

# Methodological Research on Improving the Public Welfare Quality of College Students from the Perspective of Effectiveness of Ideological and Political Education

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**ABSTRACT.** College students are the backbone of society in the future, and their public welfare literacy directly affects the development of public welfare undertakings. Based on the effectiveness of ideological and political education, this article investigates and analyzes the current status of public welfare literacy in colleges. The results show that ideological and political education in colleges can enhance college students' awareness of public welfare, promote college students' recognition of public welfare and participation in public welfare, and make the participation of public welfare activities more sustainable. Secondly, this article analyzes the necessity of improving the public welfare of college students from the perspective of the effectiveness of ideological and political education, and proposes the improvement path from five aspects: public welfare cognition, emotion, will, ability and behavior.

**KEYWORDS:** Public welfare literacy, Ideological and political education, Effectiveness

## 1. Introduction

In recent years, the connotation of college students' extracurricular activities has expanded. In addition to the traditional campus cultural activities, many college students are keen to participate in public welfare activities. The cultivation of college students in public welfare activities is called public welfare literacy. Public welfare literacy is one of the contents of the comprehensive development of college students. Colleges generally rely on ideological and political education to implement the impact on the promotion of public welfare literacy. The education promotion of public welfare literacy can arouse people's intrinsic value and transform it into internal driving force, help students actively cultivate the correct worldview, outlook on life and values, and guide various practical activities. Public welfare literacy is an important content of college students' quality education and an important requirement for the overall development of human beings. Its level not only affects the development of public welfare undertakings but also has significance for the development of students' personality and values. The level of public welfare of college students is directly related to the effectiveness of the content and process of ideological and political education in colleges, and affects the effectiveness of ideological and political education in colleges.

## 2. The Current Status of Public Welfare of College Students

The values and spiritual demands embodied in the public welfare are manifested in the conscience, kindness, sympathy, sense of responsibility and sense of dedication towards nature, others and society. The goal of public welfare education is to cultivate the individual's public welfare cognition, public welfare emotion, public welfare will, public welfare ability, and public welfare behavior from the perspective of individual's inner growth. The promotion education of public welfare literacy is to balance the relationship between "knowledge", "love", "meaning", "ability" and "action". To investigate the status quo of public welfare education in colleges, purposeful and targeted measures were taken to improve the public welfare literacy of college students. The author took college students in Guangdong province as a sample and surveyed 161 college students randomly, from the perspectives of public welfare cognition, public welfare will, public welfare emotion, public welfare ability and public welfare behavior.

### 2.1 College Students' Public Welfare Cognition

"Cognition" is a psychological term, a person's understanding of the external objective world. Public welfare cognition is the information processing process of college students' understanding of public welfare activities, which

determines that individuals can objectively understand and treat the public welfare. Good public welfare cognition is the basis of constructing good public welfare emotion and firm public welfare will.

*Table 1 Survey Results Of College Students' Public Welfare Cognition*

Name of the problem	Identity Percent/%
Strengthen the awareness of social issues	85
Strengthen the understanding of the origin, connotation, scope, development and evolution of public welfare	73
Strengthen the awareness of public welfare thoughts, values, functions and influences	83
Strengthen the awareness of the role and influence of participating in public welfare activities	84
Strengthen the awareness of institutional policies and relevant laws for public welfare	65

It can be seen from Table 1 that 85% of people think that school education can strengthen students 'awareness of problems, and 73% think that school education can strengthen students' understanding of the origin, connotation, scope, development and evolution of public welfare, 83% think that school education can strengthen students 'awareness of the ideas, values, role, and influence of public welfare, and 84% think that school education can strengthen students' awareness of the effects of participating in public welfare activities, 65% of people think that school education can strengthen the narrative's understanding of public welfare institutional policies and related laws. It indicates that the educated agree with the current role of ideological and political education in colleges to enhance students' public awareness of public welfare.

### **2.2 College Students' Commonweal Sentiment**

“Emotion” is the attitude experience that people have to external things in practice. Charity sentiment refers to the attitude experience of college students in the process of charity practice. Positive public welfare emotional experience can prompt people to use a firm public welfare will to actively promote public welfare cognition and more consciously generate public welfare behaviors.

