Research on Intimate-talking Education of College Students: based on School-family Collaborative Mechanism Theory

Liansong Wu

School of Foreign Studies, Yangtze University, Jingzhou, China

Corresponding author email: wuliansong2001@163.com

ABSTRACT

Intimate-talking education is an effective way to develop ideological and political education of college students. Emphasizing the cooperation between school and family and combining strengths of both, school-family collaborative mechanism extends the cognitive knowledge to the layer of morality promoting, self-perfection and social responsibility, which belongs to a well-balanced education. By summed up experiences of “Three ones (one letter, assignment and visit)” in intimate-talking education, the author tried to practice a model of college students intimate-talking education that based on school-family collaborative mechanism. And Guided by this mechanism, join forces can be formed to help students build up the correct outlook on the world and life and values, which is benefit to the enhancement of the effectiveness of ideological and political education.

Key words: School-family, Collaborative Mechanism, Intimate-talking Education, Exploration, Practice.

Introduction

It is an urgent and arduous task for all ideological and political educators to grasp college students’ ideological characteristics and mental condition comprehensively and accurately. Influenced by growing circumstance, culture, characteristics and so on, college students’ ideological problems are diverse, complicated and remarkable. Through talking with students heart to heart, i.e., intimate-talking education, educators may gain an intimate condition of students’ life and study, which helps a lot not only in enhancing understanding between students and teachers, but also in promoting all around development of students. Practice has proved that intimate-talking is an effective way to strengthen ideological and political education in colleges (Qianjiangfei, 2014), which can conduct ideological work in colleges more comprehensively and intensively.

With the in-depth development of modern economy and society, the social value of education consistently stands out. Since family education is one of the most main educating patterns in practice of education development, school-family partnerships have been an inseparable important part in the whole education system. However, in Chinese traditional education, it was emphasized too much on school-family partnerships in elementary education period, while the adverse
effects of lacking them are not concerned enough in college stage. In fact, colleges and families are both important parts of college ideological and political education. Only by sticking to orchestration, communicating and establishing two-way (school-family) cooperating education system, can effective resultant force be achieved.

Opinions on Further Strengthening and improving ideological and political education of College Students stated by the CPC Central Committee and the State Council have pointed out that “colleges should explore a system to communicate with students’ families to work closely together on ideological and political education of college students.” Therefore, establishing a new system of school-family partnerships, and improving pertinence and efficiency on ideological and political education was an urgent task and needs to be improved in colleges of China. By analyzing problems in school-family partnerships and presenting negative effects of intimate-talking education, this essay stated the important meaning of school-family partnerships. In order to extend effects of intimate-talking and enhance efficiency of ideological and political education of college students, the author made a conclusion from his practical experiences on school-family partnerships these years, and explored college students intimate-talking education mechanism based on school-family collaborative mechanism.

**Predicament in school-family partnerships education and negative effects of intimate-talking education in China’s present colleges**

School-family partnerships education refers to a kind of bidirectional Education activity that combines school education and family education, under a certain circumstance, to support each other and form a resultant force to accomplish education goals (Wang Zengrong, 2009). School-family partnerships education is a valuable addition and innovation for intimate-talking education for college students. It ultimately aims at making the resultant force work on students, which advance to achieve well-balanced development. So far as it goes, colleges have been exploring and testing, which has achieved some development. However, limited by various factors, the effects are not obvious, and still need to be further promoted and improved at some extent as followings:

**Weak consciousness on cooperation.**

In family aspect, some parents lack of the consciousness in participating in school education. They haven’t realized that it is their rights and obligations to participate in school education, and neglected their focus on children’s education. In college aspect, however, most college pay little attention on family education, and made few connects with parents, regardless of the important role of family education in the growing and maturing process.

**Unsystematic partnerships in content.**

By virtue of unsystematic integral cooperation, arbitrariness is one of the main characteristics in the mutual cooperation and communication. Particularly, in real life, concerns of school-family partnerships are quite narrow. Both of who attach more importance on students’ academic performance rather than virtue, refinement, aesthetic and mental condition, nonetheless cohesive and appropriate cooperation content for age character and development during the four-year.

