

# Research on the Impact of Development-Oriented Financial Aid on Labor Education of Poverty Alleviation Students—A Perspective from Fine Arts and Design

Yue Wu

Changsha Normal University, Changsha, 410100, China

**Abstract:** With the comprehensive victory of the poverty alleviation campaign in China, the policies in the field of education are continuously adjusted and optimized. Development-oriented financial aid, as a new type of funding model, has gradually gained attention. This study aims to explore the impact of development-oriented financial aid on labor education of poverty alleviation students, particularly from the perspective of fine arts and design education, analyzing how this funding model enhances the labor literacy and comprehensive abilities of poverty alleviation students. By reviewing the concept and theoretical basis of development-oriented financial aid and combining the role of fine arts and design education in labor education, this study adopts various methods of data collection and analysis to comprehensively present the implementation effects and optimization paths of the development-oriented financial aid policy. The research finds that development-oriented financial aid has achieved significant results in promoting labor education for poverty alleviation students, with fine arts and design education playing an important intermediary role in this process, providing valuable references for future policy-making.

**Keywords:** Development-Oriented Financial Aid, Poverty Alleviation Students, Labor Education, Fine Arts and Design Education, Policy Impact

## 1. Introduction

With the comprehensive victory of the poverty alleviation campaign in China, the field of education faces new challenges and opportunities. Development-oriented financial aid, as a new type of funding model, not only focuses on students' economic needs but also emphasizes the improvement of their comprehensive quality, particularly in labor education. Labor education is an important way to cultivate students' labor concepts and practical abilities, and fine arts and design education, due to its unique characteristics and advantages, plays an irreplaceable role in labor education.

**Significance of the Study:** This study aims to explore the impact of development-oriented financial aid on labor education of poverty alleviation students and analyze the intermediary role of fine arts and design education in this process. Through in-depth research, we hope to reveal the advantages and disadvantages of the development-oriented financial aid policy in practical implementation and propose corresponding optimization suggestions, providing reference for policy makers and educators.

**Necessity of the Study:** Poverty alleviation students, as a special group, have diverse and complex educational needs. Development-oriented financial aid can not only help them overcome economic difficulties but also improve their comprehensive quality through comprehensive allocation of educational resources. In particular, fine arts and design education can not only cultivate students' creativity and aesthetic abilities but also effectively promote the formation of their labor concepts. Therefore, studying the impact of development-oriented financial aid on labor education of poverty alleviation students is of great theoretical and practical significance.

## 2. Concept and Theory of Development-Oriented Financial Aid

### 2.1 Definition of Development-Oriented Financial Aid

Development-oriented financial aid is an innovative educational funding model aimed at not only

providing basic living and learning expenses for economically disadvantaged students but also, more importantly, enhancing the comprehensive quality and self-development capabilities of the recipients through diverse support measures. Unlike traditional relief-oriented financial aid, development-oriented financial aid emphasizes "giving a fishing rod" rather than "giving a fish," focusing not only on short-term economic assistance but also on long-term capacity building and quality improvement.

Specifically, development-oriented financial aid includes the following core elements:

Firstly, economic support remains fundamental. On the one hand, this ensures that students have basic living and learning conditions guaranteed during their school years, avoiding dropping out due to economic difficulties. Through forms such as tuition waivers, scholarships, and living allowances, the economic pressure on students and their families is alleviated, providing necessary material support for students to focus on their studies.<sup>[1]</sup>

Secondly, development-oriented financial aid helps students expand their horizons and improve their comprehensive quality by providing a rich variety of extracurricular activities, skills training, and career guidance. Extracurricular activities such as club activities and arts and sports competitions can cultivate students' teamwork spirit and leadership abilities; skills training includes computer skills, language abilities, innovation, and entrepreneurship training, aiming to improve students' practical skills and competitiveness; career guidance through vocational planning courses, employment lectures, and business visits helps students clarify their career direction and enhance their confidence in employment.

Thirdly, development-oriented financial aid focuses on psychological counseling and social support to enhance students' psychological resilience and social adaptation ability. Through forms such as psychological counseling, group counseling, and peer support, students are helped to cope with academic pressure and life challenges, improving their mental health and social adaptation ability. This aspect of support is particularly important because mental health and social adaptation ability are important guarantees for students' success.

