

Construction of Precise Poverty Alleviation Screening Model for College Students in Jilin Province

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Abstract: The poverty alleviation policy during the 13th Five-Year Plan period focuses on ensuring poverty alleviation and improving poverty alleviation and quality, so as to drive more people to live a well-off life. Poor college students is a special group. Poor college students generally receive state financial assistance and loan assistance. However, there are still certain problems under the help of simple subsidies or loans. At present, it is a more forward-looking way to achieve poverty alleviation through employment or entrepreneurship. This paper is to investigate the importance of college students on this issue and the existing poverty alleviation situation through the relevant surveys of college students. The poverty situation of college students in our school has established a model of precise poverty alleviation and formulated a series of poverty alleviation policies.

1. Introduction

At present, major universities across the country mainly identify poor students based on the "Study on Students and Families in Colleges and Universities" and the class democratic appraisal. If the local civil affairs departments can strictly identify the students according to the requirements of the central government, if the class democratic appraisal can achieve complete fairness and justice, such assessment methods are understandable. However, during the ten years of carrying out funded work for impoverished students in colleges and universities, the author found that there are certain false phenomena in the work of identifying poor students. First of all, the "Study on the Situation of Students and Families in Colleges and Universities" requires the local civil affairs department or the village committee to affix the official seal. The water in this step is quite large, and the authenticity of the proof is difficult to grasp. The author has received the certificate from the parents who have worked in the civil affairs department, and the students who have not been poor at home have stamped the certificate in some way. Secondly, the democratic review panel composed of the class collectives has problems in determining whether students are poor or not, such as face-to-face voting, private bribery of students, and the right to vote for students. Without addressing these issues, real education equity cannot be achieved. The so-called "helping the poor" does not "cultivate people", which means that the current poor college students' recognition and funding work focuses on the level of students' family economic difficulties, ignoring the spiritual level of education. First of all, because of the democratic appraisal, many colleges and universities require the poor students to come to the stage to tell their families about poverty. This has damaged the self-esteem and self-confidence of poor students to a certain extent. The school only pays attention to the material poverty of students, only pays attention to giving people the fish, and does not care about the poverty of the poor students. A very important point in the funding of poor students in colleges and universities is that poor students not only have material needs, but also have a strong desire to get rid of the needs of the status quo through their own struggles. Therefore, the funding for poor students in colleges and universities should not be limited to "giving people to fish", but also "giving people to fish".

At present, the poverty-stricken students in China's colleges and universities rely mainly on state financial input. According to the 2015 China University Student Financial Development Report, the state's poverty alleviation subsidies for colleges and universities totaled 43.145 billion yuan, through state awards, new students, and school subsidies. The main source of the source of land loans, supplemented by employment subsidies, enlisted enlistment subsidies, free teacher education

and other forms of methods to help poor students. However, the current poverty-stricken students' funding work in colleges and universities is relatively rough, and they do not accurately grasp the actual difficulty level of students, nor do they make full use of big data to do the students' accurate poverty alleviation work. At the same time, the form of funding is relatively simple, and most of them use economic compensation to solve the economic difficulties of students.

At present, the supervision work of poor students in major universities is relatively simple. Most colleges and universities use the form of questionnaires for students and families to conduct certification for poor students. However, due to the long update period and single management strategy, it may appear in Sudden poverty caused by students' sudden major changes cannot be helped. In addition, when the school is working on poverty-stricken students, the school mainly relies on counselors and students to carry out work, lacks a team dedicated to the funding of poor students in colleges and universities, and does not make full use of big data technology to monitor the use of data on all platforms in the campus. Master the behavioral dynamics of students, and timely understand and master the dynamics of impoverished students by analyzing students' behaviors.

2. The construction of a “precise poverty alleviation” education model for students with financial difficulties

In view of the problems existing in the identification of impoverished students in colleges and universities, we must first scientifically carry out the work of identifying poor students. We must combine the work of home visits to establish dynamic and reasonable poverty-stricken students around the types of student hukou, parental work, family members, and household income and expenditure. Identify the indicator system to ensure the authenticity of each applicant's poor student data. Secondly, colleges and universities should establish a data repository for poor students. Specifically, they can consider the use of the student's card, dynamically grasp the students' consumption in real time, and form a poor student information database. Through this information library, you can grasp the consumption situation of the students who are funded. Finally, in view of the problems existing in the democratic appraisal team, you can consider the form of secret ballots, eliminating the votes of the people. When the counselor presides over the appraisal, he must strictly check the unhealthy situation among the students. The students who have the canvassing behavior will be disqualified. Students who have the benefit will be disqualified. Ensure that every poor student in school can receive scholarships fairly and fairly.

