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Research on the Cooperative Education Mechanism Between College Counselors and Ideological and Political Course Teachers from the Perspective of “Ideological and Political Theory Courses on a Grand Scale”

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Abstract: Under the background of the new era, the cooperative education mechanism between college counselors and Ideological and Political teachers under the perspective of “Ideological and Political Theory Courses on a Grand Scale” (IAPTCOAGS) is particularly critical. In view of the current problems of inadequate concept integration and unreasonable resource allocation in collaborative education, the paper focuses on system design, team construction and platform construction to lay a solid foundation for collaborative education, improve the ability level of collaborative education, and promote the in-depth development of collaborative education and other specific strategies and paths.

Keywords: IAPTCOAGS; A counselor; Collaborative education

1. The significance of co-education between counselors and ideological and political teachers from the perspective of IAPTCOAGS

1.1 Promotes institutional reform of the education system

At present, education emphasizes the cultivation of all-round social talents. Counselors strengthen ideological and political cognition with practice guidance, ideological and political teachers build a solid ideological foundation with theoretical teaching, and jointly provide all-round support for students' growth.

1.2 Promote innovative development of IAPTCOAGS

Under the background of the new era, students' ideas and behaviors are increasingly diversified, and the traditional ideological and political education model is difficult to meet their individual needs. The cooperation between counselors and ideological and political teachers can give full play to their respective advantages and innovate educational methods and means, so as to enhance the attractiveness and appeal of ideological and political education and improve the pertinence and effectiveness of education. In the face of the characteristics of students in the new era, the two can jointly explore adaptive educational methods, such as using new media technology to carry out online and interactive teaching, designing teaching content and cases with the characteristics of The Times, and carrying out practical teaching activities. Course ideology and politics is a key part of IAPTCOAGS, which emphasizes the integration of ideological and political education into professional courses to improve the content and effectiveness of the course ideology and politics. Counselors and ideological and political teachers cooperate to educate people and help the implementation of ideological and political courses. This collaborative way enhances the effectiveness of ideological and political education in the course, promotes the ideological and political education throughout the education and teaching and the innovative development of IAPTCOAGS, which not only explores new educational laws and models, but also better ADAPTS to the characteristics of students in the new era, providing strong support for cultivating high-quality talents with all-round development.

2. The connotation requirements of constructing the cooperative education mechanism between counselors and ideological and political teachers

2.1 Collaborative education mechanism is the new demand of The Times

In the new era, it is urgent to strengthen the role of IAPTCOAGS to cultivate high-quality talents with all-round development. With the proposal of the IAPTCOAGS concept and the in-depth implementation of the construction program, the instructor and the ideological and political teacher, as the two main bodies of ideological and political education, need to achieve deep integration in theory and jointly improve the

ideological and political literacy and education and teaching ability, and the Collaborative education mechanism of the two has been endowed with new connotations and requirements. IAPTCOAGS emphasizes the unity of knowledge and action, requiring counselors and ideological and political teachers to combine theory with practice and strengthen students' practical teaching. Counselors should organize students' social practice activities, such as social research, volunteer service, etc., and guide students to apply what they have learned into practice, so as to hone their character and increase their ability^[1]. Together, the two guide students to establish a correct world outlook, outlook on life, values, and cultivate students' sense of social responsibility and innovative spirit.

2.2 The establishment of Collaborative education mechanism is the inherent requirement of running a university

The establishment of Collaborative education mechanism between college counselors and ideological and political teachers is the inherent requirement of running a good university. Marxism believes that social existence determines social consciousness, and people's ideas are formed and developed in social practice. IAPTCOAGS emphasizes the combination of classroom and society, so that students can understand truth and firm faith in practice. The construction of Collaborative education mechanism between counselors and ideological and political teachers conforms to the basic theory of Marxism. The construction of the collaborative education mechanism of the two must adhere to the guiding position of Marxism and implement the fundamental task of cultivating people, which is the internal requirement of organically combining theoretical teaching and practical guidance, and should be jointly committed to improving the ideological and political literacy of students, and implementing the "for whom to cultivate people, who to cultivate and how to cultivate people" in place, which is the key to running a good university.

