

# Research on the Collaborative Education System of University Development Funding from the Perspective of “Great Ideological and Political Education”

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## Abstract

Developmental Financial Aid in Education as a Vital Component of Ideological and Political Education in Colleges and Universities Developmental financial aid in education constitutes a crucial part of ideological and political education in colleges and universities. The work of financial aid in fostering talent in higher education should focus on the holistic development of students, with nurturing talent serving as the starting point and ultimate goal of financial aid efforts. It is imperative to explore and refine the system of developmental financial aid in education. From the perspective of “comprehensive ideological and political education”, developmental financial aid in colleges and universities should adhere to the fundamental task of “cultivating talent through morality”, and establish a four-in-one system of developmental financial aid. This system should uphold the core principle of student-centeredness, be oriented by actual needs, implement precise measures as its core, embrace the educational philosophy of students’ comprehensive development, and innovatively carry out practices within the collaborative educational system of developmental financial aid in colleges and universities. Based on the concept of “comprehensive ideological and political education”, we should establish the developmental philosophy for the collaborative educational system of developmental financial aid in colleges and universities; strengthen the soul-building project and construct a pattern of developmental financial aid in education within the scope of “comprehensive ideological and political education”; provide comprehensive support and safeguards for students’ growth and development, while continually innovating ideological and political education methods to meet the requirements and challenges of the new era.

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## Keywords

Comprehensive Ideological and Political Education Perspective, Developmental Financial Aid, Collaborative Education for Talent Cultivation

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## 1. Introduction

The “comprehensive ideological and political education perspective” represents a broad-scoped, grand-visioned approach to ideological and political education, emphasizing the “organic unity of awareness of structure, holistic awareness, and all-element awareness” (Chen, 2020). In 2022, the Notice of the Ministry of Education and Nine Other Departments on Printing and Distributing the “Work Plan for Comprehensively Promoting the Construction of the ‘Expanded Ideological and Political Courses’” (Jiao She Ke [2022] No.3.) became a guiding document for advancing ideological and political education in colleges and universities, serving as an important theoretical basis for universities to thoroughly implement comprehensive, holistic, and all-around education (Ministry of Education et al., 2022).

This study is grounded in the perspective of the “comprehensive ideological and political education” framework. By examining the theoretical and practical foundations of development-oriented financial aid and education in current universities, it aims to delve deeply into the strategies for constructing a development-oriented financial aid and education system in universities, and to analyze its internal logic and operational mechanisms. The ultimate goal is to provide theoretical support and practical guidance for financial aid work in Chinese universities. Through systematic research on the financial aid and education system, this study hopes to contribute to the cultivation of socialist builders and successors who are well-rounded in terms of morality, intelligence, physique, aesthetics, and labor.

## 2. Theoretical Research on the Collaborative Educational System of Developmental Financial Aid in Colleges and Universities from the Perspective of “Comprehensive Ideological and Political Education”

### 1) “Grand Ideology of Political and Ideological Education”

The “Grand Ideology of Political and Ideological Education”, which encompasses the educational philosophy of “grand education, grand moral education, grand care, and grand practice”, represents an expansion and deepening of traditional concepts of political and ideological education. This ideology emphasizes the comprehensive, whole-process, and full participation characteristics of political and ideological education, advocating for the integration of ideological and political education into all aspects of teaching and learning, covering the entire growth process of students, and achieving an organic combination of education, moral education,

care, and practice.

The “Grand Ideology of Political and Ideological Education” describes an overall description of a rational system formed through specific activities or linking mechanisms among various factors that possess ideological and political education functions (Zhu & Guo, 2023). From the perspective of “Daideological and Political Education”, universities place the fundamental task of fostering virtue through education at the core of their educational and teaching activities. Closely adhering to the strategic plan of accelerating the development of China into a powerful educational nation, universities persist in promoting the “Ten Major Education Systems”, advancing comprehensively, and actively constructing a new pattern of “Daideological and Political Education” work in universities. They take multiple measures to enhance the leading role of ideological and political education and jointly build “Daideological and Political Education”.

