

Thoughts on Collaborative Education of Ideological and Political Course Teachers and Instructors in Colleges and Universities

Longmu Chen

Xiamen Nanyang Vocational College, Xiamen 361100, Fujian, China.

Abstract: Ideological and political teachers and counselors are the core force for most colleges and universities to carry out ideological and political education for college students. Although the division of labor and focus of the two education teams are not exactly the same, there is a close and inseparable connection between the two education teams. However, judging from the actual education situation of most colleges and universities at present, the communication, exchange and cooperation between the two education teams are not close. Therefore, starting from the actual problems, we put forward corresponding countermeasures and suggestions, exert the greater strength of the two teams, cultivate talents, and promote the in-depth development and wider coverage of college students' ideological and political education.

Keywords: Ideological and Political Teacher; Counselor; Collaborative Education

Under the background of the new era, the growth process of Chinese college students is highly consistent with the historical nodes of the era of realizing the great rejuvenation of the Chinese nation. Therefore, contemporary Chinese college students can be said to be the main force in realizing the Chinese dream. For the ideological and political education of college students, counselors and ideological and political teachers play an irreplaceable important role. Therefore, the two should continue to innovate the way of talent training, improve the level of collaborative education, implement lide to cultivate talents, realize talent training, and transform the advantages of the talent training system into the actual effect of talent training.

1. Problems in the collaborative education of ideological and political teachers and counselors in colleges and universities

1.1 The two teams of educating people have a weak concept of co-education

Many universities have obvious limitations in intellectual education and moral education. The awareness of counselors and their ideological and political teachers in cultivating talents still needs to be further improved. In current colleges and universities, it is generally believed that the ideological and political courses of college students belong to the basic tasks of counselors, while the basic tasks of ideological and political teachers are limited to teaching other related knowledge to college students. This has resulted in the ambiguity of the first person responsible for conducting ideological and political courses for college students. In many cases, most ideological and political teachers are responsible for the

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classroom teaching of multiple majors and multiple grades at the same time. In addition to the large number of students in large classes, the intensity of ideological and political education for students is limited. On the other hand, for counselors, due to the unsound system and unclear division of labor in many colleges and universities, most people generally believe that the daily work of counselors is to deal with everything related to student life. In most cases, the two groups did not jointly carry out relevant ideological, political and cultural education within their respective disciplines and fields of work. The sense of social responsibility for collaborative education still remains to be further enhancement.

1.2 Lack of effective communication between ideological and political teachers and counselors

University ideological and political teachers and counselors are usually managed by different departments of the university. Instructors are generally managed by the Ministry of Education and the colleges to which they belong to manage them, while ideological and political teachers are managed by their colleges. The nature of the work of the two teams for cultivating talents is inconsistent, and the management systems they belong to are also different. The division of labor between the management departments weakened the communication and exchanges between the two. Due to the lack of effective communication, ideological and political teachers and counselors also have certain deviations in their understanding of collaborative education. A considerable number of counselors believe that their theoretical knowledge literacy has certain deficiencies, so they cannot actively participate in the educational practice of ideological and political courses. The lack of communication and exchange has led to the inability to fully utilize the advantages of the two talent training teams and complement each other, and cannot achieve collaborative education, and the two teams cannot achieve the full sharing and effective integration of talent training resources, making it possible to educate people. Resource utilization is reduced.

1.3 Lack of an effective communication platform between the two

Due to the lack of an effective communication platform, counselors and ideological and political teachers have been in a state of not communicating or seldom communicating with each other for a long time, and their ability to share and integrate resources is weak. In the actual ideological and political teaching process of colleges and universities, the relationship between the content of theoretical courses implemented for college students and the practical activities guided by instructors is not close. Although the dual management model provides the necessary guarantees for the management and assessment of related personnel, on an objective level, such management splits the coupling of the two teams and makes the necessary communication between the two. In order to improve the collaborative education effect of ideological and political teachers and counselors, the combination of the two should be changed, the traditional management model should be broken, and the business cooperation platform should be innovated. Relying only on teachers to play their subjective initiative and explore business cooperation, there will be low levels of cooperation, duplication of content, cooperation effectiveness and insufficient motivation, resulting in a lack of normal and efficient cooperation between the two teams.