3. Current situation and challenge of Collaborative education between counselors and ideological and political teachers

3.1 Current situation and progress of Collaborative education

Under the guidance of the IAPTCOAGS concept, the collaborative education mechanism between counselors and ideological and political teachers is gradually deepening and improving, aiming at cultivating well-rounded and high-quality talents^[2]. Colleges and universities generally recognize the importance of Collaborative education between counselors and ideological and political teachers, and begin to explore the deep integration of the two in the process of education and teaching. Counselors play an indispensable role in students' daily management and ideological and political education, while ideological and political teachers play an important role in theoretical teaching and value guidance^[3]. Some colleges and universities begin to incorporate the goal of collaborative education in teaching management and student work departments, and try to establish relevant systems and mechanisms. Counselors and ideological and political teachers began to cooperate in teaching practice and jointly carry out ideological and political education. By jointly making educational plans, organizing activities, and participating in social practices, the two complement each other in the first and second classrooms. Some universities have also strengthened the cooperation between the two teams in theory and practice through the establishment of teaching and research projects and the construction of curriculum ideological and political teaching case banks.

3.2 Challenges for Collaborative education

The cooperative education between counselors and ideological and political teachers still faces certain challenges in education concept, working mechanism, resource allocation, communication and cooperation, and evaluation system. First, the lack of integration of educational concepts. The incomplete connection between the two educational concepts may lead to the repetition of educational content, the lack of complementarity, and even in some cases, the contradictory educational goals, which is difficult to effectively cooperate. Second, the working mechanism is not sound. The lack of clear Collaborative education planning leads to the lack of systematic, coherent and forward-looking work of the two, and it is difficult to stimulate the enthusiasm and creativity of the two to participate in collaborative education. Third, the allocation of resources is unreasonable. In practice, unreasonable allocation of resources and low utilization efficiency often occur. For example, the limitation of resources such as funds and venues, the insufficient sharing of educational resources, and the conflict between the two in time arrangement are also one of the important factors affecting the rational allocation of resources.

4. The construction strategy and path of Collaborative education mechanism between college counselors and ideological and political teachers

4.1 Improve the mechanism

Colleges and universities should formulate clear policies and systems to clearly define the duties and requirements of counselors and ideological and political teachers in Collaborative education. Colleges and universities should build a collaborative working mechanism, the relevant departments in charge of counselors and ideological and political teachers should establish a joint meeting system, establish an

information sharing platform, realize the sharing of teaching resources and student information, and improve work efficiency. We should improve the evaluation and incentive system. Colleges and universities should establish a fair and scientific evaluation system, and incorporate the effectiveness of Collaborative education of counselors and ideological and political teachers into the assessment to ensure the objectivity and accuracy of the evaluation results. At the same time, formulate incentive policies, such as professional title promotion, performance pay, evaluation and evaluation.

4.2 Construction of teaching staff

Colleges and universities should strengthen the professional training of the two teams to improve their theoretical level and practical ability. The training content should include ideological and political education theory, teaching methods, information technology application, etc., to ensure that they can adapt to the needs of the construction of IAPTCOAGS. Colleges and universities should encourage counselors and ideological and political teachers to carry out interdisciplinary exchanges and cooperation, and promote the "double-professional" teacher training model, and encourage counselors and ideological and political teachers to work part-time or cross-serve each other, so as to enhance mutual understanding and collaboration, and jointly improve the overall level of Collaborative education.

4.3 Build a platform

Colleges and universities should integrate academic and teaching resources and build information sharing platforms, such as the database and online forum of Collaborative education, to promote information exchange and resource sharing between counselors and ideological and political teachers. Using modern information technology to build Collaborative education platform is an effective way to realize resource sharing and information exchange. Ideological and political teachers and counselors are encouraged to set up innovative teams with their joint participation, conduct research and practical exploration on key and difficult issues in ideological and political education, and promote the collaboration between the two in theoretical research and practical exploration.

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