According to Marxist "Practical Philosophy of Social Survival" and Dewey's "Secondary School" pragmatic education thought, the support service and education training are unified, and the idea of "funding is the foundation, development is fundamental" and people-oriented, serving students' growth From the perspective of scientific development, and advocating the spirit of "knowledge changes fate, helping students to perfect life, and showing responsibility in good faith", the educational concept of "helping people → inspirational → helping students → strong energy" has gradually formed. (1) Reform the funding menu to combine education and funding. The “funding menu” is a mixed calculation of scholarships, bursaries, student loans, and work-study grants. Different funding schemes are determined according to the difficulty of students with financial difficulties in the family. In accordance with the idea of “study loan, tuition, life insurance, scholarships, and work-study to promote development”, we have developed a humanized subsidy program for “study-funded and people-assisted” for families with financial difficulties. Students with financial difficulties in the family receive the most reasonable and effective funding, and the best funding effectiveness of limited funds is available 139. In the education of students with financial difficulties, the educational role of life itself and the process of growth is highlighted, and integrity education, grateful education, responsible education, and patriotic education are all included in the funded activities, and the educational tasks are refined, and explicit assistance and implicitness will be Education is unified. At the same time, the combination of classroom teaching and practical experience strengthens the students' main position and self-educational function in the process of education. (2) Reform the classroom teaching form and enhance the teaching effect. In

accordance with the principle of “40% lecture, 60% drill”, the classroom teaching strengthens individual practice and group seminar training in mental health, career planning, employment guidance and other courses to promote students' scientific understanding, understanding the work world, and improving mental health and Job hunting skills. For example, in the course of “career planning and employment guidance”, the “8+X+1” curriculum system is gradually formed, of which “8” refers to “eight theoretical courses”, which focuses on solving the general problems among students and is compulsory; “X” refers to an indefinite number of “X” special lectures and trainings in the form of theme reports, workshops, etc., covering psychological assistance, employment skills, and the discussion of the value of integrity. These contents focus on the actual situation of students with financial difficulties at the micro level. Needed, elective; “1” means “1 comprehensive training or competition”, including career planning competition and simulated recruitment competition, which is an elective¹³⁵. The curriculum system is aimed at the actual needs of students with financial difficulties, and achieves the unity of compulsory and elective, theoretical teaching and special training, and common education and classification guidance.

Conduct extracurricular experience activities to achieve multi-channel education. According to the classroom teaching design, through the career interviews, workshops, special lectures, quality development training and other activities, help students to seek social assistance resources, conduct self-confidence training, listening expression, group counseling, simulation recruitment and other special education activities to promote students Spiritual growth and career development. First, relying on campus culture to educate people. In the process of identifying and subsidizing students with financial difficulties, they insist on “people-oriented” and pay attention to creating a culture of education that is full of human care, honesty and trustworthiness, and encourages self-reliance, so as to alleviate the psychological pressure of the students. The second is to educate people based on experience activities. For the economically difficult students to carry out quality development training, survival challenge, paid internship, grateful parents practice activities and other forms of education, the combination of educational requirements and student life, let students feel the growth in the practical experience. The third is to rely on peers to demonstrate education. Through the economic growth student growth report meeting, self-reliance and self-strengthening star selection and other forms of activities, students with financial difficulties are encouraged to make progress. The fourth is to rely on hard work to help students learn. Introduce the market operation mechanism, and establish a practice base for independent operation of many students, such as Unicom Business Hall, Three Gorges Newsstand, Self-supporting Water Square, Digital Space, Green Recycling Resource Recycling Station, etc., to support students' self-management, significantly enhance the function of capital hematopoiesis and enhance student achievement. Feeling and self-confidence. The fifth is to rely on funding to help educate people. Actively implement the national policy, and gradually formed a comprehensive fund-raising system including student loans, scholarships, work-study, tuition reduction, temporary hardship assistance, etc., which will be responsible education, honesty education, self-reliance education, patriotism education. The content runs through the funding process and achieves the goal of subsidizing education and serving people.

Poor students can only achieve real precision if they have “in and out”. In order to do a good job of accurate poverty alleviation, we should establish a mechanism of “getting in and out” to identify exit and re-entry, based on the existing information on the establishment of documents, to prevent the phenomenon of indicators and numbers, and to The anonymous living vote is based on the anonymous vote. According to the data returned by the vote, the poor students are re-evaluated. Clarify the exit criteria of poor students, create an exit mechanism, and strive to “help the poor” and “really help the poor”.

3. Conclusion

Funding for poor students in colleges and universities is an important means to achieve educational equity. At present, there are still many problems and deficiencies in the funding of poor students in colleges and universities. It is necessary to establish a scientific and accurate system for identifying poor students and make full use of data analysis methods in the era of big data. Do a

good job of poverty-stricken students' accurate poverty, precise poverty alleviation, and precise management. Combine ideological and political education with mental health education, and do “to teach people to fish instead of giving people to fish”, and do a good job in poverty alleviation for poor students in colleges and universities.

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