

Research on the Collaborative Educational Mechanism Between Counselors and Professional Teachers from the Perspective of Career Education in Universities

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ABSTRACT

As two important educational forces in universities, counselors and professional teachers shoulder unshirkable responsibilities and missions in talent cultivation and career development of college students. In the new era of college career education, counselors and professional teachers are called upon to form a collaborative educational force; however, the two face many practical difficulties in the construction of a collaborative educational mechanism. The construction of a collaborative educational mechanism can be achieved by consolidating and establishing a collaborative concept, establishing and improving institutional design, strengthening the construction of communication and feedback mechanisms, and vigorously enhancing collaborative capabilities.

Keywords: Career education in universities, Counselors, Professional teachers, Collaborative education.

1. INTRODUCTION

Employment is the biggest livelihood. In July 2023, the Political Bureau of the CPC Central Committee held a meeting to comprehensively consider raising stable employment to a strategic level. There is a structural contradiction between supply and demand in the current job market, and there are many problems in college students' views on job selection and employment, such as "slow employment", "postponed employment", "lazy employment", and "no employment". If college students have unclear career plans and weak professional skills, they will unknowingly become unemployed youth, which not only causes significant losses to students and families, but also is a huge waste of national talent resources. This requires universities to strengthen career planning education for college students, guide them to have a scientific and reasonable understanding of themselves, fully understand the occupational environment, and carry out career planning as soon as possible. As two important educational forces in

universities, counselors and professional teachers shoulder unshirkable responsibilities and missions in career development of college students. It's needed to strengthen the collaborative educational mechanism between the two, form a strong force for collaborative education, improve the quality of talent cultivation, and support the national strategy with high-quality talent cultivation services.

2. THE OBJECTIVE NECESSITY OF COLLABORATIVE EDUCATION BETWEEN COUNSELORS AND PROFESSIONAL TEACHERS FROM THE PERSPECTIVE OF CAREER EDUCATION IN UNIVERSITIES IN THE NEW ERA

In the new era, career education in universities not only faces new changes and requirements in the external environment, but also changes in the objective objects of career education. There are new phenomena in the employment of graduates after the 2000s, which require career counselors

and professional teachers to explore new collaborative ways of educating people.

2.1 The Goal of Education in the New Era Requires Counselors and Professional Teachers to Form a Joint Force in Education

The report of the 20th CPC National Congress pointed out that "We should do a good job in providing education that satisfies the people. Education is the major plan of the country and the Party. What people to train, how to train people, and for whom to train people are the fundamental problems of education. The foundation of education lies in moral education. We must fully implement the Party's educational policy, implement the fundamental task of fostering character and civic virtue, and cultivate socialist builders and successors with all-round ability in areas such as morals, intelligence, physical fitness, work and aesthetics." "We need to deeply implement the workforce development strategy. Cultivating a large number of high-quality talents with both ability and political integrity is a long-term development plan for the country and the nation." [1] As early as 2017, the CPC Central Committee and the State Council issued the "Opinions on Strengthening and Improving Ideological and Political Work in Colleges and Universities under the New Situations", proposing to adhere to the principle of all-staff, whole-process and all-round education. The educational goals of fostering character and civic virtue of counselors and professional teachers are consistent. Counselors use the second classroom as a carrier to educate students in the field of ideological and political education in terms of political literacy, moral qualities, career planning, employment guidance, and other aspects. Professional teachers use the first classroom as a platform to educate students in professional knowledge, professional literacy, professional abilities, and other aspects in the professional field. In the new historical context and against the background of new era requirements, professional teachers, as the leaders of the first classroom, not only need to impart professional knowledge and pay attention to subject development, but also need to understand subject applications, market demands, talent cultivation requirements, as well as national talent and strategic development needs. This requires that under the guidance of the concept of Three-aspect Education, professional teachers should participate in the growth and development of students in all

aspects of the whole process and provide strong talent support for the construction of Chinese path to modernization.

