



Research on the Assistance-Based Education Path of Local Universities Oriented by Core Literacy from the Perspective of Precise Ideological and Political Education

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Abstract: Assistance-based education is an essential educational initiative aimed at nurturing virtue and fostering character. It plays a significant role in safeguarding students' mental health and sound personality development, supporting their growth and success, cultivating their social responsibility and sense of gratitude, and promoting educational equity. Against the background of connotative development in higher education in the new era, "precision ideological and political education," as a teaching concept that adapts to specific circumstances and local conditions, empowers the assistance-based education work of local universities and can achieve twice the result with half the effort. Based on this, guided by the concept of precision ideological and political education and oriented toward cultivating and enhancing students' core literacy, this paper attempts to explore new paths for assistance-based education in local universities. Adopting a research approach that integrates theory with practice and follows a problem-oriented perspective, the paper first conducts an in-depth discussion of the intrinsic logical relationship among precision ideological and political education, core literacy, and assistance-based education; second, it reviews the current implementation status of assistance-based education in local universities and analyzes the existing problems; finally, in response to these problems, it constructs a four-in-one assistance-based education path featuring "precise identification, precise measures, diversified collaboration, and evaluation feedback."

Keywords: precision ideological and political education; core literacy; local universities; assistance-based education; path research

1. Introduction

As an important component of China's higher education system, local universities shoulder the fundamental task of cultivating socialist builders and successors who are well-rounded in moral, intellectual, physical, aesthetic, and labor development. Under the background of continuous expansion in higher education admissions, the student composition in local universities has also become increasingly diverse, with significant differences among students in academic foundations, psychological quality, family conditions, and other aspects. Meanwhile, the employment situation for college graduates has become increasingly severe in the context of a global economic downturn, posing new and higher requirements for students' comprehensive qualities and employment preparedness. Under the overlapping influence of these dual factors, traditional assistance-based education models can no longer meet students' developmental needs. Precision ideological and political education is a student-centered teaching model that emphasizes educational precision and personalization; core literacy focuses on the essential character and key competencies required for students' lifelong development. Integrating the concept of precision ideological and political education with a core literacy-oriented approach to explore new paths for assistance-based education in local universities holds significant theoretical and practical value for further implementing the fundamental task of fostering virtue through education, promoting educational equity, and improving talent cultivation quality.

2. The Intrinsic Logical Relationship Among Precision Ideological and Political Education, Core Literacy, and Assistance-Based Education

2.1 Precision Ideological and Political Education and Assistance-Based Education

"Precision ideological and political education" emphasizes a student-centered approach that precisely grasps the objectives, content, and methods of ideological and political education based on students' ideological characteristics, developmental needs, and growth stages. It highlights precision in educational targets, content, methods, and evaluation. Through diversified approaches, it aims to gain an in-depth understanding of students' learning and living conditions, ideological trends, and behavioral performance, and to adopt targeted educational measures and ideological and political activities based on students' characteristics. From the perspective of assistance-based education, many assisted students may

suffer from psychological issues or unhealthy values such as inferiority, helplessness, pessimism, or discouragement due to external factors like economic hardship or family instability. Integrating precision ideological and political education with assistance-based education not only addresses students' practical difficulties but also enlightens their thinking and inspires their aspirations, thereby achieving more effective assistance with less effort.

2.2 Core Literacy and Assistance-Based Education

Core literacy refers to the essential competencies and character traits that students should possess in the educational process to meet lifelong development and societal needs. It includes three dimensions—cultural foundation, autonomous development, and social participation—and six key elements: humanistic foundation, scientific spirit, learning to learn, healthy living, responsibility, and practical innovation. With the deepening of educational reform and the changing demands for future talents, cultivating students' core literacy has become a key task of higher education. Conducting assistance-based education with the goal of developing students' core literacy will shift the focus from merely addressing living difficulties and improving academic performance to comprehensively enhancing students' core literacy and overall competence, integrating "poverty alleviation," "intellectual support," and "aspiration building," and ultimately promoting students' all-round development.