*Table 2 Survey Results Of College Students' Public Welfare Sentiment*

Name of the problem	Identity Percent/%
Improve your sense of identity	90
Change your understanding of public welfare and think that public welfare helps you, others and society	92

It can be seen from Table 2 that 90% of people think that school education can increase their sense of identification with public welfare, and 92% think that school education can change their understanding of public welfare, let them realize that public welfare helps themselves, Others and society. It can be analyzed from the data that the current ideological and political education in colleges can enable students to have a correct understanding of the public welfare, identify with the public welfare and actively participate in the public welfare, which has also changed from “passive participation” to “active participation”. The improvement of public welfare emotion is conducive to increasing the frequency of students' participation in public welfare activities and investing more enthusiasm and energy.

### **2.3 College Students' Public Will**

Will refers to the psychological process in which an individual independently determines the goal, resolutely carries out specific actions and actively adjusts according to the goal, keeps restraint and persists in the process, and finally completes the event or achieves the preset goal. In the process of public welfare, college students take actions according to their own cognition, and can overcome difficulties and setbacks through their own will quality to achieve their goals, which is the process of public welfare will.

*Table 3 Questionnaire of College Students' Public Will*

Name of the problem	Identity Percent/%
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Consciously participate in public welfare activities	87
Make a firm decision to participate in public welfare activities	55
Be persistent in public welfare activities	70
Self-control management makes public welfare activities run smoothly	84

It can be seen from Table 3 that 87% of people think that they will automatically take part in public welfare activities after school education, while only 55% of people think that they would resolutely decided to take part in public welfare activities, with 70% of people think of after school education they can persevere in public welfare activities, 84% of people believe that education after school they can achieve self control management in public welfare activities in order to make public welfare activities smoothly. From the data, we can analyze that more people will be more willing to engage in public welfare activities and persevere after school education. Similarly, through school education, they can find ways of self-control management so that they can persist in public welfare activities instead of giving up after doing a little.

#### **2.4 College Students' Public Welfare Ability**

“Ability” refers to the comprehensive quality required to accomplish a certain goal or task. Public welfare ability refers to the comprehensive performance of college students in acquiring public welfare knowledge and using public welfare knowledge to recognize, discover and solve problems. Public welfare ability is a necessary subjective condition for people to successfully complete public welfare activities, and it directly affects the efficiency of public welfare activities.

*Table 4 Questionnaire for Public Welfare of College Students*

Name of the problem	Identity Percent/%
The ability to obtain public information	80
The ability to identify public service information	71
The ability to disseminate public information	76
The ability to use public knowledge to solve problems in public welfare activities	75
The ability to implement public action based on public ideas	81
The ability to call on others to participate in public service activities	71

The capacity of public welfare mainly includes: the ability to obtain, screen and disseminate public welfare information; Ability to use public knowledge to solve problems; Ability to carry out public service activities according to public service ideas and call on others. As can be seen from the above table, through school education, students' public welfare ability can be effectively improved. In terms of acquisition, screening, communication, problem solving, implementation of ideas and activities, the proportions are 80%, 71%, 76%, 75%, 81% and 71% respectively. According to the analysis of the data, public education in colleges can stimulate students' public consciousness, help them to improve their public motivation, acquire information actively, and learn to identify information, so as to solve practical problems with public knowledge.

#### **2.5 College Students' Public Welfare Behavior**

Action is action taken under the control of thought. Public welfare behavior refers to all activities under the guidance of public welfare ideology. Public welfare behavior includes learning public welfare knowledge and participating in public welfare practice, which is the ultimate standard to measure public welfare literacy.

The elements of public welfare literacy interact with each other. On the one hand, public welfare cognition, public welfare emotion, technological ability and public welfare will are all manifested through public welfare behaviors. On the other hand, public welfare behavior can react on other public welfare elements. Public welfare behavior can improve people's public welfare cognition, cultivate people's public welfare emotion, strengthen people's public welfare will, enhance people's public welfare ability, and improve people's public welfare quality on the whole.

As can be seen from table 5, 76% of people believe that school education can enable them to actively learn knowledge about public welfare and participate in more public welfare activities. From the data can be analyzed, colleges to carry out public education can enable students to truly participate in public welfare activities.

### **3. The Necessity of Improving College Students' Public Welfare Literacy from the Practical Perspective of**

## Ideological and Political Education

Effectiveness is “the tension between the expected purpose and the result of practice activities, and the problem of whether the result of practice activities can realize the purpose and the degree of its realization, i.e. the actual effect”<sup>[1]</sup>. Any practical activity has its intended purpose, so does ideological and political education. According to the results of the practical activities of ideological and political education, it is the actual effect of ideological and political education to observe whether the goal is realized or not and to what extent. Public welfare activities are one of the practical forms of ideological and political education for college students. Active and positive public welfare activities are beneficial to its ideological and political education function, and have a positive impact on college students. Therefore, it is very necessary to improve the public welfare literacy of college students and carry out meaningful public welfare activities.