### 2) Development-Oriented Financial Aid

Development-oriented financial aid is an educational ecosystem that builds on basic financial support, employs systematic institutional design centered around the fundamental task of fostering virtue through education, focuses on the physical and mental health development of students from economically disadvantaged families, and provides differentiated development and personalized growth services. It emphasizes conducting financial aid and education work simultaneously on the basis of ensuring funding and material support, focusing on students facing difficulties in physical and mental development, academic studies, quality improvement, enrollment, and employment, and provides more precise and effective educational services through the joint efforts of relevant business departments.

In 2017, the Implementation Outline for Enhancing the Quality of Ideological and Political Work in Colleges and Universities issued by the Party Committee of the Ministry of Education included “financial aid for education” as one of the “ten major education systems” in ideological and political work in colleges and universities, clarifying new ideas for advancing the high-quality development of financial aid for education in colleges and universities. Guided by the “Grand Ideology of Political and Ideological Education”, the development-oriented financial aid education system in colleges and universities is no longer limited to traditional financial support but combines financial aid with ideological and political education, mental health education, social practice, innovation and entrepreneurship education, and other aspects, forming a comprehensive, three-dimensional, and personalized aid model. This model aims to stimulate students’ internal motivation through financial aid means, promote their comprehensive development, and cultivate them into high-quality talents with a sense of social responsibility and innovative spirit.

### 3) The Practical Significance of the Collaborative Education System for Development-Oriented Financial Aid in Colleges and Universities from the Perspective of the “Grand Ideology of Political and Ideological Education”

The collaborative education system for development-oriented financial aid

revolves around a system of national financial aid, school scholarships and grants, social donations, and student self-help. By organically integrating financial aid policies with ideological and political education, it helps enhance students' ideological and emotional identification, improves the effectiveness of ideological and political education in colleges and universities, and deepens educational equity. Through financial aid policies, it alleviates the concerns of economically disadvantaged students, guarantees equal educational opportunities, and achieves a reasonable allocation of educational resources.

Development-oriented financial aid not only provides economic support but also focuses on the comprehensive development of students. Through multidimensional interventions such as ideological and political education, mental health services, and career guidance, it combines "poverty alleviation" with "difficulty relief" and "knowledge support", enhances students' sense of social responsibility and innovative spirit, focuses on cultivating their self-reliance, honesty, gratitude, and courage to take responsibility, and improves their overall quality. Du Yubo, the former deputy secretary and vice minister of the Ministry of Education, emphasized that financial aid for education should aim at "one goal"—fostering virtue through education, grasp "one core"—cultivating and practicing socialist core values, strengthen "two abilities"—innovative spirit and practical ability, and enhance "three types of education"—inspirational education, honesty education, and social responsibility education (National Student Aid Management Center, 2016).

The establishment of the collaborative education system promotes the integration and sharing of resources from families, schools, and society, forms a joint force for education, helps create a good pattern of full, whole-process, and comprehensive education, and effectively promotes the improvement of the quality of education in colleges and universities. Through the organic combination of financial aid and education, it cultivates more high-quality talents who meet social needs and provides strong talent support for national development.

### **3. Practical Pathways for the Implementation of a Development-Oriented Financial Aid and Collaborative Education System in Universities from the Perspective of "Daideological and Political Education"**

"The root is the foundation of the tree, and morality is the essence of human beings." The "Grand Ideology of Ideological and Political Education" emphasizes the comprehensive leading role of ideological and political education in talent cultivation and social development. It requires the integration of ideological and political education into all aspects of education and teaching, management services, and cultural construction. In the educational practice of achieving holistic, continuous, and comprehensive education for all students, the practical exploration of establishing a development-oriented financial aid and collaborative education system has become a key task of current ideological and political work in colleges and universities.

With “cultivating talent through virtue” as the fundamental task and adhering to the work philosophy of “student-centeredness”, colleges and universities should provide precise assistance according to strict standards of full-process and full-coverage. By focusing on four aspects: “establishing aspirations, academic pursuits, mental well-being, and conduct”, they have initially constructed a comprehensive financial aid and education system. This is not only a manifestation of educational philosophy but also the direction of practical exploration. It requires colleges and universities to pay attention to both the cultivation of students’ knowledge and skills and the shaping of their moral characters during the process of talent cultivation, achieving students’ comprehensive development.