Finally, development-oriented financial aid enhances students' vocational skills and employability through school-enterprise cooperation, internships, and practical activities. By cooperating with enterprises, schools can provide students with rich internship opportunities and practical platforms, enabling students to exercise skills and accumulate experience in a real work environment. This not only enhances students' practical ability and vocational literacy but also lays a solid foundation for their future employment.<sup>[2]</sup>

## ***2.2 Theoretical Basis of Development-Oriented Financial Aid***

The proposal and implementation of development-oriented financial aid are based on a variety of theoretical foundations, which provide solid theoretical support for development-oriented financial aid.

### ***2.2.1 Social Capital Theory***

Social capital theory holds that an individual's social relationship network and the resources it contains play an important role in individual development. Development-oriented financial aid helps assisted students accumulate and utilize social capital by bridging the gap between students and social resources. For example, by means of school-enterprise cooperation and alumni networks, students' social resources and interpersonal skills are increased, enhancing their future development potential.

### ***2.2.2 Human Capital Theory***

Human capital theory emphasizes that education and training are important means to improve individual productivity and economic returns. Development-oriented financial aid enhances students' knowledge, skills, and abilities by providing diversified educational resources and training opportunities, increasing their human capital value. This not only benefits students' own development but also provides high-quality talent resources for social and economic development.

### ***2.2.3 Educational Equity Theory***

Educational equity theory focuses on the fair distribution of educational resources and the equalization of educational opportunities. Development-oriented financial aid, by providing comprehensive quality education and development opportunities on the basis of economic support, promotes educational equity. Particularly for the special group of poverty alleviation students, development-oriented financial aid not only guarantees their basic right to education but also aims to eliminate unequal distribution of educational resources, narrow the education gap, and promote the

realization of educational equity.<sup>[3]</sup>

### **3. The Influence of Art and Design Education on Labor Education**

#### ***3.1 Characteristics and Advantages of Art and Design Education***

As an important part of art education, art and design education has unique characteristics and advantages, providing new perspectives and methods for labor education.

Firstly, art and design education focus on cultivating students' creative thinking. Through practical activities such as painting, sculpture, and design, students stimulate their creativity and innovative ability in solving practical problems, which aligns well with the emphasis on practical ability and problem-solving ability in labor education.

Secondly, art and design education emphasizes manual skills and practical skills. In the process of artistic creation, students need to make works by hand, thereby improving their hand-eye coordination and practical operation skills. This kind of manual ability and practical skills are equally important in labor education, helping students become adept in practical work.

Furthermore, art and design education emphasizes the cultivation of aesthetic literacy. By appreciating and creating works of art, students' aesthetic ability and artistic appreciation are enhanced. This aesthetic literacy not only enriches students' spiritual life but also enhances their aesthetic consciousness and artistic expression in labor education.

Finally, art and design education emphasizes interdisciplinary integration and cross-disciplinary learning. In the process of artistic creation, students need to integrate knowledge from different disciplines such as history, culture, and technology, providing a broader perspective and richer content for labor education.

#### ***3.2 The Role of Art and Design Education in Labor Education***

Art and design education plays a unique and important role in labor education, mainly reflected in the following aspects:

##### ***3.2.1 Inspiring students' interest and motivation for labor***

Art and design education stimulates students' learning interest and creative desire through colorful artistic activities, thereby enhancing their interest and motivation for labor education. For example, through designing and making handicrafts, students cultivate enthusiasm for hands-on practice while experiencing the joy of labor.<sup>[4]</sup>

##### ***3.2.2 Improving students' labor skills and practical ability***

In art and design education, students need to master the use of various tools and materials, which are also applicable in labor education. Through artistic creation, students' practical operation ability and manual production ability are effectively improved, laying a solid foundation for their practical operation in labor education.

##### ***3.2.3 Cultivating students' teamwork and communication skills***

Art and design education typically requires teamwork to complete projects. Through division of labor and cooperation, students learn effective communication and coordination. This teamwork ability and communication skills are also indispensable in labor education, helping to cultivate students' spirit of cooperation and collective consciousness.

##### ***3.2.4 Enhancing students' aesthetic consciousness and artistic literacy***

Through art and design education, students pay attention to beauty and design sense in the process of labor, enhancing the artistic value and cultural connotation of labor works. This not only improves the quality of labor education but also enriches students' spiritual world, cultivating their aesthetic taste and artistic literacy.

