

On the Construction of the Relationship Between College Counsellors and Students From the Perspective of the Pattern of Difference Order

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ABSTRACT

As the organizer, implementer and director of students' daily ideological and political education and management, counsellors need to establish a good relationship with students, and it has a significant impact on the way and effect of ideological education. Focusing on this important issue, this paper discusses the important influence of good teacher-student relationship on the education and growth of students and the effect of ideological and political work. The paper analyzes the new changes and current characteristics of the relationship between college counsellors and students under the unique difference order pattern in China at present, and probes the dilemma of "multiple relations" caused by the difference order pattern. Based on the needs of talent training and growth, this paper discusses the establishment of the relationship between counsellors and students in the new situation and some related issues.

Keywords: differential pattern, counsellor, college student, teacher-student relationship.

1. INTRODUCTION

Colleges and universities are the main places to teach and educate people, and also the main front to carry out the ideological and political education of college students [1]. The relationship between Counsellors and students is the closest one among teachers and students in Colleges and universities. Counsellors, or graduate advisor as it usually called, are the people who contact and communicate with students the most, who are the direct educators and managers of students [2, 3]. They play an important role in the growth and success of students. In contemporary China's pattern of difference order, rules and regulations have to be adjusted to a certain extent according to the relationship between the objects and themselves. Therefore, in the ideological and political work, how to establish a relationship between counsellors and students and what kind of relationship to establish is an obvious dilemma, which is worthy of in-depth discussion [4].

2. THE CONCEPT AND DEMAND OF DIFFERENCE ORDER PATTERN

2.1 Concept of Difference Order Pattern

"Differential order pattern" is a vivid expression of the social structure of China in Fei Xiaotong's "native China". Mr. Fei vividly sums up the traditional Chinese interpersonal relationship pattern as "the ripples that occur when a stone is thrown on the water". Different from the western society, which has a clear logical relationship and a changeable group structure, the interpersonal relationship of the difference order pattern has obvious affinity and estrangement [5]. Near everyone is the center of the ripples, and those ripples will interact with each other. In different social structures, the elements needed to establish interpersonal relationships are not the same [6]. In the social structure of contemporary China's differential order pattern, emotion, resources and time are the elements that affect the establishment of interpersonal relationship [7-9].

(1) Emotion. Love and being loved are the needs of human beings. For the interpersonal relationship between counsellors and students, adequate emotional input is the key element to establish interpersonal

relationship [10]. In the society of human relations under the pattern of differential order, this kind of other party with help from tangible material to intangible.

(2) Resources. The exchange of resources is indispensable in modern society, because it is impossible for a person to control all the resources he needs, so does the interpersonal relationship between counsellors and students. In the pattern of difference order, accepting the resources provided by others plays an equally important role in the establishment and maintenance of interpersonal relationship [11, 12]. The moral standard of "reciprocity" has been widely accepted for a long time. Refusing to accept the other party's resources will lead to the other party being condemned in the moral level, and it is also a manifestation of refusing to establish close interpersonal relationship with the other party.

(3) Time. The establishment of interpersonal relationship under the pattern of difference order is gradual and long-term, and time is also an element of interpersonal relationship between counsellors and students. Because the temporary exchange is not in line with the social moral standard in the establishment of interpersonal relationship of the differential order pattern, there should be a time difference in each exchange of interpersonal relationship. Therefore, such an exchange will not stop suddenly at a certain point in time. If it is forced to interrupt unilaterally without any reason, the interrupted party will be accused of being merciless and impolite.

2.2 The Needs of the Relationship between Contemporary College Counsellors and Students

The relationship between counsellors and students is a special relationship between teachers and students. With the deepening of reform and opening up and the development of market economy, China's higher education has entered the transition period, which brings greater challenges to the work of counsellors, and the relationship between counsellors and students has become complicated.

(1) Neutral. As the saying goes, "those who are in the game are confused, and the onlookers are clear". The relationship between counsellors and students is one to many. In this case, it is inevitable to lose their cool judgment and seriously affect the level of

investment not only includes expressing intimacy with expression, language and action, but also provides the handling problems. Only by being neutral, can counsellors observe, solve and deal with problems as a third party, and help students solve problems better.

