

# The Breakthrough of Dilemma of Supervisor-Postgraduate Relationship from the Perspective of Habermas' Theory of Communicative Action

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**Abstract:** In recent years, postgraduate enrollment has been increasing greatly and the number of postgraduate students is also increasing year by year. Therefore, the harmonious issue of supervisor-postgraduate relationship becomes an academic hot-spot. However, daily supervisor-postgraduate relationship is affected by the universal application of instrumental reason. In view of this, this paper draws on the core connotation of Habermas' theory of interactional behaviour to analyse the real dilemma of the current mentoring relationship, and to reconstruct the new era of graduate student mentoring relationship of mutual respect, understanding, equality, and harmonious coexistence in terms of four dimensions: interactional rationality, language, life world, and intersubjectivity.

**Keywords:** Habermas' Theory of Communicative Action, Graduate Students, Supervisor-Postgraduate Relationship

## 1. Introduction

In actuality, the postgraduate supervision relationship is an educational and social relationship dominated by academic logic, which has a significant impact on the standard of postgraduate education in addition to the academic development of the students and the supervisors. As a result, the connection between tutors and students has always been problematic. The 2020 Code of Conduct for Guiding Graduate Tutors from the Ministry of Education states: "Graduate tutors should carry out the basic task of cultivating morality, strengthen humanistic care, pay attention to graduate studies, work pressure, and mental health, and establish a good mechanism for teacher-student interaction."<sup>[1]</sup> The traditional guiding relationship is, however, being severely challenged by the negative effects of modernity as a result of the increase in graduate student enrollment and the direct influence of instrumental rationality, which raises concerns about the alienation of the guiding relationship of graduate students. Therefore, creating a healthy guiding connection in the new period is crucial. This paper draws on the core connotation of Habermas' theory of interactional behaviour to analyse the real dilemma of the current mentoring relationship, and to reconstruct the new era of graduate student mentoring relationship of mutual respect, understanding, equality, and harmonious coexistence in terms of four dimensions: interactional rationality, language, life world, and intersubjectivity.

## 2. Explanation of Habermas' Theory of Interactional Behaviour

Born in Dusseldorf in 1929, Habermas is a famous thinker, philosopher, social theorist and influential representative of the second generation of Frankfurt School. In the 1980s, on the basis of Marx, Lukacs, Weber and other scholars' theoretical inheritance and criticism, he put forward the theory of communicative action.

### 2.1. The Basic Connotation of Communicative Behavior

Habermas divides it into four types : one is purposeful behavior, that is, instrumentality, which refers to the behavior of individuals to adopt optimal means to achieve goals in order to achieve a certain purpose or achieve the best results; this behavior is based on experience; the second is normative behavior, which refers to the behavior of individuals in a certain social environment based on the value behavior and social norms recognized by the same group ; the third is dramatic behavior, which refers to the individual 's purposeful and conscious display of himself in front of the group for his own image in the

public ;finally, the concept of communicative action involves the interaction between at least two or more subjects with verbal and behavioral abilities. These subjects use (oral or non-oral) means to establish a kind of interpersonal relationship. Actors seek communication through the context of behavior, and coordinate their behavior plans and behaviors on the basis of mutual understanding. The core meaning of interpretation is to clarify the context of consensus through negotiation.<sup>[2]</sup> In the field of postgraduate education, Supervisor-Postgraduate Relationship covers the academic exchange guidance of tutors to students, the scientific research cooperation between tutors and students, and also includes the relationship between tutors and students. The harmonious relationship between guidance and learning is conducive to the growth of students and the professional development of tutors. However, in reality, there are many difficulties in the relationship between postgraduate guidance and learning, and it is particularly important to build an effective relationship between postgraduate guidance and learning. The three core viewpoints of communicative action theory, which takes language as the medium of communication, life world as the background and intersubjectivity as the core category, bring the gospel to the breakthrough of the dilemma of postgraduate guidance relationship.

