

# *Exploration of the Collaborative Educational Path between College Counselors and Professional Course Teachers within the Context of Course Ideology and Politics*

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**Abstract:** Universities play a crucial role in talent cultivation and fostering students' growth and success, being regarded as vital grounds for nurturing talents and personal development. Under the backdrop of "Course Ideology and Politics," universities have gradually formed a pattern of ideological and political education involving the entire faculty. Both counsellors and subject teachers, as frontline educators in closest contact with students, hold significant significance in jointly participating in student development. After analyzing the significance of counsellors and subject teachers jointly engaging in student cultivation and examining the current issues prevalent in universities, it is imperative to establish an integrated pattern, achieve ideological consensus, and create a collaborative mode rooted in the core concept of fostering virtue and cultivating talents. Embracing the holistic approach to talent cultivation demands greater efforts and practical implementations to realize the goal of nurturing a new generation of talents in line with the demands of the times.

## 1. Introduction

As crucial institutions for talent cultivation and fostering student growth in our country, universities hold a significant position in nurturing talent. Concentrating and integrating all educational resources to achieve comprehensive participation in student development by the entire faculty is a critical issue that universities face and need to address. Against the backdrop of "Course Ideology and Politics," establishing a comprehensive system where university counselors and subject teachers jointly participate in student cultivation stands as an effective approach and essential foundation for conducting ideological and political education for college students, achieving comprehensive and all-encompassing talent development.

## **2. The Significance of Collaborative Education between University Counselors and Subject Teachers**

### **2.1 Complementary Advantages**

Leveraging individual expertise to jointly foster student growth, university counselors, and subject teachers dedicate themselves silently at the forefront of education, engaging in direct communication and interaction with students, fostering incredibly close relationships with them. Counselors consistently undertake the crucial task of conducting ideological and political education. According to the nine major responsibilities bestowed by the state, their work not only involves managing students' studies and lives but also extends to addressing various student concerns, thus establishing profound friendships with students. Subject teachers, on the other hand, dedicate themselves to imparting specialized knowledge and serve as a pivotal force in enhancing students' professional skills, playing a crucial role in their career development. The collaboration between counselors and subject teachers forms a mutually complementary advantage. Specifically, counselors can focus on providing learning services, guiding students in planning their academic and career paths during their initial enrollment, establishing learning objectives, and igniting learning motivation. Subject teachers, meanwhile, can assist students in better comprehending theoretical knowledge, mastering professional skills, and enhancing their expertise, thereby providing support for future career planning. The collaboration between these two parties can prompt students to develop harmoniously in terms of morality and intelligence, facilitating comprehensive progress<sup>[1]</sup>.

### **2.2 Resource Integration**

Drawing upon their respective professional strengths, counselors and subject teachers can collaborate in interdisciplinary teaching approaches. Among university staff, counselors have the closest contact and most frequent ideological exchanges with students, while subject teachers profoundly influence students' specialized learning. Both parties significantly impact students' learning situations. Typically, aside from their teaching responsibilities, subject teachers may have certain inadequacies in preparing teaching resources related to ideological and political education. Conversely, counselors possess more expertise in ideological and political education but might have limitations in integrating into classroom teaching. Hence, enabling counselors to assist subject teachers in conducting ideological and political education within specialized courses can enhance the efficiency of subject teachers in preparing resources for ideological and political education while compensating for counselors' deficiencies in specialized knowledge. Furthermore, due to the counselors' closer nature to students, they can easily track students' academic progress, supervise daily learning activities, and enhance the efficiency of student teaching management. In terms of interdisciplinary integration, counselors can collaborate with various subject teachers to collectively cultivate students' ideological and moral qualities across different courses, gradually guiding students to establish correct values within their specialized knowledge learning.

