

# Research on the Collaborative Education Mechanism of College Counselors and Ideological and Political Teachers from the Perspective of "Three-Aspects Education"

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## ABSTRACT

It is very important to strengthen the ideological and political education of contemporary college students under the background of building morality and cultivating people. The ideological and political course teachers and counselors in colleges and universities play a crucial role in the ideological and political education of college students. At present, the ideological and political education work of college students is not effective, and there are problems. Based on the current situation of ideological and political education in colleges and universities, it is necessary to make clear the main role of college counselors and ideological and political teachers, strengthen the cooperation between them, and build the cooperative education mechanism, so as to comprehensively implement the "Three-aspects Education" educational thought and carry out relevant educational practice. This paper discusses this issue.

**Keywords:** *Three-aspects Education, College counselors, Ideological and political teachers, Cooperative education.*

## 1. INTRODUCTION

"Three-aspects Education" refers to the ideological and political work throughout the whole process of education and teaching, to achieve full education, whole process education, and all-round education. This is the requirement put forward in the "Opinions on Strengthening and Improving Ideological and Political Work in Colleges and Universities under the New Situation", and it is the guidance and basis for the reform and innovation of ideological and political education work in major colleges and universities. In this context, giving full play to the advantageous roles of college counselors and ideological and political teachers, and jointly building a collaborative education mechanism can further promote the achievement of the goal of "Three-aspects Education" and improve the shortcomings of traditional ideological and political education. This is the inevitable choice for colleges and universities in China to optimize and strengthen ideological and political education in the new era.

## 2. THE NECESSITY OF COLLEGE COUNSELORS AND IDEOLOGICAL AND POLITICAL TEACHERS TO COOPERATE AND EDUCATE PEOPLE

### 2.1. To achieve complementary advantages and meet educational needs

Both college counselors and ideological and political teachers have their own advantages in educating people, but there are also some shortcomings. College counselors mainly promote students' ideological and political education by participating in the second classroom and social practice activities, and grasp the ideological dynamics and overall development of students. Ideological and political teachers generally strengthen students' ideological and political education through classroom teaching, which has a solid theoretical foundation, but relatively speaking, it is difficult for ideological and political teachers to participate in students' practical activities. Due to the lack of sufficient practical experience, the teaching effectiveness is not

high, and the students' learning efficiency and quality cannot be fully grasped. Promoting the contact and cooperation between college counselors and ideological and political course teachers can realize their complementary advantages and improve their theoretical literacy and practical ability through collaborative education. Promoting the contact and cooperation between college counselors and ideological and political course teachers can realize their complementary advantages, and improve their theoretical literacy and practical ability through collaborative education. In addition to strengthening the ideological and political education effect on college students, it can also promote the professional growth of counselors and teachers, enhance the professional identity and responsibility consciousness of counselors and ideological and political teachers, and fully serve the moral and intellectual development needs of students and meet the needs of talent cultivation.

## ***2.2. Integrate educational resources and enhance educational vitality***

As the main body of ideological and political education for students, college counselors and teachers of ideological and political courses are all aimed at students, and their responsibilities are to strengthen the ideological and political education and value guidance of college students. Both need to achieve the same goal. It is about cultivating students to become outstanding talents with comprehensive development of moral, intellectual, physical, aesthetic, labor and comprehensive quality, so that college students can grow into newcomers of the era who undertake the important task of national rejuvenation and national construction, and become successors and builders recognized and needed by the country and society. The same educational goal, the same educational object and the same job responsibility lay a good foundation for the cooperative education between them. College counselors and ideological and political teachers should actively respond to the requirements of the state on further strengthening the ideological and political education of contemporary college students, and strengthen collaborative innovation, which can realize the integration and utilization of high-quality educational resources, and significantly improve the efficiency and quality of education. Driven by the same goal, the counselor team and the teacher team cooperate closely in all aspects through deepening exchanges and cooperation, providing strong dynamic support for the smooth progress of ideological and political education of college students, and finally achieving more ideal educational results.

