

# Exploring the Path of Integrating Civic Philanthropy Awareness Cultivation into Civic Education in Universities

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## Abstract

Cultivating a sense of civic philanthropy is a need for the progress of social civilization and an important part of moral education in colleges and universities. However, as China's modern philanthropy started late, colleges and universities have not yet formed a systematic philanthropy education system, so it is particularly important to integrate the cultivation of civic philanthropy awareness into the ideological education of colleges and universities. Colleges and universities should actively understand the current situation of the development of students' charity awareness, and make efforts in curriculum education, cultural practice, propaganda media, psychological guidance and management services to promote the deep integration of civic charity awareness cultivation and university thinking and political education, so as to enhance the effectiveness of moral education.

## Keywords

Civic awareness of charity; Universities; Ideological and political education.

## 1. Introduction

The awareness of civic charity is a manifestation of the moral quality and social responsibility of the citizens of society. As the main place for nurturing talents for the country, colleges and universities should be more aware of the main body of civic charity awareness cultivation in the ideological and political education of college students, and should actively cultivate the civic charity awareness of college students, including the guidance of ideas, the teaching of contents and the cultivation of behaviours, so as to convey the culture of charity, shape the character of the soul and guide students to explore the true goodness and beauty and the value of life.

## 2. Current Situation of the Integration of Civic Philanthropy Awareness Into the Civic Education of Universities

At present, the cultivation of civic awareness of charity has not been positively incorporated into the ideological and political education of colleges and universities, but is more embedded in broad ideological and moral courses or practices, and students' awareness of charity is low. The lack of corresponding psychological and behavioural norms as well as various organisational, guarantee and incentive systems is not only the lack of ideological and political education in colleges and universities at present, but also a difficult point to enhance the ideological and moral quality and social responsibility of college students and to achieve all-round development. It is also a difficult problem to improve the moral quality and social responsibility of students and to achieve comprehensive development.

### 2.1. Little Coverage in the Curriculum and Weak Awareness of Civic Philanthropy Among Students

At present, the relevant courses offered by universities are "Fundamentals of Thought and Morality and Legal Cultivation", "Outline of Modern Chinese History" and other public elective

courses, which seldom deal with charity in a positive way, but are mostly briefly mentioned or summarised in the core socialist values.

The lack of modern knowledge about charity, coupled with the influence of traditional ideas about charity, has led students to subconsciously define charity narrowly as "helping the needy" and to believe that charity is about giving material help, and therefore charity is for "people with a material base". This one-sided view makes students feel that they are "powerless" in dealing with charity, and although they have a strong desire to participate in public charity, they often choose to give up because of their own weaknesses. The lack of both theory and practice has led to a lack of guidance on philanthropic psychology and behaviour among university students, a weak awareness of civic philanthropy, and a negative correlation between social responsibility and pro-social behaviour.

## **2.2. Fewer Training or Related Platforms for Campus Charity Services, and the Quality of Student Charity Services Is Not High**

Student volunteer organizations in colleges and universities are the main way for students to participate in social charity work, but they often lack relevant professional training and play the role of "intermediaries", i.e. large social causes recruit volunteers for colleges and universities and student volunteer organizations provide personnel. Most of the student voluntary service organisations are affiliated with the Youth League Committee, with counsellors or other ideological and political education personnel acting as instructors, but often the instructors are too busy with their daily work to provide detailed guidance to the voluntary service organisations, relying more on the autonomy of the students. Students are limited by their time and energy and lack of personal ability, which naturally makes it impossible for voluntary service organisations to fully play their role in leading students to serve society. At the same time, because of the lack of training, university students, despite their strong professionalism, often present a passive and physical service in the process of charity service. This phenomenon expresses both the current situation of the poor quality of university students' charity services and reflects the mismatch between university students' services and social needs. The reason for this phenomenon is, on the one hand, that university students have fewer opportunities to participate in large-scale voluntary services, coupled with their direct participation in voluntary services without training or unannounced training, and their lack of experience prevents them from gaining a sense of achievement and satisfaction in their services. On the other hand, students lack experience and knowledge of modern charity, so if they do not handle the situation properly, they will easily become negative.

At the same time, the discrepancy between the services provided and the needs of the people they help can lead to a lack of recognition of the services provided by students in some departments and positions. This lack of recognition can cause university students to deny their own social value, and their interest in participating in public charity can easily be discouraged.

## **2.3. Insufficient Cultural Atmosphere for the Cultivation of Civic Philanthropic Awareness**

Universities do not attach enough importance to the cultivation of students' philanthropic consciousness, therefore, whether in the development of campus cultural activities, the construction of campus cultural environment or the shaping of campus culture, the "figure" of charity is rarely seen, and often equate volunteer service with the cultivation of philanthropic consciousness. However, with the gradual systematisation of the second classroom assessment in universities, students often participate in volunteering in order to earn points and meet graduation requirements.