### **2.3 Holistic Development**

Enhancing the practical outcomes of education and cultivating a new generation of talents that meet the demands of the times is our mission. Under the guidance of Course Ideology and Politics, specialized education no longer focuses solely on imparting knowledge and skills but integrates ideals, beliefs, and values into the process of knowledge dissemination, demanding students' comprehensive development alongside knowledge and skills. This implies that while promoting

educational diversity, effectiveness in cultivating students' moral, intellectual, physical, aesthetic, and practical aspects should be enhanced. Counselors closely monitor students' learning situations, psychological health, and living conditions in teaching, gaining profound insights into students' individual characteristics and encountered difficulties, aiding subject teachers in teaching according to students' aptitudes. Within the context of collaborative cultivation, counselors and subject teachers will establish closer connections, contributing to the enhancement of counselors' professional qualities while also facilitating the accumulation of teaching and management experience. The integrated development between counselors and subject teachers will achieve the unity of theory and practice, combining experience and science, thereby significantly promoting student work and classroom teaching to facilitate students' comprehensive development<sup>[2]</sup>.

### **3. Basic Principles for Strengthening the Collaborative Work of University Counselors and Subject Teachers in the Context of Course Ideology and Politics**

#### **3.1 Upholding Ideological and Value Guidance**

The core objective of Course Ideology and Politics lies in fostering morality and nurturing individuals, integrating knowledge impartation with moral education, comprehensively promoting students' overall development. Strengthening socialist ethical education has been a proud tradition in China's higher education. Since the 18th National Congress of the Communist Party of China, higher education in our country has explicitly emphasized the vital mission of fostering virtue and character. In various significant events, university students have demonstrated satisfactory performances, solidifying unwavering confidence in the Party. However, with the evolving times and increasingly competitive ideological domains, higher education institutions face new situations and challenges in adhering to the mission of fostering virtue and character. Particularly, with the rapid development of internet technology, ideological and political education for university students encounters severe tests from internal and external environments. Within the context of deepening globalization, ideological infiltration exhibits trends of ambiguity, inducement, and extremism, significantly affecting students' ideological stability. Hence, in this environment, occupying the ideological high ground of students comprehensively and assisting them in establishing correct value concepts becomes particularly urgent. It's imperative to adeptly utilize Marxist ideology to enrich students' worldviews, life outlooks, and value systems, guiding students firmly in the belief of Marxism through flexible, diverse, and appealing approaches. Students actively accept knowledge, and through the construction of Course Ideology and Politics, knowledge can encompass more ideological values, effectively instilling students' ideological concepts through subtle and implicit learning, thereby genuinely realizing the inherent value of Course Ideology and Politics.

#### **3.2 Upholding the Basic Laws of Ideological and Political Education**

The core of collaborative cultivation lies in the foundation of diverse educational subjects, achieving consistency in educational objectives. Collaborative cultivation must continue chronologically and intertwine three-dimensionally in space, ensuring that ideological and political education consistently influences students' growth and success. From the concept of "comprehensive participation in nurturing by all, throughout the entire process, and in all respects" to the "ten major" nurturing system and the construction of the educational system for "comprehensive cultivation of morality, intelligence, physicality, aesthetics, and labor," all these measures to enhance the quality of ideological and political education for new era university students are promoted on the basis of adhering to the concept of collaborative cultivation. The

Central Committee of the Communist Party of China has explicitly stated that ideological and political work is an important means of governance for the Party and the country, elevating the construction of the ideological and political work system in schools to a national strategy and endowing it with a new mission in the new era. University counselors and subject teachers shoulder the crucial responsibility of connecting, caring for, and serving students in their respective positions, maintaining the closest contact with students. The key to ideological and political education for university students in the new era is the organic integration of ideological guidance, specialized knowledge impartation, and practical skill enhancement. The construction of Course Ideology and Politics becomes a crucial convergence point for university counselors and subject teachers in collaboratively advancing the nurturing and talent development process. Their cooperation will play a significant role in enhancing the level of ideological and political education for university students and the construction level of Course Ideology and Politics<sup>[3]</sup>.

### **3.3 Upholding Cross-disciplinary Integration**

The quality of high-level talent cultivation necessitates not only high-level curriculum system construction but also a high-caliber teaching faculty. Only with a high-caliber teaching faculty can high-quality talents be nurtured.