(2) Equality. The interpersonal relationship between counsellors and students is the relationship between people. From the perspective of interpersonal relationship, teachers and students are equal in personality and legal status. Both counsellors and students are the main body of the bilateral activity of teacher-and students. On the sight of interpersonal relationship, teachers and students are in the same equality. Both counsellors and students are the main body of the bilateral activity of teacher-student communication, and both enjoy full autonomy equally. In the communication activities, they should respect each other's personality and rights. As far as the ideal state of interpersonal relationship is concerned, teachers and students should strive to establish an equal, friendly and sincere relationship.

(3) Guidance. From the viewpoint of role relationship, due to the status of counsellors and college students, as well as the differences in knowledge and experience, it shows a dialogue relationship of guidance. However, it should be noted that if the relationship between counsellors and students cannot be emotional, students tend to let counsellors help them make decisions, but give up their own choices, which is not conducive to the growth of students.

The elements and requirements of the difference order pattern are shown in Figure 1. The difference order pattern includes three elements: emotion, resources and time. Its function is to meet the needs of the relationship between college counsellors and students, which is embodied in three aspects: neutrality, equality and guidance.

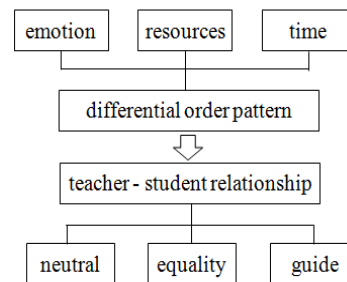


Figure 1 Elements of differential order pattern

3. THE RELATIONSHIP BETWEEN COUNSELLORS AND STUDENTS AND THE EXISTING PROBLEMS

3.1 Relationship Definition

"Regulations on the construction of college counsellors" clearly points out that "counsellors are an important part of the faculty and management team in colleges and universities, and have dual identities of teachers and cadres [13]. Counsellors are the backbone of the ideological and political education of college students. They are the organizers, implementers and guiders of the daily ideological and political education and management of college students [14]. They should strive to become students' life mentors and intimate friends of healthy growth. " The definition of this concept shows that, on the one hand, counsellors have the role of managers, and should follow the principles of fairness and neutrality to establish professional working relationship with students, so as to facilitate effective management; on the other hand, counsellors have the role of close relationship between life mentor and intimate friends, and should follow the requirements of real interpersonal communication and human emotional needs to establish with students close emotional connection [15]. Therefore, the relationship between Counsellors and students is likely to be a confused dual or multiple relationships of professional boundaries. The requirements of fairness and neutrality of managers and requirements of intimate relationship for emotional connection often conflict.

3.2 Problems in the Relationship Between College Counsellors and Students

There are some contradictions between counsellors and students, which mainly reflected in the following three aspects.

3.2.1 The contradiction between Emotional Engagement and Neutrality and Justice

"Love is the core of education, and love is the life of education. Education without love is education of death; education without love is education of failure." On the one hand, the establishment of the relationship between counsellors and students requires both sides to participate voluntarily [16,17]. They should communicate with each other in terms of knowledge, thought, experience and emotion, so as to establish a close emotional connection. On the other hand, counsellors need to have dignity, while students need a certain degree of obedience in order to better carry out management, and then, counsellors become impossible to be close to the object of students [18-20]. Therefore, in today's campus, the relationship

between Counsellors and students has become weakened, only the communication and acceptance of internship information, students find counsellors to communicate and exchange ideas and life problems become less.

3.2.2 The Contradiction between Resource Interaction and Independent Equality

In the process of China's economic system transition, great changes have taken place in people's value orientation, goal pursuit and mode of thinking. The university campus, which is known as the ivory tower and the palace of spirit, has not been spared. Under the situation that education is increasingly filled with utilitarianism and the economic function of higher education is strengthened, the relationship between teachers and students is greatly strengthened with the brand of social secularity, the relationship between pure counsellors and students is no longer pure. Counsellors are responsible for student loans, scholarships and grants applications, grants for poor students, evaluation of the best and the first, and selection of cadres for the evaluation class of activists for joining the party. The purpose of some students accessing to counsellors is to obtain some benefits. In addition, in order to get high scores in the assessment and strive for more students' satisfaction, counsellors should also cater to students. Nowadays, the relationship between counsellors and students reflects the "realistic" needs, which seriously affects the development of ideological and political education in colleges and universities.

