**Journal of Education and Educational Research**
ISSN: 2957-9465 | Vol. 9, No. 2, 2024

# A Practical Study on Strengthening Students' Sense of Gratitude with the Orientation of Subsidy-based Education

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**Abstract:** The subsidy system for college students with financial difficulties has gradually become more complete. The subsidy policy has played an important role in promoting educational equity and maintaining social stability. Further optimization of the subsidy policy in the aspect of educating people pays more attention to the ability cultivation and personal development of students with financial difficulties, so that the subsidy work can better serve the talent cultivation of colleges and universities. Colleges and universities need to expand subsidy channels, strengthen the education of subsidy recipients' gratitude awareness, conservation awareness and self-improvement spirit, and truly implement the national subsidy policy under the premise of adhering to the fundamental task of "cultivating morality and fostering talents", to help students grow and succeed.

**Keywords:** Subsidy-based Education; Sense of Gratitude; Subsidy Measures.

## 1. Funding Policies and Systems

Funding policies serve as a crucial component of China's higher education system, aiming to assist university students from economically disadvantaged families in completing their studies and promoting educational equity. The implementation of this policy not only provides material support for impoverished students, but also offers them immense encouragement and guidance on the spiritual level, enabling them to maintain patriotism and gratitude, and enhance their sense of social responsibility and historical mission. In 2019, various grant levels were increased compared to previous years, reflecting the country's emphasis on education and its concern for impoverished students. In such an environment, beneficiaries should cherish these opportunities, study hard, and strive to enhance their comprehensive qualities and abilities.

The concept of funding-oriented education combines "alleviating poverty" with "nurturing intelligence" and "nurturing aspirations." Through the establishment of a developmental funding system that integrates national subsidies, school scholarships, social donations, and student self-help, it achieves an effective integration of material assistance with moral immersion, ability expansion, and spiritual inspiration. This system aims to create a virtuous cycle of "poverty alleviation - education - talent development - feedback," cultivating among beneficiaries a good character of self-reliance, honesty, gratitude, and courage to take responsibility.

The main content of funding-oriented education covers inspirational education, integrity education, and social responsibility education. These educational activities help students establish correct views on talent cultivation and employment, cultivate their innovative spirit and practical abilities, and enhance their core competitiveness in employment and entrepreneurship. Meanwhile, the school organizes various themed educational activities with funding-oriented education as the starting point, such as "Assisting Studies, Building Dreams, and Forging Characters" and "Integrity Campus Campaign," allowing students to experience the effectiveness of funding-oriented education and its importance to their growth through practical participation. Additionally, in the process of implementing funding-oriented education, the school should focus on innovating its forms. For example, it can implement programs such as the "Action Plan for the Education of Development-Oriented Funding" and the "Competency Cultivation Plan for Students from Economically Disadvantaged Families." Through specific project practices, it can enhance students' comprehensive qualities and abilities, cultivate a batch of "demonstration projects for the education of development-oriented funding," and promote and showcase outstanding cases and advanced individuals in funding-oriented education, thereby cultivating and strengthening beneficiaries' sense of gratitude and social responsibility.

## 2. Comprehensive Funding-Oriented Education throughout the Entire Process, Involving All Aspects, and Engaging All Members

The comprehensive funding-oriented education strategy, which aims to foster the growth and development of students from economically disadvantaged families, covers all stages of students' academic and daily lives, from pre-enrollment to post-graduation. This strategy ensures continuous attention and assistance throughout the entire process.

In terms of comprehensive support during the entire educational process, the university widely disseminates policies, provides consultation services, identifies and establishes records for students in need, ensuring their smooth enrollment. During their growth phase, the university leverages the educational function of funding to provide students with continuous assistance throughout their studies. Upon graduation, the university provides targeted incentives and support services tailored to the employment needs of students from economically disadvantaged families.

