

# A Preliminary Study on the Joint Efforts of Counselors and Class Teachers in the Psychological Quality Education of College Students

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**Abstract:** Counselors and head teachers have both overlaps and differences in the psychological quality education of college students. To discuss the characteristics of education between the two in a targeted manner, seek common ground while reserving differences, optimize the education model, and promote the joint efforts of the two in education. From the perspective of college students' psychological quality education, this article deeply analyzes the necessity and advantages of the instructors and head teachers in the psychological quality education of college students.

**Keywords:** class teacher; counselor; psychological quality education; joint efforts to educate people

## 1. Introduction

Counselors are the main education responsible persons in the university class. The way the counselors manage the class and the effects produced are directly related to the overall style of the class. Work should be based on the core guiding ideology of Lide Shuren, and strengthen communication with students, fully understand students, and pay equal attention to management and service; focus on improving the construction of the class system; create a positive learning and living environment, and enhance students' collective honor A sense of teamwork and a sense of teamwork; cultivating the backbone of students to play a leading role; scientifically manage students' spare time; enhance the sense of ceremony for rewards and punishments.

In addition to the instructors of the second-level colleges, the head teacher with young teachers as the main force is the first "guardian" of the university class, which means that the head teacher is a vital part of the university class management[1]. The work of a class teacher is a responsible and professional job, and at the same time innovative and challenging. College professional head teachers should have a good professional background and rich professional practical experience, and can make full use of their own unique advantages to play a positive role in improving the quality of application-oriented talent training.

Currently, college counselors and head teachers have a strong default division of labor in traditional college student work. It is usually their own battles, and there is less joint cooperation. Therefore, the synergy between the two still lacks strong theoretical support and experimental data is small. It is mostly concentrated on the study of the mechanism of a single element on the psychological quality education of students, which is not meaningful for practical guidance[2]. The responsibilities of the counselor and the head teacher in educating people are carried out in different ways. Therefore, it is inevitable to discuss the practical path of the two parties' joint efforts in educating people. According to the feedback of actual work results, in the psychological quality education of college students (including psychological crisis intervention), the class teacher is guided to pay attention to the mental health of college students. The class teacher has a high degree of enthusiasm and cooperation, and the difficulty of cooperation with the counselor is small and the effect is obvious. This article will focus on the in-depth analysis of the necessity and possibility of co-education of counselors and class teachers from the perspective of college students' psychological quality education, and try to propose a practical path.

## **2. The Necessity of the First Class Teacher and the Counselor in the Psychological Quality Education of College Students**

### ***2.1 The current situation of the mental health of college students is in urgent need of change***

#### ***2.1.1 College students are at a special age***

The group of college students is exactly the stage where the three important influencing factors of consumption, emotion, academic work and employment are changing. It is not only facing increased academic pressure, but also facing multiple social responsibilities and changes in social roles such as economics, love and marriage[3]. At this stage, they may feel multiple pressures at the same time or one after another. This kind of pressure is called "additive pressure" in psychology. Superimposed pressure is extremely serious and difficult to cope with, which can cause great harm to people. Under multiple pressures, if college students fail to make good psychological adjustments, they are prone to psychological problems. In reality, it is not an exception for college students to act aggressively due to setbacks in their studies, emotions, and employment.

#### ***2.1.2 Female college students have more psychological problems than male college students***

Expert investigations and studies have confirmed that there are very significant gender differences in the mental health of college students, and the percentage of female college students with mental disorders is much higher than that of male college students. More than half of the college students are girls. The reason for the status quo is that the quality of employment of girls at the undergraduate level is lower than that of boys[4]. Therefore, more girls choose to enhance their competitiveness in the job market by improving their educational level. However, the rapid increase in the size of college students and the number of female college students will further aggravate the pressure of competition for female college students in the future job market.

There are grade differences and factor differences in the psychological problems of college students: Zhao Dianjun and other studies have confirmed that college students have "different manifestations of mental disorders between grades. The general situation is that students in grades 3 and 4 are more similar in various symptoms. The second grade is more serious[5]."

### ***2.2 The need to improve the psychological quality education of college students***

While the number of college students is increasing rapidly, the psychological quality education of college students is relatively lagging, causing the current mental health work of college students to lag behind that of undergraduates, which is not commensurate with the existing student scale, and cannot meet the increasing demand of college students[6]. The scale of psychological quality education consultation specifically for college students is small and the staffing is insufficient. "College students' psychological quality education occupies relatively few educational resources in terms of human, financial, and material aspects. The work has been passive and backward for a long time, and it is far from meeting the needs of university students for psychological quality education.

