

Research on the Establishment of Vocational Ability-Oriented Training System for College Counselors in Vocational Colleges

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Abstract: This article focuses on the training system for college counselors in vocational colleges, aiming to investigate its current status, design training content based on vocational ability orientation, feedback mechanisms, and future development directions. During the research process, suggestions were made regarding personalized customized training content, innovative and diverse training methods, scientific evaluation feedback mechanisms, and interdisciplinary comprehensive training content. Through in-depth research, theoretical guidance and practical suggestions are provided for the future training of college counselors in vocational colleges.

Keywords: Vocational ability orientation; Vocational colleges; Counselor training

Introduction

Training for counselors in vocational colleges is crucial. However, the current training system faces numerous challenges, such as mismatched training content with actual job demands, limited training methods, and inadequate feedback mechanisms. This study aims to construct a vocational ability-oriented training system for counselors. This system will focus on the core vocational abilities required for counselor positions, design corresponding training content, and integrate diverse training methods and tools. Additionally, an effective post-training feedback mechanism will be established to continuously improve training effectiveness.

1. Current Status of Counselor Training in Vocational Colleges

The current status of counselor training in vocational colleges reflects a series of challenges and opportunities. Firstly, there is a mismatch between the content of the training and the demands. Many training courses are overly theoretical, lacking practicality and vocational orientation, thus failing to meet the actual job requirements. Secondly, the training methods are relatively monotonous, primarily consisting of lectures and seminars, lacking specificity and diversity. This leads to poor training outcomes, making it difficult to truly enhance the professional abilities and qualities of counselors.^[1]

Moreover, the feedback mechanism during the training process is inadequate, lacking effective assessment and feedback mechanisms, making it difficult to promptly identify and rectify issues. Additionally, some vocational colleges have limited resources for counselor training, unable to meet the growing demand for training, leading to insufficient coverage of training. However, with the development and reform of vocational education, the roles and responsibilities of counselors are continuously expanding and deepening, highlighting the increasing demand for training.^[2] Therefore, constructing a counselor training system that is practical, diverse, and effective becomes an urgent issue to address. In future research, it is necessary to further explore the theory and practice of counselor training, seek innovative training models and methods, and improve the specificity and effectiveness of training.

2. Vocational Ability-Oriented Training System for Counselors in Vocational Colleges

2.1 Design of Vocational Ability-Oriented Training Content

In the vocational ability-oriented training system for counselors in vocational colleges, the design of training content is crucial. Firstly, the integration of theoretical knowledge and practical skills is one of the core principles of training content design. Counselors need to possess rich theoretical knowledge, including foundations in psychology, education, sociology, and other fields, to effectively guide and assist students. However, theoretical knowledge alone often cannot address the complexities of real-world situations in the workplace. Therefore, training content should also emphasize the cultivation of practical skills, such as communication skills, problem-solving abilities, crisis intervention, etc., to help counselors better cope with practical work challenges.

Secondly, the specificity and practicality of training content are also key considerations. Different types of counselors face different tasks and responsibilities in their work, so training content should be customized according to their specific job requirements. For example, career counselors may require more industry knowledge and skills, while counseling psychologists may need a deeper understanding of diagnostic and intervention methods for mental health issues. Therefore, training courses should be designed with relevant professional knowledge and skill training content according to the specific job requirements of counselors, to ensure the specificity and practicality of the training.^[3]

Furthermore, training content should be combined with real work scenarios, using forms such as case studies and role-playing, to help counselors translate theoretical knowledge into practical operational skills. Such training methods can enable counselors to better understand and apply what they have learned, continually improving their work abilities in practice. For example, by discussing and analyzing simulated real student cases, counselors can better grasp the skills and methods to solve practical problems, thus enhancing work efficiency and quality.

2.2 Feedback Mechanism after Training

In the context of vocational competency-oriented training for vocational college counselors, the feedback mechanism after training plays a crucial role. The design of this mechanism aims to facilitate continuous improvement in training effectiveness and enhance the professional capabilities of counselors. Firstly, the feedback mechanism should be timely. After the training, it is essential to promptly collect feedback and suggestions from counselors to promptly understand the training effectiveness and identify any issues. Secondly, the feedback mechanism should be comprehensive. It should not only focus on feedback regarding training content and methods but also consider the application and effects of counseling practices in actual work situations. Thus, various forms of feedback collection, such as questionnaire surveys, individual interviews, and group discussions, should be utilized to ensure the comprehensiveness and accuracy of feedback information.

Additionally, the feedback mechanism should be targeted and actionable. Analyzing and organizing the collected feedback information is necessary to identify issues and directions for improvement. Subsequently, tailored improvement measures should be formulated and timely communicated to counselors for practical application. Furthermore, the feedback mechanism should be cyclical. Even after the training concludes, a long-term feedback mechanism should be established to periodically collect and analyze counselors' feedback on their work. This ensures the continuous improvement of training content and methods to maintain training effectiveness and practicality.

Moreover, the feedback mechanism should be sustainable. As vocational education evolves and counselors' job tasks and requirements change, the feedback mechanism needs continuous adjustment and improvement to adapt to different stages of demand. Therefore, a long-term and stable feedback mechanism system should be established to ensure the sustainability and effectiveness of feedback information.

In summary, in the vocational competency-oriented training system for vocational college counselors, the feedback mechanism after training is not merely a process of collecting opinions and suggestions but also a systematic and continuous effort that considers various factors. Timeliness, comprehensiveness, targeting, actionability, cyclicity, and sustainability are essential aspects of an effective feedback mechanism, ensuring continuous improvement in training effectiveness and the enhancement of counselors' professional capabilities.

3. Future Directions and Recommendations for the Training System of Counselors in Vocational Colleges

As vocational education in vocational colleges continues to evolve, the demands of counselors' work are also constantly changing. Therefore, training content should be finely tailored according to the needs of different types and positions of counselors to ensure the specificity and effectiveness of training. Future development directions should also emphasize innovation and diversification of training methods. Traditional training methods often fail to stimulate counselors' interest in learning and initiative. Therefore, it is worth exploring modern training methods and tools, such as online learning platforms, virtual simulation technology, etc., to enhance the fun and interactivity of training, and ignite counselors' enthusiasm for learning.

Assessment and feedback after training are critical for continuously improving training effectiveness. Thus, it is necessary to establish a scientific and comprehensive assessment and feedback mechanism to promptly understand the training effectiveness and identify issues. Subsequently, adjustments and improvements should be made to training content and methods in a timely manner to ensure the effectiveness and practicality of training.

Furthermore, future development directions should also emphasize interdisciplinary and comprehensive training content. Counselors' work involves multiple disciplinary areas and professional skills. Therefore, training content should be interdisciplinary and comprehensive, helping counselors comprehensively improve their professional abilities and qualities to better adapt to the constantly changing work environment and requirements.^[4]

4. Conclusion

This study thoroughly analyzed the current status of counselor training systems in vocational colleges and proposed vocational ability-oriented training content design, post-training feedback mechanisms, and future development directions. The importance of personalized customized training content was highlighted to meet the diverse needs of counselors in different positions. Additionally, emphasis was placed on the innovation and diversification of training methods to stimulate counselors' interest in learning and initiative. Furthermore, the establishment of scientific assessment and feedback mechanisms, as well as interdisciplinary comprehensive training content, was encouraged to enhance counselors' overall qualities and adaptability. This study provides valuable theoretical guidance and practical references for the continuous improvement of counselor training systems in vocational colleges in the future.

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