### ***2.2. Language as a Medium of Communication***

Communicative behavior belongs to social activities. In order to improve the substantive effectiveness of communicative behaviour, it is necessary to pay attention to the mutual understanding between the initiator and the object of communicative behaviour, that is, both sides of the communication should understand each other's meanings, which highlights the importance of the status of language at this time. The linguistics of Western philosophy has turned in the twentieth century: originally language was regarded as a tool, but through the turn of linguistics, it has gradually turned to philosophy. At the same time, Habermas took language out of linguistics and placed it in the context of communicative behaviour, thus proposing universal pragmatics. "The task of universal pragmatics is to identify and reconstruct the universal conditions of possible understanding," he argues.<sup>[3]</sup> In order to achieve a state of mutual understanding, the two sides of communication should incorporate language into the communication, so as to establish a correlation between them and create a norm. With language as the medium of communication, the speaker and the listener can communicate with each other more smoothly and reach a consensus through speech. The basis of rational interaction behaviour is the effectiveness of speech, which should meet the three requirements of sincerity of expression, truthfulness of statement and correctness of speech, that is, sincerity of expression lies in the psychological state of a person who can be honest and sincere, and sincerely expresses his or her innermost thoughts to others, does not deceive others, and allows others to trust him or her; the truthfulness of statement lies in the ability to express the real facts and The truthfulness of a statement lies in the ability to express the true facts and convey them to others through the medium of relevant language; the correctness of speech requires the speaker to choose the (reasonably) correct language for the listener to accept and understand in the context of recognised social norms and to reach a mutual understanding.<sup>[2]</sup>

### ***2.3. Taking the Life World as the Background***

Husserl first proposed the concept of life world, and Habermas, influenced by Husserl, also began to focus on life world. On the basis of Husserl, Habermas did not accept the viewpoint of the life world in its entirety, but selectively and critically inherited and developed it, and introduced the life world into the theory of communicative action, arguing that human beings need to be grounded in their respective life worlds under the rationality of interaction, and that the life world is the basis for the rationality of constructing the relationship of intersubjectivity, and it is the main background of the act of interaction between human beings, which is "the result of the cultivation of communicative behaviour, which in turn depends on the resources of the life world."<sup>[4]</sup> From the external level, the life world contains three aspects: the objective world, the subjective world and the social world, and the life world here is not a simple superposition of the three worlds, but an inductive integration of the context of the three worlds of interaction behaviour. From the intrinsic level, "the life world as a resource is divided into three distinct parts: culture, society and personality."<sup>[5]</sup> The threefold structural elements, which is interdependent, interconnected and interactive, together constitute a complex context of interactional behaviour. Among them, culture is the repository of knowledge, and human interaction behavior absorbs knowledge through intersubjective interaction, transmits excellent traditional and modern culture, and creatively develops culture. Society refers to the control of people through accepted social norms or order, to satisfy their own sense of belonging and to strengthen the social group. Personality is the capacity of a person's speech and behavior to guarantee that the person communicates well, understands what is being said, and continuously develops his or her own psychological and mental approach to the contact. The contact

between instructors and students in the field of postgraduate education is heavily influenced by the life world, which serves as a potent incentive to foster such relationship.

#### **2.4. Centered on Intersubjectivity**

A focus on "intersubjectivity" has been included along with the "life world". Husserl, a philosopher, was the first to propose this idea. He held that there is multiple "other selves" in addition to the "I" in the world, that these other selves are interdependent and connected with one another to form a pluralistic group of subjects that makes up the network of intersubjectivity in the world, and that the ego and these other selves are always related to one another. A pluralistic collection of subjects and a global network of intersubjectivity are created by their interdependence and connections with one another. On top of Husserl's perspective, Habermas offers his own. Contrary to Descartes' "solipsistic reason" under "subject-object dualism," he contends. The "ego" is a relationship with the "other," according to interaction theory. From the perspective of theory of communicative action. "The core meaning of the term is its intersubjectivity, its social association with others, and [t] he'self' comes to the fore in its interrelationship with the 'other'." The person can only exist as a distinct person in this association. There is no such thing as a self or a subject in the absence of the social group.<sup>[6]</sup> Intersubjectivity is frequently linked to communicative rationality, highlighting the relationship between people and mutual respect between subjects based on speech, selecting rational linguistic paradigms to communicate democratically and equally, and emphasizing the communicative behavior pattern of respect, understanding, and equality between subjects. The construction of intersubjective structure, which is realized through interaction between subjects, is the fundamental component of rational communicative behavior. This type of contact takes place within the generally accepted normative framework of society, which lays out the expectations for the behavior of the interacting individuals. The majority of the supervision connection between postgraduate students is viewed as a "subject-object" structure from the standpoint of instrumental rationality. Postgraduate students' subjectivity, excitement, initiative, and originality are diminished, which makes it difficult to develop a positive mentoring relationship. Building the intersubjectivity structure of the postgraduate guidance relationship is therefore crucial. In order to effectively communicate, teachers and students must have "equality in personality, independence in legal status, dynamism in behavior, and unique subjective consciousness," according to the intersubjectivity architecture of guidance relationship. Intersubjectivity makes it feasible for instructors and graduate students to respect and understand one another.

