

Analysis on the Practical Path of Cultivating College Students' Correct Outlook on Righteousness and Interest from the Perspective of Counselors in Junior Colleges in the New Era

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Abstract: Under the background of diversified social thoughts and complex network environment in the new era, the outlook on righteousness and interest constitutes an important component of college students' value system, which directly affects their moral judgment, behavioral choice and longterm development. As the frontline implementers of ideological and political education in junior colleges, counselors keep close contact with students and can observe their value evolution in daily study and life. They occupy an irreplaceable position in guiding students to distinguish righteousness from interest, balance individual gains and social responsibility. Starting from the working reality of counselors in higher vocational colleges, this paper interprets the connotation of correct outlook on righteousness and interest for contemporary college students, sorts out the realistic obstacles in current cultivation work including cognitive deviation, disconnection between education and real life, single educational carrier and insufficient collaborative mechanism. Combined with the growth characteristics of vocational college students, this paper puts forward targeted practical paths from value guidance, daily education, practical experience and multisubject coordination. The research intends to provide practical reference for counselors to carry out value education, and help college students form sound moral quality to adapt to social development.

Keywords: new era; junior college counselors; college students; outlook on righteousness and interest; value cultivation; practical path

1. Introduction

Counselors in junior colleges undertake the mission of fostering virtue through education. They are not only administrators of student affairs but also guides for students' spiritual growth. Compared with theoretical teaching in classroom, counselor's work is embedded in students' daily communication, mental counseling, theme activities and career guidance, which creates favorable conditions for subtle value shaping. Nevertheless, many counselors are trapped in heavy daily affairs. The cultivation of outlook on righteousness and interest often stays at theoretical preaching, failing to connect with students' real confusion in study, competition and employment. For this reason, it is necessary to reexamine the function of counselors in value education, analyze existing restrictive factors, and explore operable practical paths, so as to promote the internalization of correct outlook on righteousness and interest among vocational college students.

2. Connotation and Counselor's Functional Position of Cultivating College Students' Correct Outlook on Righteousness and Interest

2.1 The Times Connotation of College Students' Correct Outlook on Righteousness and Interest

The correct outlook on righteousness and interest does not deny reasonable personal pursuit of interests. It advocates a rational balance between righteousness and interest rather than absolute opposition. Righteousness refers to moral norms, collective interests and social responsibilities that conform to public ethics. Interest includes legitimate personal development benefits such as academic progress, career reward and individual honor. For vocational college students, the core of this value concept lies in recognizing that personal legitimate interests should be obtained under moral and institutional constraints. When personal interest conflicts with collective interest, they can make rational tradeoffs instead of taking selfinterest as the sole judgment standard^[1].

2.2 Functional Position of Junior College Counselors in the Cultivation of Outlook on Righteousness and Interest

First of all, counselors act as value observers and problem identifiers. Students' confusion over righteousnessinterest relationship rarely appears in formal classroom expression, but reveals in daily talks, class interactions, competition frustration and employment anxiety. Longterm contact enables counselors to capture subtle value tendency which is easy to be ignored by professional teachers. They

can perceive students' utilitarian tendency or onesided understanding of interest at an early stage, and lay foundation for targeted intervention^[2].

Secondly, counselors are lifeoriented value communicators. Different from teachers who focus on theoretical interpretation, counselors combine value guidance with students' real dilemmas. When students encounter setbacks in scholarship application, student cadre election or job hunting, counselors do not only give instrumental suggestions, but also integrate the thinking of righteousness and interest into psychological comfort and situation analysis, realizing situational value education. Thirdly, counselors serve as organizers linking campus and social practice. They can design volunteer services, professional experience and other activities, helping students feel the mutual relation between individual dedication and social gain in realworld experience^[3].

3. Realistic Dilemmas and Practical Paths for Counselors to Cultivate College Students' Correct Outlook on Righteousness and Interest

3.1 Realistic Dilemmas Existing in Current Cultivation Work

The first dilemma lies in the separation between educational content and students' realworld confusion. Some counselors regard the cultivation of outlook on righteousness and interest as independent thematic content. They deliver moral knowledge through theme class meetings, but seldom connect educational content with practical troubles such as academic competition, post selection and interest conflict which students actually face. Abstract moral preaching cannot respond to students' inner doubts, and students are hard to form identity from passive acceptance.