*Table 5 Questionnaire of College Students' Public Welfare Behavior*

Name of the problem	Identity Percent/%
Take the initiative to learn knowledge about public welfare	76
Participate in more public welfare activities	81

### *3.1 The Inevitable Requirement of Training Qualified Builders and Reliable Successors of Socialism*

The quality of talents training in universities is directly related to the survival of the party and the country, and to the success or failure of the socialist modernization. Practical education is an important part of ideological and political education. Improving the public welfare quality of college students can effectively improve the quality of public welfare practice.” To run a socialist university with Chinese characteristics well, we must uphold moral values and cultivate people, and integrate the cultivation and practice of socialist core values into the whole process of teaching and educating people.”<sup>[2]</sup> Positive and beneficial public welfare activities are helpful to improve the personality of college students, enhance their moral cultivation and life state, help them establish correct values, and improve the effectiveness of ideological and political education for college students. Therefore, from the perspective of practical education, improving the public welfare quality of college students is one of the important elements of ideological and political education for college students, which is directly related to the overall situation of talent training in colleges, and is the inevitable requirement for training qualified builders and reliable successors of socialism.

### *3.2 Follow the Necessary Requirements of the Law of Ideological and Political Work*

General secretary Xi Jinping has pointed out that “to do a good job in ideological and political work in colleges, we should adapt to the situation, advance according to the time, and innovate according to the situation. We should follow the law of ideological and political work, the law of teaching and educating students, and the law of students' growth to constantly improve their working ability and level.<sup>[2]</sup> The phenomenon of “public welfare” comes into being with the development of socialist market economy. Public welfare undertakings are also the new requirements put forward by the society to enterprises. The public welfare literacy education of college students is the new appeal of the development of public welfare undertakings to colleges and universities. In order to improve the public welfare quality of college students, carrying out effective work is a new reflection of college students' work. Only by improving the public quality of college students can we enrich the connotation of ideological and political education in colleges, deepen the effectiveness of ideological and political education, and train the reserve force of socialist modernization for the party and the country.

### *3.3 The Inevitable Requirement of Students' All-Round Development*

College students are in the critical period of their cognition of the outside world and the formation of their values. Due to subjective and objective reasons, college students have many practical difficulties in the process of socialization. They have an urgent desire to understand society, but lack the ability to think critically; They pursue ideals and beliefs, but also have a strong pragmatic color; They are mentally active and creative, but lack social experience. These problems in the process of socialization are in urgent need of correct guidance from higher education, which needs to be taught in a way that students like. Public welfare practice, a new form of ideological and political education, can effectively and pertinently carry out ideological and political education and guide students to learn to offer themselves. Properly handle the relationship between the individual and the collective, and closely link the personal development with the future and destiny of the country, so as to promote the overall development of students. Therefore, the promotion of college students' public welfare literacy is an inevitable requirement for the overall development of college students.

#### **4. The Practical Way to Improve College Students' Public Welfare Literacy**

It is an important aspect of ideological and political education to improve the public quality of college students, which is closely related to the future and destiny of the party and the country and the great cause of socialist modernization.

##### ***4.1 At the Level of Public Welfare Cognition***

Dialectical materialism holds that knowledge has a reaction to practice, scientific theory has a great guiding role in practice, and wrong knowledge is not conducive to the development of practice. The change of individual public welfare cognition is the foundation of education. According to individual characteristics, through the form of education, guide and guide them to construct a public welfare cognitive structure that meets their needs and requirements. Based on the public interest appeal of college students, colleges should take the initiative to take measures. First, we should support the construction of public welfare disciplines. Colleges should pay attention to the construction of public welfare disciplines from top to bottom, and give preferential policies, such as support for enrollment, employment and student training. Secondly, in the course setting, public welfare courses are offered. On the one hand, teachers should be guided to attach importance to the dissemination of public welfare knowledge and devote themselves to the popularization of public welfare education in colleges, so as to create a good public welfare culture atmosphere in colleges and universities. On the other hand, students should be guided to correctly view public welfare and form correct public welfare values. Only by forming a correct and scientific public welfare cognition can we promote the development of public welfare practice.