2.2 The Changes in the Higher Education Environment in the New Era Require Counselors and Professional Teachers to Form a Joint Force

With the deepening of the new college entrance examination reform, the target audience of higher education has been filled with choices and considerations for majors, employment, and the future from the beginning. As of 2023, a total of 14 provinces have launched new college entrance examination models, and the transformation of enrollment and admission models from "total score matching" to "major-oriented" requires career guidance.[2] Candidates should pay attention to their interests and professional development when applying, which requires universities to fully strengthen professional construction, strengthen advantageous disciplines and majors, optimize characteristic disciplines and majors, and enhance the university's reputation and attractiveness. In addition, the "Adjustment, Optimization and Reform Plan for the Setting of Disciplines and Majors in General Higher Education" (JG[2023] No. 1) issued by the Ministry of Education and other five departments points out that it's necessary to adhere to the principles of serving national development, highlighting advantages and characteristics, and strengthening collaborative linkage, strengthen the linkage between the education system and industry departments, strengthen the collaboration in talent demand prediction, early warning, training, evaluation, and other aspects, and achieve mutual matching and promotion between disciplines and majors, industry chains, innovation chains, and talent chains. [3] It emphasizes that the establishment, adjustment, and optimization of disciplines and majors should be oriented towards the forefront of world science and technology, the main battlefield of the economy, the major needs of the country, and the life and health of the people, and proposes three principles. There is a need to promote a dynamic balance between talent supply and demand. It needs to link the adjustment of disciplines and majors with talent needs, establish a sound scientific and standardized talent demand prediction and warning system, and improve the compatibility between talent cultivation and social needs. [4] It can be seen that professional teachers are required to not only pay attention to students' professional learning and

development, but also to pay attention to the national and social market demand for talent cultivation, from the entrance to the cultivation and export of higher education objects. Therefore, career planning for college students is not only a part of counselor work, but also requires the deep participation of professional teachers to jointly form a collaborative mechanism for modern talent cultivation that is more suitable for the economic and social development of the new era.

2.3 The Changes in College Students in the New Era Require the Formation of a Joint Force Between Counselors and Professional Teachers

The current employment situation for graduates is severe. Graduates born in the 2000s are emerging in the job market, and the personality characteristics of Generation Z are gradually becoming prominent in the job market, showing problems such as "slow employment", "postponed employment", "lazy employment", and "no employment", as well as the mismatch between the abilities and qualities of some graduates and the demand of the employment market. The structural contradiction between talent supply and demand is becoming increasingly apparent. The reason for this is largely due to the weak awareness of career planning, insufficient learning and action abilities, and the lack of a change in employment concepts among college students. This requires universities to further strengthen career planning education, so that college students can make reasonable plans during the four years of university, not only have professional learning, but also improve their comprehensive abilities and personal qualities. At present, there are problems in career planning education in universities, such as insufficient attention from schools, incomplete teaching staff, and disconnection between teaching content and reality, which urgently need to be effectively addressed. Especially, universities generally believe that career education is the responsibility of counselors or employment guidance centers; however, in the new era, the requirements for the professional literacy of college students, and even the long-term planning and development in the future, require professional teachers and counselors to fully leverage their complementary advantages in different work fields, work together in the same direction, and form a collaborative force in education.

3. THE REALISTIC DILEMMAS OF COLLABORATIVE EDUCATION BETWEEN COUNSELORS AND PROFESSIONAL TEACHERS FROM THE PERSPECTIVE OF CAREER EDUCATION

Given that counselors and professional teachers have different emphasis on educating students in the process of school education, as well as different assessment and evaluation mechanisms for the two, there are many practical difficulties in their collaborative career education, which are manifested in the following four aspects:

3.1 Insufficient Attention Leads to Inadequate Cooperation

On the one hand, career education in China is still in its infancy, and different universities attach varying importance to career education for college students. There is a significant gap in the curriculum construction, teaching staff, and resource investment of career education. In the context of cognitive gaps in career education, there is also a significant gap between universities in mobilizing the power of professional teachers and counselors to participate in career education. On the other hand, there are also differences in the understanding of career education between professional teachers and counselors. Professional teachers generally specialize in professional research and curriculum construction, but they believe that their involvement in school career education, student career planning, or employment guidance is not closely related to themselves. However, professional teachers often overlook the lack of motivation for students' professional learning, unclear learning goals, and inability to have a clear career plan, which can greatly harm students' professional learning and growth and development. Although counselors believe that career education is an important organizational part of ideological and political education for college students, due to their own professional limitations, they lack accurate grasp of students' professional cognition, professional literacy, and other aspects, and can't find a good educational coherence point with professional teachers, thus greatly reducing the collaborative educational concept and effectiveness between the two.

3.2 Imperfect System Leads to a Lack of Motivation

Career education is a complex and systematic project that requires students to fully and continuously explore their inner selves while also fully understanding the external professional environment. This is a dynamic, developmental, and uncertain process that requires counselors and professional education to continuously lead students towards depth through course construction, professional internships, themed class meetings, group counseling, career counseling, and other forms. However, in practical work, some universities have not yet formed an effective top-level design for career education, and the relevant supporting systems are not perfect. There is a lack of strong incentive systems for professional teachers and counselors who actively participate in career education, there is a lack of a systematic guarantee for the training and construction of counselors and teachers' career abilities, and there is a lack of effective publicity and guidance system for colleges and majors where counselors and professional teachers collaborate to achieve effective education, leading to a spontaneous and exploratory stage of career education in which the two work together.

3.3 Insufficient Communication Leads to Information Asymmetry

Career planning not only guides students to gain a deeper understanding of themselves, but also leads them to fully understand the external occupational world they face. In the process of understanding the internal and external world of the individual and the workplace, students are encouraged to make career decisions and take proactive and self-driven actions. Although professional teachers are aware of students' professional learning performance in the classroom, they may not be able to timely and effectively obtain relevant information outside of the classroom, and may not be able to effectively obtain information about the job hunting situation, market demand, job requirements, etc. faced by students. This leads to professional teachers not being able to timely grasp effective information and have no way to start students' career planning. At present, there is no effective communication mechanism between counselors and professional teachers, and there is no good interaction between the two in terms of subject development, talent cultivation positioning, employer needs, etc. The

understanding of students fails to be more comprehensive and three-dimensional, which leads to the inability to provide personalized and precise services for students' career planning needs.

3.4 Insufficient Ability Leads to Poor Results

Career planning has strong professionalism and nature of education, and there are certain requirements for the professional qualifications of relevant personnel. Relevant personnel must undergo relevant training and certification before they can take up their positions. Although professional teachers have made significant achievements in their own professional fields, they lack systematic, scientific, and professional learning and training in the field of career planning, and their ability to educate students in career planning is still lacking. Although counselors have received professional training in the field of career planning and undertake corresponding work tasks, they are often unable to achieve a professional and expert level due to the trivial and complex daily work. The insufficient abilities of the two in the education of student career planning have led to the fact that even though counselors and professional teachers have the intention of collaborative education in student career planning, in practical work, they are often unable to do what they hope to do and lack the effectiveness of collaborative education.

4. THE CONSTRUCTION STRATEGIES OF COLLABORATIVE EDUCATION BETWEEN COUNSELORS AND PROFESSIONAL TEACHERS FROM THE PERSPECTIVE OF CAREER EDUCATION

Counselors and professional teachers are the main forces in student career education. Effective collaboration between the two can achieve twice the result with half the effort. Therefore, further improvement is needed in areas such as collaborative concepts, system design, communication and feedback mechanisms, and collaborative educational abilities.