At the same time, all universities are aware of the need to seize the main position of new media and use them to carry out ideological and political education. However, whether from the

school's WeChat public number, video number, microblog or other new media platforms, the popularisation and guidance of charity knowledge is rarely seen, and it is difficult to find the relevant tweets of university charity activities.

### **3. Exploration of the Path of Integrating Civic Charity Consciousness Into the Ideological and Political Education of Colleges and Universities**

To integrate the awareness of civic charity into the ideological and political education of colleges and universities, it is necessary to integrate it into the classroom ideological and political education and daily ideological and political education, popularize and normalize the cultivation of civic charity awareness, strive to realize the dual enhancement of college students' awareness and practice, and enhance the relevance and effectiveness of ideological and political education.

#### **3.1. Actively Integrate the Popularisation of Charity Knowledge in the Curriculum**

Charity education is incorporated into the teaching of courses such as Fundamentals of Thought and Morality and Legal Cultivation, Outline of Modern Chinese History, Introduction to Basic Principles of Marxism and Situation and Policy. For example, when talking about socialist values or basic civic ethics in Fundamentals of Thought and Morality and Legal Cultivation, we can explain traditional Chinese charity ideology, modern charity development and charity laws and regulations; in Introduction to the Fundamentals of Marxism, we can talk about Marx and Engels' charity ideology, so as to lead students to a deeper understanding of Marx and Engels' high recognition of the proletariat and refutation of bourgeois hypocrisy. In addition to this, universities should make use of open classes, open courses and open courses on the subject of charity.

Besides, universities should make use of open courses and public elective courses of the whole university to popularize charity-related knowledge; they can actively try to compile charity propaganda books, etc. They can set charity-related topics in students' scientific research choices and increase the support for project creation, etc., so as to improve students' sense of recognition and integration of public welfare and charity in multiple channels and forms.

#### **3.2. Strengthen the Experience of Public Welfare Practice and Cultivate An Atmosphere of Public Welfare and Charity**

On the one hand, we should start with theoretical knowledge: the prerequisite for public service entrepreneurship is to have sufficient theoretical knowledge about entrepreneurship and the most basic knowledge about entrepreneurship in order to grasp the right direction and path; on the other hand, we should also focus on practical experience: the core of public service entrepreneurship lies in the combination of theory and practice, and the priority of practical experience is even greater than that of theoretical knowledge. If having theoretical knowledge is the cornerstone of public service entrepreneurship, then accumulating practical experience is to continuously add bricks and mortar to this foundation.

For theoretical knowledge, universities need to establish a systematic training system, such as incorporating public service entrepreneurship into the training programme and embedding it as a compulsory course in students' studies, making it a part of the teaching system, so that the cultivation of theoretical knowledge is mandatory and can better play its universal significance. For practical experience, we need to actively guide students to have practical experience, and universities need to take the initiative to establish links between campuses and enterprises, so that students with entrepreneurial thinking can have internship paths to find, and truly apply theoretical knowledge and accumulate practical experience to better digest the knowledge they have learned. In addition, innovation and entrepreneurship competitions are one of the best

ways to develop an entrepreneurial mindset. Universities should improve the training mode of innovation and entrepreneurship competitions, actively guide students to participate in them and introduce professional mentors to guide them, so that students can implicitly cultivate business thinking, have a keen understanding of the market and enhance the comprehensive quality of public welfare entrepreneurship in the process of competition.

To establish a comprehensive platform for public service entrepreneurship for university students, it is necessary to integrate the resources of all parties. On the one hand, the government can provide policy support for university students, so that students with public service entrepreneurship ideas can receive official support, which can greatly build students' self-confidence in entrepreneurship and also cultivate their enthusiasm for entrepreneurship; on the other hand, universities can also establish relevant platforms, establish contacts with famous alumni, conduct relevant lectures and exchange meetings, and build a platform of one-to-one or even one-to-one exchanges. On the other hand, universities can also establish relevant platforms, establish contacts with famous alumni, conduct relevant lectures and exchange sessions, build a multi-pair or even one-to-one talent training mode, "first success leads to later success", and effectively improve the success rate of public welfare entrepreneurship. In terms of building practice platforms, universities need to make steady progress, establish stable training platforms and improve the effectiveness of the input of resources from all walks of life, rather than rushing to get quick results and getting half the result with twice the effort.

Finally, the concept of "lifelong education" should be established, so that philanthropic awareness can be carried out throughout a person's life. The "public good" of public service entrepreneurship is reflected in one's philanthropic consciousness, and the pursuit of too much fame and fortune will be the biggest failure on the road to public service entrepreneurship. Cultivating students' philanthropic consciousness does not happen overnight, but must begin with their most fundamental thinking. We can do a good job of creating a philanthropic culture on campus, bringing into play the subtle influence of the environment, carrying out philanthropic cultural activities on campus, holding periodic philanthropic lectures and exchanges, etc. to guide students to establish the correct philanthropic values in their subjective consciousness, so that they can take the initiative to accept philanthropic entrepreneurship, or introduce relevant typical figures into the school to preach, using real-life figures to inculcate and cultivate students' philanthropic consciousness. At the same time, philanthropic experience is also an important part of the process. Establishing links between universities and charities allows students to have real contact with figures who do charity work in society; it is also necessary to establish links between students and the beneficiaries of charity, to experience the heartfelt gratitude of those who are assisted, which can better stimulate the sense of charity within students. The two complement each other to achieve better results.