## **3. THE SHORTCOMINGS OF COLLEGE COUNSELORS AND TEACHERS OF IDEOLOGICAL AND POLITICAL COURSES IN COLLABORATIVE EDUCATION**

### ***3.1. The understanding needs to be deepened and there is a lack of communication mechanism***

Although college counselors and ideological and political teachers share the same goal of further strengthening ideological and political education for college students, there are obvious differences in specific methods and tasks. Some colleges and universities lack a comprehensive and in-depth understanding of the collaborative education between the counselor team and the ideological and political teacher team, and simply regard the counselor as a manager, while the ideological and political teacher is mainly responsible for teaching. There is no overlap between them in the scope of work, so it is difficult to provide support and guidance for their collaborative education. Because college counselors and ideological and political course teachers belong to different management and assessment systems, it is difficult to achieve smooth communication and communication between them. The school has not established a perfect communication mechanism, resulting in the ideological understanding of the two difficult to unify. Counselors and teachers are only responsible for the work within their own work scope, and their work practice has been separated for a long time, thus hindering the improvement of the effect of ideological and political education for college students.

### ***3.2. Management needs to be strengthened and lack of leadership mechanism***

College counselors and ideological and political course teachers cannot communicate and cooperate well to form a joint educational force. The main factor lies in the lack of a reasonable educational mechanism system. For the construction of the cooperative education mechanism between college counselors and ideological and political teachers for students, it is necessary to have a special leading group and a perfect system to provide guarantee for them, and to do a good job in the organization and coordination of various work. For the construction of the cooperative education mechanism between college counselors and ideological and political teachers for students, it is necessary to have a special leading group and a perfect system to provide guarantee for them, and to do a good job in the organization and coordination of various work. Once the team of counselors and the team of ideological and political teachers have differences in understanding and specific work, various problems will arise. Therefore, it is

necessary to have an independent leadership system as a bridge and link between college counselors and ideological and political teachers, so that they can carry out relevant work as a whole and always move in the right direction.

### ***3.3. Lack of motivation for participation and incentive mechanism***

In view of the current work practice of some college counselors and ideological and political teachers, the enthusiasm and initiative for the ideological and political education of college students is insufficient. The team of counselors and ideological and political teachers in colleges and universities belong to different administrative departments, and different policies will be adopted for the assessment of counselors and ideological and political teachers. The assessment of ideological and political class teachers is more reflected in their scientific research achievements. Ideological and political teachers are rarely able to participate in students' second classroom activities and social practice, and it is difficult for counselors to participate in the teaching work of ideological and political classrooms. Due to the lack of theoretical learning opportunities for counselors, their theoretical level cannot be improved. This shows that colleges and universities do not pay due attention to the improvement of counselors' ideological and political literacy. For the guidance counselor and ideological and political class teachers to cooperate in education, there is no initiative to take measures to stimulate the enthusiasm of the team to participate, and the relevant evaluation system is not perfect, which makes the guidance counselor team and the teacher team lack of vitality.

## **4. THE COOPERATIVE EDUCATION PATH OF COLLEGE COUNSELORS AND IDEOLOGICAL AND POLITICAL TEACHERS UNDER THE PERSPECTIVE OF " THREE-ASPECTS EDUCATION "**

Influenced by the system and mechanism of dual structure in china, theoretical teaching and practical teaching of ideological and political education in college students are disjointed. In addition, it also makes the ideological and political education work lack pertinence and affinity, unable to keep pace with the times, and the effect of educating people is not good. Therefore, in the future ideological and political education work of college students, we must always be guided by the educational concept and goal of " three-aspects education ", and at the same time actively explore, integrate and utilize various elements of education. In this way, the construction of the collaborative education mechanism of college counselors and ideological and political teachers will be strengthened, and a joint force of education will be

formed to help improve the effect of ideological and political education.

