

Research on the Role Orientation and Practice Path of College Counselors in the Development-oriented Educational Financial Assistance

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Abstract

As a special force in the ideological and political education team, college counselors play an important role in the development-oriented educational financial assistance. They are the advocates of student financial assistance policy, the implementers of student financial assistance work, the educators of students' gratitude and motivation, the facilitators of student growth and success. This study comprehensively analyzes the role orientation of the counselors in the development-oriented educational financial assistance, and explores the practice path for counselors to implement financial assistance education. It is of great significance for improving the effectiveness of financial assistance education.

Keywords: college counselors; the development-oriented educational financial assistance; role orientation; practice path

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Funding and educating economically disadvantaged students are a hot topic in today's society. College counselors are the direct participants, organizers and executors of the work of financial assistance education. They should adopt corresponding strategies based on the students' actual situation, allowing every student from economically disadvantaged families to have confidence in themselves, and hope for the future, and have the opportunity to shine, and become outstanding talents with good moral qualities, healthy personality, a strong sense of responsibility, and the ability to adapt to social development.

1. The Role Orientation of the Counselors in the Development-oriented Educational Financial Assistance in Colleges and Universities

Currently, China has formed a relatively comprehensive financial assistance system for economically disadvantaged students in colleges and universities, including scholarships, grants, student loans, and work-study programs, etc. There has been a shift from guarantee-based financial assistance to development-oriented financial assistance with constant reform of financial assistance policy. Developmental-oriented financial assistance refers to a funding model provided by colleges and universities that considers the law of education and the growth needs of family economically disadvantaged students. It involves various methods such as financial assistance, psychological counseling, research guidance, project-driven, social practice, and skill development, aiming to help family economically disadvantaged students overcome material difficulties while continuously improving their personal qualities and skills, promoting their all-round development. Compared to traditional guarantee-based financial assistance, development-oriented financial assistance mainly aims to meet students' basic needs for living and studying, organically combing "funding" and "educating". It not only focuses on students' material needs, but also pays more attention to their all-round development.

College counselors play a crucial role in developmental-oriented financial assistance and act as administrators of student affairs, which directly affects the effectiveness of the financial assistance education work. The correct positioning of the role and function of college counselors is the premise and basis for giving full play to the role of financial assistance education.

1.1 The Advocate of Student Financial Assistance Policy

The effectiveness of the financial assistance relies heavily on the promotion of relevant financial assistance policy. This requires college counselors not only to take the initiative to learn, and familiar with the relevant financial assistance policy, laws and regulations, but also to implement the publicity of the policy. The publicity of financial assistance policy is an important aspect and prerequisite of financial assistance work. It can make students understand the types, objects, amounts, conditions, and procedures of financial assistance policy, in order to achieve precise financial assistance. College counselors should give full play to their role in the financial assistance policy and vigorously publicize the financial assistance policy.

There are various ways to publicize the financial assistance policy, for example, such as introducing it in class meetings, classrooms and dormitories, holding its knowledge competitions and special lectures, and establishing college financial assistance consultation groups, public accounts, and university work-study centers.

1.2 The Implementer of Student Financial Assistance Work

College counselors play a crucial role in identifying students from economically disadvantaged backgrounds and implementing financial assistance work. They serve as guarantors and operators, ensuring fair and standardized procedures in accurately identifying and assessing students' financial difficulties. Although class evaluation committees assess students' economic circumstances based on their materials of family financial difficulties and daily observations, it can be challenging to determine the extent of a student's financial hardship. Therefore, counselors play a guiding and oversight role in the actual identification process. They should take the initiative to pay attention to the difficult situation of economically disadvantaged students, and understand their struggles, and help them establish independent and self-improvement confidence in life. Finally, impoverished students achieve psychological poverty alleviation.