### ***2.3 Strengthen the need of head teachers to pay attention to the mental health of college students***

Some class teachers in colleges fail to fully understand that "the class teacher has the primary responsibility for ideological and political education of college students. The class teacher must understand and grasp the ideological status of college students..." Some of the class teachers have a low sense of role and are not very active in ideological education. , Believes that the head teacher only needs to be responsible for the study and life guidance of college students, while ideological education is the work of counselors and college party and government personnel[7]. The undergraduate head teacher has a high level of theoretical accomplishment and practical experience in his own professional field, but he still lacks a correct understanding and professionalism in the mental health of college students. Once some class teachers find out that the college students they are mentoring have suspected psychological problems, they usually take two measures: directly contact the counselor to deal with it; or ignore the "time bomb". Counselors take the initiative to promote mental health knowledge to the head teacher group, and work with the head teacher to regularly follow up and follow up on the changes in the individual situation of the mentally problematic college students, and provide professional guidance and assistance to the head teacher, which helps strengthen the head teacher's awareness of paying attention to the mental health of college students[7]. Class teachers guide the anxiety and panic of college students with psychological problems during scientific research and study,

and better perform their duties as the primary responsible person for the cultivation of college students. "College student education is an important level of higher education talent training, and it is the first stage of the cultivation of top-notch innovative talents in my country's socialist modernization." Whether this group can be physically and mentally healthy and grow into talents has a significant impact on the country's future development strategy and is directly related to The success or failure of my country's socialist modernization drive. Therefore, it is particularly urgent and necessary for the ideological and political education work team of college students with the head teacher and college students as the main body to pay attention to the psychological quality education and prevention of college students, which has great strategic significance.

### **3. The principle of co-education of the teachers and counselors in the psychological quality education of college students**

The head teacher and the counselor must follow two principles to play a joint force in the psychological quality education of college students:

First, the principle of consistent goals: the training goals of counselors and class teachers are consistent, and they are all for college students to complete their studies in physical and mental health. To a certain extent, the work of counselors helps class teachers solve problems and escort them in the process of educating people. However, some head teachers do not have sufficient understanding of the condition of college students with psychological problems, and are eager to impose higher academic requirements on college students. They think that the counselors are making fuss, bluffing, and shielding college students. The head teacher with this type of attitude cannot form an effective synergy when educating people with the counselor[8].

Second, the principle of division of labor and complementarity: the class teacher focuses on caring and enlightening college students and finding students with psychological problems in the process of daily teaching and learning guidance. The counselor screens and judges the student's condition based on the school's relevant rules and regulations and psychological knowledge, helps the head teacher to check the application for the resumption of college students with psychological problems, and regularly follows up on the performance of the students with psychological problems from multiple perspectives, and feeds back the situation to the head teacher. The development of the condition of college students with psychological problems.

### **4. Possibility and advantages of class teachers participating in college students' psychological quality education**

#### ***4.1 The class teacher has the need to understand the psychological conditions of college students, and has a high degree of participation and cooperation***

With the development of the times, serious crises of college students with psychological problems have repeatedly impacted people's old ideas about mental illness. People's attitudes to neglect mental quality education or think that mental illness is not a disease are gradually changing. As the primary responsible person for ideological and political education of college students, the head teacher is also more worried about the mental illness of college students under his guidance, which may cause serious consequences. In reality, the various incidents of injury or self-injury among college students in other colleges and universities have continuously promoted the need for the head teacher to strengthen the psychological quality education of college students. Motivation can only be generated when there is a need, and when there is motivation, there is enthusiasm, and the head teacher has the enthusiasm to participate in the psychological quality education of college students. In terms of psychological quality education, the relevant responsibilities and specific content of the class teacher are not difficult to implement, which is conducive to improving the level of engagement and cooperation of the class teacher, and lays a good foundation for cooperation for the joint efforts of the counselor and the head teacher.

#### ***4.2 Counselors possess professional knowledge of psychological quality education***

Counselors possess psychology knowledge and have received relevant professional training: obtain the qualification certificate of psychological counselor, participate in the mental health knowledge training arranged by the Ministry of Education and the school, or graduate from psychology. Raw.

