and modern teachers

Traditional teacher authority believes that teachers are dominant, regards students as the object of education, and emphasizes teachers' dominance and command of students, as well as students' obedience to teachers. The traditional subject and guest duality in the traditional education shows that the teachers are the main subject, the teachers control and suppress the students, and the students are affiliated to the teachers. Teachers have the initiative. Teachers mainly rely on the special status and status given to teachers by the system and tradition. The traditional "teacher dignity" has elevated the

teacher's authority to a sacred and inviolable status. Entering the modern legal society, the law gives teachers more privileges and legalized the teachers' authority.

Modern teacher's authority is based on the equal dialogue between teachers and students. Teacher is the role of guide and guide. Eminfluence students through personal knowledge, skills, character and charm.<sup>[4]</sup>The relationship between teachers and students is a mutual subject. In the process of education and teaching, the teachers are the main body, and the students are also independent and subjective individuals. If teachers want to make students have psychological identification with themselves, it is not enough to rely solely on the authority of the system, and they must rely on the inspiring power that makes students feel convinced.

#### **4. The dissolution of traditional teacher authority under the perspective of intersubjects**

Authority is a social relationship that ensures that people's activities are subordinate to the goals and norms established by the society. Marx thought: " Wherever there is a relationship exists, it exists for me. This shows that although the parties in the relationship "serve me" with different purposes of survival, they are all semi-creatures maintained by the relationship, and the self-appeal of the subject, marking the consciousness of subjectivity ".<sup>[5]</sup>And teacher authority, namely the relationship between teachers and students. In the teacher-student relationship, the authority is the teacher. The object of authority is the recipient and executor of the will, and the object of the authority of the authority. In the teacher-student relationship, the authority object is the students. Authority carrier means that the authority must have the influence on the authority object by a certain carrier.

From the three elements of intersubjectivity perspective and teacher authority, the elimination of traditional teacher authority is expounded from the relationship between subject and object of teacher authority, the purpose of teacher authority, and the status of teacher authority carrier.

##### **4.1 Teacher authority subject and teacher authority object**

Teachers as a special industry, on the subject preparation is relatively strict, selection and appointment have institutional arrangement, the career access should not only consider the general rules, but also consider the teachers as the special provisions of the special profession, teachers are not only to patriotic law-abiding, Wuxi, also need to care for students, teaching, a teacher by worthy example, lifelong learning. Compared with teachers, their educational object requirements are more general provisions.

The traditional teacher authority is influenced by the traditional education view- -Herbat's teacher-centered view and China's education tradition. At the same time, due to the influence of the professional access regulation of teachers and students, it directly leads to the subject status of teachers and the object status of students.

However, in the field of intersubjectivity, the modern teacher authority is based on the equal dialogue between teachers and students. With the development of modern society, what teachers play is no longer the role of knowledge transmitter, but more is the role of guide and guide. Teachers are the main body, and students are also independent and independent individuals with subjectivity. College students, especially college students, are basically adults with full civil capacity and can carry out civil activities independently.<sup>[6]</sup>Therefore, both teachers and students should be subject to each other. At the same time, the development needs of modern society are no longer satisfied with the communication of subjective and objective relations. Instead, the subjects can realize the spiritual dialogue and communication between the subjects through mutual respect and mutual understanding, so as to create and construct a perfect spiritual world, so as to achieve the promotion of the value of life on both sides and the completion of the spiritual world. Intersubject sex emphasizes the inter-

subject dialogue and visual domain fusion achieved by understanding, generating value and meaning in the dialogue.

#### 4.2 The purpose of teachers' authority

The expression of teacher authority as a relationship must involve the authority subject, the authority object and the relationship between the two. In the dual relationship between subject and guest, the subject is the first mover, who always understands and transforms the object according to their own regulations and essence through their own activities. In the traditional teacher authority, teachers are regarded as the main body and students as the object, and students have been passively under the control and completely placed under the authority of teachers. The natural tension between the "for me" and "I do" is the subject and the object.<sup>[7]</sup>In the traditional teacher authority, teachers as the main body, all behaviors of teachers are based on the basis of educational law and educational law. At the same time, teachers as the main body, it has the "for me" sex and "I do" sex, teachers' "for me" sex refers to the survival basis of teachers, is to preach and solve doubts. And the teacher's "I do" sex refers to let students acquire knowledge and virtue, in the traditional authority of teachers to promote the development of students is more to emphasize that students acquire knowledge, that is, knowledge.

However, in the authority of teachers under the perspective of intersubjectivity, teachers are the main body, and students are also the main body. Teachers "'for me" not only refers to the survival basis of teachers, but also includes the professional development of teachers themselves, teachers' "I for" is to promote the development of students, not only let students have knowledge, but also understand knowledge, more to cultivate students' innovative spirit and innovation ability. Compared with the students as the main body, the students' "for me" nature is to promote their own development, from a natural person to a social person. At the same time, the students' "I do" sex is to promote the development of teachers. It can be seen from the "for self" and "I do" nature of teachers and students that the "I do" and "for me" nature follow each other, which also promotes the status of teachers and students as the main body of each other.

