



Discipline Integration-Ideological Educational politics: Analysis of Talent Cultivation Paths in Finance and Economics Colleges and Universities Based on Party Building Branding

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Abstract. Within the realm of higher education, ideological and political education (IPE) stands as a pivotal instrument in directing students' cognitive processes, integral to achieving the universities' mission of "moral education and personal cultivation." This research focuses on talent cultivation models of finance-oriented universities, particularly within the context of the contemporary "Double First-Class" initiative. Taking the Intellectual Property (IP) creative products of Guangdong University of Finance as a case study, it investigates the integration of IPE across various educational levels, such as undergraduate and graduate studies, and examines its interdisciplinary convergence. By exploring the merger of design studies with the institution's distinctive "business-law" feature, it becomes evident that IPE and party-building culture are especially vital in financial academic institutions. The nurturing of talents in design disciplines should be anchored in IPE, harnessing interdisciplinary collaboration to formulate a "disciplinary integration and research-based IPE" model.

Keywords: Finance-Oriented Universities; Ideological Guidance; Talent Cultivation; Party-Building Branding; Innovation Pathways.

1 Introduction

In the contemporary finance education system, finance-oriented higher education institutions play a central role in nurturing outstanding talents in the financial and economic sectors [1]. However, with an excessive emphasis on core disciplines, some

non-core or secondary subjects, such as design studies, often grapple with resource allocation and attention, wavering between theory and practice. To bridge such disciplinary divides, these institutions should leverage ideological and political education, along with campus cultural construction, promoting interdisciplinary collaboration, fostering holistic development in students' research and practical capabilities. Furthermore, blending IPE with subject-specific instruction to craft a "disciplinary fusion and research-focused IPE" holistic training model serves as a robust response to societal developmental needs and institutional growth strategies.

While finance-oriented universities exhibit foresight in cultivating applied talents, there are evident gaps in their actual training strategies, especially within the design studies domain. Research-oriented students in these areas often display marked shortcomings both theoretically and practically [2]. This scenario, in part, can be attributed to the oversight of IPE and the lag in modern campus cultural construction. Three major pitfalls exist: an overwhelming bias towards disciplinary theory over practical application; an underestimation of the significance of fostering students' comprehensive qualities; and a downplaying of the essence of interdisciplinary collaboration.

2 The Dilemma of Talent Cultivation Construction in Financial Colleges and Universities

Financial-oriented higher education institutions have consistently been at the forefront of developing innovative applied talent training models since the implementation of pilot reform projects. In contrast, disciplines outside of financial domains, such as design majors, have predominantly emphasized this innovative applied approach. However, in practice, design postgraduate programs in many financial universities lean more towards theoretical research. Students from these specialized institutions often fall short in academic research capabilities compared to their counterparts from professional schools and lack the practical experience of peers who have garnered experience in enterprises [3]. This discrepancy stems from an oversight in the ideological guidance of party-building and a failure to modernize campus cultural construction. Three principal misconceptions persist: an overemphasis on theoretical discipline at the expense of its practicality, a neglect of holistic student development, and an underestimation of the significance of interdisciplinary collaboration.

2.1 Postgraduate student campus culture construction focuses on physical environment beautification, light on spiritual culture construction

With the expansion of higher education scale, institutions increasingly face challenges in resource allocation and management, leading to a diversified approach to education. Yet, a glance at the trajectories of certain universities reveals a disregard for party-building ideological culture, focusing primarily on academic research and skill cultivation. To rectify this imbalance, institutions must emphasize the importance of

party-building activities, ensuring their harmonious coexistence with disciplinary developments [4].

2.2 Postgraduate student group education model emphasizes academic activity planning, but not special culture construction

Distinct disparities emerge when comparing postgraduate to undergraduate educational paradigms. Due to the pressures of academic rigor, postgraduates tend to engage in monolithic academic activities, constraining their experiential exposure within campus culture. Such a model might confine them to a narrow worldview and cultural perception. In contrast, undergraduate educational strategies prioritize practicality and application, offering a broader spectrum of extracurricular engagements. Institutions of higher education, therefore, need to re-evaluate their nurturing methods for both postgraduates and undergraduates to achieve a diversified talent cultivation framework.