1.3 The Educator of students' Gratitude and Motivation

How to guide family economically disadvantaged students to establish correct financial assistance concepts, and strengthen the ideological and political education of gratitude, self-reliance, honesty, trustworthiness is the top priority of college counselors' work. In the implementation of financial assistance education, counselors should not only do a good job of material support, but also continuously strengthen the cultivation of students' sense of gratitude and return for students with financial difficulties, and improve students' ideological and moral quality, and enhance their sense of social responsibility

1.4 The Facilitator of Student Growth and Success

The ultimate goal of financial assistance education is to cultivate all-rounded talents. The connotation of all-round development is to realize the harmonious development of students' personality, comprehensive quality and ability, personal needs and social needs, and cultivate innovative, competitive and cooperative socialist builders and successors. The core of the development-oriented financial assistance training model is to allocate educational resources accurately based on the needs of students' all-round growth and talent development, in order to promote their own all-round development. In the work of supporting students' growth and success, counselors should pay attention to the unique characteristics of impoverished students, and show comprehensive care, and subtly influence them through daily interactions, and skillfully guide them toward personal development, and ultimately help them mature and succeed in life.

2. Problems in the Fulfillment of the Role of Counselors in the Development-oriented Financial Assistance Education in Colleges and Universities

2.1 Inadequate Promotion of Financial Assistance Policy

Counselors play an important role in the financial assistance education in colleges and universities as advocates for financial assistance policy. However, in practice, counselors often face issues of inadequate promotion of financial assistance policy due to various factors. For example, some counselors only distribute financial assistance policy documents to students, some rely on class committee members to relay information, and some even directly inform selected students to apply. These practices can result in some economically disadvantaged students not being able to access financial assistance due to a lack of timely information about the available financial assistance policy.

2.2 Insufficient Precision in Identifying Family Economically Disadvantaged Students

Currently, the identification of family economically disadvantaged students in colleges and universities primarily relies on the *Investigation Form of College Graduates and Their Family Conditions* and the *Investigation Form of Family Economic Hardship* issued by the civil affairs department. The basic level governments in some places where registered residence is located are not strict, and the standards are not unified, and the issuance of certificates is somewhat arbitrary. As a result, the credibility of students' poverty certificates has been greatly reduced, increasing the difficulty of identifying students from financially disadvantaged families.

At the same time, some students from financially disadvantaged backgrounds are reluctant to ask the school for financial assistance due to personal reasons, resulting in a "blind area" in the work. Economic hardships impede their normal lives and hinder their ability to successfully complete their university education. During the admission process, a democratic evaluation is also required, in addition to assessing the family's financial situation through questionnaires and hardship proofs. However, it is difficult to grasp the students' economic situation truly and comprehensively due to the limited time for communication between counselors and students and the lack of in-depth understanding of students, which increases the difficulty of identifying economically disadvantaged students.

2.3 Insufficient Attention to the Psychological Issues of Economically Disadvantaged Students

The work of financial assistance in colleges and universities plays a significant role in facilitating the academic progress of economically disadvantaged students and preventing them from dropping out due to financial difficulties. However, colleges counselors often focus primarily on providing material support and usually overlook the psychological issues faced by economically disadvantaged students when implementing financial assistance work. Some impoverished students are sensitive to their economic situation and prone to emotional fluctuations. Counselors are unable to effectively intervene or provide counseling for these students to relieve psychological

distress due to their lack of the necessary skills in mental health education. Consequently, it affects normal life and learning due to psychological issues, and damages the development of physical and mental health.

2.4 The Inconspicuous Effect of Counselors in education

In the work of financial assistance education, counselors often fail to recognize the intrinsic significance of their role. They focus on providing material support to impoverished students, while neglecting the self-development and comprehensive quality cultivation of these students. Consequently, counselors are unable to effectively integrate financial assistance with personnel training in colleges and universities, thereby limiting the full potential of the financial assistance system in nurturing students' growth and success. At the same time, some economically disadvantaged students do not realize the essential role of financial assistance in this context, and often ascribe it to the surface carrier of "money and material", which restricts the function of financial assistance education to some extent.

3. The Practice Path for Counselors to Fulfill Their Roles in the Developmental-oriented Financial Assistance Education

3.1 Precise Publicity of Financial Assistance Policy

Firstly, learn the financial assistance policy thoroughly. As the specific implementer of student financial assistance work, counselors should actively learn, familiarize, and master the relevant financial assistance policy of the party, government, and universities. They fully utilize various information resources, and implement the starting point and foothold of financial assistance policy publicity to the student group. During the financial assistance process, counselors should promptly answer questions and doubts raised by students. In the process of financial assistance publicity, it is also necessary to grasp the students' family and psychological situation. And according to their personalized needs, counselors can enable each recipient to find the most suitable financial assistance channel for themselves.