#### 4.3 Relations between teachers and students

Under the authority of traditional teachers, teachers then exert influence on students according to the laws and regulations. Students are only believers of teachers. In learning, students dare not question teachers. This kind of teachers' authority view ignores the needs of students, and it is difficult to play the students' subjective initiative, which is not conducive to the formation of students' self-personality and creativity.

In the perspective of intersubjectivity, teachers and students are the main subjects of each other, and the two are equal in personality. In the process of communication between teachers and students, students in the subject status recognition at the same time, can with teachers' mutual respect, cooperation, trust actively participate in teaching activities and full development of self, get life value, meaning experience, let the individual can feel self personality autonomy and dignity, feel self uniqueness self value, feel the soul to a better life.

#### 4.4 Teacher's status of authority carrier

In order to convince the object of authority, he must legally defend his own authority, so he has to rely on the authority carrier. Teachers can promote the realization of educational goals and educational goals through the carrier of teacher authority. In other words, under the authority of traditional teachers, teachers generally use the mandatory system, but the modern teacher authority can be a

noble character, teachers through noble ethics and broad mind infection, call on students; can also be the teacher's personality charm. The authority of traditional teachers is mainly on system authority or formal authority. In a sense, the carrier of teacher authority is an accessory of teachers, and it can also be considered that teacher authority has been an attribute of teachers.

Under the subject of sex education theory of teachers, as an intermediary or bridge between teachers and students, it aims to better promote the development of teachers and students. That is, the teacher authority carrier is a bridge between teachers and students, or as a tool to promote the equal communication and interaction between teachers and students. This requires teachers to guide students more through personal authority or substantive authority, rather than external rigid conditions to force students. Therefore, in the modern teacher authority, teachers want to make students have a psychological recognition of themselves, they must rely on their own extensive professional knowledge, superb skills, noble character and lofty quality, these are to attract students, to win their respect and trust of the fundamental.

#### **4.5 Dissolution of traditional teachers' authority**

In the authority of university teachers, if the academic authority of university teachers is advocated, this may hinder the scientific research and innovation of universities. The existing academic valves and outstanding students are bad examples of academic authority. Respect for academic authority has become a respect for academic authority, which violates the innovative spirit of "I love my teacher, I love the truth more". Therefore, college teachers cannot, and should not become the leaders of social morality. In recent years, there are frequent ethics incidents in colleges and universities. Therefore, we must re-examine the traditional teacher authority, and rebuild the new teacher authority.

### **5. The reconstruction of the authority of modern teachers**

#### **5.1 Establish a correct view of education and teachers' authority view**

The authority of traditional teachers is gradually decreasing, and it is urgent to rebuild the authority of teachers. The theory of intersubjectivity brings new enlightenment to the authority of teachers in China. Teachers and students should be equal and free, mutual understanding, tacit cooperation as the starting point, through equality and guiding integration. This requires teachers to change their teaching concept, respect the subject status of students, break through the traditional educational concept, and establish the modern educational and teaching concept of the subject communication and the main body participation in the development of activities. Under the new concept of education and teaching, we should re-understand the authority concept of university teachers.

#### **5.2 Improve teaching methods, and teachers should appropriately delegate power**

Teaching is a process of two-way interaction between teachers and students, and a process of teaching and learning. Teachers should establish a correct view of education, and student-oriented. According to the characteristics of students' physical development, appropriate teaching methods and teaching methods are adopted to continuously optimize the teaching. At the same time, do not teacher a speech, play the students' subjective initiative. Let the students participate in the classroom teaching, improve the learning efficiency. Teachers should appropriately delegate power to let students participate in the management of the classroom. Cultivate students' sense of ownership.

### 5.3 Change the purpose of education

Man is the starting point and end point of education, and the fundamental purpose of education is to promote the comprehensive and harmonious development of people. In the perspective of intersubjects, teachers should pay attention to the development of students, adhere to the student-oriented, pay attention to the comprehensive development of students' body and mind, and strive to promote the common development of teachers and students. At the same time, teachers and students should communicate in a way of dialogue.

### 5.4 Promote teachers' own professional development, especially their knowledge and inspiring authority

The personal authority of teachers includes the authority of teacher knowledge and the authority of teachers. In the traditional teacher authority, the charisma has not been valued. However, in the authority of teachers between the subject vision, teachers can inspire through dialogue and communication. Therefore, teachers should be able to play their due role through professional knowledge, moral quality and personality.

## 6. Conclusions

With the development of the society, the authority of traditional teachers is gradually dissolved. Under the authority of the traditional teachers, the teachers are the authoritative subject, and the students are the authoritative object. Teachers implement the authority and control the students through the tradition and the system as the authoritative carrier. Because the traditional teacher authority ignores the students' needs and the individual subjective initiative, it suppresses the students' creativity. This is bound to gradually dissolve. It is urgent to rebuild the new teacher authority. Under the perspective of intersubjects, modern teachers' authority advocates equal dialogue between teachers and students. Teachers and students are the main body of each other, and the two are equal, dialogue, and understanding. Therefore, it requires the teachers to establish the correct views of education and their authority; improve the teaching methods, and delegate power appropriately; change the educational purpose; and promote their own professional development.

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