### **3. Dilemma Analysis of Supervisor-Postgraduate Relationship**

Universities emerged as a result of the development of modern civilization. Gradually losing the reason and value of communication based on instrumental rationality would unquestionably have a detrimental effect on graduate student mentor relationships, alienating mentoring communication, which can be summarized as the following communication issues.

#### **3.1. Indifference in the Supervisor-Postgraduate Relationship: Instrumentalization of the Purpose of the Interaction**

The market economy's value orientation is pervasive in universities, and the postgraduate education system appears to have a realistic "business" color as a result of social modernization. Additionally, the continuous advancement of advanced technology and instrumental rationality has had a significant impact on human production practices, way of life, and thought patterns. However, some unfavorable factors also negatively affect the relationship between postgraduate students and their tutors, which causes the communication between the two to lose its educational focus and become more instrumental in nature. As a result, there are a number of issues that arise in the relationship between postgraduate students and their tutors.

The purpose of postgraduate study is utilitarian, and even some students study only for postgraduate degrees and good jobs. The impure purpose of postgraduate study can easily lead to secularisation, indifference and utilitarianism of the relationship between guidance and learning. On the one hand, the utilitarian purpose of postgraduate study can easily lead to the impetuous mentality of graduate students, who are eager for quick success and immediate benefits, unable to sink their hearts into academic study, and want to publish articles through short-term learning results, eager to achieve success; On the other hand, some postgraduate tutors only focus on completing the performance evaluation index and do not dedicate themselves to the process of educating people. They see guiding students' academic research as

nothing more than allocating scientific research tasks and have even been known to encourage students to produce academic garbage. To illustrate the boss' employment mentor-ship connection, their students refer to their tutors as bosses and themselves as employees.

Some tutorial research and development postgraduate students concentrate on the outcome, a light procedure, turning into an "academic worker" all day long around the subject, funding, and so forth, and concentrate on his own scientific research and academic research, paying little attention to his own students, in order to complete the scientific research index. Because of this, some graduate students struggle to establish strong professional and academic foundations, lack a true understanding of the spirit of academic research, and pursue graduate studies for utilitarian ends, which causes the instrumental rationality to fall under the "subject-object" structure of the purpose of the behavioral category of interaction. Since teachers and students both exhibit exquisite egoism in the realm of instrumental rationality, the link between guidance and learning has evolved into a tool activity for interpersonal communication. Students aren't subjective people; they're objective entities. At the same time, as human tutors and students, they die out in the university graduate education system, which distorts the original relationship between guidance and learning.

In order to achieve the goals of the research, some tutors focus on graduate student training and research outcomes. Simple steps transform them into "academic migrant workers," spending the entire day worrying about themes, money, etc., paying little to no attention to their pupils. As a result, some graduate students are unable to possess strong professional fundamental skills and strong academic foundations due to the lack of tutor guidance, a true understanding of the spirit of academic research, and the utilitarian purpose of graduate school, making instrumental rationality belong to the purposive communicative behavior category of the "subject-object" structure. Professors and graduate students are great egoists in the realm of instrumental rationality.

### ***3.2. Conflict in Supervisor-Postgraduate Relationship: Lack of Verbal Validity***

The environment of verbal communication between graduate students and mentors connects the guidance communication's interactive interaction with the field of creating a supportive environment for the guidance relationship. The emotional communication of the relationship between guidance and learning is the behavior of mutual respect and mutual understanding on the basis of speech, and the elaboration, listening, and dissemination of information such as knowledge, emotion, intention, and behavior of both sides. This is based on the background of Habermas' theory of communicative action. We cannot create an environment conducive to effective verbal communication without first establishing effective emotional communication. The emotional engagement of postgraduate students is being given more and more consideration in today's postgraduate education. Both the postgraduate supervisor and the postgraduate student must "express through words" in directed contact if we are to reach a high degree of emotional communication. Awareness of what is being communicated is necessary since the words said make claims of authenticity, sincerity, and correctness.<sup>[7]</sup>

