

Analyzing the Construction of Collaborative Nurturing Mechanism between College Counselors and Teachers of Civics and Political Science Courses



Ao Shen*,¹ & Qiaomu Huang¹

¹Hubei University of Science and Technology, China

Abstract: College counselors and Civics teachers play an important role in parenting work, and they share the important mission of cultivating socialist builders and successors with all-around development of morality, intelligence, physicality, and aesthetics. However, due to the differences in responsibilities and professional backgrounds, the collaborative parenting between college counselors and teachers of Civic and Political Science courses faces certain challenges. To better utilize their advantages, improve the teaching quality, and achieve the goal of educating people, it is imperative to build a mechanism of collaborative education between college counselors and teachers of Civics and Political Science courses. The article discusses the effective path of building a collaborative parenting mechanism between college counselors and teachers of Civics and Political Science courses, to provide some useful references and insights for practitioners in related fields.

Keywords: college counselors; Civics teachers; collaborative parenting; mechanism construction.

Introduction

Higher education is the key stage of cultivating builders and leaders in the new era, and in this stage, college and university parenting work play a pivotal role. In the nurturing work, college counselors and teachers of ideology and politics courses, as important navigators on the road of student growth, their roles and responsibilities cannot be ignored. However, from the practical point of view of colleges and universities, counselors and teachers of ideology and politics often work in isolation, lacking effective communication and cooperation. Therefore, building a collaborative parenting mechanism has become a necessary initiative. The construction of the mechanism of collaborative parenting between college counselors and teachers of ideology and politics is aimed at building a bridge between the two, realizing organic integration and coordination, and laying a solid foundation for the cultivation of

high-quality talents with all-around development of morality, intelligence, and physical fitness.

1. The necessity of collaborative parenting between college counselors and teachers of ideology and politics courses

1.1 Comprehensively implement the fundamental task of moral education in colleges and universities

Counselors usually have a professional background in psychology and sociology, and are good at personalized psychological counseling and growth guidance, focusing on the overall development of students, while teachers of ideology and political science know political theory and social sciences, and can guide students to correctly establish a world view and outlook on life. The two complement each other in the process of educating people. Counselors can find students' psychological problems in daily counseling and guide them to

Corresponding Author: Ao Shen

Hubei University of Science and Technology, China

Email: 1332018508@qq.com

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participate in the Civics class promptly, while teachers of Civics can also observe the students' learning and life status during the teaching process and provide timely feedback to the counselors, to realize the all-around, multi-angle educating goal. School is the second home of students, counselors and teachers of ideology and politics courses are the closest mentors of students on campus, They can work together to advocate campus civilization and harmony, positive values, and guide students to form a healthy way of learning and life through collaborative parenting, in the campus cultural atmosphere of co-creation, it is easier for students to form an upwardly mobile mentality, consciously follow the rules and regulations of the school, and shape a positive personality and character (Zhang, 2020).

1.2 Realize the complementary advantages, of the synergy of ideological and political education

Higher education is not only to cultivate students' academic ability, but also to pay more attention to cultivating students' innovation ability, social ability, leadership, and other comprehensive qualities, Counselors and teachers of ideological and political education in the process of educating people, can be through different ways to guide the development of students' multi-faceted qualities, counselors can guide the students to exercise their social and leadership skills through the organization of clubs and activities, and teachers of ideological and political education can cultivate students' sense of innovation through social practice and ideological education, and develop students' innovative consciousness. Ideological education to cultivate students' innovative consciousness, the cooperation between the two can allow students to realize the comprehensive improvement of personal qualities under the guidance of multiple levels (Xing et al., 2021). Students face problems such as insufficient self-knowledge and unclear career planning at the university stage, and counselors can help them clarify their advantages and goals through personalized counseling and formulate reasonable study and career plans, while teachers of ideology can guide students

to recognize the importance of socialist core values and enhance their patriotic sentiment and sense of social responsibility, and the synergistic cultivation of the two will enable students to receive a more comprehensive and in-depth ideological education, thus enabling them to achieve comprehensive improvement of their personal qualities under the guidance of multiple levels (Xing et al., 2021). The synergistic education between the two will enable students to receive a more comprehensive and in-depth ideological education, thus better adapting to social development and personal growth. In addition, college counselors and teachers of ideology and politics courses both shoulder the important mission of conveying excellent talents for the comprehensive construction of a modern socialist country, however, due to the differences between the two in terms of duties and work areas, sometimes there may be inconsistencies in the goal of human education, through collaborative human education and the development of corresponding implementation plans will help to firm up the core of human education, and better achieve the unity of the goal of human education in colleges and universities and the implementation of the goal.