**Inequality in cooperation status.**

Obviously, school-family partnerships need mutual communication. However, colleges often take initiative in practice of cooperation and always make schedules according to their own needs, which results in lacking in uniformity in cooperation pattern and inequality in cooperation status and so on. The corollary of it is that neither college nor family can get more valid feedback, which consequentially undermine supposed efficiency.

**Negative effect in intimate-talking education**

Deficiency of school-family partnerships education has a far-reaching influence on college students’
intimate-talking education. Since it is difficult to learn influences of families and growing circumstances on students’ shaping personality and value, teachers can only place more emphasizes on outer behavior of special group, such as learning difficulties, abnormal mental state, financial troubles, communicating difficulties and so on. Not only will this directly have effect on daily work, like student’s subsidy, scholarship’s identification, mental problems’ intervention, but also make it more difficult to get into mental of students, which will result in stop-gap measures that are temporary and one-side. The measures can only relieve but not cure the real problem, which undermines practical effects of intimate-talking education on a large scale.

Necessity and feasibility on constructing school-family collaborative mechanism

Necessity on construction of school-family partnerships system

In the view of sociology

It is a real fact that college students have grown up physically, but not psychologically. In school, academic and mental problems are almost concerned with their own efforts and campus circumstance, especially their growing circumstances. As the first stage of socializing, family plays a vital and decisive significance in the process of forming character for college students. Problems may be motivated in a comparatively gentle and forgiving stage when some of which had not been solved timely and effectively in childhood. Mutual communication is completely required to solve those problems effectively.

In the view of pedagogy

Current circumstances or system for colleges’ education are not completely closed any more. Technologies such as IT, and information have changed the thinking ways and studying habits and living styles of college students, which has posed a tough challenge for school education. Due to more access to information, multi-culture shocking and opening characteristics of high education, it’s really harder for ideological and political work, and the necessity of family supporting and participating in school education is urgent unprecedentedly.

In the view of management

There’s no denying that family’s participating is a share of school’s management responsibility, which can relieve the severe tension between school and family. In the meanwhile, college’s management efficiency can be improved through parents sharing their education experiences and feedback of college’s teaching and practicing. In addition, social condition and prestige of the college could be redounded in the process of family’s participating, which turns to be a positive influence on college enrollment and orientation, practice and internship and so on.

Feasibility on constructing school-family collaborative mechanism

It contributes to the enhancement of the pertinence of intimate-talking education.

Intimate-talking education requires high technique and artistry (Chang Jun Wan, 2009).

Individual difference and proper time and suitable period of intimate-talking should be selected considerably. Adequate preparations are essential before talking to make students sharing the feeling of caring and to-be-helped. An important fact is that favorable mutual communication is good for education work, especially for teachers to acquaintances with students’ mental qualities and characterizes under different family backgrounds, and educate individuals pointedly and automatically.

It contributes to the efficiency of intimate-talking education.

College period plays an important part in one’s formation of thoughts. Therefore, college works as a “battle position”
for ideological and political education for college students. Suhuomulinshiji once said, neither school nor family alone can take the thorough and complex responsibility of shaping personality. Family education has significant impact in one’s whole life. Especially at the forming stage of correct overlooks on the world, life and values, and family’s caring and love are unconscionable influences on students. Thus, by establishing school-family collaborative system, family education and school education should be combined together, and a resultant education force can be formed finally, which is benefit to solve practical problems, as well as ideological problems. It will better lead college students to form correct values, which could promote the efficiency of intimate-talking simultaneously.

The exploration of college students’intimate-talking education model based on the school-family collaborative theory

In 1997, the concept of "cooperative education" was firstly proposed in China Family Education Association Executive Conference, which mainly referred to a wide range of educational resources including school, family and society. All of three factors actively cooperate with each other and formulate joint efforts to implement synchronous education, and finally realize the objective of cultivating a new generation of well-educated and self-disciplined with lofty ideals and moral integrity (Wang Baoxiang, Liu Hongbo, 1999). Therefore, the school-family collaborative theory refers to a kind of comprehensive education. By cooperating comprehensively and integrating the strengths of three perspectives, this collaborative system could contribute to the promoting of morality, self-fulfillment and social responsibilities of college students.

The basic principles of school-family partnerships

Principle of goal congruence.

Colleges’ target of talent cultivation is in complete agreement with parents and society, which reflects organic consolidation with regard to the growing and maturing of college students. The ultimate goal congruence is conducive to the overall development and growth of college students, which also helps them to set up the correct world outlook on life and the values.