Secondly, establish a systematic publicity program. On the one hand, colleges and universities should strengthen the connection with senior high schools. Counselors also go deep into senior high schools, and publicize financial assistance policy through various ways, such as introducing financial assistance policy into classrooms and holding special lectures on financial assistance policy. It can make high school students understand the financial assistance policy of colleges and universities in advance. It can also avoid economically disadvantaged students failing to enter colleges and universities due to economic pressure. On the other hand, colleges and universities send propaganda materials to students before freshmen enter the university. It provides a detailed introduction to the types, objects, amounts, conditions and procedures of financial assistance policy, so that students in need can have a comprehensive and in-depth understanding of various financial assistance policies.

Thirdly, strengthen the integration of IT technologies. Counselors make full use of information technology to integrate with other new media platforms, in order to

strengthen the multi-channel, multi-level and all-round promotion of financial assistance policy on the university's official website, WeChat public account, Tencent Weibo and other platforms. Also, they can answer students' questions, and strengthen the publicity of financial assistance education. It is necessary to make full use of the results of big data comparison. It can provide precise financial assistance to students with special difficulties affected by natural disasters such as epidemics and floods, and publicize tuition compensation for special groups such as conscription and retirement, and publicize student loans for ethnic minority students, and strive to ensure that the financial assistance policy is fully implemented and not allow any student to drop out of school due to financial difficulties in their family.

3.2 Clarify the Responsibilities and Requirements for Financial Assistance Work

Firstly, identify economically disadvantaged students precisely. An accurate understanding of the family economic situation of impoverished students is a prerequisite for the implementation of precise poverty alleviation. In the identification work, applicants should be strictly reviewed. And the counselors and the class identification team will analyze the personal situation of the applicants, and make comprehensive consideration according to their living habits and daily consumption. It is necessary to ensure the accuracy of the identified results and ensure the smooth progress of financial assistance work. Counselors can understand the actual situation of students' families through home visits, telephone network contact, class reflection, observation of daily consumption behavior, etc. When conducting home visits, counselors should lay stress on visiting students with family difficulties, and pay more attention to and understand students with family economic difficulties in daily work, and understand their actual situation timely and accurately.

Secondly, raise ideological awareness and strengthen students' ideological and political education. In order to carry out the financial assistance education work, recipients must strengthen the ideological and political education. Counselors also help the recipients to establish the ideological concept of honesty and gratitude. Counselors can organize class meetings and lectures on the theme of honesty and gratitude. At the same time, it is necessary to let economically disadvantaged students realize the existence of integrity files, and realize the importance of integrity, and learn to maintain their integrity. Impoverished students will know how to be grateful and return to society after receiving financial assistance, and feel the love and responsibility from family, school and society through ideological and political education. Counselors help them establish self-confidence, and constantly improve their ideological level, political consciousness and moral quality.

Thirdly, highlight the effect of education. In view of the problem that the effect of education in colleges and universities is inconspicuous, the counselors should correctly realize the true significance of financial assistance education. From the simple material support to impoverished students, gradually turning to the combination of material support and spiritual support to improve the comprehensive quality. Counselors should organize impoverished students to actively participate in campus cultural activities and sports activities, social practice activities and work-study positions set up by colleges and universities, so that they can take exercise in

practice, fully demonstrate their personal abilities, and receive spiritual encouragement while receiving material support.

3.3 Attach Importance to the Developmental-oriented Financial Assistance Projects

Firstly, focus on practice and set up the developmental-oriented financial assistance projects. In the process of carrying out precise financial assistance, it is necessary to set up corresponding work-study positions according to a certain proportion of the total number of impoverished students, such as setting up positions in libraries, student apartments, canteens and other places. It can make impoverished students participate in practical activities actively in spare time, thereby improving their duty sense of post. Colleges and universities should carry out school-enterprise cooperation actively, and give priority to impoverished students with excellent character and academic performance when enterprises choose interns, so that impoverished students can accumulate practical work experience quickly and enhance their employment competitiveness. In addition, universities should also strengthen support for innovation of impoverished students, providing them with more opportunities for innovation, the guarantee for financial policy and the guidance for innovation. It can promote impoverished students' all-round development, and improve their social competitiveness through social practice, innovative guidance, project-driven and other ways.