4.1 Consolidating and Establishing a Collaborative Concept

Concept is the precursor of practice. Career planning education, as an important content of ideological and political education, should run through all-staff, whole-process and all-round education actions. Career planning education for college students has strong professionalism and practicality, and as an important carrier of ideological and political education, it should change the unreasonable concept of "fragmentation" and "independent governance" in the past, consolidate collaborative consensus, establish a scientific concept of collaborative education, and achieve organic cross integration of educational content. Professional teachers should consider career education as an important content of professional construction and talent cultivation. In professional education, they not only lead students to explore the forefront of theoretical development, cultivate students' professional abilities and scientific spirit, but also pay attention to the needs of national social development, industry construction, and market demand. When facing career decisions, students can combine their personal career development plans with serving national development and strategic needs, fully realizing their personal self-worth and social value. Counselors should combine career education with professional understanding and cognition, professional knowledge learning, professional knowledge and skills improvement, and professional ability development. Based on professional learning, they should cultivate students' professional abilities and explore the matching of career positioning, help students achieve career concepts, and thus achieve personal long-term development.

4.2 Establishing and Improving Institutional Design

The collaborative promotion of career planning requires schools to strengthen top-level design, improve supporting systems, fully mobilize the forces of teaching, management, and service departments, and form a consensus on education. Schools should take the employment of graduates as a "top priority" project, incorporate career planning closely related to student employment into the "top priority" project, fully mobilize the strength of professional teachers, incorporate career planning education into professional teachers' work, establish a sound incentive and guarantee system, vigorously promote and commend counselors and

professional teachers with distinctive characteristics and significant results in collaborative education, and establish a good educational atmosphere throughout the school that fully pays attention to students' growth plans, highlights talent cultivation characteristics, and serves the needs of the country and society.

4.3 Strengthening the Construction of Communication and Feedback Mechanisms

Career planning should fully consider changes in the external professional environment and social needs. Especially in the rapidly changing knowledge and information environment, social needs are constantly updating. When students plan their careers, they should not only fully consider their individual characteristics, but also the external environment. This requires schools and colleges to build a diverse communication platform for counselors and professional teachers, create a relatively open and relaxed communication environment, and enable them to dynamically communicate, exchange, and provide feedback on the information they each possess. They should adhere to student-centered approach and take opportunities from student internship practice activities, professional competitions, innovation and entrepreneurship competitions, etc., to facilitate communication channels between counselors and professional teachers. Dynamic, timely and effective communication on student career issues can be achieved through establishing work communication WeChat groups, counselor career studios, etc. Information and resource sharing can be carried out while adhering to confidentiality principles and various forms of communication and feedback should be established.

4.4 Vigorously Enhancing Collaborative Capabilities

Career planning requires strong professional knowledge, spirit, and ability, which requires counselors and professional teachers to work together to improve, promote, and collaborate with each other. In terms of professional knowledge, systematic training and other forms can be used to enable counselors and professional teachers to master theoretical and practical knowledge related to psychology, education, management, and career planning. Counselors and professional teachers can be motivated to apply for relevant certificates such as Global Career Development Facilitator (GCDF),

Board Certified Coach for career (BCC), and National Career Advisor. In terms of professional spirit, counselors and professional teachers should establish professional beliefs, attitudes, and emotions, use professional knowledge to inspire students in different fields for career planning, and form a consistent sense of professional achievement, motivation, and happiness when seeing students grow and change. In terms of professional capacity building, it is necessary to encourage counselors and professional teachers to proficiently use various assessment tools, actively participate in individual career counseling for students, jointly participate in the development of career planning courses, exchange course construction methods, and jointly participate in relevant scientific research projects for student career planning, to enhance the scientific and practical effectiveness of collaborative education in career planning.

5. CONCLUSION

In short, career planning for college students is a professional, systematic, and dynamic process, especially in the context of rapid development of new media, obvious personality characteristics of the Generation Z, and rapid changes in the external occupational environment, it is even more necessary for universities to strengthen the construction of collaborative educational mechanisms, so as to form a joint force between counselors and professional teachers, making talent cultivation in universities more in line with the needs of the country and society, and thus providing huge talent support for socialist modernization and power.

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