

# Analysis of Development-oriented Financial Aid and Education in Universities under the Perspective of "Lecture, Competition and Practice"

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## Abstract

Development-oriented financial aid education in higher education institutions represents an essential requirement for moral cultivation and talent development in the new era. The "Lecture-Competition-Practice" approach serves as an effective pathway to promote students' all-round development in moral, intellectual, physical, aesthetic, and labor education while enhancing the quality of talent cultivation. Integrating this "Lecture-Competition-Practice" framework into financial aid education constitutes an innovative yet principled advancement in educational support initiatives. This study explores the connotation, requirements, challenges, and implementation pathways of development-oriented financial aid education under the "Lecture-Competition-Practice" perspective. Through logical analysis and literature review methods, it identifies three key pathways: "Promoting learning through lectures to strengthen ideological guidance," "Enhancing motivation through competitions to boost talent competitiveness," and "Fostering practical implementation to maximize educational synergy."

## Keywords

Teaching, competition and practice; developmental; funding and education; education.

## 1. Introduction

The report of the 20th National Congress of the Communist Party of China emphasizes the need to develop education with people at its core, while improving the student financial aid system that covers all educational stages. This places higher demands on universities' efforts in fostering talent through financial support. Against the backdrop of "strengthening the nation through education," higher education institutions must uphold the principle of "five educations in parallel" and "holistic education," cultivating well-rounded socialist builders and successors with moral integrity, intellectual competence, physical fitness, aesthetic appreciation, and practical skills. Universities should adapt to the broader context of educational reform, deliver education that satisfies public expectations, and transform student financial aid from a "guarantee-oriented" model to a "development-oriented" approach. By integrating practical implementation with academic excellence and real-world application, institutions can enhance developmental financial support that aligns with the inherent laws of higher education and students' growth trajectories.

## 2. The connotation and requirements of developmental financial aid education in colleges and universities under the perspective of "telling, practicing and practicing"

(1) The connotation of "telling, practicing and practicing"

"Jiang Sai Jian" (Speech, Competition, Practice) is an initiative designed to enhance students' holistic development. By encouraging participation in speech, competition, and practical activities, it aims to strengthen theoretical foundations, personal qualities, and communication skills, ultimately fostering well-rounded growth in moral, intellectual, physical, aesthetic, and labor education. This approach has become an effective method for universities to improve talent cultivation quality and elevate students' comprehensive competencies. Integrating three core elements—speech, competition, and practice—this model creates a comprehensive educational framework that promotes personal growth and skill enhancement. In this system, "speech" serves as the foundation: Through clear explanations, individuals consolidate knowledge and develop communication abilities. "Competition" acts as a challenge: Participating in various contests allows students to assess their learning outcomes, unlock potential through competition, and cultivate teamwork and innovative thinking. "Practice" is the key: It transforms theoretical knowledge into practical actions, deepening understanding and developing problem-solving skills to build a solid foundation for future careers. "Jiang Sai Jian" aligns with educational requirements and the evolving demands of student financial aid in the new era, representing an inevitable trend in the reform and development of aid-oriented education.<sup>[1]</sup>

#### (2) The educational significance of developmental funding

Educational support initiatives are both political and social welfare endeavors, directly impacting educational equity and social justice. They vividly embody the Party and government's commitment to "helping every economically disadvantaged student become a valuable contributor." The developmental model of educational support emphasizes building upon basic financial assistance by exploring students' growth needs and developmental patterns. This approach fully leverages the educational function of support programs, integrating "material aid" with "intellectual empowerment" and "motivational support." Through education, it breaks the intergenerational cycle of poverty among economically disadvantaged students, enabling their personal growth, talent development, and life achievements. This model adheres to fundamental educational principles and the natural progression of student development.

The Third Plenary Session of the 20th CPC Central Committee emphasized that education, science and technology, and talent development constitute the foundational and strategic pillars of China's modernization. This elevates education to a pivotal position in advancing national rejuvenation and building a strong country through Chinese-style modernization. Higher education institutions must align their talent cultivation initiatives with contemporary educational reforms, adopting a holistic approach to examine how developmental funding impacts individuals, communities, and the nation—a perspective crucial for sustainable progress. In the long run, such efforts should not only meet basic human needs but also fulfill aspirations for personal growth and societal advancement.