Because the tutor is unable to have a significant quantity of high-intensity emotional contact with the postgraduate student in the postgraduate student relationship, the phenomena of poor emotional communication actually still persists. Due to ongoing communication issues between graduate students and tutors, the connection between tutors and students sometimes takes the form of either alienation or intimacy. Most individuals don't see things from the perspective of graduate students, who perceives their connection with their tutors as one of alienation rather than concord. Intimacy seems to be rare. Most tutors believe that connecting with their own doctorate students is not problematic from their perspective. In reality, from the tutor's point of view, most tutors think that there is no problem in communicating with their own doctoral students. In fact, in the relationship between graduate students, this kind of estrangement is a state of sub-health. Graduate students will tend to become people who are similar to their own mentors under the radiation and influence of instrumental rationality in order to prevent disagreements with the mentors and to maintain a positive connection between the mentors and the students. Although this tendency helps students and professors improve in certain ways, over the long run it kills graduate students' enthusiasm, initiative and creativity and squelches their zeal for scientific inquiry and exploration. Additionally, the growth in enrollment exacerbates the emotional alienation that exists in the relationship between guidance and learning, which in turn makes the tension in that relationship more unstable.

### ***3.3. Impediment to Supervisor-Postgraduate Relationship: The Educational System's Invasion of the Academic "Life World"***

According to Habermas, the system and the life world work as a two-tier structure to create human society. The paradox that confronts human society is actually brought on by internal contradictions that arise within the two-tier structure, which can also be referred to as the system of differentiation and the rationalization of the life world

The postgraduate education system is made up of two systems: the postgraduate education system, which produces useful knowledge, and the world of life, which fosters the personal growth of postgraduate students. They interact with one another, are interrelated and diverse, and collaborate to support the harmonious growth of the bond between graduate students and teachers. Under the logic of instrumental rationality, the educational system dominates teaching and research resources, etc., and even reaches guided learning interaction. The system's functioning intrudes into the tutorial relationship's life world, causing other media to be introduced into their conversations and keeping the tutorial subject's educational system apart from the real world.

The knowledge, emotions, intentions, and behaviors of teachers and students in their original environments have gradually disappeared as a result of the expansion of scientific research index systems, postgraduate management systems, and other management measures, particularly in the scientific and technological exhibition. A significant amount of experimental work has forced many postgraduates to live in the "punching card and positioning check" environment. The mutual enrichment of genuine expression, respect, and comprehension of the relationship's primary subjects is hampered by the instructional relationship's abstraction. At the same time, the significant expansion of enrolment of graduate students caused by the stagnation of guided interaction is obvious. A press conference with data directly confirming the expansion of enrolment was held by the Ministry of Education. 2022 national total enrolled 1,242,500 postgraduate students. Among them, the total enrolment of master's in 2022 is 1,103,500, an increase of 52,800 over 2021; 2021 over 2020, an increase of 60,200.

Due to the enormous workload of scientific research and teaching that comes along with the ever-increasing enrollment, tutors are unable to devote their time to the academic guidance of graduate students. As a result, the mentoring relationship operates in an unhealthy imbalance, and it is challenging for mentors to engage in further and deeper scientific research exchanges. The tutor's straightforward assignments in scientific research work and thesis guidance for students' graduation theses severely limit the original broad live world of the mentoring relationship, which was originally rich, full, colorful, and abundant.

### ***3.4. Crisis Supervisor-Postgraduate Relationship: the Absence of Intersubjectivity***

The lack of intersubjectivity between the graduate student and the student-teacher is partially to blame for the relationship crises between graduate students and teachers. The graduate student-teacher relationship's "subject-subject" interaction structure has been replaced by the "subject-object" interaction structure, in which the connection is marked by "authority-submission." The interaction under this structure is marked by "authority-subordination," which creates the conditions for the breakdown in the bond between postgraduate students and their supervisors. The following are the causes of the absence of intersubjectivity in the postgraduate student-teacher relationship: One is that postgraduate education is characterized by the anxiety crises of the teaching-learning connection that is brought on by power disparity. Power is the capacity to influence others' behavior and the course of events in order to achieve specific goals in interpersonal interactions, as well as to develop a particular potential or skill.