1) Establishing the Developmental Financial Aid and Collaborative Education System Based on the “Grand Ideology of Ideological and Political Education”

At the National Conference on Ideological and Political Work in 2016 clearly put forward the “Grand Ideology of Ideological and Political Education”, which represents a new development of Marxist holism in contemporary China and also signifies new concepts and requirements for ideological and political education in the new era (Li, 2019). The construction of a developmental financial aid and collaborative education system in colleges and universities necessitates new ideological concepts. From the perspective of the “Grand Ideology of Ideological and Political Education”, it is essential to base efforts on the fundamental task of holistic education and emphasize the core role of ideological and political education in financial aid work. Developmental financial aid work must shift perspectives and innovate methods, organically integrating financial aid with education and centering financial aid work on the core task of talent cultivation.

Firstly, it is necessary to establish a student-centered educational philosophy, taking the comprehensive development of students as the starting and ending points of financial aid and education. This means that when formulating and implementing financial aid policies, full consideration should be given to students’ personalized needs, with attention paid to their ideological and moral character, academic development, physical and mental health, and other aspects. Secondly, the concept of collaborative education should be advocated, breaking the boundaries of traditional educational models and achieving organic integration between financial aid work and ideological and political education, professional education, mental health education, and other fields. This collaboration is not limited to cooperation among various departments within the school but should also extend to interactions between the school and families and society, forming a holistic, continuous, and comprehensive educational landscape. Additionally, innovating the content and methods of ideological and political education is required to construct the developmental financial aid and collaborative education system. In terms of content, it is necessary to keep up with the times, integrate the socialist ideology with Chinese characteristics for a new era, and guide students to establish correct worldviews, outlooks on life, and values. In terms of methods, modern educational technology should be combined, with the use of networks, big data,

and other means to improve the pertinence and effectiveness of ideological and political education.

2) Strengthening the Soul-Shaping Project and Constructing a Developmental Financial Aid and Education Landscape from the Perspective of the “Grand Ideology of Ideological and Political Education”. The broad perspective of the “Grand Ideology of Ideological and Political Education” views financial aid work as a critical aspect of cultivating talent through virtue. The ultimate goal of financial aid is to educate people, achieving the transmission of values and the cultivation of students’ characters.

a) Guidance from the “Grand Ideology of Ideological and Political Education”

The “Grand Ideology of Ideological and Political Education” emphasizes integrating ideological and political education throughout the entire process of talent cultivation, focusing on students’ comprehensive development. In financial aid and education work, the “Grand Ideology of Ideological and Political Education” should be deepened, combining ideological and political education with financial aid work. Through methods such as financial aid policy promotion, gratitude education, and integrity education, students should be guided to establish correct concepts of financial aid, enhancing their senses of gratitude and integrity.

b) Expanding the Functions of Financial Aid and Education

The landscape of developmental financial aid and education focuses not only on students’ economic difficulties but also on their comprehensive development and growth into talented individuals. Therefore, the functions of financial aid and education should be expanded, combining financial aid work with mental health education, career planning education, social practice, and other aspects to provide students with comprehensive and multi-layered support and assistance. At the same time, students should be encouraged to actively participate in social practice and volunteer service activities. Through social practice, volunteer service, internships, and other links, students should be guided to apply theory to practice, internalize the core socialist values as their behavioral norms, and enhance their comprehensive qualities and social responsibility.

c) Demonstrating Warmth and Innovating Financial Aid and Education Models

In constructing the landscape of developmental financial aid and education, it is necessary to innovate financial aid and education models and explore funding methods that meet students’ characteristics and needs. Through measures such as precise financial aid to warm hearts, policy promotion to reach hearts, exemplary role models to educate hearts, care and condolences to touch hearts, and developmental financial aid to strengthen hearts, it is ensured that financial aid work not only addresses students’ practical difficulties. For example, work-study programs, skills training, and entrepreneurship guidance can be established to help students overcome economic difficulties while enhancing their self-development abilities and employment competitiveness.