#### ***3.3 Integration Models of Art and Design Education with Labor Education***

The integration models of art and design education with labor education provide innovative teaching

ideas and practical paths for educators, mainly including the following aspects:

### ***3.3.1 Integration of curriculum design and teaching content***

In curriculum design, the content of art and design education can be organically integrated into labor education courses. For example, adding modules such as artistic handicrafts and creative design to labor courses, allowing students to experience the joy of art in labor. At the same time, interdisciplinary curriculum design can be used to promote the deep integration of art and design education with labor education.<sup>[5]</sup>

### ***3.3.2 Innovation in teaching methods and evaluation system***

In terms of teaching methods, innovative teaching methods such as project-driven learning and inquiry-based learning can be adopted to organically combine art and design education with labor education. For example, through creative projects, students learn labor skills and artistic knowledge in the process of design and production. In terms of evaluation system, a multidimensional evaluation method can be used, focusing not only on students' labor skills but also on their creative expression and artistic performance.

### ***3.3.3 Design of student practice activities and project-driven learning***

By designing a variety of practical activities and project-driven learning, the integration of art and design education with labor education is promoted. For example, organizing students to participate in community art projects, combining community service with artistic creation, not only exercises students' labor ability but also enhances their artistic literacy. Through school-enterprise cooperation, the projects in art and design education can be brought into the actual production environment, allowing students to create and practice in a real labor scene.

## **4. The Direct Impact of Development-Oriented Assistance on Labor Education for Students from Impoverished Backgrounds from the Perspective of Art and Design Education**

### ***4.1 Current Implementation Status of Development-Oriented Assistance Policies***

In recent years, with the advancement and successful completion of China's poverty alleviation campaign, development-oriented assistance policies have been widely implemented in various levels of educational institutions. These policies not only focus on the economic needs of impoverished students but also emphasize the comprehensive improvement of their overall quality. In specific implementation, the policy is mainly carried out through the following aspects:

#### ***4.1.1 Economic Support and Tuition Reduction***

Development-oriented assistance policies first ensure that impoverished students can successfully complete their studies by providing economic aid and tuition reduction. This foundational support measure provides solid assurance for the students' learning and living, reducing their economic pressure.

#### ***4.1.2 Comprehensive Quality Enhancement Programs***

Building upon economic support, development-oriented assistance policies also establish various programs to enhance comprehensive quality, such as art training, vocational skills training, and innovation and entrepreneurship education, helping impoverished students broaden their knowledge and improve their comprehensive quality. These programs are closely integrated with the school's art and design curriculum, aiming to enhance students' creativity and practical skills through art education.<sup>[6]</sup>

#### ***4.1.3 Psychological Counseling and Social Support***

Development-oriented assistance policies also emphasize psychological counseling and social support, helping impoverished students enhance their psychological resilience and social adaptability through mental health education and social work services. These services are usually integrated with the school's art and design education activities, using art therapy and other methods to promote students' mental health and emotional development.

#### ***4.1.4 Internship, Practice, and Employment Guidance***

To enhance the employment ability of impoverished students, development-oriented assistance policies include internship, practice, and employment guidance programs. These programs provide students with practical work experience and improve their employment competitiveness through school-

enterprise cooperation and internship base construction. In the field of art and design, these programs particularly emphasize design practice and artistic creation, providing students with abundant practical opportunities.

#### ***4.2 Implementation and Effects of Art and Design Education under the Assistance Background***

Under the backdrop of development-oriented assistance policies, art and design education has received sufficient attention and implementation, with significant effects.

##### ***4.2.1 Optimization of Teaching Resources Allocation***

With the support of assistance policies, schools have strengthened the allocation of resources for art and design education. By purchasing advanced teaching equipment and materials and improving the teaching environment, schools ensure that students can receive high-quality art and design education. Additionally, schools have introduced outstanding art education faculty to enhance teaching standards and educational quality.

##### ***4.2.2 Promotion of Innovative Education Models***

Development-oriented assistance policies encourage educational innovation, promoting the deep integration of art and design education with labor education. Schools use innovative teaching models such as project-driven learning and interdisciplinary curriculum design to make art and design education more closely related to daily life and production practice, enhancing students' practical skills and innovative thinking.

##### ***4.2.3 Enhancement of Students' Artistic Literacy***

With the support of assistance policies, the opportunities for impoverished students to participate in art and design education have significantly increased. Through a variety of artistic creation and design practice activities, students' aesthetic ability and artistic literacy have been comprehensively improved. These activities also enhance students' confidence and creativity, laying a solid foundation for their future development.

##### ***4.2.4 Strengthening of Labor Education Effects***

Art and design education plays a significant role in labor education. Through specific artistic creation and design practice, students' labor skills and practical ability have been effectively improved. In the process of participating in artistic creation, impoverished students not only master basic labor skills but also cultivate good work habits and teamwork spirit.