### ***4.1. Build a communication platform to deepen educational understanding***

#### ***4.1.1. Strengthen communication through class-based channels***

Classroom teaching plays the role of the main channel in the ideological and political education of college students.<sup>[1]</sup> In order to better promote the peer-to-peer and coordinated development of college counselors and ideological and political teachers, colleges and universities should encourage and support counselors to actively participate in ideological and political classroom teaching activities, and establish and improve classroom feedback and information communication mechanisms. Only in this way can college counselors have a timely and accurate grasp of students' classroom performance and ideological dynamics. At the same time, college counselors are encouraged to share the typical student ideological and political education management cases accumulated in their work practice with ideological and political teachers, so as to supplement the ideological and political classroom teaching materials. The school can also regularly organize counselors and teachers to carry out exchanges and seminars, so that they can have extensive discussions on the problems they have encountered in the ideological and political education work, the accumulated materials, and the methods of exploration.

#### ***4.1.2. Optimize practical teaching and strengthen cooperation***

For a long time, the teaching of ideological and political courses in colleges and universities has been more inclined to the theoretical level. Students' theoretical learning cannot be combined with practice, and it is difficult to achieve the improvement of thinking level, which in turn affects their behaviors. At present, the ideological and political education work in colleges and universities emphasizes the combination of theory and practice, especially to optimize practical teaching, so the joint participation and scientific guidance of ideological and political course teachers and counselors in practical teaching should be strengthened. It is also necessary to establish a teaching mechanism that combines the practical teaching of ideological and political classrooms with students' social practice activities. At the same time, a research center for college students' ideological and political education practice was established, requiring counselors and teachers of ideological and political courses to participate in related work, including the theme design and process guidance of college students' ideological and political education practice activities. Only in this way can the campus

classroom and the social classroom be combined, and the ideological and political education of students can truly be moved from theory to practice, and from school to society.

#### *4.1.3. Use the second classroom to achieve educational extension*

The ideological and political education work of college students is far from enough to rely on classroom teaching. It should also cooperate with the second classroom to realize the unification of implicit education and explicit education. Teachers of ideological and political courses should earnestly grasp the development needs and ideological dynamics of students, and improve teachers' teaching methods, so that ideological and political education can move from the classroom to the extracurricular life, showing affinity and enhancing its attractiveness to college students.

#### *4.1.4. Use information media to promote the combination of online and offline*

With the arrival of the information age, the Internet plays a more significant role as a medium. College counselors and teachers of ideological and political courses should adapt to the development trend of the times, keep up with the trend of the times, strengthen the application of modern information tools, and establish the thinking of "Internet +". It is also necessary to use all kinds of new media and "we media" to strengthen the guidance of college students' core values and ideological education, so as to organically combine online education with offline education. At the same time, ideological and political teachers and counselors can also strengthen communication and contact through the use of modern social tools, and form an online information communication and feedback mechanism, so as to effectively improve the work efficiency and quality of their work.

### ***4.2. Strengthen system construction and improve system guarantee***

The construction of the cooperative education mechanism between college counselors and ideological and political teachers depends on institutional guarantee. It is necessary for colleges and universities to strengthen the system construction, and ensure the smooth formation of the collaborative education mechanism and the consolidation and continuation of the results through the coordination and linkage of relevant functional management departments.<sup>[2]</sup>

#### *4.2.1. Establish a coordination system and strengthen top-level design*

Colleges and universities must strengthen top-level design and strive to build a management and work system of "Three-aspects Education". For the collaborative education of college counselors and ideological and political teachers, a special leading group can be established, and an office can be set up to be responsible for the communication and coordination between the two teams, so as to promote the coordination and communication between the management departments and department leaders of the two teams. At the same time, various activities of study, exchange and training for counselors and ideological and political teachers are regularly carried out to promote the two teams to strengthen the study of policies, guidelines and documents related to party and state ideological and political education. In this way, the diagnosis of progress and effect of ideological and political education for college students can be strengthened, and a long-term working mechanism of cooperative education between college counselors and ideological and political teachers can be constructed.