2. The effective path of building the mechanism of collaborative parenting between college counselors and teachers of ideology and politics courses

2.1 Improve the centralized and unified top-level design

To realize the collaborative education of college counselors and teachers of civics and political science, it is necessary to establish an effective mechanism to promote the same direction and improve the top-level design. First of all, to ensure that college counselors and civics teachers work together and form a synergy, it is necessary to establish and improve the leadership mechanism of the co-construction team, Colleges, and universities should make clear the overall goal of the work of educating people, incorporate the duties of counselors and civics teachers into the school's

education planning, and set up a special leadership position responsible for coordinating and managing the work of counselors and civics teachers (Zhang, 2022), to promote close cooperation between the two sides, this leadership mechanism should ensure coordination and form an overall synergy to promote the implementation of collaborative parenting. Secondly, to promote the cooperation between counselors and teachers of civics and political science courses, a two-way part-time model can be adopted, specifically, counselors can take on the role of teachers of civics and political science courses, and while teaching civics and political science courses, they can integrate the psychological problems of students into their teaching and enhance the relevance of students' ideological education, and at the same time, civics and political science teachers can take on the position of counselors, and through an in-depth understanding of the student's learning and living conditions, they can provide them with Provide more intimate counseling and guidance, this two-way part-time model can promote mutual understanding and cooperation between counselors and teachers of Civics and Political Science courses, and realize the complementary advantages of parenting work (Yu et al., 2022). In addition, to enable college counselors and Civics teachers to truly form a consensus on collaborative parenting, they need to be guided to establish the concept of synergy, including encouraging regular exchanges and seminars between counselors and Civics teachers to share parenting experiences and insights, in addition, the school can also organize relevant training and seminars to strengthen the exchange and interaction between teachers and cultivate their awareness and ability of collaborative parenting. At the same time, relevant policies can also be formulated to give certain incentives and rewards to counselors and Civics teachers who actively participate in collaborative parenting, to enhance their initiative and enthusiasm.

2.2 Building an integrated teaching training model

The construction of an integrated teaching training model is a key initiative to promote the collaborative education of college counselors and teachers of civics and political science courses. By perfecting the integrated training mechanism, building a common training path for the main body, and closely collaborating with the teaching of the two, it can form a synergy of complementary strengths, which will help to improve the overall quality of the students and cultivate more excellent talents with high moral character and rich knowledge for the society. First of all, to build an integrated teaching and training model, it is necessary to establish a perfect training mechanism to ensure that both counselors and teachers of civic politics can participate in the training. Colleges and universities can set up teaching and training centers, which are responsible for planning and organizing the training courses, and the training centers can customize the content of different types of training according to the actual needs of counselors and teachers of civic politics, including psychological counseling skills, civic politics teaching methods, etc. The training centers can also invite external experts and experts from outside to help students learn more about civic politics. The training center can also invite external experts and scholars to give lectures and seminars on special topics to increase the breadth and depth of teachers' knowledge (Jiang, 2022), through such a training mechanism, counselors and teachers of Civics and Political Science can receive systematic training and enhancement, laying the foundation for collaborative parenting. Secondly, to realize the integrated teaching training mode, it is also necessary to emphasize the path of co-constructive subject cultivation in the training. Counselors and teachers of Civics and Political Science can establish common cultivation concepts and teaching concepts by participating in the same training courses, and at the same time, in the process of training, they can be encouraged to have interactive exchanges and share their experiences and teaching insights. In addition, building an integrated teaching and training model also requires close teaching synergy between the two.

In the actual teaching process, counselors and Civics teachers can cooperate and pay attention to students' learning and development. For example, in personalized counseling by counselors, they can learn about the students' ideological changes and performances from Civics teachers, and provide targeted advice for the teaching of Civics courses. Students can be guided to understand the psychological problems and timely feedback of students' problems to the counselor for processing. Through close teaching synergy, counselors and teachers of Civics and Political Science can support and promote each other to provide students with more comprehensive and diversified educational services.