3.2.3 The Contradiction between Time Investment and Moderate Guidance

The establishment of interpersonal relationship between counsellors and students cannot be achieved overnight [21]. It needs a long-term positive interaction and has a clear demand for time investment [22]. At the same time, the guidance of counsellors to students should follow the principle of moderation. Such guidance should teach people to fish, so that students can get real growth.

3.3 Problems and Causes of the Relationship between Counsellors and Students

Ideological education should be guided by scientific theories and sound methods and convince people with reason. Scientificity is the core of ideological and political work, sound and logic methods are the focus of the profession, and effective methods should be adopted to carry out the work. In the process of establishing the relationship with students; on the one hand, counsellors should concern particularly about their own moral integrity to ensure

that this relationship does not go beyond the boundaries, and cannot form interest connection; on the other hand, counsellors should also pay attention to the methods and skills of helping people and choose appropriate ways to establish relationships with students.

In the special environment of the human society with the pattern of differential order, the best way to establish a relationship with people is the exchange of "human feelings". Through the exchange of human thought and feelings, people can become "acquaintances", and only when they become "acquaintances" can they have the possibility of further in-depth communication and exchange, so as to express the real needs. From this point of view, counsellors are bound to face the dilemma of adhering to principles and solving problems when establishing relations with students, which is due to the following practical factors:

3.3.1 Counsellor's Own Quality.

The overall quality of counsellors is one of the important reasons that affect the relationship between counsellors and students, and then affect the effect of ideological education of college students. It is mainly manifested in two aspects: one is that some counsellors' Ideological and political theory level is low, their professional ethics awareness is not strong, their professional role identity is not strong, the sense of professional responsibility is not strong, can not actively educate college students. In addition, some counsellors do not pay attention to theoretical learning, cannot use scientific theory to guide and educate students, it is difficult to get students' recognition. Second, the professional theory level of counsellors is low and the knowledge structure is unreasonable. At present, most of the college counsellors are undergraduates or postgraduates, most of them lack the necessary theoretical knowledge of education, such as pedagogy and psychology. The knowledge structure is unreasonable and does not adapt to the requirements of student work, which limits the development of the relationship between Counsellors and students.

3.3.2 Unique Psychological Characteristics of Contemporary College Students

Many contemporary college students are only children, who have distinct personal characteristics and unique psychological characteristics, which to a certain extent also brings some difficulties to the construction of the new teacher-student relationship, performed in the following several points: first, distinct personality, broad vision, but also easy to self-centered. Secondly, their psychology is fragile and their ability to resist setbacks is poor, which will

inevitably affect their study and life. Thirdly, they are open-minded and receptive to new things, but lack of gratitude. Some college students take material and money as the standard of value, only know how to ask, but not appreciate. This will easily lead to their closed psychology and aggravate the deterioration of the relationship between counsellors and students.

3.3.3 Contradictions Brought about by Traditional Educational Thoughts and Culture

In the traditional management and education of college students, counsellors are regarded as the subject and students as the object. The relationship between them is a kind of relevance between education and being educated, between management and being managed. The ideological and political education is understood as a kind of one-way educational activity, ignoring the communication and social relations between counsellors and students. According to Marxist epistemology, subject and object are interrelated and interacted. Subject plays an active role in object while object has restrictive effect on subject. The relationship between them is mainly practical and cognitive. The subject transforms the object through practice, and the object reacts on the subject and promotes the improvement of the subject's cognitive ability. The traditional way is to require students to adapt to a variety of rules and regulations and education management methods, mainly indoctrination, ideological and political education for college students, which is one of the reasons for the contradiction. In addition, influenced by the traditional thought of "dignity of teachers", most counsellors use the authority of teachers to conduct ideological and political education in a condescending way, ignoring the dominant position of students, thus forming a certain barrier for their communication.

4. THE CONSTRUCTION AND DEALING WITH THE RELATIONSHIP BETWEEN COUNSELLORS AND STUDENTS

In today's relatively turbulent era, the university is not a quiet place, and the relationship between counsellors and students has changed. Generally speaking, it can be divided into three types: interactive type, emotional and rational blending type and teacher friendly type.

