

The Practical Exploration of the Concept of "Three Comprehensive Education" in the Training of Student Cadres for College Counselors

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Abstract: *In the new era, the value oriented role of college counselors is an important issue in the moral education work of universities. Currently, under the influence of multiculturalism, the value oriented function of student cadres and counselors is gradually strengthening. Based on the concept of "three comprehensive education", this study conducted in-depth research on the current value guidance of college counselors and the practical work of cultivating student cadres among college counselors, and proposed corresponding optimization paths to provide reference for the cultivation of student cadres among college counselors.*

Keywords: *"Three Comprehensive Education"; Value orientation; student cadres*

The "three comprehensive education" refers to the "full staff, full process, and comprehensive" education and education method. The comprehensive implementation of the "Three Comprehensive Education" strategy should focus on the carrier, resource development, and application of training and education projects, with the reconstruction of talent training models and systems as the core[1]. While fulfilling the responsibility of "preaching and dispelling doubts", universities should follow the growth laws of student cadres, conscientiously carry out the main task of cultivating moral character, strengthen the cultivation of student cadres' moral cultivation, help them establish correct life goals, and enhance their sense of mission. The requirement of "three comprehensive education" is to highlight the primary, fundamental, and leading role of moral education, ensure comprehensive coverage of education, and run through the entire process of education.

1. The Connotation and Characteristics of the Educational Concept of "Three Comprehensive Education"

The first is the combination of norms and ideas. The teaching reform system of "Three Comprehensive Education" has rich and profound connotations. In the new era, ideological and political education should have new working methods and clear strategic goals, providing choices and foundations for educational reform and development in the new era. We should pay attention to consolidating the foundation, establish a standardized talent training system, and effectively fulfill our educational responsibilities. We need to establish a unified training plan, formulate a scientific standard for talent training, implement a complete system of ideological and political work education, and provide strong guarantees for talent cultivation. Next is the unity of the whole and the individual. The "Three Comprehensive Education" teaching system highlights the superiority of resource integration, elevating and expanding the moral education system to the ideological and political education system. The teaching concept of "Three Comprehensive Education" has emerged under the new trend of educational development in the new era. Cultivating morality and cultivating people is a systematic concept and the ultimate goal of "Three Comprehensive Education". In the implementation process, it is necessary to coordinate and arrange various tasks, and achieve the effectiveness of education around scientific goals[2].

2. Guiding the Value of College Counselors under the Concept of "Three Comprehensive Education"

Currently, higher education is facing enormous opportunities and challenges. From the perspective of the external environment and the international community, the ideological struggle between countries around the world is becoming increasingly fierce; From the perspective of internal environment, China's

education system reform is at a very important stage. Therefore, the issue of guiding the values of university student cadres has become a highly anticipated educational topic. Establishing the value orientation and practical work of cultivating moral character among college counselors based on the concept of "three comprehensive education" is an important issue in the current development of higher education[3].

2.1 Deeply implement the fundamental task of cultivating morality and talents in universities

Cultivating professional talents with high technical knowledge and skills to serve economic and social development is not only the educational task of major universities, but also the historical task of realizing the "Chinese Dream" of the great rejuvenation of the Chinese nation, cultivating skilled builders with high ideological and political qualities, and reliable successors. On the one hand, the value guidance of college counselors can help improve the effectiveness of political knowledge teaching in universities. College counselors should cultivate student cadres to establish correct values and guide their healthy development, which is consistent with the goal of social and ideological education. On the other hand, the value guidance of college counselors has promoted the construction of a new educational model of "three comprehensive education" in universities. As an important force in ideological education in universities, counselors also bear the responsibility of cultivating socialist builders and supporters. The role of counselors in conveying values to student cadres is crucial for implementing the "Three Comprehensive Education" ideology and policy model.