2.3 Build a synergistic platform for scientific parenting

Building a synergistic platform for scientific education is an important means to promote synergistic education between college counselors and teachers of Civics and Political Science courses. By building a platform for synergistic communication, a platform for resource sharing, and a platform for interactive teaching and research, the teachers can form closer ties and cooperation with each other, and provide students with better quality education services. First of all, to promote collaborative parenting between college counselors and teachers of Civics and Political Science courses, a platform for collaborative exchange can be built, which can be an online teacher exchange platform or an offline teacher seminar, through which counselors and teachers of Civics and Political Science courses can share each other's experience of parenting and teaching, learn from each other, and study from each other (Jiao , 2021), for example, the counselors can share some successful cases, such as how to help students solve psychological problems, while teachers of Civics and Political Science can share teaching cases, such as how to guide students to establish correct values, through such an exchange platform, teachers can form a consensus among themselves, strengthen synergistic cooperation, and improve the quality of parenting. Secondly, to make

full use of the resources of all parties, it is extremely necessary to build a resource-sharing platform, which can be the internal resource base of the school or a sharing platform in cooperation with other universities. Counselors and teachers of Civics and Political Science can upload their teaching resources and psychological counseling materials to the platform for other teachers to access and use, and at the same time, they can also obtain the resources shared by other teachers from the platform. resources. Through the resource-sharing platform, teachers can share high-quality teaching resources among themselves, inspire each other, and provide students with more diversified and rich learning resources. In addition, to improve the teaching level and parenting ability of teachers, a platform for interactive teaching and research can be built, which can be a regular organization of teachers' teaching and research activities, or online teaching and research discussions, where teachers can choose their interest in the direction of teaching and research and form a group for in-depth seminars and discussions (Wang , 2020), and through the platform of interactive teaching and research, teachers can exchange their teaching experience with each other, discuss parenting methods together and improve the teaching level.

2.4 Establish the organizational guarantee of collaborative education

The establishment of organizational safeguards for collaborative parenting is an important measure to ensure the smooth implementation of collaborative parenting between college counselors and teachers of civic affairs courses. By improving the mechanism of subject selection and recruitment, establishing the mechanism of assessment and evaluation, and establishing the mechanism of incentives and safeguards, it can promote the in-depth implementation of collaborative parenting among teachers and improve the quality of teaching and the effect of parenting. In the establishment of the organizational guarantee of collaborative education, the first step is to improve the main selection mechanism, colleges and universities can establish a more scientific and fair selection process, the

excellent counselors and teachers of ideology and political science courses into the main team of collaborative education, the selection process can include a comprehensive evaluation, investigation and research, personal performance and other factors, to ensure that teachers with collaborative education ability and potential are selected, in addition, to motivate the teachers to participate actively in the collaborative education. In addition, to motivate more teachers to actively participate in collaborative education, colleges and universities can set up a certain number of special positions or posts, specifically responsible for collaborative education work, making it an important teacher development pathway. The establishment of assessment and evaluation mechanisms is an important link to ensure the effective implementation of collaborative education, colleges and universities can set up corresponding evaluation indexes and standards, regular performance assessments of counselors and teachers of ideology and politics (Zhang, 2022), the evaluation indexes can include the teaching effect, quality of education, student satisfaction and other aspects of the indexes, designed to comprehensively measure the performance of teachers in collaborative education, through the assessment and evaluation mechanism, it can promote the teachers' self-improvement, but also provide the school with the opportunity to provide teachers with a better understanding of their performance. The mechanism of assessment and evaluation can promote teachers' self-improvement, and at the same time provide the school with an important basis for identifying problems and improving the mechanism. To motivate teachers to actively participate in collaborative education, it is crucial to establish a mechanism of incentives and guarantees. Colleges and universities can formulate a series of incentives, such as salary incentives, promotion mechanisms, rewards and honors, etc., and provide open, fair, and impartial incentives to teachers who have excellent performance in collaborative education. The teaching and educating level of teachers can effectively stimulate the enthusiasm and creativity of teachers

and promote the development of collaborative education through the establishment of the mechanism of incentive and guarantee.

