

Original Paper

Research on the Optimization Path of Collaborative Education between College Counselors and Professional Teachers

Xulin Peng¹ & Yuheng Guo^{1*}

¹ Chengdu Technological University, Chengdu, Sichuan 610031, China

* Corresponding author, Yuheng Guo

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Abstract

At present, the concept of "three complete education" is put forward, which not only points out the direction for ideological and political education in colleges and universities, but also puts forward higher requirements for it. As an important force of college education, the cooperative education of counselors and professional teachers is an effective way to improve the effectiveness of ideological and political education. At present, the collaborative education work of the two teams has been preliminarily carried out, but there are still some problems in practice. This paper focuses on the analysis of the main problems faced by the collaborative education of college counselors and professional teachers, and puts forward corresponding optimization countermeasures, in order to provide reference for promoting the collaborative education of college counselors and professional teachers.

Keywords

collaborative education, counsellors, professional course teachers

1. The Significance of Collaborative Education between College Counselors and Professional Teachers

(1) Contribute to the integration of complementary educational resources

The concept of "three complete education" is an educational guiding ideology based on the current educational situation and national development needs, which constitutes a comprehensive educational framework. Under the guidance of this concept, the construction of a collaborative education mechanism for counselors and professional teachers will help integrate educational resources and achieve complementary advantages. Counselors and professional teachers are the two core forces of college education. The two service objects are the same, the work content is cross-cutting and complementary, and the training objectives are highly unified, which lays a foundation for the establishment of

collaborative education mechanism.

Counselors are mainly responsible for students' daily management, ideological and political education and career guidance, but often lack in-depth understanding of professional fields; professional teachers focus on professional knowledge teaching and skill training, with disciplinary advantages. Through collaborative education, counselors can more accurately grasp students' professional characteristics and learning needs, and guide students more pertinently in daily management and ideological and political education. Professional teachers can integrate ideological and political education into professional courses to improve the effectiveness of education. The two teams have their own strengths and complement each other's shortcomings to form a joint force of education, which can effectively improve the ability to solve students' practical problems.

(2) It helps to improve the comprehensive quality of counselors and professional teachers.

In the new era, college education is different from the traditional mode in which counselors and professional teachers work independently. Collaborative education requires close cooperation, mutual learning and common progress under the common goal. Professional teachers should not only impart professional knowledge, but also integrate ideological and political education into curriculum teaching to help students establish correct values and positive attitudes towards life. At the same time, they should pay attention to students' ideological and psychological state and maintain effective communication with counselors. In daily management and ideological guidance, counselors should analyze the causes of students' learning difficulties in combination with the learning status and pressure of students of different majors, assist professional teachers to complete teaching tasks, and enrich their own knowledge reserves. Collaborative education enables both parties to continuously improve their professional quality in the process of understanding each other's work content and goals. Only by mastering the learning requirements of different majors can counselors put forward targeted teaching improvement suggestions to professional teachers. The teacher team can also expand their own work ability through communication and learning in collaborative work. In this process, the comprehensive quality of counselors and professional teachers has been effectively improved.

(3) It is conducive to cultivating talents who meet the needs of social development in the new era.

As the educator who is most closely related to students, college counselors should adhere to the principle of educating people, take improving students' ideological and moral quality as the core task, and guide students to become high-quality talents with correct three views, ideological progress and both ability and political integrity. Therefore, the work of counselors should focus on moral education. Professional teachers pay more attention to the teaching of professional knowledge and the construction of knowledge system. As the successor of the socialist cause, college students not only need solid professional knowledge, but also need good ideological and moral character. While teaching, colleges and universities should pay more attention to educating people. Moral education and intellectual education are inseparable. In the process of collaborative education, counselors and professional teachers pay close attention to the all-round development of students. They not only pay attention to the cultivation of professional skills,

but also strengthen ideological and political education, the improvement of humanistic quality and the exercise of innovation ability, build an innovative cooperative education mode, enhance the pertinence and effectiveness of ideological and political education in colleges and universities, stimulate the vitality of education, realize the goal of cultivating people with morality, enable students to master professional knowledge and skills, develop good quality and professional quality, and grow into all-round development talents in line with the development needs of modern society and enterprises.