2.2 Being able to meet the demands of the times for the growth of contemporary student cadres

The basic educational purpose of universities is to provide correct guidance and shaping for student cadres, so that they can achieve comprehensive and healthy development. This has put forward new requirements for education and teaching staff, including counselors. One is to promote the physical and mental balance of student cadres. In the new era, the physical and mental development of student cadres has made some progress compared to the past. However, the pressure from family, study, work, exams, emotions, and other aspects in the growth environment has increased, which can easily lead to mental health problems for student cadres. Correct values and firm ideological awareness are the guarantee for them to resist negative emotions and achieve harmonious physical and mental development. The second is to adapt to the individual development needs of student cadres. Today's student cadres live in an era of freedom, development, and material life. Their ideological concepts are relatively avant-garde, and they need to be guided to form correct values. The psychological counseling work under the concept of "three comprehensive education" focuses on starting from the actual needs of student cadres and adapting to their actual needs.

3. The current situation and existing problems of the student cadre team in universities

This power is the result of the country and nation's high expectations and trust in the younger generation, and it is recognition of the younger generation. The younger generation is an indispensable part of the collective structure, and student cadres are the most important force in this collective. At the individual and collective levels, the sense of responsibility and mission of student cadres is closely related to their daily learning and living habits, as well as their personal sense of responsibility and mission towards larger issues. They face demands from their families and parents, as well as their own plans, conflicts of interest between themselves and society, and choices between national and social issues and their own preferences. They faced various problems and showed the following inadequacies.

3.1 Personal level: insufficient resilience and firmness

In practical issues, student cadres do not lack a sense of responsibility and responsibility, but rather lack a clear, actionable, or reference based individual sense of responsibility in the general and vague overall consciousness. Faced with their own development and plans, most student cadres are in a state of "uncertainty", "not very clear", and "not understanding". This phenomenon is not an exception, as when it occurs in a small group, the rest will be affected accordingly. When this situation occurs, facing the accompanying social pressure and strict requirements from various aspects, student cadres often evade the current situation, shift their attention, and become passive and depressed. In classroom management work, the lack of stability and firmness exhibited by individual emotions and states is a sign that the collective atmosphere is beginning to change.

3.2 Group level: Unstable stance and unwillingness to contribute

In practice, when encountering problems, their daily thinking and problem-solving methods are influenced by the habits they develop during their growth and the surrounding environment. Student cadres cannot use systematic knowledge to think about problems and cannot use professional methods to solve problems. When faced with the integration of diverse world models and cultures, it is easy to be "biased" and sometimes unclear about basic values. Under the strong promotion of mass media, the incompleteness of information has become a norm of the times, causing student cadres to lack the necessary attention and understanding of a sense of responsibility. Highlighting personal style has become the mainstream of this era, while team spirit is more like a symbol, lacking practice and self-awareness. This has led to more problems, such as an overly superficial work style, a lack of innovative spirit, and a lack of dedication. The most crucial thing is that there needs to be a "unique" student cadre organization in the class, but some student cadres may not even have a clear understanding of their own positioning. 'Each with its own characteristics' refers to student cadres being able to play a role in learning, life, work, and other aspects, actively helping and guiding students. However, in reality, some student cadres have not fundamentally explored their own advantages, nor have they carried out class activities with distinctive characteristics. They have only completed established tasks, lacking collective spirit and dedication.

4. Current situation of value guidance for college counselors

4.1 The value leadership status of university counselors in the growth of student cadres is poor. Firstly, there is a fatigue in value leadership. Some counselors may be aware

In the development of student cadres, they should play an important role, but sometimes due to insufficient understanding of their own educational activities, their work attitude is not proactive enough. Secondly, the value leadership is in a state of confusion. Due to the influence of personal cognitive level, knowledge system, and practical experience accumulation, some counselors find it difficult to grasp the direction of value guidance and achieve the expected impact of value guidance on student cadres. Finally, value leads to a chaotic state. Due to the influence of various negative thoughts and values, as well as the impact of utilitarianism, some counselors have not fully practiced the basic socialist values, resulting in errors in guiding the values of student cadres. For example, in daily teaching work, some counselors may forget their original intentions and responsibilities and provide incorrect value guidance to student cadres in their guidance work[4].

4.2 Limited value leadership ability of university counselors in the growth of student cadres

Firstly, the value oriented theory is relatively weak. Student cadres in the new century have grown up under the impact of diverse spiritual concepts, and their channels of information acquisition are more free and convenient. In order to correctly guide their thoughts and values, counselors must possess sound theoretical knowledge and a strong sense of modern education. However, in the actual guidance process, some counselors have limited theoretical literacy, insufficient knowledge reserves in teaching management, legal system, and other aspects, and a lack of solid understanding of ideological and political values. Secondly, there is a lack of value oriented practical ability. In addition to guiding the value of student cadres, counselors also have to undertake other tasks in their daily work. Their work time and energy are limited, and they have little communication with student cadres, making it difficult to help them solve related problems in a short period of time. They do not fully reflect the exemplary role of value guidance [5].