##### ***4.2 At the Emotional Level of Public Welfare***

The cultivation of public welfare emotion is to cultivate individual public welfare emotion through education and action, such as patriotism, collectivism, benevolence, social welfare, love of love group, self-love and altruism, and so on. First of all, guide students to set up correct public welfare values. Public welfare value is the result of people's understanding of public welfare phenomenon. Correct public welfare values can help students form stable and sustained public welfare emotions and guide students to better carry out public welfare services. Secondly, guide students to correctly deal with the relationship between individuals and groups, individuals and others. Marx put forward in Feuerbach's theses that "the essence of man is the sum of all social relations in its actuality".<sup>[3]</sup> Individuals constitute themselves in the process of class communication and communication relations, so individuals should first learn to deal with the relationship between individuals and the external world. In short, it deals with the relationship between individuals and society, between individuals and others. Public welfare education in colleges should actively guide college students to establish public awareness, actively participate in public welfare practice activities, and improve their own realm of life in the process of serving society and serving others.

##### ***4.3 At the Level of Public Will***

Public will is a very important part of public education. Only when college students take the initiative to realize the importance of public welfare can they form a firm public will in their hearts and maintain the stability and continuity of public practice. The will of public welfare can externalize public welfare cognition and public welfare emotion into public welfare action, and help college students actively adjust the setbacks and difficulties encountered in the course of public welfare action, so as to form public welfare habits. In addition, through the combination of theoretical education and practical action, it can promote individuals to establish and form a good quality of will, and solidify it into the belief of public welfare, and even rise to the belief of public welfare. To investigate the promotion of public welfare literacy, so that students' public welfare will be more firm. In the next stage, public welfare education in colleges should continue to guide students to strengthen their will to the public welfare through class and second class, so as to ensure the stability and continuity of public welfare practice.

##### ***4.4 At the Level of Public Welfare Capability***

In terms of the ability to acquire, screen and disseminate public welfare information, students can be guided to actively obtain public welfare information, actively organize public welfare activities, spread public welfare information and create a good public welfare culture atmosphere on campus by setting up student public welfare associations. At the same time, we can call on more like-minded and public-spirited students to join the public welfare camp through public welfare associations. In terms of using public knowledge to solve public problems, we should strengthen school-enterprise cooperation with public associations as the starting point, design activities from the perspective of

enterprises, and carry out public activities purposefully and specifically, so as to improve our ability to solve problems in public practice.

#### **4.5 At the Level of Public Welfare Behavior**

Marxist view of practice holds that practice is the source of knowledge, and practice leads to real knowledge. Public welfare education in colleges can deepen public welfare experience in practice by guiding students to participate in public welfare social practice activities, such as summer social practice and volunteer service activities, so as to improve students' cognitive level and enhance public welfare identification. On the other hand, practice is the criterion for testing truth, and practice provides inexhaustible power for the development of cognition. Public welfare cognition, public welfare emotion, public welfare will and public welfare ability should all be tested by public welfare behavior. The further exploration of colleges to improve the public welfare quality of college students reflects the characteristics of the Times and closely follows the actual needs of the society. Public welfare activities in line with the characteristics of students can increase the frequency of students' participation in public welfare activities and lead students to participate in public welfare activities more actively and enthusiastically.

“The effectiveness of human practice is determined by the positive characteristics of human practice in meeting human needs and realizing human purposes.”<sup>[4]</sup> In terms of the positive function of public welfare on human beings, the internal goal of improving public welfare literacy of college students is consistent with that of ideological and political education of college students. The main goal of ideological and political education for college students is to guide the ideological and political direction of college students, stimulate their spiritual motivation, shape healthy personality and standardize their moral behaviors, so that college students can have a comprehensive and healthy development and become qualified successors to the cause of socialism with Chinese characteristics. The promotion of college students' public welfare literacy helps college students to establish social cognition, the understanding of public interests and the understanding of the relationship between individuals and society. By guiding college students to participate in public welfare practice, to know and affirm themselves, to understand and integrate into the society, to help college students to define their personal goals and at the same time to meet the requirements of the society for talents to the greatest extent, so as to achieve a high degree of unity between personal goals and social goals.

#### **5. Conclusion**

Taking college students in Guangdong province as an example, this paper analyzes the current situation of college students' public welfare literacy through investigation, analyzes the necessity of improving college students' literacy, and finally puts forward the corresponding improvement path. The main research conclusions are as follows:

(1) Ideological and political education in colleges can improve the public welfare awareness of college students, enable them to actively participate in public welfare activities, and make their participation in public welfare more sustainable.

(2) Ideological and political education in colleges is an inevitable requirement to train qualified builders and reliable successors of socialism, to follow the rules of ideological and political work and to develop students in an all-round way.

(3) To improve college students' public welfare literacy can be formulated from five aspects: public welfare cognition, emotion, will, ability and behavior.

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