

The Enlightenment of Rogers' Psychological Counseling Thought on College Student Work*

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Abstract—This paper focuses on the idea of "whole person development" from the perspective of "people-centered" psychology expert Rogers. From the concept of attaching great importance to the development of relationship between people, this article deeply expounds how the extremely important consulting relationship in Rogers' eyes affects and promotes the reform of school education. The implementation of the ideas of sincerity and conformity, sympathetic understanding, unconditional and positive attention in the work of college students is conducive to the establishment of a good teacher-student relationship, the promotion of college students' growth. The paper also proposes higher requirements for student workers.

Keywords—sincerity and conformity; sympathetic understanding; unconditional positive attention

I. INTRODUCTION

Carl Rogers, a master of humanistic psychology, is one of the most influential psychologists in today's counseling and school education. Since the 1950s, Rogers's "people-centered" thinking has not only brought profound changes to the development of psychological counseling, but also promoted school education reform. It is a core idea of Rogers' psychological counseling to attach great importance to the relationship between people. Good relationship not only helps to maintain people's mental health, but also promotes human growth and development. Therefore, Rogers's thoughts undoubtedly have important implications for the work of college students in the new era.

II. THE CONSULTING RELATIONSHIP IN THE EYES OF ROGERS

Rogers' "people-centered" psychological counseling highly values the role of counseling relationships (the relationship between counselors and clients), and counseling relationships are seen as "sufficient and necessary conditions" for the effectiveness of counseling. Moreover, Rogers confirmed this through rigorous scientific research, and he was awarded the "Outstanding Scientific Contribution Award" by the American Psychological Association. [1]

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Rogers' emphasis on the advisory relationship and its role is rooted in his positive and optimistic view of human nature. In Rogers' view, human nature is good, and people are valuable, trustworthy, constructive and cooperative, able to live in harmony with people; life has a tendency to self-realization, and people not only know what the value of self-life is and how to achieve it, but also have the ability to discover and solve their own psychological problems. However, in the process of human growth, due to the influence of parents and social evaluation, the value of human beings is conditionally regulated, the nature of human beings is suppressed, the self is alienated, and people become no longer trusting their own organisms, no longer grow up by nature and lose selves. As a result, some people have a deeper degree of self-alienation. When they encounter a major negative life event (such as career or academic failure), the damage of self-value will lead to the intensification of internal conflicts. If self-regulation and defense fail, there will be psychological problems. Therefore, the "people-centered" psychological consultation is committed to establishing a fresh and warm relationship between people and creating an atmosphere of respectful understanding and unconditional active attention, thus helping people to uncover layers of masks in their social life and discover their true selves, and use their natural power to solve psychological problems so as to realize themselves.

Later, Rogers extended the "people-centered" psychological counseling ideas to the universal relationship between people in social life, such as parent-child relationship, teacher-student relationship and so on. In his later years, Rogers also committed to using the "people-centered" thinking to resolve conflicts between countries, and thus won the Nobel Peace Prize nomination.

In short, Rogers has a positive and optimistic attitude towards people. He fully respects people and trusts people. The "people-centered" psychological counseling not only helps to establish and maintain a good relationship between people, but also helps to promote people to maintain mental health and pursue self-realization.

III. THE CORE COMPONENTS OF THE CONSULTING RELATIONSHIP

Rogers believes that the counselor is the determining factor in the quality of the consultation relationship. He proposed three core components of the consulting relationship: sincerity and conformity, positive attention and sympathetic understanding, which are called the feeding conditions for establishing a good consulting relationship and promoting the change and growth of the parties. [2]

A. *Sincerity and Conformity*

Sincerity and conformity means that the counselor should "be the true self" in the consultation relationship, do not deliberately please or cater to the other party, do not cover up or modify their own ideas and attitudes due to self-defense, do not cover up or evade their mistakes and shortcomings. Sincerity is the basis for expressing positive attention and sympathetic understanding. It is a feeding condition that Rogers values most. He said: "In the (consultation) relationship, the more the healer is himself, the more he does not wear professional masks or personal masks, the more likely the clients will make constructive changes and growth. Sincerity means that healers remain open to the emotions and attitudes that flowed through their hearts at the time." [3]

The sincerity and conformity of the counselor can lead to trust and love, to make the client feel that the counselor is amiable, and to encourage the client to treat each other with sincerity — to be open and honest with the counselor and himself, and dare to be true self in the consulting relationship. Mature personality is the prerequisite for a counselor to be sincere and consistent. The counselor himself must first be a true and consistent person. He dares to treat himself as an independent and true individual with the client, fully respecting the parties rather than deliberately catering to them, not attacking the parties or escaping because of self-defense.

The counselor's expression of the negative emotions of the client is a more difficult problem. Sincerity does not mean "big mouth". The counselor can't be impulsive and unrestrained to express his or her immediate feelings to the parties. Rogers pointed out that "only when these negative emotional feelings continue to appear, or if these feelings hinder the ability of the consultant to move forward with the client during the consultation process, they need to be expressed." [4]

B. *Positive Attention*

Positive attention means that the counselor has a kind of strong warmth towards the client, does not treat the client with an evaluation attitude, and does not decide how to treat the client according to the good or bad quality of the client's behavior. The counselor unconditionally accepts the client as a whole, recognizes and respects the rights of the client, treats the client as an independent, equal person, values and respects him. The counselor must allow the client to be himself, have his own feelings, thoughts, emotions and behaviors, do not impose his own value standards on the client, and do not like more of the client because of his "good

performance" and do not criticize or dislike the client for his "bad behavior". [5]

The positive attention of the counselor to the client can promote the self-acceptance of the client and deepen the emotional connection between the two parties. The counselor treats the client with a positive attitude, accepts him, cares for him, and does not look down on him because of his behavior, so that the client can feel safer, relax in interpersonal interaction, gradually stop focusing on his good or bad performance and gradually establish internal self-identity.