They are well acquainted with the characteristics of the consultation process in the psychological counseling centers of universities and the psychiatric department of hospitals[9]. They have professional knowledge and abundant external resources in the mental health of college students. They have a relatively keen awareness of psychological problems and can make assessments and preliminary judgments. The counselor can provide professional guidance and advice to the class teacher.

#### ***4.3 The teacher in charge of the class and the counselor are complementary in work form***

A large number of daily administrative affairs squeeze the counselor's time and energy to understand the individual college students. Undergraduate groups have fewer activities in large groups based on the class, and they are more dispersed. The work model of undergraduate counselors, which learns the daily dynamics of classmates through class leaders, has not worked well among college students. Faced with the large number of groups, strong dispersion and tight staffing, counselors cannot fully and keenly perceive the recent abnormal behavior of college students, and need to learn more about the situation from other channels. The number of students guided by the class teacher is much lower than that of the instructors. The class teacher and college students interact with each other in the form of academic ties such as literature reading, regular group meetings, academic reports, and experimental guidance. The relationship is close and there are many forms of individual communication. The learning ability of college students with serious psychological problems tends to decline, which in turn affects their learning efficiency and effectiveness. The head teacher can easily find abnormalities in the learning progress of college students.

#### ***4.4 The head teacher can play an important role in many aspects of college students' psychological quality education***

In the Chinese educational and cultural environment, students have been respected for their head teachers since they were young, have a high social reputation and reputation, and possess rich social experience and social resources. The class teacher and college students also have a deep relationship between teachers and students. Once a college student's psychological crisis occurs, the class teacher can proactively provide good support conditions in handling the incident: financial support, parent communication, contact with high-quality medical conditions, arranging students to take turns to accompany them, and giving humane care and many more. At the same time, because learning pressure is one of the most critical factors affecting college students' psychological problems, the head teacher can adjust the guidance methods and content of the students according to the academic performance of the students with psychological problems, which can help college students better adapt to learning.

Fourth, the practical path for the head teacher and the counselor to exert the joint force of cultivating people in the psychological quality education of college students from the perspective of the content and form of psychological quality education, the head teacher focuses on the implicit education forms such as daily communication and attention, humanistic care, role model role, etc., to grasp the life and learning of college students, and to understand the situation of individual college students in depth. Counselors mostly carry out explicit psychological quality education in the form of "consultation and guidance", "observation and file building", "educational lectures" and "crisis intervention", etc., focusing on the mastery of group information on the face, but also including daily observation, Side-understanding and other hidden forms, screening and assessing the mental health of college students, and guiding the role of professionals.

#### ***4.5 From the perspective of the development process of psychological problems, there is a clear difference in the division of responsibilities between counselors and class teachers***

Psychological problem screening stage: the head teacher is the information provider, and abnormalities are found in the process of instructing college students, and feedback to the counselor after understanding the situation. Counselors do a good job of popularizing mental health knowledge for class teachers, reminding class teachers to pay attention to abnormal behaviors of college students; in the training link nodes that are prone to stress for college students: freshmen admission, employment season, graduation season, etc., master data, and feedback special situations that they find head teacher.

Psychological problem identification stage: the counselor uses psychological knowledge or resources to make a preliminary judgment on the psychological state of college students, and assists the head teacher to make further work arrangements for students with psychological problems based on the results of the preliminary judgment. The head teacher arranges staff in the research group to strengthen

the attention density and frequency of students with psychological problems, and adjust their academic requirements.

Psychological crisis emergency stage: Once a psychological crisis event occurs, the counselor immediately activates the crisis plan, and promotes the process of crisis handling according to the plan: emergency medical treatment, reporting to superiors, contacting parents, policy explanations, contacting school psychological counseling center to surrounding students Do psychological interventions, etc.; the head teacher makes use of resource advantages to contact the hospital, arrange for escort, financial support, and communicate with parents. The counselor and the head teacher trust each other and have the same goals to resolve the crisis.

## 5. Conclusion

It has important practical significance to better realize the social sharing of human resources in universities, improve the social service functions of universities, and promote the deepening of the reform of the personnel management system in universities. The class teacher and class committee play a vital role in the undergraduate growth process. Only when the class teacher and class committee coordinate and cooperate, the class can develop harmoniously, and class students can establish a correct outlook on life and values, and have their own bright future.

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