#### *4.2.2. Improve the assessment system and enhance the sense of responsibility*

In order to encourage college counselors to actively participate in the ideological and political classroom teaching activities in colleges and universities, schools should establish and improve the system of counselors' attendance and evaluation, and reform the evaluation method of ideological and political course teaching. In view of the assessment and evaluation of college counselors, their daily participation in ideological and political courses is included, including instructors' evaluation of teachers' classroom teaching, evaluation of students' ideological and political theory course learning, and guidance of practical activities of ideological and political theory course. For the evaluation and evaluation of ideological and political course teachers in colleges and universities, we should combine the evaluation of college counselors and head teachers, and the evaluation of ideological and political course teachers' participation in the second class and social practice activities, so as to change the traditional evaluation and evaluation method that only focuses on teachers' scientific research achievements. For the assessment of the results of collaborative education between college counselors and ideological and political course teachers, comprehensive evaluation should be carried out based on the evaluation of ideological and political course teachers, college counselors, school leaders, outside experts and students.<sup>[3]</sup> It is necessary to strengthen the educational awareness and responsibility consciousness of each educational subject to ensure that the cooperative education labor work is really implemented.

#### **4.2.3. Improve the incentive system to stimulate work vitality**

In order to stimulate the enthusiasm of college counselors and ideological and political teachers to participate in the work of collaborative education and inject more vitality into the work of ideological and political education, colleges and universities should improve the incentive mechanism for the promotion of collaborative education and fully mobilize their initiative, enthusiasm and creativity. The measures that schools can take include increasing financial input, adjusting the post treatment of ideological and political teachers and counselors based on the actual situation of schools. At the same time, it is necessary to strengthen the publicity of excellent models in the ranks of teachers and counselors and strengthen the training of talents.

#### **4.3. Strengthen team building and improve overall quality**

The construction of a collaborative education mechanism for college counselors and ideological and political teachers is inseparable from the construction of a sound communication mechanism and management mechanism. At the same time, it also requires the professional construction of the teaching team, which provides corresponding support for the promotion of specific work in terms of talent training.

First of all, colleges and universities should vigorously advocate and support their counselors to serve as class teachers or ideological and political course teachers in accordance with the requirements of policies and guidelines issued by the state, encourage ideological and political course teachers to serve as counselors, and strengthen the internal integration of the two teams<sup>[4]</sup>, so that school counselors and ideological and political teachers have more opportunities to exercise, develop and improve, and effectively improve the overall quality of the entire workforce. Secondly, when recruiting counselors or teachers of ideological and political courses, colleges and universities should raise the entry threshold, strictly control various standards, grasp the quality of talents from the source, and realize the optimization of the structure of teachers and counselors.<sup>[5]</sup> In the work practice of college counselors and ideological and political teachers, the dynamic management of the two teams should be strengthened to achieve full supervision and scientific guidance. In view of the professional learning and growth of college counselors and ideological and political course teachers, it provides them with learning and training opportunities, and establishes a career planning and training system that meets the actual needs of counselors and teachers.

## **5. CONCLUSION**

To sum up, the establishment of the cooperative education mechanism between college counselors and ideological and political teachers is the basis and guarantee for the comprehensive implementation of the concept of "Three-aspects Education" and the construction of the overall pattern of ideological and political education. It is also the breakthrough point for the reform and innovation of ideological and political education for college students. Colleges and universities must always take moral education as the starting point and end point, and are deeply aware of the necessity and importance of strengthening the construction of a collaborative education mechanism for counselors and ideological and political teachers. By building a communication mechanism, improving the management mechanism, and strengthening team building, it provides all aspects of support and guarantee for the communication, collaboration and mutual assistance between the counselor team and the ideological and political teachers team, and encourages college counselors and ideological and political teachers to walk in the same direction. It can also improve the effectiveness of the ideological and political education of college students, so that students can truly grow into outstanding talents recognized and needed by the current society and the state through school education, highlighting the level of education in colleges and universities, and helping the sustainable development of colleges and universities.

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