

The Dilemma and Breakthrough Strategy of Young Pioneers Counselors ' Professional Development

Xinran Zhi, Yufeng Pan

Lishui University, Lishui, Zhejiang 323000, P.R. China

Abstract: Under the background of the new era, as the core force of children 's political enlightenment, the young pioneers ' counselors are faced with multiple difficulties in their professional development : part-time work, ambiguous role positioning, insufficient role identity, insufficient professional quality and imperfect development mechanism. In order to break through the dilemma, it is necessary to build a multi-dimensional path : such as strengthening top-level design, optimizing institutional mechanisms, cultivating professional culture, reconstructing the training system, and empowering counselors themselves.

Keywords: Young Pioneers Counselors; Professional Development; Development Dilemmas

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1.Introduction

1.1 Research Background

The new era puts forward new requirements for the political enlightenment and value shaping of children and adolescents. This requirement not only continues the party 's consistent attention to the work of children and adolescents, but also realizes the innovation based on the overall situation of the great rejuvenation strategy of the Chinese nation and the great changes that have not been seen in the world in a century. China is committed to cultivating young children into socialist builders and successors with all-round development of morality, intelligence, physique, aesthetics and labor, and clearly proposes to cultivate new people of the times with ' ideals, skills and responsibilities '.

Young pioneers counselors are the guide of students ' growth, helping students form correct values and ideology, and are the backbone of school ideological and political work. They rely on various activities to explain the history and achievements of the party, cultivate students ' awareness of patriotism, create a correct atmosphere of public opinion on campus, and ensure that the national ideological work advances along the right track. Their professional level is directly related to the quality and effectiveness of the work of the Young Pioneers. A professional team of counselors can grasp the ideological trends of students in time, build a bridge of spiritual communication with young pioneers with educational concepts that fit the characteristics of the times, and effectively cultivate students ' correct values.

1.2 Research Status and Significance

1.2.1 Research Status

Although there is no specific role of "Young Pioneers counselors" abroad, the conclusions drawn by foreign scholars from their research on instructors of children and teenagers' organizations provide a reference for us. The core enlightenments are as follows: First, foreign scholars emphasize "participatory training" for instructors of children and teenagers' organizations, and improve their practical abilities through project-based learning, situational simulation and other methods, rather than mere theoretical indoctrination. Second, schools should attach importance to "the linkage of social resources" and unite social forces to jointly promote the professional development of instructors. Third, foreign scholars' research focuses on the "ethical and caring abilities" of instructors of children and teenagers' organizations, who believe that these instructors need to possess professional literacy in dealing with children's psychological problems and resolving group conflicts, which has something in common with the responsibilities of Young Pioneers counselors in China.

Existing domestic research on "Young Pioneers counselors" covers the main aspects but still has certain

limitations: First, there are few comparative studies on the professional level of counselors in different regions and different school stages, and the proposed improvement paths lack feasibility. Second, the response to the challenges of the new era is insufficient. Against the backdrop of the new era, there has not yet been a systematic research on how to improve Young Pioneers counselors' "innovative ability in red education".

1.2.2 Research Significance

From a theoretical perspective, this research helps enrich the theoretical system of educators' professional development. Most existing studies focus on subject teachers in primary and secondary schools and counselors in colleges and universities, with relatively few studies on Young Pioneers counselors in primary schools. By analyzing the uniqueness of the professional development of Young Pioneers counselors, this research makes up for the relevant research gaps.

From a practical perspective, this research provides solutions to break through the bottlenecks encountered by Young Pioneers counselors in their professional development. At present, frontline Young Pioneers counselors are faced with dilemmas such as "energy dispersion caused by part-time work", "ambiguous role orientation" and "insufficient role identity". By sorting out the dilemmas and analyzing the challenges, this research puts forward strategies to solve the problems and promote the professional transformation of the Young Pioneers counselor team. In addition, this research can help counselors more accurately grasp the growth needs of children and teenagers and design more attractive and guiding activities.

2. Dilemmas in the Professional Development of Young Pioneers Counselors

2.1 Part-time Work Nature

The vast majority of primary and secondary schools do not assign full-time staff to take up the post of Young Pioneers group counselor; this position is often held concurrently by moral education directors, league branch secretaries, grade group leaders, head teachers or subject teachers. This "part-time identity" easily puts counselors in a dilemma of multiple pressures. Schools may require them to achieve good results in both teaching work and Young Pioneers work, and these pressures overlap with each other. When time conflicts arise, Young Pioneers work is often marginalized as a "non-core teaching task". Forced to weigh their options, counselors have to invest less energy in Young Pioneers work, forming a vicious circle where Young Pioneers work changes from a "part-time job" to a "nominal job".