3. Case Study and Lessons Learned

3.1 The implementation of a university's "moral, intellectual, physical, social and aesthetic" comprehensive development program

At the early stage of the program, counselors and teachers of the Civics course defined the goals, tasks, and their respective responsibilities, and through regular joint meetings, they exchanged and coordinated with each other to ensure the smooth progress of the program. The organic combination of courses and activities is the key to the success of the program, with Civics teachers guiding students to think about social and ethical issues in their courses, and counselors integrating moral education into students' daily lives through volunteering and other thematic activities. The support of university leaders and related departments is crucial, as they provide the necessary resources and guarantees for collaborative education. Regular evaluation and feedback allow for timely adjustments to the program to ensure that the goals are achieved. In the implementation of the "Moral, Intellectual, Physical, Aesthetic, and Laborious" comprehensive development plan, counselors and teachers of the Civics course work closely and organically, and successfully cultivate the all-round development of students to become a success, which provides valuable experience for other colleges and universities in collaborative parenting.

3.2 Successful Cases of Counselors and Teachers of Civics and Political Science Classes Guiding Students' Innovation and Entrepreneurship Together

In one university, counselors and teachers of the Civics and Political Science course jointly assist students in innovation and entrepreneurship and cultivate students' entrepreneurial awareness and practical ability. Teachers of Civics and Political Science incorporate elements of innovation and entrepreneurship into their teaching, guiding students

to understand market demand and entrepreneurial opportunities through case analysis and discussion, and cultivating students' market insight and judgment. Counselors, on the other hand, establish close contact with students, understand their entrepreneurial projects, provide personalized guidance and advice, and assist students in contacting industrial partners to provide practical support for entrepreneurship. In addition, counselors and Civics teachers jointly conduct entrepreneurship lectures and trainings to help students fully understand the entrepreneurial process, and continuously follow up and guide them during the implementation of the project to ensure its sound development. This successful case highlights the value of the collaborative parenting model between counselors and Civics teachers in the field of innovation and entrepreneurship, through their cooperation, students can have the ability and literacy of innovation and entrepreneurship and make positive contributions to the future society.

3.3 Experience Sharing between College Counselors and Civics Teachers in Responding to Emergencies Together

In a public health emergency, counselors and teachers of the Civics and Political Science classes worked closely together to provide students with comprehensive care and support. Firstly, counselors and Civics teachers responded quickly to formulate an emergency plan. Civics teachers conveyed knowledge about epidemic prevention through online teaching and guided students to face the difficulties correctly; counselors kept in touch with students through telephone and internet channels and cared about students' physical condition and psychological state. Secondly, they paid joint attention to students' psychological health. Teachers of the Civics and Political Science course encouraged students to share their emotions and relieve their tension through online interactions, while counselors provided psychological counseling services to help students cope with their fears and anxieties and ensure their psychological health. Then, counselors and Civics teachers collaborated to carry out online thematic lectures and symposiums, with Civics teachers

analyzing laws and regulations related to epidemics, and counselors sharing cases of compassionate social actions to motivate students to participate in volunteer services. Finally, through interaction and feedback with students, corresponding adjustments are made to ensure the timeliness and effectiveness of the measures. This experience sharing highlights the key role of college counselors and Civics teachers in emergencies, and their collaborative work helps to safeguard students' physical and mental health and cultivate students' sense of social responsibility and coping ability.

Summary

The construction of the mechanism of collaborative parenting between college counselors and teachers of Civics and Political Science courses is the key to promoting the overall development of college education. Improving the centralized and unified top-level design can provide effective guidance and support for collaborative parenting and ensure the rational allocation and optimization of resources. The establishment of a collaborative exchange platform can promote interaction and cooperation among teachers and form a synergy of parenting work. The pathway of co-construction of subject cultivation can realize the complementarity of advantages and cultivate the comprehensive quality needed for the comprehensive development of students. The establishment of organizational safeguards for collaborative education helps to build consensus and further consolidate the mechanism of collaborative education. Under the measures to improve teaching synergy, college counselors and teachers of Civics and Political Science can form close ties and work closely together to provide students with better quality and diversified educational services.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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