The intricate relationship of postgraduate guidance has made bureaucracy (power issues) an impediment to democratic and equal communication of the subject of guidance. The tutor has emerged as a beneficial party in the interaction between guiding and learning, and possesses a great deal of discursive power and dominance. This is due to their high level of authority, extensive scientific research resources, and other advantages. Graduate students are at a comparative disadvantage and have less freedom of expression. This results in the exclusion and invasion of the unequal communication backdrop from the start of the mentoring relationship's intersubjectivity. Due to power imbalances in communication, there is an undesirable state of imbalance between teachers and students. Graduates take a passive role in the mentoring/learning relationship. Even when the tutor gives them assignments unrelated to professional learning, they do not dare to make any genuine demands on the tutor out of fear and compliance. This phenomena of humbly obeying causes the graduate to instinctively renounce his or her standing as a person inside the counseling relationship, which exacerbates the tension there.

#### **4. Reconstruction of the Supervisor-Postgraduate Relationship**

The educational quality of training graduate students depends in part on whether the tutorial relationship is harmonious or not. In light of the current reality of the challenge faced by graduate students' tutorial relationships, the following paths are proposed to build a new model of tutorial interaction based on the perspective of the theory of interactional behavior.

##### ***4.1. Reaching a Consensus on Communication under the Value Rationality***

Graduate study is no longer the social system of the Tories' ivory tower. Graduate school has a utilitarian goal, thus academic research cannot be the focus. The topic and project money consume the tutor's entire day, preventing him or her from devoting extra time to helping pupils with their academics or focusing on acting as their mentors. At the moment, graduate students' communication has been infiltrated by instrumental rationality. It is critical to develop graduate student interactions' communicative rationality in the face of utilitarianism's value orientation and worldly temptation. Value rationality needs to be rebuilt if instrumental rationality is to be defeated as a drawback.

In the radiation and influence of value rationality, the relationship of postgraduate teachers to mutual esteem, mutual understanding, through the normative language of communication and cooperative type of interactions, to reach an agreement on the interactions, and to some degree to reduce the teachers among the aggravation of the dispute, and also teachers among the disputes generated to some degree of the resolution of the dispute. Firstly, under the guidance of value rationality, the teacher must look at the work of education from the height of the teaching profession, from the sense of responsibility and mission of the teacher, taking care of the growth and progress of individual postgraduates, and accept the strengths of the postgraduates from the point of view of development, and accept the weaknesses of the postgraduates from the point of view of tolerance. Second, as learners, graduate students should maintain a modest attitude to seek advice from their tutors, and do things in a standard way and with sincerity. Only by correctly understanding the value of guided interaction can teachers and students establish a harmonious and healthy relationship under the influence of value rationality, break through the limitations of purely academic interaction, and in order to achieve the growth of individual graduate students and mentor professional development of the two-way value of sublimation, further idea interchange that results in the collision of the soul, access to the academic spirit of the appointment, is necessary.

##### ***4.2. Enhancing the Communication Effectiveness of Speech Acts***

The foundation of the pleasant interaction between postgraduates and tutors is speech act's communication efficacy. According to Habermas, speech acts serve as a conduit for communication behavior, and both sides of the guide have acknowledged that speech acts' efficacy set the groundwork for logical communication conduct. Active practice can enhance the effectiveness of guide communication and support the development of a positive rapport between guides and students.

Verbal validity is expressed in the statement that "an actor pursuing communication must make three kinds of validity requirements along with his expression."<sup>[8]</sup> The accuracy of speech acts, the veracity of speech expressions, and the veracity of speech assertions are the corresponding ones.

Daily academic communication in the real world and online mirrors the linguistic efficacy of the guiding relationship at the micro level. On the one hand, the supervisor should deeply engage with the real world, swiftly broaden the corpus of guidance communication, learn and apply new media with The Times, establish online and offline communication fields in a way that is close to the reality of graduate students, share academic exploration with students on an equal basis, and logically assign students' scientific research tasks based on a profound understanding of graduate students' physical and mental health. In addition, I am skilled at fostering a genuine, successful, open, and diverse dialogue environment in regular group meetings, joint participation in scientific research projects, application projects, academic conferences, and research investigations based on identifying the strong points of graduate students. In an open, dynamic, and informal environment of debate, the tutor will support the postgraduate students as they widen their perspectives and progress toward a larger academic community. On the other hand, academics should be conscious of their place in the real and virtual worlds, recognize their roles appropriately, and learn to truly and logically ask their instructors for assistance when they run into problems with their scientific research. This will improve future exchanges of ideas between the two parties. The macro level manifestation of the linguistic validity of the mentoring relationship is the

