

The construction and practice of developmental funding education model in colleges and universities in the new era

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ABSTRACT

The traditional college funding model mainly solves the short-term economic difficulties of students, and it is not easy to effectively meet their development needs in terms of ability improvement, psychological support, career planning, etc. It does not meet the state's requirements for funding colleges and universities in the new era—not only to "Solve the difficulties" but also to "Educate people." Therefore, this paper discusses how to build a development-oriented funding and education model in colleges and universities and puts forward feasible construction paths and implementation mechanisms, aiming to realize the deep integration of funding and education, help students from poor families grow into talents who can take up the task of national rejuvenation.

KEYWORDS

developmental funding; education mode; all-round development; precise funding

Students from low-income families have always been the focus of educational equity. In the past, the main ways of financial aid in colleges and universities were scholarships, grants, loans, and subsidies, which guaranteed the fundamental rights of students to study. However, with the progress of society and the innovation of educational philosophy, educators have found that many students with difficulties face obstacles in academic competitiveness, social interaction, career preparation, and other aspects, and a single financial aid makes it difficult to solve these problems. In the new era, the state has set higher standards for personnel training in colleges and universities. "Virtue through education" requires that education pay attention to the all-round development of students. However, in practice, the allocation of funding resources in many colleges and universities does not match the actual development needs of students, and all kinds of educational resources fail to effectively tilt to students with financial difficulties, resulting in some students with financial difficulties receiving financial assistance. However, they are still in a weak position in the competition for comprehensive quality. In this context, exploring the mode transformation from "Security-based funding" to "Development-based funding" is of great practical significance. The primary purpose of this paper is to build a new model of financial aid education oriented toward students' long-term development and to help poor students obtain comprehensive ability improvement and development opportunities to achieve higher-quality development and educational equity.

1 The connotation and value orientation of development-oriented funded education in the new era

1.1 The enlightenment of Marxist humanistic theory on the value of funding education

Marxist humanistic theory mainly discusses human beings' nature, existence, and development laws and emphasizes that human beings are the subjects and practitioners of social relations. This fundamental position requires that educational financial aid should go beyond mere economic relief. That is, the financial aid system needs to build channels to promote students' participation in social practice so that students can confirm their subjective value in the process of transforming the objective world by creating a real environment for labor participation and social interaction, become the leader of their development^[1]. Marxism also emphasizes that people have the dual ability of "Transforming Society and self." Based on this, the developmental funding education model in colleges and universities should be able to activate the initiative of Students' self-shaping; the contents of academic support, psychological empowerment, and career development are integrated into the financial aid system to help students overcome cognitive difficulties and strengthen the sense of subject control. Only when students get development support in knowledge, skills, character, and social interaction simultaneously can they break the shackles of economic hardship on development, from "Being defined by the environment" to "Actively defining oneself," and ultimately achieve all-round development.

1.2 The goal orientation of funding education from the perspective of "Foster virtue through education."

Development-oriented funded education in colleges and universities refers to establishing a comprehensive funding system around the fundamental task of fostering virtue through education, aiming to support the all-round development

of students with financial difficulties. Under the fundamental requirement of "Fostering virtue through education," the development-oriented funding work in colleges and universities should guide students to form good moral character in the whole process, that is, the state, schools, and social funding resources, students through work-study programs and other ways of self-help should be an opportunity to pass on values, so that students understand that receiving help is a manifestation of social warmth, to use this help to grow up, to help others in the future is the responsibility of members of society; to help students establish a correct understanding of society and others, shape the heart of goodness, integrity, self-improvement. The ultimate goal of financial aid education is to support students' all-round growth and personality improvement, which requires that the support provided by the financial aid system should not only be able to solve the students' tuition fees and living expenses but also they need to be able to accurately identify academic difficulties and provide guidance, to cultivate their quality of independent thinking and pursuit of truth. At the same time, we should also pay attention to students' mental health, help them establish a positive and confident attitude, and provide career planning guidance to enable them to master social skills. In the end, students solve the immediate difficulties and develop a sound personality, become responsible for themselves, and contribute to society by gradually eliminating dependence on funding.

2 The construction significance of the developmental funding and education system in the new era

2.1 Implement the fundamental task of fostering virtue through education

Compared with the traditional funding system, the development-oriented one only focuses on solving economic difficulties. It also deeply integrates ideological and political education and the cultivation of socialist core values into the funding process. Through the design of theme projects such as "Inspirational lecture hall" and "The trustworthiness education," colleges and universities guide students from low-income families to deeply understand the care of the state and society for them while getting help in order to stimulate their patriotism and responsibility^[2]. In this process, the educational goal of fostering virtue through education has been successfully transformed into students' real emotional experience and action consciousness, which has laid a deep ideological foundation for cultivating new people with political determination and noble morality. Previously, some students depended on financial aid and had low self-esteem. The development-oriented financial aid system effectively solves this problem through the dual-track design of "Financial aid + development." This funding model emphasizes the creation of opportunities for ability improvement and value realization based on meeting the basic economic needs of students with financial difficulties and encourages students with financial difficulties to participate in academic competitions, social entrepreneurship, and other projects so that they can gain a sense of achievement and self-confidence in the challenges. As a result, the funding work has been sublimated from "Passive relief" to "Active education," which truly realizes the organic unity of ideological guidance, spiritual encouragement, and personality shaping.