### **3. The Problems and Dilemmas of Developmental Financial Aid in Universities from the Perspective of "Speaking, Competing and Practicing"**

#### (1) Students' own development momentum needs to be strengthened

Diverse growth environments and family backgrounds among university students, coupled with varying economic conditions, result in differences in personality traits, academic foundations, and overall competencies. While some students receive government financial aid to alleviate economic pressures, many lack clear career planning and self-improvement motivation. This manifests as insufficient learning drive, low engagement in practical activities, diminished self-efficacy, and interpersonal communication barriers. Traditional student

assistance primarily focuses on "protection-oriented" support, emphasizing economic relief rather than fostering proactive development. This passive approach has led to inadequate intrinsic motivation for participating in "Lecture-Practice-Sports" initiatives. In the context of "targeted assistance" programs that emphasize inspirational talent development, universities must cultivate students' self-motivation alongside financial support. Through career guidance, role model influence, and psychological counseling, institutions should help students establish ambitious goals, clarify personal development objectives, enhance self-driven motivation, and achieve the transition from "aid-dependent" to "self-driven" growth.

(2) The cohesion between developmental funding and education needs to be improved

General Secretary Xi Jinping emphasized that the foundation of universities lies in cultivating virtue and nurturing talents, as a person without virtue cannot stand, and the essence of education lies in fostering virtue. In the new era, universities must adhere to educating people for the Party and cultivating talents for the country, which means using Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era to shape and educate students, and using socialist core values to cultivate their character. It is essential to "properly handle the support for national strategies and the fulfillment of people's livelihood needs, the balance between knowledge acquisition and all-round development, and the alignment between talent cultivation and societal demands."

While university development-oriented financial aid systems have achieved notable success in material assistance, their integration with educational cultivation remains underdeveloped. Many programs prioritize financial support while neglecting holistic student development and competency enhancement. Although some institutions emphasize comprehensive student development, implementation often lacks effective integration. Students still perceive scholarship programs through a "security-oriented" lens, struggling to balance financial aid, skill development, and value guidance. Particularly, there's insufficient focus on cultivating social responsibility and gratitude among students.

(3) "Lecture, competition and practice" should be integrated into the development-oriented funding and education model, which needs to be innovated

The "Lecture-Competition-Practice" model, as an effective approach to enhance students' comprehensive qualities, requires active student participation to achieve optimal results. However, current implementations at some universities demonstrate limited diversity in integrating lectures, competitions, and practical activities with financial aid education, with both engagement levels and practical effectiveness needing improvement. Regarding "Lecture," specific constraints prevent universal participation and effective delivery methods, making it crucial to strengthen ideological guidance without compromising students' psychological self-esteem. In "Competition," the competitive nature of student events conflicts with the precision and inclusiveness required for financial aid programs, while the criteria for selecting competition themes and demonstrating their practical advantages require further exploration. For "Practice," applying acquired knowledge to solve real-world problems demands diversified evaluation systems to assess students' comprehensive qualities and innovative capabilities through hands-on training. Therefore, the integration of "Lecture-Competition-Practice" into developmental financial aid education models requires further innovation and refinement.<sup>[2]</sup>

#### **4. Construction path of development-oriented financial aid education in colleges and universities under the perspective of "telling, practicing and practicing"**

(1) Promote learning by telling stories and strengthen ideological and political guidance