development of the academic discourse system based on academic norms. One of which is the academic community contains the fundamental academic ethical norms and academic norms (such as management, systems, policies, and other norms); and the second are specific rules for academics involved in research (e.g. format of bibliographical references, format of citations, etc.). Academic norms can keep members of fair, equal, objective, free to begin academic interaction conduct, which is to promote the harmony of the mentoring relationship is an important condition. In order to jointly create a positive relationship between teachers and students, it is important that both parties uphold the academic norms, uphold the spirit of rigor, accuracy, and hard work in academic research, and take authenticity, sincerity, and correctness as the guiding principles of academic communication.

#### ***4.3. Reaching a Consensus on Communication under the Value Rationality***

Since "education is life," graduate students require learning environments on campus that support the retention of information, the development of competence, and the capacity for verbal expression of emotions. For the purpose of a cooperative interpretative process, interacting individuals might draw from the life world, which "manifests itself from a contextual perspective as an unshakable repository of self-understanding and firm beliefs" [9]. In other words, graduate education offers a vibrant academic environment that fosters collisions of ideas and heart-to-heart conversations for mentoring relationships. Here, academic explorers and researchers with passion, initiative, and originality are both mentors and students.

On the one hand, the mentor, as the main figure in the mentoring relationship between graduate students, adheres to sound advice, persists in learning, actively fosters a friendly, lively, and engaging dialogue environment, establishes a method that effectively encourages students' willingness to frequently exchange with the mentor, makes students feel the warmth of the mentor, fosters a sense of belonging, and improves their ability to communicate and inherit culture. As a result of their feeling of professional mission and duty as teachers, mentors, on the other hand, drive the development of a moral faculty culture by reflecting on their own leadership and mentoring methods. Community-based faculty groups contact with graduate students more frequently than formal organizations like disciplinary groups and mentor groups since they are an informal organization. Therefore, the postgraduate mentoring relationship can achieve the sharing of knowledge, emotions, and values and create a better platform for the integration of the postgraduate education system and academic life through regular group meetings, mentoring group meetings, sporadic academic salons, and common academic exchange activities.

#### ***4.4. Reaching a Consensus on Communication under the Value Rationality***

In fact, the crisis issue of graduate students' teaching relationships is primarily caused by the form of "subject-object" communication under the impact of instrumental rationality. As a result, the postgraduates' ability to grow and develop is hampered. The communication activities between the postgraduates and the supervisors, which makes up the bulk of the teaching, are also challenging. If the tutor, who is the leader, approaches communication with the students in a domineering and controlling manner during the "subject-object" kind of guidance communication, it will surely tie up the individual graduate students and to some extent limit their independence. Therefore, we must switch the "subject-object" interaction structure into a "subject-subject" interaction structure if we want to change the status quo. In order to create an intersubjectivity of equality, understanding, respect, and interaction, both students must make the required modifications. On the one hand, the teacher must recognize the difference between authority and power and have a proper understanding of their own authority. "The inner life of the teacher is where authority and prestige come from. When I restore my identity and my integrity, when I rediscover my identity and my feeling of calling, authority is established."<sup>[10]</sup> After giving up absolute control, the supervisor now establishes substantive authority focused on scholarship, mentors the postgraduate students in academic research in an equal inter-subjective relationship, and encourages them to ask challenging questions. On the other hand, the postgraduate students, as the main body of education, must understand the importance of the main body of education, give the main body full play, and understand its positive significance. In order to restore the relationship between teachers and students, they should realize their relative freedom as independent individuals to select their preferred fields of study and conduct academic research in accordance with those choices. At the same time, they should not overstep boundaries or exhibit excessive subservience. Instead, they should work to bridge any gaps through dialogue, discussion, debate, and consultation on the grounds of equality and understanding.

## 5. Conclusions

Teacher-student communication is an inevitable fundamental issue in the field of education. To examine teacher-student communication with the use of communication rationality, it can be found that the role of teachers and students in communication, the purpose of communication, the content of communication and the rules of communication are the key elements of communication. Through the organic integration of the above elements, it is beneficial to realize the benign development of teacher-student communication, and promote the orderly and effective development of education and teaching, and then promote the growth of individual life of teachers and students.

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