2. Analysis of countermeasures for collaborative education between teachers and counselors of ideological and political courses in colleges and universities

2.1 Reach a consensus on collaborative education

In the new era of teaching background, counselors and ideological and political teachers face the same educated group and have the same cooperative education goals. Although their work responsibilities are different, their work is complementary and their work methods are cross-cutting. Their educational goal is to complete the fundamental task of establishing morality and fostering people, and to train the country to meet the background of the new era and qualified outstanding builders and successors of the cause of socialist construction with Chinese characteristics. In the long-term teaching development of colleges and universities, as instructors and ideological and political teachers, they must closely and organically integrate the moral and intellectual education of their students for education, establish the concept of cooperative education, and strengthen the cooperation and contact between various departments. Establish a correct ethics and implement it in the students' college life. Counselors and ideological and political teachers should create a healthy and harmonious ideological and political education atmosphere for students in their daily life and various learning links in the classroom, so that students can continuously improve themselves in daily learning and classroom

Ideological and political consciousness.

2.2 Strengthen the mutual construction activities and communication between the two roles

Construct the role and mutual construction content of the two teams. Through the mutual combination of roles, the two teams give full play to their respective characteristics, give full play to their respective advantages in ideological and political education, enhance the affinity and appeal of ideological and political teachers, and develop counselors. The ideological nature of the work, perfect theories, and reflect the effects of coordination and integration. Counselors and ideological and political teachers can fully participate in the implementation of talent training activities by playing different roles, from the source of education development to the evaluation of the effect of talent training activities, and they can fully participate in it, using their respective advantages and abilities to carry out work. The two educating teams should conduct regular exchanges and discussions on specific work experience, help both parties understand recent work trends and work priorities, and actively adopt an integrated learning process from theory teaching to life practice, improve the efficiency of talent training, and help each other fully. Give full play to their respective professional advantages, solve students' practical problems, actively integrate into each other's work scope, form the recognition of the work of both parties, and lay a solid foundation for cooperation.

2.3 Build a collaborative education work platform

Ideological and political teachers usually undertake teaching tasks for multiple grades at the same time. Due to the heavy course tasks, the communication time with students is generally limited to the classroom, and there is relatively little communication after class. There is very little knowledge about the students' ideological status and academic plans. As a core force in the ideological and political education of colleges and universities, the team of counselors plays an important role in the ideological and political education of college students. However, most of the counselors are responsible for the daily management of hundreds of students. Ideological and political teachers cannot teach students in accordance with their aptitude. In view of this, schools can use apps, WeChat groups and other methods to build an information sharing platform for collaborative education, break the daily communication barriers between counselors and ideological and political teachers, and achieve student information resource sharing and communication. Through this method to establish a cooperation platform, you can quickly and effectively find and deal with problems, improve work efficiency, maximize the effectiveness of cooperative education, and enhance the relationship between the two core forces of ideological and political education in the school. Mutual understanding and understanding can effectively promote the communication and interaction between school ideological and political teachers and counselors, realize the resource sharing and win-win cooperation of the two education teams, and promote the in-depth development of ideological and political education of college students.

3. Conclusion

In the practice process of strengthening the joint training of talents between college counselors and ideological and political course teachers, not only the counselors and ideological and political course teachers must actively participate, but also the support and help of functional departments at all levels. It is necessary to formulate plans for multi-party cooperation in cultivating talents, continuously improve and innovate the ways and methods of cooperative training of talents, and explore new ways of co-cultivating talents. Realize the institutionalization and standardization of collaborative education, so that the core forces of the two ideological and political education work complement each other in theory and practice, so that instructors and ideological and political teachers can carry out their work in a stable and efficient manner, and better promote the development of college students growing up.

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