### **3.3. Using the New Media Matrix to Guide Public Opinion**

One of the reasons for the weak awareness of charity among university students is that the publicity of public charity is still weak, and most students are still stuck in the negative incidents of charity such as "Guo Meimei". Therefore, both society and universities should actively establish new media matrices, seize microblogs, postings, WeChat public numbers, short video platforms, etc., and use ways and means that are popular with students to strengthen the positive publicity of charity. Firstly, we should make use of the new media matrix to promote and educate the public. You can open online lecture halls through Jieyin live streaming and short videos to tell the story of Chinese charity and spread the culture of Chinese charity. Through the network to carry out charity figures deeds push, school charity influential person selection voting, etc., play the role of role models to lead, guide students to goodness and beauty. Third, the new media matrix is used to link charity service projects. At present, various online micro charities are in full swing, and universities should actively connect with social charity

service projects to provide students with richer charity service channels. However, at the same time, colleges and universities should also make use of reasonable ways to appropriately do the popularization work of preventing charity fraud, guiding students to establish the awareness of prevention, enhance the ability of discrimination and actively and healthily participate in public charity services.

### **3.4. Actively Cultivate the Pro-social Psychology of College Students**

Pro-social behaviour refers to voluntary behaviour that conforms to social norms and is beneficial to others, groups or society, mainly including donation, helping, sharing, comforting, cooperation and compassion. Spontaneity, altruism and sociality are the more prominent characteristics of pro-social behaviour. Cultivating a pro-social mentality among university students is conducive to enhancing students' sense of social responsibility and stimulating their initiative and enthusiasm to engage in civic charitable behaviour.

From the perspective of ideological and political education in colleges and universities, cultivating the pro-social psychology of college students should, on the one hand, improve the psychological quality education system, pay attention to the cultivation of students' sound personality, and cultivate students' positive, confident and optimistic character qualities of being kind to others through values leading, mental health education assistance and deepening of group support activities. We must focus on cultivating students' personalised development, seeing their strengths, discovering their interests, guiding them to know themselves, to be happy with themselves, to improve themselves, and to gain a sense of satisfaction, happiness and achievement in their growth through self-fulfilment. It is also necessary to enhance students' ability to regulate their emotions through daily psychological education and professional counselling, as well as to strengthen students' education on moral quality and the rule of law, to enhance students' self-control and awareness of right and wrong, and to implement psychological health education throughout ideological and political education.

On the other hand, universities should create more opportunities to strengthen students' contact and understanding of charity, such as selectively allowing the Red Cross Society and other charitable organizations to enter the campus, carrying out relevant charity publicity and blood donation and other public charity activities, so that students can personally experience the charm of charity culture, realize their own sense of responsibility and mission as members of society, enhance the level of pro-social behavior of college students and strengthen their motivation for charitable behavior.

### **3.5. Strengthen Management Services and Improve Training System**

Colleges and universities should establish and improve the training system for college students to participate in charity services, giving priority to ensuring that the staff of voluntary service organizations belonging to colleges and universities have richer practical experience, and holding experience sharing sessions after large-scale activities to continuously improve students' social charity service ability. At the same time, colleges and universities can establish the training experience and social welfare files of college students in public charity activities, and integrate the charity behaviour of college students into the internship performance of college students' ideological and political education courses. In addition, universities can combine theoretical education with practical training. Through open classes, salons and lectures for basic knowledge cultivation, through inviting social workers and staff of charitable organisations for professional training, and through team quality development and situational simulation activities to cultivate the comprehensive ability of volunteers, an all-round and whole process cultivation system of civic charity awareness among university students can be constructed. When conducting training, universities should also uphold the principle of unity between commonality and individuality, consider the purpose of different charity activities and the differences of individual students, and guide students to give full play to their strengths

through the formulation of detailed training plans, so as to help students improve their overall social service ability while enhancing their sense of achievement and gain in the process of public charity services.

#### 4. Conclusion

As the future backbone of society, raising students' awareness of civic philanthropy can not only improve their ideological quality and sense of social responsibility, but also promote more social connections, enhance social modernization, improve social trust and organic vitality, and promote social harmony and stability. The cultivation of philanthropic consciousness is not only a kind of moral and cultural cultivation, but also a kind of practical education. Colleges and universities should be fully aware that integrating the cultivation of civic philanthropic consciousness into the ideological and political education of colleges and universities is a long-term and meticulous process, and that such integration has a strong practical value for colleges and universities to realize the cultivation of morality, and it is also the direction that should be followed and worked for in the long run to effectively improve the moral level and civilization of the whole society.

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