In addition, unconditional positive attention does not mean that evaluation is completely avoided in interpersonal interaction. What is really to be avoided is to evaluate people, not to evaluate behavior. Moreover, the evaluation of the behavior should start from the personal meaning of the behavior, that is, from the meaning of the behavior to the clients themselves, rather than from the perspective of counselors or society to evaluate whether the behavior is good or bad and whether the behavior is moral or not.

C. *Sympathetic Understanding*

The sympathetic understanding means that the counselor is in the position to experience the inner feelings of the clients and achieve the tacit understanding of the inner world of the clients. In the sympathetic understanding, the counselor "lives with the client". The counselor enters the internal reference system of the client, and lives with the views, angles and mood of the client, so that he can experience the feelings and thoughts that constantly flow through the hearts of the clients. The counselor then conveys the feelings of the clients he feels to the client. [6]

Sincerity and conformity together with positive attention are the basis of sympathetic understanding. The counselor must unconditionally respect and accept the client, truly "interested" with him, and regard him as a living person who has personal meaning for himself, rather than an insignificant service object, so that it is possible for counselor to go deep into the inner heart of the client and truly read the client instead of affectation or simply replace the feelings of the clients with his own feelings, nor will he talk to the clients while saying "annoying", "useless", "why are you so stupid" and so on.

The counselor's sympathetic understanding of the clients can deepen the emotional connection between the two parties, and enable the clients to feel that they are deeply understood, to observe and accept their feelings, even those that have not been realized, and then to promote the clients to gradually recognize and accept the real selves.

IV. THE ENLIGHTENMENT OF "PEOPLE-CENTERED" THINKING ON COLLEGE STUDENT WORK

For the work of college students, Rogers's "people-centered" thinking is conducive to the establishment of a good teacher-student relationship and to promote the growth of college students, and it also puts forward higher requirements for student workers.

A. *Updating the Concept of Student Growth*

In the work of college students, a good teacher-student relationship can improve the communication between teachers and students, help the management of students and promote the growth of college students. As a decisive factor in the relationship between teachers and students, college students must first establish a new concept of student work, dare to break through the traditional education "facial makeup", respect and trust the potential of students' self-growth, and focus on establishing and maintaining a good relationship between teachers and students so as to become a good travel companion on the road of student growth.

B. *Possessing the Awareness of Self-growth*

The maturity of the student workers in colleges and universities is the core and prerequisite for establishing a good teacher-student relationship. Therefore, college student workers must have the consciousness of self-growth, bravely face the maturity and perfection of their own personality, and gradually become independent and true, self-worthing people, and gradually become the ones whose inner experience is consistent with the external behavior. As a real person, when you interact with students, you need to truly respect students, do not against your will to manage artificial harmonious relations, do not harm the students because of excessive self-protection, and do not always hide behind the mask of "educators" to enjoy yourself.

C. *Establishing a Positive Attitude*

The physical and psychological development of college students is relatively mature. They begin to have a relatively stable view of themselves, people, and world. They are complete and independent living bodies. They have their own thoughts and emotions, and they also have a lot of growing confusion. Therefore, in the teacher-student interaction and ideological and political education, college student workers must first in line with the attitude of caring about college students' development, fully respect their rights of existing and the rights and potentials of their growth, respect and accept their various ideas and feelings, understand and evaluate students' behavior from the perspective of the individual selves, and live up to concern oneself with facts and not with individuals instead of simply and rudely imposing personal value standards or social moral standards on students, ignoring them and lying to them. In this way, college student workers have the opportunity to maintain good feelings with students, and then face problems with them, help them understand the confusion, find the point of exerting educational influence, promote their self-awareness and acceptance and promote self-growth.

D. *Exercising the Ability of Sympathetic Understanding*

The resonance of two people deep inside will undoubtedly bring emotional closeness. In the interaction with students, college student workers have a strong sense of sympathetic understanding, which will be conducive to the in-depth development of teachers and students' emotions and help the growth of students. Sympathetic understanding is an ability that can be improved, and it also puts forward higher

requirements for doing a good job in student work. College student workers must not only bravely embark on the path of maturity and perfection of their personality, cultivate the quality of sincere and positive attention, but also consciously enrich personal knowledge and social experience. In this way, can it be possible to truly enter the psychological world of the students, accurately feel the various feelings and thoughts deep inside the students, and "live" with them in the deepest part of the soul, thereby enhancing the emotions of teachers and students and promoting the self-growth of students.

V. CONCLUSION

Higher education institutions shoulder the heavy responsibility of cultivating high-quality socialist builders and successors with all-round development of morality, intelligence, body and beauty. It is necessary to adhere to the unity of mind and moral building, strengthen humane care and psychological counseling, standardize the development of mental health education and counseling services, so as to better adapt to and meet the needs of students' mental health development. It is necessary to digest Rogers' psychological counseling ideas, guide students to correctly understand and develop themselves, cultivate students' self-esteem, self-confidence, rationality and gentleness and positive health mentality, so as to promote the comprehensive and coordinated development of students' mental health quality, ideological and moral quality and scientific and cultural quality.

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