2.3 Precision Ideological and Political Education, Core Literacy, and Assistance-Based Education

Precision ideological and political education and core literacy are highly aligned in value orientation, implementation pathways, and goal pursuit. Both emphasize a student-centered approach and focus on individual developmental needs; both advocate respecting individual differences and tailoring education to students' characteristics rather than adopting a one-size-fits-all model; both are committed to cultivating well-rounded individuals who develop morally, intellectually, physically, aesthetically, and in labor, and who are prepared for lifelong development rather than becoming narrowly defined "tools." The organic integration of precision ideological and political education and core literacy not only provides theoretical support and methodological guidance for assistance-based education in local universities, enhancing its precision and quality, but also serves as a key means to fulfill the fundamental task of fostering virtue through education. It brings greater ideological depth and contemporary relevance to traditional assistance-based education and comprehensively improves its quality in higher education institutions.

3. Analysis of the Current Situation and Challenges of Assistance-Based Education in Local Universities

3.1 Current Situation of Assistance-Based Education in Local Universities

Assistance-based education is an important component of the fundamental task of fostering virtue through education. The Educational Power Construction Plan (2024–2035) clearly states the need to "improve the student financial aid system covering all educational stages." In response, the state, local governments, and universities at various levels have issued a series of policies to actively promote assistance-based education. At present, most local universities have established an assistance system featuring "scholarships, grants, work-study programs, loans, subsidies, and fee reductions," supporting students in completing their studies and becoming qualified talents through scholarships, financial aid, work-study positions, student loans, special hardship subsidies, tuition reductions, and other forms of support. In addition, local institutions also provide measures tailored to local conditions for academically struggling students and those with psychological problems, including heart-to-heart communication, peer pairing assistance, academic tutoring, and employment guidance, which effectively address students' various difficulties. Moreover, some local universities have utilized local industries and community resources to carry out characteristic practices such as university-enterprise collaborative assistance and community-based practical support, significantly enhancing the effectiveness of educational efforts.

3.2 Shortcomings and Deficiencies in Current Work

While acknowledging the achievements, it is also necessary to recognize that assistance-based education in local universities still faces several shortcomings and deficiencies, mainly reflected in the following aspects: First, insufficient precision in identification. The identification of students requiring assistance mainly relies on explicit indicators such as family economic status, academic performance, and daily attendance. There is a lack of precise identification regarding students' deeper needs, psychological well-being, and potential difficulties, resulting in insufficient guidance in the work. Second, lack of targeted assistance measures. Current assistance efforts focus primarily on material support and academic tutoring, while psychological care is insufficient. Guidance on students' social responsibility, outlook on life, and values is inadequate, weakening the educational significance of the assistance. Third, insufficient platforms and carriers. Assistance-based education relies on a limited range of platforms, with counselors and class leaders serving as the main providers of

assistance. Universities have not fully mobilized the resources of the institution, partner enterprises, and society. Assistance methods mainly consist of conversations and ideological education, with monotonous approaches that fail to effectively cultivate students' core literacy and result in limited effectiveness. Fourth, an imperfect evaluation system. Some universities have not yet integrated assistance-based education into their teaching evaluation systems. Even among those that have, there is a tendency to emphasize material assistance over spiritual care, and short-term effects over long-term development. Evaluation typically focuses on quantitative indicators such as coverage rate and funding amounts, while lacking qualitative assessments of students' core literacy development and ideological-political outcomes, making it difficult to form a closed-loop improvement mechanism.

4. Constructing a Core Literacy–Oriented Precision Assistance Education Path in Local Universities from the Perspective of Precision Ideological and Political Education

In response to the common problems in current assistance-based education in universities, this paper, from the perspective of precision ideological and political education and with the goal of cultivating and enhancing students' core literacy, attempts to build a student-centered assistance model. This model takes "material support" and "capacity enhancement" as two wings, focuses on four dimensions—"poverty alleviation," "intellectual support," "psychological support," and "aspiration building," and forms an integrated assistance system featuring "precise identification, precise measures, multi-agent collaboration, and evaluation feedback," thereby empowering students' all-round development and growth.