Second, educational carriers are relatively single and lack of immersion. Many educational activities stay in the form of report learning and theoretical discussion. Value shaping relies too much on verbal indoctrination. Students accept relevant content as a task required by campus management rather than internalizing it as their own code of conduct. In addition, counselors face heavy transactional workload. A great deal of energy is occupied by student management, assessment and routine affairs. Sufficient time cannot be guaranteed for longterm tracking of students' value development, so value guidance becomes intermittent and fragmented^[4].

Third, multisubject collaborative mechanism is insufficient. The shaping of outlook on righteousness and interest cannot be completed only by counselors. Ideological and political teachers, professional course teachers, campus culture construction and offcampus social resources should participate jointly. At present, the linkage between counselors and other educational subjects is insufficient. Value education resources are scattered, and consistent educational atmosphere has not been fully formed inside and outside class. What is more, partial counselors lack systematic theoretical accumulation about traditional moral culture and contemporary value theory, restricting the depth of daily guidance.

3.2 Practical Paths for Counselors to Promote the Cultivation of Correct Outlook on Righteousness and Interest

First, attach importance to situational guidance and integrate righteousnessinterest thinking into daily ideological communication. Counselors should take daily hearttoheart talk as the main carrier. Instead of launching largescale thematic indoctrination mechanically, they catch educational opportunities from students' real events. When students encounter frustration in competition, confusion in jobhunting or contradiction between personal demand and collective arrangement, counselors take these specific scenarios as starting points, guiding students to think over how to balance personal legitimate interests and moral principles. In theme class meetings, case discussion replaces pure lecture. Select typical cases closely related to campus life and post practice to trigger students' independent reflection, so that value education can respond to real doubts.

Second, expand practical educational carriers and realize value internalization through experiential participation. Counselors organize diversified practical activities beyond classroom. Volunteer services for communitylevel public affairs, outstanding alumni sharing sessions, vocational character experience and other activities can be arranged. In these practices, students observe how other people balance dedication and gain, and understand that legitimate personal interest is often generated on the basis of certain social contribution. Practical experience helps students get rid of abstract moral understanding and build perceptual cognition of righteousnessinterest relationship. Meanwhile, counselors make proper use of newmedia platforms to release short articles and discussion topics, expand the coverage of value education outside offline activities, and keep consistent educational influence in students' online life.

Third, build multisubject collaborative education pattern and improve the continuity of value shaping. Counselors take initiative to strengthen communication with ideological and political teachers and professional teachers, realizing the docking between classroom theoretical teaching and afterclass daily guidance. Counselors feed back students' real value confusion to course teachers. Course teachers combine professional knowledge to interpret moral requirements in vocational posts. In addition, counselors make full use of campus

culture and student organization resources, exert the power of peer example, and spread positive value orientation in student group. Junior colleges should reasonably adjust the work content of counselors, reduce redundant administrative burden, and guarantee time and energy for counselors to carry out longterm value guidance work.

Fourth, improve counselors' own theoretical accomplishment of value education. Colleges arrange targeted training covering traditional ethical thought, contemporary youth value characteristics and ideological work methods. Counselors keep learning relevant theoretical knowledge, reflect on cases in daily student work, and accumulate practical experience of value guidance. Only when counselors form accurate understanding of righteousnessinterest relations can they give appropriate analysis and persuasion when facing students' various value puzzles, avoiding superficial and empty education expression.

4. Conclusion

The cultivation of college students' correct outlook on righteousness and interest is a gradual longterm process rather than oneoff thematic education. Under the new era background, junior college counselors occupy a special position in this work by virtue of their close connection with students. They should break away from the mode of pure theoretical preaching, take students' real life confusion as the starting point, and integrate value guidance into talks, class activities and social practice. Through situational education, practical experience and multiparty collaboration, counselors help students form rational cognition of righteousness and interest, master the way to balance individual development and social responsibility.

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