2.2 Ambiguous Role Orientation

The ambiguous role orientation of Young Pioneers counselors can be divided into the contradiction between the nature of the role and role development, and the contradiction between role orientation and role performance. First, the nature of the Young Pioneers counselor's role is transitional. On the one hand, Young Pioneers counselors need to guide students' political thinking and fulfill the mission of fostering virtue through education. On the other hand, in practical operation, some teachers regard their identity as counselors as a springboard for career development, thinking that the role of counselor is only a transitional identity to promote their promotion, which leads to ethical dilemmas for Young Pioneers counselors regarding the prospects of their own role development. Second, Young Pioneers counselors have multiple roles: they are not only teachers and organizers but also managers and researchers. These multiple identities bring them heavy administrative work and gradually make them lose their way in the process of role transformation.

2.3 Lack of Role Identity

From the perspective of counselors themselves, they may have a vague understanding of their own role orientation. In some schools, counselors often do not know whether they are moral education workers or activity organizers, simple subject teachers or ideological guides. The superposition of these multiple identities leads to ambiguity in their responsibilities. In addition, the effects of counselors' ideological guidance and political

enlightenment are long-term and implicit, unlike the immediate effects of subject teaching, which easily leads to insufficient professional identity and a sense of accomplishment among Young Pioneers counselors. From the school perspective, although school leaders attach great importance to Young Pioneers work in concept, in practice, they often prioritize subject teaching work, value subject teachers, regard Young Pioneers work as an "additional burden" and neglect it. From the social perspective, the general public has a very limited understanding of the professional role of "Young Pioneers counselors" and is unaware of their specific responsibilities and importance. Compared with other educational positions, the work value, advanced deeds and professional needs of Young Pioneers counselors receive significantly less exposure and attention in mainstream media and policy discussions.

2.4 Inadequate Professional Literacy

On the one hand, some counselors lack a systematic professional knowledge background in Young Pioneers theory, child psychology, organizational management, ideological and political education and other fields. For example, they have an in-depth understanding of the historical evolution, organizational constitution and fundamental tasks of the Chinese Young Pioneers, and fail to establish a complete theoretical and practical framework for "cultivating successors to communism". On the other hand, some counselors have shortcomings in abilities such as activity planning and organization, communication and coordination, new media application, and practical problem-solving. They cannot transform the Party's innovative theories into a discourse system easily acceptable to children and teenagers, but directly copy document expressions, lacking the ability of creative transformation for "child-friendly interpretation".

2.5 Imperfect Development Mechanisms

2.5.1 Training Mechanism

From the perspective of the pre-service training mechanism, in the absolute majority of normal colleges and universities, the independent courses related to the theory and practice of the Young Pioneers ' work are relatively small, and it often appears in other courses in the form of class hours. From the perspective of post-service training mechanism, the training system presents the characteristics of ' fragmentation, homogenization and short-term '. The training system lacks the design of hierarchical classification. The new counselors and senior counselors receive the same training content, which cannot meet the needs of their respective professional development. At the same time, the training system lacks a long-term tracking mechanism and has not established a complete chain of ' pre-training demand diagnosis-training practical guidance-post-training effect evaluation '.

2.5.2 Evaluation Mechanism

At present, there are still some problems in the counselor evaluation mechanism. For example, the evaluation subjects rely too much on written summaries and leadership evaluations, lacking multiple evaluation subjects such as student feedback, peer review and third-party evaluation. The evaluation methods are relatively single and fail to effectively reflect the work characteristics and contribution of Young Pioneers counselors.

2.5.3 Incentive Mechanism

Although counsellors ' allowances are required to be included in the budget, in some areas the granting of counsellors ' allowances is dependent on the self-financing of schools. Especially in rural and underdeveloped areas because of financial constraints, often unable to issue special allowances. In addition, the calculation method of counselors ' allowance in many places has not been clarified, and the allowance of counselors in public schools is generally lower than that of class teachers.

2.6 Weak Social Support

From the family perspective, some parents believe that Young Pioneers activities are more form than content and rarely participate in parent-child team classes held by schools. Some parents have a biased understanding of Young Pioneers counselors, thinking that counselors are only simple activity organizers rather than professional

moral education teachers. From the school perspective, schools provide insufficient support for the professional development of Young Pioneers counselors, and the training, incentive and evaluation mechanisms for counselors need to be further improved. From the social perspective, Young Pioneers counselors are in a marginal position in social public opinion; the media pay insufficient attention to them, with few news reports about them, and the public also has a vague understanding of their political and educational functions.

3.Paths for the Professional Development of Young Pioneers Counselors

3.1 Strengthen Top-level Design

The system construction at the national level is the fundamental guarantee for the professional development of young pioneers ' counselors. Therefore, we should promote the improvement of relevant laws, regulations and policy systems at the national level to clarify the special identity of young pioneers ' counselors different from other teachers, and establish a full-chain system covering post setting, career development and rights and interests protection.