Principle of cooperationinitiative.

The universities should give full play to the initiative of the political workers, and encourage them to expand the mutual contents of school-family collaborative education in universities, so that they can break the traditional areas of cooperation while dealing with student various of crisis, and develop closer and more in-depth cooperation in many aspects, such as students’ psychological health education, daily information sharing, guidance on career planning, ideological and political education and so on. In this way, colleges can guide the parents to recognize their rights and obligations in the process of students’ overall development, and encourage them to take part in the management of daily education of college students.

Principle of respect and equality.

The essence of school-family collaboration is an equal and mutual interaction process, of which understanding and respect are the basic premise (Lang Li, 2010). Much communication between school and family should be enhanced. Both school and family should communicate with sincerity, and pay genuine attention and care to students’ development on some existed problems. Under the premise of understanding and respect, both sides could find out the best way of cooperation. Being dominant in this process, the school should create a gentler and forgiving atmosphere for families’ participating cooperation. Especially, both sides should take a wider vision, more modest attitude and more sincere feelings on students’ education and guidance.
The practice of college students’ intimate-talking education model based on the school-family collaborative theory

Education is a wake-up potential which involved between the ideal and reality and with a distinct point of value. It is also related to human activity and needs gigantic of devotion. The author has formed a “Three ones (one letter, assignment and visit)” communication system on his way of exploring students’ education model, which is based on the school-family collaborative theory and combined with the reality work of college student management. This working model strongly push forward the intimate-talking education and strengthen the actual effects of the ideological and political Education of college students.

One letter

As a front-line staff in students’ management, the counselor should have a thorough understanding about students, he or she is also “the most familiar person” to students at school. Under the guidance of the school-family collaborative system, as well as to maximize the effect of intimate-talking work, the author insisted to carry out ”A letter” campaign on practical work: “Write a letter in the beginning of each semester to thank parents; Write a letter in winter holiday to inform parents about the school situation; Write a letter in summer vocation to gain more courage. By communicating with parents heart to heart through traditional media like letters, the counselor can inform parents the performance of students when they are at school, including thinking, learning, working, interpersonal relationships and so on. If a student appears to have violated behavior or some mental health problems and backward learning situation, the counselore should contact parents immediately and post a warning mail to them. Then he or she should work together with parents to guide students to a healthy growth. Letters generally focus on characteristics and growth needs of children learning stage. For example, in the letter that send for parents, the author proposes that parents should pay attention to cultivate children’s study habits and safety awareness, gratitude and sense of responsibility, and encourage children to participate in social practice and other nine aspects. In a letter to parents of a junior, the author hopes that parents should help their children to make an occupational planning, and guide them to choose career properly. College encourages parents to reply and send the feedback of the actual effects of family education, and gains strong supports from parents. Many parents were very moved by school’s care and consideration, and said they would wholeheartedly cooperate with the school on children's education. On this basis, the author also organized a series of special theme of” Thanksgiving parents”. According to the current times, the author proposed students to contact their parents every day, send blessings upon their parents’ birthdays, and then held an paternity activity every semester. These activities got a very strong response, the students felt that their mind have been sublimated, and the parents also thought children are more sensible. As a result, school gained greatly in students’ education.

One assignment

A kind of special vacation homework has expand the college students’ intimate-talking education outreach. In order to further acquaintance with students, and provide enough help for them, and then guide them if necessary. For different grades, the author has arranged various targets and special assignments to encourage students to spend summer and winter with a mission, guide and inspire them to develop a plan about academic and career. For example, when their first-year of college ended up, the author arranged the following assignments: find a memorable teacher and ask him or her for a good wish; make a profound investigation about the health of your parents; wash feet for parents; prepare a Dayton dinner for the elders personally; talk with your parents in-depth during holidays at home; participate in a voluntary service or social practice. These topics are related to the theme of thanksgiving, communication, practice etc., which intend to guide the freshman to cherish life, to be grateful for parents and train their practical ability. When it comes to the junior-year summer, the homework emphasize the development of vocational ability, which guide the students to establish vocational goals as quickly as possible, and enhance their professional skills around the employment objectives, then guide them to do rational research and to encourage students to participate in social practice and other aspects of practice.
Different stages of winter and summer tasks strengthen the school-family cooperation as well as promote relationships between teachers and students, and achieved the desired effects of intimate-talking education.