#### ***4.3 Comprehensive Analysis of the Integrated Impact of Development-Oriented Assistance and Labor Education***

Through a comprehensive analysis of development-oriented assistance policies and art and design education, it can be seen that their direct impact on labor education for students from impoverished backgrounds is mainly reflected in the following aspects:

##### ***4.3.1 Comprehensive Improvement of Students' Overall Quality***

Development-oriented assistance policies provide diversified educational resources and support measures, comprehensively improving the overall quality of impoverished students. Particularly, the introduction of art and design education has significantly enhanced students' creativity, practical skills, and comprehensive quality. This improvement not only enhances students' learning ability and employment competitiveness but also lays a solid foundation for their future development.

##### ***4.3.2 Significant Improvement in the Quality of Labor Education***

Under the support of development-oriented assistance policies, the content and form of labor education have been enriched and innovated. The integration of art and design education allows labor education to go beyond traditional labor skills training and instead, through artistic creation and design practice, enhances students' comprehensive labor ability and creativity. This innovative education model improves the quality and effectiveness of labor education, enhancing students' practical operation ability and labor consciousness.

##### ***4.3.3 Further Realization of Educational Equity***

Development-oriented assistance policies have played an important role in promoting educational equity. By providing equitable educational resources and support measures, impoverished students have obtained equal educational opportunities in art and design education and labor education compared to

other students. This not only helps to eliminate unequal distribution of educational resources but also promotes the realization of educational equity, contributing to social harmony and sustainable development.

#### 4.3.4 Enhancement of Students' Social Adaptability

Through the comprehensive implementation of art and design education and labor education, the social adaptability of impoverished students has been significantly improved. In the process of artistic creation and design practice, students learn teamwork and effective communication, enhancing their social interaction and emotional expression abilities. These enhanced abilities help students better adapt to future social life and work environments.

## 5. Conclusion

This study, through an investigation into the current implementation status of development-oriented assistance policies and an analysis of the role of art and design education in labor education, draws the following conclusions:

Development-oriented assistance policies have effectively improved the level of labor education for students from impoverished backgrounds. By providing economic support and comprehensive quality cultivation, these policies have helped impoverished students make significant progress in labor education.

Art and design education plays a significant intermediary role in labor education. Through participation in art and design courses, impoverished students have not only enhanced their practical skills and creativity but also significantly improved their labor concepts and practical abilities.

The integration of development-oriented assistance policies and art and design education is highly feasible and effective. This integration not only enriches the content and forms of labor education but also provides a broader development space for impoverished students.

Future Directions: Future research could further explore the comprehensive impact of different subject education on labor education, especially the role of other arts and practical disciplines in development-oriented assistance. Additionally, comparative studies on assistance models in different regions and schools should be strengthened to explore the optimal path for policy implementation, aiming to comprehensively improve the education level and overall quality of impoverished students.

## Acknowledgement

Research on Labor Education Strategies for Poverty Alleviation Students under the Perspective of Development-Oriented Financial Aid

Number: XJXG202308

## References

- [1] Zhou Nianfang, Wang Xiaqiang, Li Yuhui, et al. The Connotation and Practice Paradigm of Development-oriented Assistance in Higher Education in the Post-poverty Era[J]. *Journal of Guangdong Jiaotong Vocational and Technical College*, 2024, 23(01): 114-118.
- [2] Chen Yun, Liu Yang. Exploration of the Work Mode of Development-oriented Assistance in Higher Education in the Post-poverty Alleviation Era[J]. *Science Consultation (Educational Research)*, 2023, (10): 1-4.
- [3] Zhang Rui, Liu Yuhao. Research on the Value and Path of Development-oriented Assistance in Higher Education to Promote Rural Revitalization[J]. *Heilongjiang Education (Higher Education Research and Evaluation)*, 2022, (10): 19-21.
- [4] Yang Mu, Guo Guixian, Yu Zhou. Research on Strategies for the Construction of Development-oriented Assistance System in Higher Education in the "Post-poverty Era"[J]. *Research on Higher Education Student Work*, 2022, (01): 135-143.
- [5] Wang Yan. Research on the Construction of a Development-oriented Assistance System for College Students in the New Period [J]. *Modern Vocational Education*, 2022, (24): 64-66.
- [6] Liu Liming, Wang Shuai. Exploration and Thinking on the Construction of Development-oriented Assistance and Education Model in Universities under the Background of Poverty Alleviation[J]. *Science Consultation (Educational Research)*, 2022, (01): 40-42.