4.1 Interactive Teacher - student Relationship

The development of "inter-subjectivity" philosophy provides philosophical basis and development direction for the research on the relationship between college counsellors and students. This idea is to promote the ideological and moral education of both sides through the mutual

communication between educators and educatees. Through equal communication and dialogue, counsellors and students form a mutual understanding and eventually reach a consensus relationship, which is a two-way interaction.

Counsellors and students are both subject and object. Their identity should be determined by specific time and condition. The interaction between them includes not only the dialogue between counsellors and students, but also the interaction between counsellors and students and educational environment, teaching methods and content, showing a multi-directional interaction. On this basis, build an "I-You" type teacher-student relationship, through the dialogue between counsellors and students, to shorten their distance. Counsellors should select excellent talents from students to drive others, and finally achieve effective communication and mutual recognition by working from point to surface. Through the dialogue, the counsellor finds out the mutual understanding, mutual tolerance and mutual generation. The interactive relationship between teachers and students is the premise of building a new relationship between college counsellors and students.

4.2 The Relationship between Teachers and Students Based on Emotion and Reason

Real individuals are the unity of rationality and irrationality. As Engels said that in the field of social history, people who are conscious, have thought or act with passion, and pursue a certain purpose; nothing happens without conscious intention or expected purpose. The rationality and irrationality of contemporary college students constitute the human foundation of the relationship between teachers and students of the blending of emotion and reason.

The so-called blending of emotion and reason means that ideological and political educators should not only instill, persuade, educate and guide the educated from the rational level, but also sincerely care about the psychological feelings of the educated and pay attention to the realistic needs, interests, pursuits and wishes of the educated hope and emotional needs and so on, to educate the humanistic care and spiritual exchange, so as to move people with emotion. As a result, in the construction of the relationship between teachers and students, it should be combined emotion with reason. Rogers, an American psychologist, one of the main representatives of humanistic psychology, believes that the teacher-student relationship should be a kind of interpersonal relationship of mutual respect, harmonious unity, mutual understanding, coordination and cooperation, and must be linked by emotion.

Counsellors should not only pay attention to theoretical persuasion, but also emotional education according to the characteristics of students' strong rational factors. Counsellors may communicate with teachers and students through qq, Wechat, micro-blog and other communication tool. The relationship between teachers and students is the core of the new relationship between college counsellors and students.

4.3 Teacher Friend Relationship

Only when the relationship between teachers and students is harmonious and students are willing to be close to and trust the teachers, can they accept the teacher's education happily and sincerely. In the university campus, students not only need teachers who preach and teach, but also need helpful friends who can take a conversation equally and give advice. The work characteristics of counsellors just meet the needs of students. With its characteristics of being a teacher and a friend, it tries to build a harmonious relationship between teachers and students on the basis of guiding students' all-round development. It is the general trend to establish the teacher-student relationship. Counsellors should consciously dispel personal authority, accept students on the basis of understanding, actively communicate with them, explore together, experience together, and realize the common improvement of teachers and students; on the other hand, with the help of love, through mutual contact and understanding, establish a friendship relationship, take service as the purpose, as a friend, concern to the care of students and understand their expectations To create conditions for the development of students, so as to gradually establish a deep friendship between teachers and students, and build a harmonious teacher-student relationship. This kind of teacher-student relationship is an ideal state to construct a new relationship between college counsellors and students.

5. CONCLUSION

Under the background of the difference order pattern, the relationship between counsellors and students cannot be simply defined as pure work connection or professional relationship. On the premise of China's national conditions, it should be defined that the professional relationship according to the reality, and carry out relevant education and supervision, and explore a set of methods to establish a good relationship between counsellors and students, so as to promote the better and faster development of ideological and political education.

Influenced by various factors, there are some contradictions between counsellors and students. In the society of differential order, it is significant to understand and straighten out the relationship between

counsellors and students. Through good communication and conversation, it is capable to establish the emotional link between counsellors and students. The ideal relationship between contemporary college counsellors and students is also the direction of college counsellors' efforts.

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