2. The Main Challenges Faced by College Counselors and Professional Teachers in Collaborative Education

(1) Insufficient communication between the main body of education

In collaborative education, the full communication between counselors and professional teachers is very important, which is helpful for both parties to find an effective meeting point for collaborative education and explore new education and teaching methods. However, in the current actual situation, the teaching and research tasks of professional teachers are heavy, the daily affairs of counselors are trivial, and there is a lack of effective communication mechanism between the two teams. In most cases, the communication between the two sides is only aimed at the problems that students have appeared, and lacks systematic thinking and forward-looking communication on the growth process of students. Although some colleges and universities have organized counselors and professional teachers to discuss students' learning status, communication is often a mere formality, failing to deeply analyze the causes of students' practical problems, resulting in limited promotion of communication to educational effects.

(2) Insufficient complementarity and collaboration of collaborative education

On the one hand, although counselors have rich experience in student management, they lack professional education background, and it is difficult to understand the course content in depth, which limits their guiding role in professional education; although professional teachers are proficient in their majors, they generally lack the knowledge and skills of ideological and political education. It is difficult to effectively integrate ideological and political elements into teaching, and it is difficult to form effective complementarity between the two sides. On the other hand, at present, colleges and universities have not yet established a perfect collaborative education mechanism, and the evaluation and assessment of professional titles are still based on scientific research results, lacking the incentive and institutional support for collaborative education. Due to the pressure of teaching and scientific research, teachers of professional courses often think that ideological and political education is mainly the responsibility of counselors, ignoring the attention to students' ideological dynamics; although counselors can grasp the ideological status of students, they lack the understanding of the objectives of professional courses. It is difficult to realize the importance of mutual promotion with professional teachers from the ideological level, which leads to the lack of theoretical height in daily ideological and political education. The cognitive deviation of the roles of the two sides is out of touch with the work, which further weakens the actual effect of collaborative education.

(3) The lack of advancement and richness of collaborative education resources

The construction of a resource sharing platform can discover the problems existing in the teaching work of the two teams in time, realize the sharing of teaching resources and dynamics, avoid the reuse of educational resources, and more effectively promote the development of students' thoughts, value formation and quality improvement. However, in the current collaborative education work in colleges and universities, the resource sharing is insufficient, and the content and practical resources of collaborative education work have not been shared, which affects the pertinence and effectiveness of ideological and political education. The fundamental reason lies in the lack of a platform for sharing educational resources.

Whether it is the teaching of professional courses or the ideological and spiritual education of students undertaken by counselors, advanced methods and innovative guiding ideas are crucial. However, from the actual situation, some counselors do not have a comprehensive understanding of their own work responsibilities and content, and have low enthusiasm for the application of advanced technologies and methods in specific work. Most of them rely on personal experience, and the way of communication with students is limited to direct language communication. However, professional teachers are relatively advanced in teaching organization forms and methods, and have used more multimedia tools or network platforms for teaching. This difference leads to a large gap in the way of education and guidance between the two sides under the background of collaborative education, and also causes obstacles to communication and exchange based on the network platform, which ultimately affects the achievement of the goal of collaborative education.

3. Construction Path of Collaborative Education Mechanism between College Counselors and Professional Teachers

(1) Strengthen teacher team communication and enhance the effectiveness of collaboration and mutual assistance.

In the face of various problems in collaborative education, counselors and professional teachers should first change their ideas from the ideological understanding, form the concept of professional team through unified education and guidance, and cultivate the consciousness of active coordination between the two teams. In the new era of college education, counselors and professional teachers no longer work independently, but need to work together to educate people, which puts forward higher requirements for the quality and ability of both sides. The collaborative education makes the work of the two intersect, and can cooperate closely, learn from each other and make progress together under the common goal. Professional teachers should not only teach professional knowledge well, but also integrate ideological and political education into the curriculum to help students establish correct values; at the same time, understand the students' ideological and psychological state, and communicate effectively with counselors. In daily management and ideological guidance, counselors should analyze the causes of learning difficulties in combination with the learning status and pressure of students of different majors,

so as to not only assist professional teachers to complete teaching tasks, but also enrich their own knowledge reserves. Colleges and universities should encourage professional teachers and counselors to participate in curriculum design and teaching plan formulation. Through practical cooperation, they should constantly adjust and adjust educational concepts in specific teaching tasks, seek the best teaching plan, realize the organic integration of educational concepts, improve teaching quality, and achieve the goal of collaborative education.