Secondly, promote the development of the developmental-oriented financial assistance projects through synergistic education. The development-oriented financial assistance projects should give full play to the multi-linkage role of universities, society and families. On the one hand, colleges and universities should take the implementation of learning assistance projects, learning practice projects, and financial assistance projects as important contents of developmental-oriented financial assistance projects to improve students' comprehensive quality under the guidance of the guiding ideology of "financial assistance education". Universities create a favorable environment actively for everyone to care about and participate in through institutional and cultural construction, and promote the continuous and in-depth development of development financial assistance projects. On the other hand, colleges and universities should contact with the families of economically disadvantaged students actively, and feedback on students' performance and ideological status timely, so that students and parents can feel the concern and love of the country and the school. Counselors should conduct home visits when necessary to help impoverished students gain support from their families in various aspects, such as mental health, career planning, and academic progress, in order to better implement developmental-oriented financial assistance projects and promote the growth and success of students through home-school cooperation.

Thirdly, strengthen the management and supervision of the developmental-oriented financial assistance projects. From their own point of view, counselors improve their own quality and professional skills constantly, in order to serve students with all their heart. The counselors combined with the financial assistance information management system to establish a dynamic impoverished students' information database on the

basis of a comprehensive understanding of the financial assistance projects, so as to collect information in time, and save it effectively, and prevent leakage. At the same time, counselors need to grasp the family economic conditions of impoverished students, and track their studies and living conditions. They should care, manage, and supervise them, and find problems timely and solve problems. It can ensure the smooth implementation of development financial assistance projects through the effective supervision of impoverished students.

3.4 Insist on the Combination of Material Support and Moral Education

Firstly, insist on the moral education and people cultivation as a fundamental task. It is necessary to integrate the fundamental task of moral education and people cultivation into the process of developmental-oriented financial assistance education, to further integrate and deepen financial assistance education work. The ability and quality of impoverished students is improved constantly, when material support in need is provided. In essence, compared with traditional guarantee-based financial assistance, development-oriented financial assistance lays stress on the all-round development of students. According to the laws of education development and education, counselors meet the actual needs of students' growth through financial assistance, psychological guidance, scientific research guidance, project-driven, social practice, ability training and other ways. Students' ideological and moral quality should be improved and their sense of social responsibility should be enhanced on the basis of material support.

Secondly, give full play to the moral education function of financial assistance. Funding to economically disadvantaged students should not only stop at the level of material support, but also pay full attention to their adult development and physical and mental health growth. Counselors must attach importance to the infiltration of moral education into the daily financial assistance work. They must first pay attention to protecting the economic privacy of impoverished students, in order to do a good job in moral education. They need to provide more opportunities for them to show. They also strengthen the confidence of impoverished students by encouraging them to stand on their own two feet. If impoverished students encounter any problems in study and life, counselors should pay attention to them timely and help them to solve problems actively, and create a good external environment for the healthy growth of them.

Thirdly, pay attention to spiritual support. Counselors should not only pay attention to the material security of impoverished students, but also pay attention to their spiritual guidance. First of all, the socialist core values should run through the whole process of financial assistance education. Secondly, the integrity theme education should be carried out in all aspects. In the process of implementing the developmental-oriented financial assistance in colleges and universities, counselors should pay attention to cultivating the impoverished students' moral sentiment of self-improvement, honesty and optimism. Last, impoverished students can become excellent talents with high moral quality and perfect personality, and adaptability to social development.

College counselor is the main body of the implementation of developmental-oriented financial assistance education, and plays an important role in its work. In practice,

they should realize the transformation from “funding people” to “educating people”, and provide maximum help for students, and train socialist builders and successors with an all-round moral, intellectual, physical and aesthetic grounding, in addition to a hard-working spirit.

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