When universities build a developmental funding and education system, they should adhere to the combination of teachers' leadership and students' subjectivity, with particular emphasis on stimulating students' internal motivation and leveraging their initiative. Since the advent of the new era of socialism with Chinese characteristics, the Party and the state have achieved remarkable accomplishments in the journey of building a strong nation and national rejuvenation. It is essential to strengthen ideological and political guidance by organically integrating the resolution of students' practical issues with ideological leadership. Promoting learning through lectures means integrating ideological and political education into the entire process of funding work, innovatively using popular and engaging methods to understand the history of the Party and the great achievements of the new era. Through lectures, students can gain insights into why the Communist Party of China can succeed, why Marxism works, and why socialism with Chinese characteristics is effective, guiding them to resonate with the Party and the state in terms of ideology and politics. Additionally, it is crucial to strengthen gratitude education, integrity education, and talent development education during the process, organically integrating factors such as patriotism, social responsibility, family commitment, and personal growth. This promotes students' comprehensive development and the shaping of well-rounded personality traits, guiding them to establish correct worldviews, outlooks on life, and values, ensuring that funding work is both warm and profound.

### (2) Inspire talents and improve their competitiveness through competitions

Competitions serve as vital platforms for unlocking potential and honing skills, playing a pivotal role in enhancing students' comprehensive qualities and competitiveness. Within the national "trinity" strategy of education, technology, and talent development, and as China advances its "Double First-Class" initiative, universities must prioritize talent cultivation as their core mission. This requires continuous improvement of students' holistic development and competitive edge. Development-oriented financial aid emphasizes students' aspirations and motivation: setting ambitious goals and persistently striving to achieve both short-term objectives and long-term visions. In practice, this means expanding educational pathways through diverse competitions, maintaining a problem-solving and needs-driven approach, and addressing students' fundamental economic, emotional, and skill development needs to strengthen the synergy between financial support and education. By organizing professional contests, thematic competitions, and innovation challenges, students gain hands-on experience, develop resilience through challenges, and enhance teamwork skills. This approach not only achieves dual benefits of economic and spiritual growth but also cultivates high-caliber professionals with innovative thinking and practical expertise for society.

### (3) Put into practice and exert synergistic force in education

Practice-oriented education serves as a vital component of the Ten Major Education Systems, acting as an essential pathway to verify truth and foster growth, while empowering developmental assistance education for students. The principle of "Practical Action" emphasizes integrating theoretical knowledge with real-world application through social practices, volunteer services, and initiatives like "Red Dream Building" to promote holistic student development. From ideological-political courses and curriculum-based education to the development of comprehensive ideological education, it stresses embedding political education and value guidance throughout the entire student development process, adhering to the "Three-Aspect Education" approach. Developmental assistance education requires coordinated participation from all stakeholders, where universities should coordinate across departments and units, clarify responsibilities, and leverage collective strengths. Additionally, integrating the "Grand Social Classroom" to deliver "mobile ideological education" through practical activities is crucial. By actively consolidating social resources, we can establish a collaborative "Home-School-Society" ecosystem. Building a practice-oriented education framework through campus and off-campus platforms involves organizing assisted students to

participate in volunteer services, social practices, and professional internships. This enables them to apply knowledge to solve real-world problems, enhancing social responsibility and practical skills. Through hands-on experience, students deepen their understanding of specialized knowledge while learning communication and teamwork in collaborative settings. Such initiatives cultivate perseverance, self-reliance, and resilience, collectively promoting the comprehensive development of assisted students.<sup>[3]</sup>

## 5. Conclusion

Practice has demonstrated that organically integrating the "Lecture-Sports-Practice" model into developmental financial aid programs effectively addresses challenges such as insufficient student motivation, weak integration between financial support and education, and stagnant innovation in models. This approach transforms aid from mere economic assistance to a multidimensional empowerment system encompassing "economic security, skill enhancement, and value guidance," facilitating students' profound transition from passive recipients to proactive developers. Looking ahead, universities must deepen their understanding of the "Lecture-Sports-Practice" model's inherent principles, continuously optimize its integration with educational support systems, and refine evaluation and incentive mechanisms. By doing so, they can cultivate well-rounded talents capable of shouldering the nation's rejuvenation mission—individuals with moral integrity, intellectual depth, physical fitness, aesthetic appreciation, and practical skills—thereby contributing more effectively to delivering education that satisfies public expectations and advancing China's modernization drive.

## References

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