One visiting

Visiting is designed to exchange information and views with parents, and discuss common solutions to improve the educational effect, so that to promote the students’ progress development. Visiting, divided into two forms such as in-campus visits and out-campus visits, which is an important way to imitate-talking activities. By getting into students’ dormitories and classrooms initiative relationships between teachers and students can be enhanced. It also helps teachers win the trust of students, thus lay a solid foundation to further understand the students' learning and living conditions. Out-campus visit can mostly promote the development of school-family partnerships. Through visits to students’ families, we can create a good opportunity to form a home-school cooperative model and promote the mutual interaction in students' physical and mental development, such as good health, personality, social and moral development.

The construction of college students'intimate-talking education model based on the school-home collaborative mechanism

The purpose of intimate-talking education is to let each student gets the attention that they deserved (Liu Jinke, Wang Li, 2014). The establishment of school-family collaborative mechanism, not only expands the idea, methods and objectives of intimate-talking education, but also enrich and development its connotation, which provide an access to learn the students’ true states, find out their actually needs, and guide their development. Therefore, to enhance the relevance and effectiveness of the conversation, we must establish school-home collaborative mechanism, build an effective platform of education for cooperation and exchange views, then form a joint education together and promote the all-round development of students.

Enhance ideological understanding, change the sense of cooperation, and tryhard to create a comprehensive education environment

Thought decides act. Both home and school will generate positive action by fully recognizing the importance of cooperation and possessing the same philosophy and common goals. Students’ growth and success is a result of combined interaction of school education, family education and students’ self-education. Cooperative behaviors can be achieved when we attach student’s ultimate development perspective and mutual cooperation as the importance. Obviously, as an organized body, school should play a leading, organizing and implementing role on moral cultivation and talents development, and by taking more measures, form a normal mechanism to mobilize the enthusiasm of parents and students. Parents should also change ideas from passive to active. They should consciously participate in cooperative education with equal status and responsible attitude for students and fulfill their duties. Students should actively play a role of bridge and link the school and family together to create an atmosphere for education, then enhance the effects of educational cooperation.

Strengthen the cooperation concept, broaden channels of information and improve the operating mode of intimate-talking education

Colleges should promoteschool-family cooperation from"one-way communication" to "mutual interaction" and actively build cooperation platforms to perfect intimate-talking education model. First, make full use of modern network information technology, such as micro-chat , microblog, blog, forum, campus network, QQ to contribute to interactive. Then the second is to fully expand the paper communication channels, such as letters, home-school contact cards, questionnaires, student growth reports, academic planning book and campus life guiding books to conduct exchanging communication; the third is to use conventional information platform, such as fixed telephone, mobile phone
and SMS, etc. Cooperate with home anywhere and anytime; the fourth is to create opportunities to visit students’ family, in accordance with full, diversified, normalization, typifying principle; the fifth, encourage parents to get involved in school management, such as establishing parents committees, organizing parents schools, setting up leadership reception day, the campus opening day, parents mail and so on. By broadening channels, we can improve the effectiveness of intimate-talking education.

**Focus on service functions, establish security mechanism, and strengthen the effectiveness of ideological and political education.**

Firstly, we should establish and perfect the mechanism of financial security. Funding is what we should face when it comes to carry out home-school cooperative mechanisms. It is also a guarantee of keeping the home-school cooperation. Universities should base on the actual situation, appeal the public to care for home-school collaboration while increasing funding establishment of relevant organizations at the same time. Secondly, we must establish and improve troop protection mechanism. We should absorb superb teachers into the team of students’ ideological and political education, form a passionate, energetic, high-quality full-time college counselors. Then take regular training for teachers, strengthen their understanding of "face to face, not one less" to improve their political and professional qualities, and finally enrich the ideological and political educational effectiveness.

**Conclusion**

Intimate-talking education is the most direct and effective way to understand the students’ psychological and ideological situation. It is also an effective means to carry out students’ ideological and political education. By strengthening the school-family collaboration, harmonious education power can be generated as well as the relevance and effectiveness of intimate-talking education can be enhanced. As a result, some practical problems concerning students' growth and development can be solved systematically, which will promote the well-rounded development of students.

**References**

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