4.3 Limited Value Leadership and Support for College Counselors in the Growth of Student Cadres

Firstly, the continuity of vocational training for college counselors is weak. At present, on-the-job training for college counselors in China is a routine task, but due to its unique attributes, many teacher training programs are limited in their assistance. At the same time, some universities do not attach enough importance to the training of counselors, and only focus on publicity during recruitment. The path to career development is not smooth, which has little effect on improving the quality of counselors. Secondly, the evaluation system for college counselors lacks effectiveness. Due to the complexity of counselor work, some schools often overlook one aspect while formulating corresponding evaluation systems. Especially for some counselors who also serve as ideological and political course teachers, if

the assessment and evaluation standards of counselors are carried out according to the standards of ideological and political teachers, it is easy for counselors to get lost in the guidance of counselor work and ideological and political teacher work, and thus the importance of guiding the ideological value of student cadres decreases. Finally, there are deficiencies in the teaching evaluation system of counselors. The value cultivation of student cadres is not something that can be achieved through daily communication, nor can it be measured solely by exam scores. Instead, a standardized evaluation system is needed to guide the cultivation of student cadres' value orientation. However, at present, there is a lack of such a scientific and reasonable evaluation system, which cannot effectively support the value cultivation of student cadres. Moreover, the evaluation of student cadres by counselors is also influenced by subjective factors, leading to a lack of objectivity and authenticity in the evaluation, and not playing a positive role in the cultivation of the value system of student cadres[6].

5. Strategies for Cultivating Student Cadres' Sense of Responsibility and Responsibility

5.1 Guide student cadres to balance the relationship between learning and work

Counselors should closely monitor the learning progress of student cadres and jointly discuss their learning status with teachers from various subjects, and provide timely warnings; Student cadres are required to work on the basis of completing basic academic tasks, balance the relationship between learning and work, and avoid affecting their work progress and learning progress. At the same time, counselors should often remind student cadres to "focus on both learning and work, and pay equal attention to both hands", and cultivate and train student cadres' ability to overcome difficulties and challenge themselves.

5.2 Strengthening the Management of Student Cadre Work

Many newly enrolled student cadres often experience a sense of powerlessness, low work efficiency, and lack of clarity in their daily work and life. In this regard, counselors should help student cadres clarify the dual identities of students and cadres, promote a balance between learning and work, and enable them to manage work and study life correctly. Counselors can help student cadres master the skills and working methods of coordinating work, such as better communication with people, writing official documents, and formulating work methods; Counselors should also recognize the work performance of student cadres, praise and motivate them, and make them work more actively. In addition, counselors should also promptly assist student cadres in dealing with difficulties encountered in their work and personal development.

5.3 Enhance the sense of responsibility of student cadres and correct their work attitude

Every behavior of student cadres will be seen by other students and constantly amplified. The image of student cadres in the minds of students is reflected in their daily work. Therefore, counselors should pay attention to cultivating the collective culture and team spirit of student cadres, making them realize that they and other students in the class are a whole, and that both glory and loss are equal. The glory and achievements of the team should be higher than the individual's achievements and honors; Student cadres are required to have a good work attitude, be humble, cautious, upright, and proactive. Counselors should introduce the most scientific ideas in the management of student cadres, establish a supervision mechanism, conduct student cadre assessment, implement the survival of the fittest system and the goal responsibility system, carry out targeted work, treat all equally, and strive to cultivate a group of student cadres with strong team spirit and good work style.

6. Conclusion

College counselors should fully recognize the situations and problems that student cadres are prone to in their daily management process under the goal of "three comprehensive education", and take effective measures to strengthen the comprehensive quality education of student cadres. In order to effectively cultivate student cadres, counselors should correspondingly improve their professional qualities, adhere to specific analysis of specific problems, and make targeted and decisive arrangements based on reality.

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