Firstly, university counselors and subject teachers collectively pursue the mission of fostering virtue and talent, dedicated to enhancing the quality of talent cultivation. Counselors excel in advancing the quality of talent cultivation from an ideological education perspective, while subject teachers specialize in improving talent cultivation from a knowledge transmission perspective. The crucial concept of Course Ideology and Politics lies in organically combining both, exerting collaborative effects, and achieving deep integration both inside and outside the classroom, online and offline. Within the framework of Course Ideology and Politics, counselors excel in accurately grasping students' ideological conditions, providing reasonable suggestions for Course Ideology and Politics construction, classroom teaching operations, and understanding student psychology. Each counselor can integrate ideological and political elements from multiple courses, effectively promoting overall ideological education's advancement and infiltration.

Secondly, the mode of nurturing between counselors and subject teachers embodies complementarity. The work of counselors is often explicit, guiding ideological values through thematic education, while the ideological and political work of subject teachers is often implicit, subtly guiding ideological values within subject teaching. By establishing a sound institutional mechanism, integrating counselors' explicit education with subject teachers' implicit education, one can more accurately grasp students' ideological dynamics, actual needs, and future plans. This allows the attractiveness of knowledge to organically combine with the influence of ideological and political education, comprehensively enhancing the quality of talent cultivation.

## **4. Strategies and Suggestions for Strengthening the Collaborative Work of University Counselors and Subject Teachers in the Context of Course Ideology and Politics**

### **4.1 Establishing the Concept of Collaborative Education**

At present, rooting the concept of collaborative education in the hearts of each teacher and counselor requires continuous and long-term efforts. Particularly among some subject teachers, entrenched ways of thinking may hinder a profound understanding and implementation of ideological and political work and education for university students.

Therefore, universities need to actively establish the concept of collaborative education as a vital link connecting ideological and political work with educational and teaching work,

comprehensively creating a new pattern of fostering virtue and talent in universities. Firstly, organizational leadership needs reinforcement. University Party committees should comprehensively coordinate and promote the implementation of the collaborative education concept. Through policy guidance, organizational implementation, training, exchanges, and reward mechanisms, they should strengthen the nurturing responsibilities and objectives of teachers and counselors. Simultaneously, universities should break the traditional "teaching," "research," and "student" model from the perspective of fostering virtue and talent, initiating reforms and innovations in institutional mechanisms, connotation enhancement, team construction, and evaluation mechanisms. This aims to create a conducive environment for the collaborative education participation of personnel at all levels. Colleges should be a focal point in this process, facilitating the integration of counselors into professional research offices and establishing modes where subject teachers participate in student work. Moreover, colleges should include counselor participation in Course Ideology and Politics construction, talent cultivation planning, and teaching management as important evaluation indicators for counselors.

Secondly, there's a need to enhance public opinion guidance. Universities should deeply promote the significance of the collaborative education concept through propaganda, policy training, specialized meetings, and exchange discussions. In this process, emphasis should be placed on establishing exemplary models, publicizing successful cases, and advanced teams in collaborative education. Through various training, conferences, and platforms for publicity, the achievements of collaborative education should be comprehensively showcased.

Lastly, there's a need for connotation construction enhancement. Universities should integrate the concept of collaborative education into teacher and counselor team construction, educational and teaching reforms, ideological and political education innovation, talent cultivation system construction, internship and social practice organization, curriculum teaching management, and teacher ethics and demeanor construction. This ensures the concept pervades the entire educational and teaching process and is integrated throughout the entire process of university Party building and ideological and political work<sup>[4]</sup>.

## **4.2 Establishing a Collaborative Education Platform**

The construction of a collaborative education platform aims to integrate resources, tasks, and teams to form a community for nurturing. Currently, both counselors and subject teachers possess unique advantages. Subject teachers are involved in teaching and research teams, playing a crucial role in enhancing teaching effectiveness and scientific research. Simultaneously, counselors participate in various studios and associations, exploring more professional and vocational paths. To promote innovation in Course Ideology and Politics, universities need to innovate communication mechanisms for various platforms, fully utilizing the advantages of the internet. This ensures that platforms at all levels become crucial support and growth points for the development of Course Ideology and Politics.