d) Strengthening the Construction of the Financial Aid and Education Team

Constructing the landscape of developmental financial aid and education requires a high-quality and professional financial aid and education team. The construction of the financial aid and education team should be strengthened, improving the ideological and political qualities and professional abilities of staff to ensure the effectiveness of financial aid work. At the same time, counselors, class advisors, and other teachers should be encouraged to actively participate in financial aid and education work, forming a good atmosphere of holistic education.

e) Establishing Exemplary Role Models and Enhancing Their Leading Role

In comprehensively and three-dimensionally advancing financial aid and education work, attention is paid to establishing exemplary role models, aiming to lead students to be positive and strive forward through the power of examples. A series of carefully planned activities and exhibitions will comprehensively showcase the warmth and power of financial aid policies, the richness and diversity of financial aid activities, the profoundness of inspiring stories, and the uniqueness and innovation of work highlights. For example, financial aid policy seminars can be held to deeply interpret policy details and ensure that every student can fully understand and utilize policy resources. Financial aid activity achievement exhibitions can vividly demonstrate the positive changes and growth brought to students by financial aid work. A series of reports on inspiring stories can be launched to deeply explore and widely disseminate the stories of excellent students who have persevered and climbed to new heights with the help of financial aid policies. Additionally, work highlights and innovative practices can be displayed to highlight the professional competence and relentless pursuit of the financial aid work team. Comprehensively and three-dimensionally advancing financial aid and education work. By showcasing financial aid policies, financial aid activities, inspiring stories, and work highlights, students' awareness and understanding of financial aid work can be enhanced, and their comprehensive qualities and social responsibility can be improved.

3) "Empowering Growth, Painting the Foundation; Broadening Channels, Innovating Ideological and Political Education"

Based on "developmental financial aid and education", it is essential to not only focus on students' economic needs but also on their comprehensive growth and development. Therefore, efforts are made to "empower growth, paint the foundation", laying a solid foundation for students' growth path through a series of effective measures. At the same time, "broadening channels, innovating ideological and political education" means continuously exploring and trying new ways of ideological and political education to better adapt to the characteristics and needs of students in the new era. Providing comprehensive support and guarantees for students' growth and development while continuously innovating ideological and political education methods to meet the requirements and challenges of the new era.

"Poverty alleviation" should also involve "empowerment". In the process of educating students, universities should focus on cultivating students' abilities and

enhancing their overall quality. By offering courses such as professional skills training and innovation and entrepreneurship guidance, universities can strengthen students' practical and innovative abilities. Additionally, universities should encourage students to participate in social practices, volunteer services, and other activities to cultivate their sense of social responsibility and teamwork abilities.

"Poverty alleviation" should also involve "nourishing the mind". In the process of educating students, universities should pay attention to students' mental health, establish psychological counseling rooms, and regularly conduct mental health lectures and counseling activities. This helps students establish correct self-awareness, learn methods to cope with stress and setbacks, and maintain a positive mindset.

"Poverty alleviation" should also involve "vocational support". It is better to teach someone to fish than to give them a fish. In the process of educating students, universities should provide personalized career planning services to help students clarify their career goals, formulate reasonable development plans, and enhance their employment competitiveness.

#### **4. Conclusion**

From the macro perspective of the "comprehensive ideological and political education" framework, the research on the development-oriented financial aid and collaborative education system in universities not only deepens our understanding of financial aid and education but also provides us with new perspectives and practical pathways. This study, through in-depth exploration of the conceptual connotation, system construction, operational mechanism, and implementation exploration of development-oriented financial aid, reveals its significant role in promoting students' comprehensive development and enhancing the effectiveness of financial aid work. Looking forward, this system will continue to be optimized and improved, contributing even more to cultivating socialist builders and successors who are well-rounded in terms of morality, intelligence, physique, aesthetics, and labor.

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#### **Conflicts of Interest**

The author declares no conflicts of interest regarding the publication of this paper.

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