(2) Reasonable allocation of power and responsibility to form a scientific collaborative education mechanism

On the basis of establishing an effective communication mechanism, colleges and universities should clearly divide the work objectives under the collaborative education model from the level of system construction and task allocation, combined with the task requirements and ability characteristics of counselors and professional teachers. Especially for the sharing and application of resource conditions under the background of collaborative education, colleges and universities should rationally allocate teaching management mode and curriculum arrangement to avoid conflicts between the two in their work. Colleges and universities can formulate targeted teaching organization and management processes from the two dimensions of professional ability improvement and ideological guidance education, and point out the direction for collaborative education. At the same time, clear institutional support helps to find out the causes and responsible persons of the problems in the process of collaborative education in time, and plays a positive role in improving the efficiency of collaborative education.

In addition, in order to encourage professional teachers and counselors to actively participate in collaborative education, colleges and universities can formulate a targeted assessment and evaluation system, build an incentive and guarantee mechanism for collaborative education, and give corresponding rewards according to the evaluation criteria to promote the effective development of collaborative education. At present, the evaluation of the two teams in colleges and universities is mainly based on the degree of completion of their respective work, and it is difficult to effectively measure the performance of the two in collaborative education. Only by integrating various indicators, improving the incentive mechanism, starting from all aspects of the implementation of the collaborative education model, and forming standardized and systematic procedures and mechanisms can we effectively guide and motivate counselors and professional teachers to better carry out collaborative education.

(3) Actively integrate educational resources and build a collaborative platform for scientific education.

In the education and guidance of college students, whether it is the teaching of professional courses or the guidance of ideological and life dimensions, it is necessary to constantly update methods, actively integrate resources that meet the ideological status and learning needs of contemporary college students, and build a scientific and effective collaborative platform. It can build a collaborative communication platform, resource sharing platform and interactive research platform to provide more communication and cooperation opportunities for counselors and professional teachers, promote mutual understanding and learning in student management, teaching content and methods, realize real-time information

exchange and feedback, and promote collaborative education in a working atmosphere of mutual support and trust.

Under the mode of collaborative education, professional teachers and counselors need to work closely together to tap richer educational resources and comprehensively improve the comprehensive quality of college students. Colleges and universities should unblock communication channels, and relevant functional departments should integrate students' information system resources, so that students' performance in all aspects of moral, intellectual, physical, aesthetic and labor can be presented in the information system. In the case of authorization, both counselors and professional teachers can view and realize the sharing and exchange of information resources of educational objects. On the one hand, counselors can share students' personal information, learning background, personality characteristics, interests and other information on the collaborative education platform; on the other hand, professional teachers can understand the characteristics of each student through the platform information, teach students in accordance with their aptitude, and achieve efficient teaching with complementary advantages. At the same time, counselors can also enter the classroom of professional teachers, learn relevant professional content, tap the potential of students' professional development and scientific research innovation, improve the quality of ideological and political education, and broaden new ideas for collaborative education.

4. Conclusion

Although the division of labor between college counselors and professional teachers is different, they are the closest people to students during school, and play an important role in educating students and serving students. Under the current background of collaborative education, the two teams should pay more attention to integration and communication on the basis of giving full play to their respective functions, actively cooperate and clarify the division of labor, take moral education as the core of college students' education, integrate favorable resources, build a collaborative platform for scientific education, give full play to the positive role of collaborative education mode, provide guidance and help for the all-round development of college students, and then achieve the goal of talent training in colleges and universities.

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