2.2 Serving students' lifelong development needs

Due to the limited resources, students from low-income families often lack the accumulation of comprehensive quality. Under the background of the new era, the social demand for talent has changed from a single knowledge type to a compound ability type. Based on this need, the development-oriented financial aid system provides resources such as famous enterprise internships and skill certification for students with difficulties. It opens "Psychological resilience classes" to enhance their ability to resist pressure and adapt to cultivate their employment competitiveness, social adaptability, and other key competencies, and help students accumulate the skills and capital they must have in the future workplace competition and social life^[3]. In addition, the developmental funding system in colleges and universities also encourages students to exchange resources for development through volunteer service and campus practice by setting up "Public welfare points" and "Growth files." it conveys the orientation of "The right to development needs to be actively strived for," so that it gradually forms the consciousness of lifelong learning and self-improvement, and lays a solid foundation for dealing with the uncertainty of the future society.

3 The construction path and implementation mechanism of the development-oriented funding and education model in colleges and universities

3.1 To build a "Three all-round education" pattern of funding education system

Under the background of the new era, the funding work of colleges and universities should become the responsibility of all the faculty and staff of the school; school leaders, teachers, school counselors, and administrative personnel should

be aware of the family economic difficulties of students into the daily work of care and support. Teachers should not only impart knowledge in the classroom but also pay attention to the learning status and ideological trends of students with financial difficulties and give timely encouragement and academic guidance; the school counselor should deeply understand the difficulties and needs of each student with financial difficulties, timely support should be given; the ideological education, cultural and sports activities, and voluntary service activities carried out in schools should actively create conditions to encourage and facilitate the participation of students with financial difficulties so that they can find a sense of belonging in the collective, train the ability, increase the knowledge at the same time so that students with difficulties in campus life can feel the power of support. In addition, colleges and universities should also build an efficient information platform so that various departments involved in the situation of students can share basic information and dynamic changes about students with financial difficulties in a safe and timely manner. When a student has difficulty in school or life, teachers and administrators can be the first to know and help. When it is discovered that a particular student requires both financial assistance and academic tutoring, as well as psychological support, the relevant departments and personnel of colleges and universities should jointly discuss assistance plans and clarify their respective tasks, let all kinds of educational resources and forces can accurately focus on the students who need help, and adjust the help strategy according to their changes in time, so that each help is timely and effective.

3.2 Establish a dynamic mechanism for precise identification and classification of funding

To establish a precise funding mechanism, universities must first identify which students need assistance and their difficulties. Instructors, counselors, class advisers, and dormitory managers should pay close attention to students' daily lives, including their clothing, food, housing, learning conditions, and mental state. They should care about their lives and document their academic and living conditions. Collecting information must be secure and confidential, allowing students to share their actual circumstances willingly. This enables a comprehensive understanding of their economic situation, academic progress, physical and mental health, and future expectations, laying a reliable foundation for providing suitable assistance in the following steps^[4]. After identifying the difficulties faced by students, targeted assistance should be provided. For students experiencing financial hardships, scholarships should be distributed promptly, or work-study positions should be offered. For those who face relatively less financial pressure but struggle academically or have difficulty integrating into groups due to introverted personalities, support such as tutoring and psychological assistance should be provided. On this basis, colleges and universities should establish a regular return visit and evaluation mechanism to understand whether their latest status and difficulties have changed and timely adjust assistance measures to truly accompany students through the difficulties and support their growth step by step.

3.3 Building a platform for students' all-round development

In the new era, colleges and universities should build a platform to promote the all-round development of students so that students can easily access all kinds of beneficial activities and resources on campus and have the opportunity to participate. High-quality library books, access to databases, laboratory equipment, and academic lecture slots should be made available to students with financial difficulties and prioritized for support. In the campus cultural activities, the organizers should reserve the participation quota for the poor students and provide the necessary transportation subsidies so that they will not miss the opportunity to exercise and show themselves because of financial concerns. School sports venues, activity centers, and other venues and facilities in the management and use should also take into account the convenience of all students, let the poor students no longer lose the opportunity to explore interests, develop their specialties, make friends, and broaden their horizons because of their economic conditions, and truly integrate into the rich and colorful university life^[5]. In addition to opening up existing resources, we also need to design and build more targeted growth platforms for students with difficulties to help them make up for their shortcomings and develop their advantages. The school can organize special learning support groups, inviting outstanding students and teachers of higher grades to provide guidance and training for students with difficulties in their studies and problems in their learning methods, teach them how to read literature efficiently, how to present in class, and how to use professional learning tools.

Regarding psychological support and social skills training, colleges and universities can design relaxed group activities, create a safe and trusting atmosphere, encourage students with difficulties to express themselves and learn to communicate and cooperate with others to enhance their self-confidence and sense of belonging. In career planning and job preparation, colleges and universities need to provide practical vocational ability training for students with difficulties, teach them how to make resumes, learn interview skills and workplace etiquette, and actively contact cooperative enterprises to provide internship opportunities to help them understand the needs of society. Through establishing a tracking mechanism, we can understand what progress students have made through these platforms, what new problems they have encountered, and what help they need in the follow-up so that students with difficulties can

gradually improve their comprehensive quality and prepare for future integration into society.

4 Conclusion

In the new era, development-oriented funded education in colleges and universities should tap and cultivate the inherent potential of students from low-income families. Specifically, we can make efforts in the direction of constructing a financial aid education system under the pattern of a "Three-round education," establishing a dynamic mechanism for precise identification and classification of financial aid and building a platform to promote the all-round development of students, to alleviate students' economic pressure, enhance students' self-confidence, sense of belonging and sense of responsibility. In the future, the developmental funding education model in colleges and universities needs to make full use of intelligent technology to improve the accuracy and efficiency of needs identification and resource matching of students with difficulties, building a more extensive and in-depth support network, to help them become helpful people for society.

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