Firstly, there's a need to enhance teaching teams. In building teaching teams, consideration should be given to counselors' advantages, encouraging them to join based on their professional backgrounds. Integrating counselors into teaching teams not only allows better understanding of students' ideological dynamics, psychological states, and career expectations but also brings them closer to student needs, making a unique contribution to curriculum planning and the exploration of ideological elements within Course Ideology and Politics.

Secondly, there's a need to enhance innovative practice teams. Currently, university students are highly interested in innovation and entrepreneurship, embodying characteristics of the new era. Counselors can effectively leverage their abundant energy in organizing and managing innovative

practice teams. These teams are often based on professional backgrounds, and the guidance from subject teachers is crucial. Integrating university counselors and subject teachers into the same innovative practice teams can not only better conduct innovative activities but also effectively enhance the team's capacity for ideological guidance.

Finally, there's a need to enhance the construction of career academic planning teams. In the current construction of career academic planning teams in universities, counselors constitute the core, while class advisors play an important supplementary role. However, the existing teams may not fully meet the needs of university students, and a shortage of personnel directly affects accurate guidance for students. Systematically integrating subject teachers into career academic planning teams at different levels and considering them as an essential aspect of Course Ideology and Politics construction holds significant practical significance. Subject teachers possess comprehensive subject structures, offering more targeted and effective guidance for students in their respective fields.

### **4.3 Enhancing Collaborative Education Capability**

In the context of Course Ideology and Politics, the joint participation of university counselors and subject teachers in collaborative education requires an enhancement of their collaborative education capability, which is currently the primary bottleneck in implementing collaborative education. Firstly, there's a need to enhance counselors' collaborative education capability. Presently, counselors generally have limited working hours and experience, focusing mainly on student affairs management, ideological education, and handling emergency situations, resulting in insufficient collaborative education capability. Simultaneously, the neglect of updating their own professional knowledge leads to a lack of competency in professional cultivation among counselors. Therefore, apart from traditional training in counselor professional ethics, there's a need to strengthen training in enhancing their professional subject backgrounds. It's essential to systematically include counselors in subject teacher training to maintain the vibrancy of their professional expertise<sup>[5]</sup>.

Secondly, there's a need to enhance subject teachers' collaborative education capability, focusing on improving their ability in ideological and political work. Presently, many subject teachers are more concerned about their specific subjects, neglecting their role as educators. They might be unwilling or lack proficiency in dealing with issues related to student ideological education, which is incongruent with the background of Course Ideology and Politics. Hence, enhancing subject teachers' capability in ideological and political work is of immediate importance. Universities need to provide stronger policy guidance, assign more ideological and political education tasks to subject teachers, and nurture their collaborative education concepts and ideological work capabilities. Furthermore, implementing a comprehensive mentorship system for undergraduates is pivotal. Encouraging universities to adopt this system and providing policy and financial support, even exploring the implementation of a mentorship system from enrollment, can strengthen ideological and political education and improve collaborative education outcomes.

Although a comprehensive mentorship system for undergraduates may increase the burden on subject teachers, it's an essential manifestation of their responsibilities. This system can effectively promote the joint efforts in ideological and political education, allowing counselors more time for research and practice in ideological and political work while involving subject teachers in the entire process of student growth. This system can invigorate the vigor of ideological and political work in universities and enhance the efficacy of collaborative education.

## **5. Conclusion**

In higher education's ideological and political work, under the backdrop of Course Ideology and

Politics, the collaborative education between counselors and subject teachers has become a crucial component. With a deeper understanding of the laws of education and the new challenges facing ideological and political education in the new era, advancing the collaboration between counselors and subject teachers has become an urgent issue. This article thoroughly analyzes the current status of their collaborative education, discusses the fundamental principles of collaborative advancement, and proposes strategies to strengthen this work. Due to the complexity and long-term nature of Course Ideology and Politics construction, counselors and subject teachers gradually comprehend collaborative education. Different universities have varying depths and breadths in advancing collaborative education under Course Ideology and Politics. Hence, collaborative education should focus on commonalities while being flexible, innovative, and adaptive to specific situations, catering to the evolving needs of the times.

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