4.1 Constructing Multidimensional Student Profiles to Precisely Identify Students in Need of Assistance

To address the lack of precision in identifying students requiring assistance, it is recommended that local universities rely on campus big data information systems to establish a dynamic assessment mechanism for assistance needs. On one hand, the system can integrate structured data such as student consumption records, academic performance, library borrowing history, participation in student organizations, psychological assessments, and work-study information, as well as unstructured data such as psychological evaluations, teacher–student feedback, and enterprise assessments. Through this integration, universities can develop a big data model for identifying assistance recipients, formulate layered and categorized identification standards (Table 1), and create a core literacy cultivation matrix (Table 2). By conducting comprehensive evaluation and analysis, universities can accurately determine the types and degrees of students' difficulties and construct digital growth profiles for those receiving assistance, laying a solid foundation for the next step of precise intervention. On the other hand, in alignment with students' personal development and future career needs, universities should establish a "core literacy growth portfolio for assistance recipients." For each student requiring assistance, an individualized assistance plan should be developed to realize "one file, one plan, one solution." Moreover, universities should conduct dynamic monitoring and early warning based on students' daily performance and evolving data. A three-level early warning system—red, yellow, and blue—should be created, with strengthened assistance for students on the red and yellow lists, ensuring early detection, early warnings, and early support.

Table 1. Categorized and Tiered Identification Criteria for Students Requiring Assistance

Type of Difficulty	Core Literacy Weakness	Assistance Needs
Economic hardship	Weak cultural foundation	Emergency assistance
Academic difficulty	Insufficient autonomous development	Long-term support
Psychological difficulty	Lack of social participation	Developmental facilitation
Developmental confusion	Inadequate psychological and emotional management	Psychological support

Table 2. Core Literacy Development Matrix for Students Requiring Assistance

Core Literacy Dimension	Main Indicators	Level Assessment
Overall academic performance	Regular grades, periodic assessments, internship performance	Meets standard / Average / Intervention needed
Autonomous learning ability	Time spent in study rooms or libraries, self-discipline	Meets standard / Average / Intervention needed
Communication and collaboration ability	Oral (written) expression, teamwork, interpersonal communication	Meets standard / Average / Intervention needed

Core Literacy Dimension	Main Indicators	Level Assessment
Self-management ability	Career planning, emotional regulation, stress resistance, self-reflection	Meets standard / Average / Intervention needed
Social and practical ability	Social practice, internships and training, job competence	Meets standard / Average / Intervention needed

4.2 Establishing Personalized Assistance Plans to Promote Precision and Refinement in Assistance Work

On the basis of accurately analyzing the characteristics of students in need, and in accordance with core literacy cultivation requirements while integrating the concept of precision ideological and political education, develop differentiated and personalized assistance plans to improve the supply level of assistance-based education. Based on the characteristics of different tiers and types of students in need, realize an organic combination of "poverty alleviation," "intellectual support," "psychological support," and "aspiration building" to comprehensively enhance the effectiveness of assistance work. First, for economically disadvantaged students ("poverty alleviation"), local universities should, in light of actual conditions, further improve the "scholarships, grants, loans, fee waivers, work-study, special subsidies, and tuition reductions" policy mechanisms to ensure the basic economic needs of students from poor families. At the same time, give priority to offering work-study positions that develop practical skills, support participation in vocational qualification training, enterprise internships and practical training activities, enhance core employment competitiveness, and strengthen self-sustaining capacity. Second, for students with academic difficulties ("intellectual support"), provide remedial courses, peer tutoring by high-achieving students, and other services according to different majors and study stages to help them overcome learning obstacles and successfully complete their studies. Third, for students with psychological problems ("psychological support"), adhere to ideological and political education leadership, integrate mental health education, and carry out precise psychological counseling and humanistic care through regular mental health lectures, group psychological counseling, individual consultations, and heart-to-heart talks. Fourth, for students who are confused about their development ("aspiration building"), offer career counseling, enterprise visits, and social practice projects to help them clarify development directions. At the same time, organize activities such as selection of "Self-Improvement Stars," promotion of red culture, and visits to patriotic education bases to strengthen students' ideals and beliefs, and encourage graduates to serve and make contributions in grassroots areas, the western regions, and places where the country needs them most to realize life value. Finally, for students who have multiple concurrent problems — for example, economically disadvantaged students who may also have psychological issues and existential confusion — conduct comprehensive assessment, adhere to individualized planning for each student, and formulate mixed assistance strategies.