The professional development of young pioneers ' counselors is inseparable from the guidance of scientific and standardized standards, so it is necessary to formulate a unified national professional standard for young pioneers ' counselors. The state can require normal schools to use standards as the basis for the curriculum of the Young Pioneers and include them in the core assessment content of the recruitment of primary and secondary school teachers ; set up different levels of training modules for new counselors, backbone counselors and expert counselors ; in the professional title evaluation of counselors, the professional standards are transformed into quantifiable evaluation indicators, which fundamentally solves the problems of fragmentation of the training system and fuzziness of the evaluation system.

3.2 Optimize Institutional Mechanisms

The first is to reform the evaluation incentive mechanism. In terms of evaluation content, a three-level evaluation index is set up. The first-level indicators highlight political leadership, the second-level indicators focus on educational practice, and the third-level indicators focus on professional development. In the way of evaluation, increase the value-added evaluation of students ' growth, peer review, parent satisfaction survey and other evaluation methods. Combined with the qualitative evaluation of education supervision experts and senior counselors, the effectiveness of counselors ' work is fully reflected.

The second is to smooth the career development channel. In terms of professional title evaluation, it is necessary to add a separate evaluation sequence for Young Pioneers counselors and formulate special evaluation standards. The evaluation criteria should take the work performance of the Young Pioneers as the core, focus on the counselors ' political leadership ability, organizational construction ability, activity planning and implementation ability, theoretical research ability and professional influence, and organize a special evaluation committee to evaluate the counselors. In the aspect of evaluation, on the basis of the existing education recognition system, an independent recognition of the young pioneers ' counselors is added. The standard of evaluation should focus on the main business of counselors, highlight the characteristics and contributions of the young pioneers, and avoid the use of unrelated indicators such as enrollment rate and academic competition results. In terms of job promotion, a four-level post composed of primary counselors, intermediate counselors, senior and intermediate counselors, and special counselors is set up to clarify the ability standards and promotion years of each level. At the same time, it is stipulated that excellent counselors can give priority to the positions of school moral education director and vice president.

Third, we must strengthen the treatment guarantee mechanism. First of all, it is necessary to clarify the allowance standard of counselors. Schools set the allowance of counselors according to the allowance standard of head teachers. Private schools can optimize the allowance of counselors in combination with their own salary system. Secondly, it is necessary to scientifically calculate the workload and performance of the Young Pioneers counselors.

The school should clarify the composition of the workload of the counselors and avoid measuring the workload only by the amount of class hours. The school performance plan should separately list the assessment items of " Young Pioneers ' work, " highlighting the effectiveness, innovation, student participation and other indicators of the activities. Finally, society and schools should provide the necessary funding, space and time support.

3.3 Cultivate Professional Culture

We should reshape the image of the Young Pioneers counselors through three-dimensional publicity, and enhance the social identity and sense of honor of the counselors ' profession. On the one hand, a national-level counselor honor recognition system should be established, and the " National Excellent Young Pioneers Counselors " should be included in the national-level education honor system. Through recognition, special documentaries and other forms, the political leading value of counselors and the effectiveness of moral education should be transformed into visual social cognition. On the other hand, it deeply excavates the typical cases of counselors in the fields of red gene inheritance, labor education practice, mental health counseling, etc., and uses short video platforms, educational journals, campus publicity columns and other carriers to spread them, so as to strengthen the public 's recognition of young pioneers ' counselors.

3.4 Restructure the Training System

It is necessary to improve the pre-service training system, set up independent courses related to the work of the Young Pioneers in normal universities, establish a double tutorial system composed of university professors and front-line counselors, and encourage normal students to actively participate in the practice related to the work of the Young Pioneers. And implement the pre-certification of the qualification of the young pioneers ' counselors, and those who pass the examination can obtain the certificate of " preparatory counselors. " Secondly, to improve the quality of post-service training, the school can rely on the studio to build a hierarchical classification, systematic training curriculum system to meet the development needs of different levels of counselors.

3.5 Self-empowerment of Counselors

Young Pioneers counselors not only need solid professional knowledge but also need a high level of political and ideological level. They also need to gradually form their own theoretical system. Under the background of high incidence of psychological problems in children and adolescents, young pioneers counselors need to constantly learn psychological knowledge to improve their professional coping ability. In addition, in the context of the rapid development of information technology, Young Pioneers counselors need to improve their professional quality of " human-technology collaboration. "

4. Conclusion and Prospect

The professional development of Young Pioneers counselors is a key project for implementing the fundamental task of fostering virtue through education and consolidating the ideological foundation of children and teenagers in the new era. Its essence is to build a professional team of Young Pioneers counselors with firm political beliefs, superb professional skills and love for children through the multi-dimensional coordination of institutional guarantee, standard guidance and ability improvement. The exploration from practical dilemmas to breakthrough paths shows that this not only requires top-level design and policy support at the national level, but also relies on the coordinated support of schools and society, and more importantly, the active growth of counselors themselves.

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