

Research on the Implementation Path of Social Service Activities for the Subsidized College Students from the Perspective of Labour Education -- Take Some Universities in Nanchang as Example

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Abstract. Labor education is an important content to promote the all-round development of college students, and public welfare activities are an important carrier and form of labor education. This article takes the special group the subsidized college students as the research object. According to the empirical investigation of the current situation of some university students in Nanchang who participate in public welfare activities, the research group find out the current problems and analyze the causes of the phenomenon, and thus put forward the "1234" practical path of public welfare service, which consists of one goal, two systems, three incentives and four guarantees, aimed to promote the development and improve the effectiveness of the public welfare service of the subsidized college students. In this paper, the construction system of labor education in colleges and universities is deeply studied and analyzed in order to contribute to its development.

Keywords: The subsidized college students; Public service activities; Labor education

1 Introduction

As an important criterion and education system of the national education development plan, in the voluntary service regulations and labor education outline in the important content and way of socialism with Chinese characteristics in the new era [1]. Social service is an important content of the implementation of labor education and comprehensive practical activity courses, which has the educational value [2], so as to promote students to establish correct labor values, enhance social responsibility, form good labor quality, and experience labor ability. And through the way of social services to poor college students, can help poor college students at the same time to cultivate their labor concept [3-5]. As the main recipients of higher education, the subsidized college students are the witnesses and recipients of the state subsidy policy. Organizing them to participate in public service activities is an effective form to realize the transformation from guarantee subsidy to development subsidy, and can develop the cognition and habit of "work for work", which has important practical significance for the comprehensive development of students [6-7].

2 Participate in the Investigation of Public Welfare Activities

The survey was conducted in students at three universities in Nanchang in 2022. Using multistage random sampling, questionnaires were randomly distributed to students at three universities in three times. A total of 2400 questionnaires were distributed in three times, and 2130 valid questionnaires were collected, with an effective rate of 88.8%. The basic information of the sample is shown in table 1.

Table 1. Basic information of the sample.

Variable	Option	Percentage
gender	male	46.86%
	female	53.14%
political experience	the member of the CPC	7.86%
	the prepare member of the CPC	3.77%
	the member of the CYL	68.87%
	the common people	19.50%
grade	freshman	33.33%
	Sophomore	26.73%
	junior	16.98%
	senior	22.96%
whether received any financial aid	yes	58.13%
	no	41.88%

When designing the questionnaire, the investigation group put the frequency of participation , the degree of participation willingness , the service content, the type of participation ,the influence factor and etc.into the content,aimed to obtain information about public welfare service from some universities in Nanchang,just as shown in Table 2.

Table 2. Survey and statistics on the status of college subsidized students participating in public service activities.

Questions	Options	whether received any financial aid	
		the answer of YES(percentage)	the answer of NO(percentage)
Whether willing to participate in public service	willing	96.53%	89.86%
	not willing	0%	1.44%
	not care	3.47%	8.70%
The number of times participating in public welfare activities in the previous year	never	12.50%	21.73%
	once in a while	51.38%	63.76%
	often	36.12%	14.51%
Types of	volunteer service	68.06%	62.32%

participation in public service activities	Voluntary labour	18.75%	20.28%
	donation activities	4.17%	4.35%
	knowledge dissemination	2.78%	2.90%
	advisory services	0.00%	2.90%
	cultural activities	3.47%	1.45%
	social research	0.69%	1.45%
	others	2.08%	4.35%
	The most important factor of participating in public service	time	29.86%
capability		11.81%	10.14%
external environment		2.08%	7.25%
cognition		24.31%	20.29%
course credit		4.17%	0.00%
information channels		1.39%	4.35%
others		26.38%	26.09%

3 Main Problems

3.1 Analysis of survey results

The willingness to participate in public service activities is generally strong, but the motivation to participate is relatively simple. The survey found that almost none of the students were reluctant to participate in public service activities. Although there are many types of public welfare services for the subsidized college students, the preference of voluntary service is obvious (68.06%). It is far more than that of voluntary labor (18.75%) and other types, which shows that the participation of the subsidized college students in labor-related public service needs to be strengthened. But according to the survey data of “the main influencing factors of participating in public welfare service”, we found that time, ability and ideological cognition are the main problems that stop the students to participate in public welfare service. The rate of participating in public service activities is high, but the distribution of participants is unbalanced. The survey found that 4.69% of the students did not participate in public service in the last semester. However, by cross-analysis of “grade”, “whether received financial aid (including country, school and society)” and “the number of public welfare services in the previous year”, it was found that the number of sophomore students “often participate” in public service activities is more than other grades, and the proportion of students who received financial aid are higher than non-financial students.

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3.2 Problem analysis

According to the analysis of the survey results, it can be found that the current situation of college students' participation in social services is as follows:

- 1) The time distribution of participation in social services is uneven. The biggest problem for college students to participate in social services is time. In the first year, students have just entered the university and need to adapt to the university life, and there are many public courses and sufficient courses; in the third year, students are rushing for graduation assessment and employment, with no time to participate in social services.
- 2) The types of work involved in social services were unevenly distributed. In terms of work type selection willingness, service is the most selected; followed by manual labor; other types of social service types are less selected. The reason for this situation is that college students do not have the relevant ability, so they will choose a relatively simple job type, hoping that they can be competent for the job.
- 3) Lack of ability and awareness. Although college students actively participate in social services and show a strong sense of civic responsibility and dedication, their participation effect is often unsatisfactory due to the lack of sufficient professional knowledge and experience, as well as the in-depth understanding of the service objects and problems.

4 Value Analysis

The outline pointed out that labor education has two basic objectives: one is passionately fond of labor. The other is having a deep love for the working people[8-10] . Set one goal of labor education. Construct two systems of the organization and operation. Establish the three incentive mechanisms of evaluation, emotion, development incentive mechanism. Make sure the four ways guarantee in team, system, all-round service, necessary technical support for public welfare services. Encouraged to go out of school, go into society, join into the masses, the subsidized college students exchange their wisdom and hard work for the fruits of their labor, to receive social praise, and to cause social repercussions, which can not only overcome the idea of “wait, depend, and ask for” , look for the joy of labor, but also help to strengthen the empathy for the working people, so as to foster the correct concept of labor that labor is the most glorious, noblest, greatest and beautiful” [11-12]. In the process of public welfare service activities of production, life and service, the subsidized college students exert their talents to cultivate morality, wisdom, body and beauty by way of labor, thus forming the correct orientation of labor value, to become qualified socialist builders and successors.

5 Conclusions

By strengthening labor education, help college students to better participate in social service activities, so as to help those poor students can exchange for learning funds through their own labor. This practice not only reflects the fairness of education, but can also can help students who cannot complete their studies due to financial difficulties. In addition, those college

students who are skilled in social service activities also have certain advantages compared with other college students in the future employment, and they can better adapt to the working environment, integrate into the team more quickly, and complete the work tasks more efficiently. These advantages can not only help college students to obtain better career development opportunities, but also can improve their employment competitiveness. Therefore, strengthening labor education can help college students to better participate in social service activities, so as to help the poor students to solve the financial problems, but also can improve the employment competitiveness of college students, to help them to better employment. Therefore, we should pay attention to the importance of labor education, and encourage college students to actively participate in social service activities, to realize their self-value and make contributions to the society.

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