In terms of comprehensive support for students in need, the university not only provides financial assistance but also emphasizes spiritual care and encouragement. It strengthens

the education of integrity, gratitude, and self-improvement to cultivate students' sense of gratitude and guides them to establish a sense of conservation. Simultaneously, the university guides students to rationally utilize grants, promoting the spirit of integrity, gratitude, self-confidence, and frugality, ensuring that grants achieve both material and spiritual educational effects.

To expand the forms of comprehensive funding-oriented education, the university actively mobilizes various forces to participate in this work. Departments within the university establish a funding community and provide work-study positions. A system of student funding work responsible persons is established, and the professional ability of the funding work team is enhanced through training and symposiums. Counselors maintain close contact with students from economically disadvantaged families, caring for their academic, daily, and psychological well-being. Additionally, the university actively utilizes social resources, explores donation channels, and attracts individuals with compassion to assist students in need. Through cooperation with enterprises and other means, the university provides more internship and employment opportunities for students in need.

# 3. Challenges Facing Funding-Oriented Education

In the work of funding-oriented education, there exist some pressing issues that need to be addressed.

Firstly, the identification of students from economically disadvantaged families poses challenges. Due to the low requirements for proof issued by grassroots government departments, the submitted materials often lack rigor and accuracy, increasing the difficulty of the identification process. Additionally, time constraints and a lack of in-depth understanding during the assessment process often lead to inaccurate results, potentially excluding students who genuinely need assistance.

Secondly, the funding departments and counselors in universities tend to overlook the psychological issues of students from economically disadvantaged families. Some of these students may have difficulty actively requesting financial assistance due to psychological factors, creating a "blind spot" in the funding work. These students may experience psychological discomfort, affecting their normal lives. Therefore, in the funding process, we must not only focus on material assistance but also pay attention to their psychological health.

To address these issues, it is necessary to further improve the working mechanisms of funding-oriented education, enhance the accuracy and fairness of the identification process, strengthen attention to students' psychological issues, and optimize related processes and systems. This will ensure that funding work can truly achieve its intended effect, helping students from economically disadvantaged families grow healthily, and guiding and strengthening their sense of gratitude.

# 4. Approaches and Strategies for Funding Work

To address the issues in funding-oriented education, it is crucial to have a clear plan and implement a series of strategies.

Firstly, strengthening the team and improving the institutional structure are key. We must enhance the sense of responsibility and compassion of counselors and student funding departments, improve their professional skills in funding work, and pay closer attention to the psychological well-being of economically disadvantaged students. Additionally, we should establish an emergency funding mechanism to provide timely assistance to students who experience unexpected financial difficulties.

Secondly, perfecting the identification process for funding recipients is also crucial. We should establish a working body for identifying economically disadvantaged students, conduct qualification reviews, and form a supervision team to ensure fairness and justice in the evaluation results.

Furthermore, broadening funding channels is equally important. Work-study programs, as an essential funding channel, should leverage the knowledge and professional advantages of college students by setting up more scholarship positions related to their academic specializations.

Lastly, strengthening the educational function of funding-oriented education cannot be overlooked. Besides providing financial support, we must attend to the spiritual needs of the funded students, offer them care, respect, and help them build confidence. Simultaneously, we should enhance the education of funded students in honesty, motivation, gratitude, and mental health. We should encourage them to actively participate in cultural and sports activities, cultivate optimistic and open-minded attitude towards life, and educate them to repay society with gratitude.

# 5. Conclusion

The funding work in higher education institutions should evolve from primarily providing financial support for students' tuition fees to a new model that emphasizes education through funding. Colleges and universities must adopt various approaches to educate and guide economically disadvantaged students to face challenges correctly, fostering their character traits of "self-reliance, honesty, patriotism, and dedication." It is crucial to cultivate the practical, innovative, and socially responsible abilities of these students, fostering their comprehensive development.

Furthermore, higher education institutions should continue to strengthen the educational function of funding, enhancing the cultivation of gratitude and conservation awareness among recipients. Through ideological guidance and a diverse range of funding activities within the campus, a comprehensive, all-around, and participatory funding-oriented education model should be established. This will enable students from economically disadvantaged backgrounds to complete their studies successfully, striving to become qualified builders and successors of socialist society.

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