4.3 Expanding Collaborative Platforms and Shaping a Synergistic Education Force

By integrating on-campus and off-campus resources, local universities should build an assistance-based education mechanism featuring multi-agent participation and multi-platform collaboration to support students' growth and success. First, strengthen the construction of assistance teams. Establish composite assistance teams composed of "ideological and political teachers + professional teachers + counselors + industry mentors + outstanding alumni," fully mobilizing various internal forces. According to the difficulties and problems faced by students in need, these teams can carry out ideological and political education, academic guidance, and specialized skills training to continuously improve the effectiveness of assistance-based education. Second, expand platforms and carriers for assistance. Fully mobilize on-campus resources to offer capacity-enhancing work-study positions such as teaching assistants, research assistants, and administrative assistants, enabling students to strengthen practical skills while addressing financial difficulties. Further deepen cooperation with enterprises by integrating corporate culture and professional quality education throughout the talent training process, helping students comprehensively improve their overall competencies. By relying on on-campus and off-campus training bases, "second classroom" platforms, and university innovation and entrepreneurship training bases, incorporate elements such as craftsmanship, teamwork, and dedication to work, thereby enhancing the effectiveness of ideological and political education. Third, build a multi-party collaboration mechanism for special groups. For students with psychological issues, establish a three-tier support network involving the university, class, and dormitory, integrating the strengths of schools, families, hospitals, and communities to provide comprehensive psychological care. For economically disadvantaged graduates who have not yet secured employment, local universities should strengthen cooperation with local human resources departments, partner enterprises, and grassroots organizations. By adhering to the "one student, one plan" approach, universities can organize job application skills training, provide job-search subsidies, recommend graduates to employers, encourage participation in civil service and institution examinations, and promote military enlistment to help graduates achieve smooth employment.

4.4 Establishing a Scientific Effectiveness Evaluation System and Improving a Closed-Loop Continuous Improvement Mechanism

Further improving and refining the evaluation system and mechanism for assistance-based education and incorporating it into the school's overall evaluation framework can help build an evaluation–improvement closed-loop system and continuously enhance educational effectiveness. On the one hand, multi-dimensional evaluation indicators should be designed based on actual conditions to carry out diversified and comprehensive assessments. It is necessary to shift away from the previous evaluation tendency that emphasized academic performance and employment rates, and instead focus more on students' core competencies and developmental indicators. A comprehensive evaluation system should be developed that includes basic indicators (academic performance, employment rate, assistance coverage, etc.), core indicators (self-directed learning ability, communication and collaboration skills, self-management capacity, social and practical abilities, etc.), and developmental indicators (career competitiveness, social adaptability, etc.), with reasonable allocation of weights. Multiple evaluation methods should be adopted, combining process evaluation (60%) with outcome evaluation (40%), integrating quantitative and qualitative assessment, and supplementing self-evaluation with peer and external evaluation, to comprehensively and objectively assess the effectiveness of assistance-based education. On the other hand, a dynamic evaluation mechanism should be established to strengthen the application of evaluation results. Short-term evaluations should focus on immediate outcomes and satisfaction; mid-term evaluations should emphasize improvements in competencies and behavioral changes; and long-term evaluations should examine continuous development and lifelong impact. Through platforms, text messages, WeChat, and other channels, evaluation results should be fed back to both the assisting parties and the students themselves, and recorded in students' growth archives to optimize assistance strategies and adjust individual development plans. For special cases with limited assistance outcomes, collective consultations should be organized to promptly adjust assistance measures and dynamically improve the quality of assistance work. For those with outstanding results, excellent assistance cases should be actively promoted and standardized as best practices and long-term mechanisms to provide guidance for future work.

5. Conclusion

The core literacy–oriented assistance-based education in local universities from the perspective of precision ideological and political education represents an innovative exploration of assistance work in the new era and a deeply humane and thoughtful educational practice. Local universities should continue to deepen the application of the precision ideological and political education concept, guided by core literacy. While respecting the agency of students receiving assistance and ensuring their basic living needs, more attention should be given to activating their intrinsic motivation, thereby making greater contributions to cultivating a new generation capable of shouldering the mission of national rejuvenation in this era.

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