2.3 Postgraduate student campus culture construction focuses on professional knowledge cultivation, light on moral culture construction

The essence of postgraduate campus culture lies in its pedagogical approaches, particularly in nurturing innovative and independent thinking capabilities [5]. However, certain higher education institutions have been excessively focused on academic achievements, overshadowing the significance of moral and ideological education. Such a skewed educational paradigm compromises the holistic development and potentially weakens the guiding influence of socialist core values within the campus milieu, failing to epitomize the true intent of education. To ensure a well-rounded and balanced educational environment, universities must augment their endeavors in moral and ideological instruction.

3 Case Study of Graduate Talent Cultivation Pathway and Brand Culture Construction of Universities at Home and Abroad

Concerning the conceptualization of party-building branding, three prevailing definitions currently dominate: 1) as a symbol representing the authority and image of the party; 2) as a cultural medium for conveying and perpetuating the party's foundational principles; 3) as a measure of the recognition the university receives within the society. This study posits that party-building branding within higher education institutions is pivotal in amplifying its societal impact and recognition. Drawing from examples like Tsinghua University and the National Collegiate Athletic Association, one can discern how brand culture initiatives bolster party-building propagation and implementation.

3.1 Tsinghua University builds university brand through cultural and creative development for internal branding

In 2021, marking the 110th anniversary of Tsinghua University, the Shanghai Warrior Shoes Co., Ltd [6]. co-initiated the "Commemorative Warrior Shoes Design" competition with Tsinghua University. By soliciting design submissions from faculty and students, the initiative successfully embodied Tsinghua's educational philosophy and academic spirit in product design. Leveraging intellectual property-derived cultural products, the contest fortified student's campus identity and forged symbiotic partnerships between academia and industry, fostering internal brand culture development while facilitating the synergy between academic and industrial spheres.

3.2 National Collegiate Athletic Association builds university brand through external branding of athletic events

On the one hand, the annual NCAA events in the United States not only generate significant economic benefits for higher education institutions but also amplify the recognition of the participating institutions [7]. Within this framework, standout student-athletes have the opportunity to transition to professional realms through draft systems. These individuals not only captivate substantial fan and media attention, bolstering the brand value of their universities but also present invaluable occasions for institutions to showcase the quality of education and training strategies. Consequently, these student-athletes often perceive themselves as ambassadors of the university's brand and cultural identity. Broadly speaking, they effectively act as pivotal bridges between the institution and society, enhancing the visibility and influence of the campus culture.

4 Realization Path of Talent Cultivation by "Discipline Integration-Research, Study and Politics"-Take Guangdong University of Finance and Economics as an Example

Historically, Guangdong University of Finance and Economics underwent a transition from being named the University of Law and Business in 1992 to its digital nomenclature in 2013. The university, characterized by its academic specialties in economics, management, and law, adheres to an educational philosophy of "integration of business and law, practical entrepreneurship, and diverse collaboration." Nevertheless, against the backdrop of the "Double First-Class" initiative and the "Greater Bay Area" strategy, the university is at risk of homogenizing its academic disciplines and talent cultivation approaches [8]. To align educational quality with real-world demands, the institution must nurture multifaceted talents within the paradigms of globalization, economic integration, and international collaboration. Furthermore, cultivating applied professionals necessitates intertwining the university's unique academic pedigree with thought leadership and cultural edification, thereby committing to an academic tra-

jectory that emphasizes "disciplinary integration and research-oriented political education."

4.1 "Borrowing the stone from others to attack our own jade"-Talent cultivation path of interdisciplinary integration

Given the developmental context of the Guangdong-Hong Kong-Macao Greater Bay Area, numerous higher education institutions confront the challenge of recalibrating their educational models in line with societal progression. In response to this overarching context, Guangdong University of Finance and Economics urgently seeks to refine its distinct educational ethos and cultivation paradigms. Accordingly, the university aims to accentuate its unique disciplinary characteristics and strengths, consistently innovating its talent cultivation strategies with an application-centric focus, upholding ethical education, and zealously developing an elite framework encompassing talent cultivation, disciplinary expertise, faculty roster, research, social service, and governance systems. The integrative strength of "business-law" affords the university a distinct avenue for interdisciplinary convergence and novel talent cultivation trajectories.

Therefore, as Guangdong University of Finance and Economics delineates its professional talent cultivation agenda, it should leverage its integrated advantage rooted in "business-law," sidestepping the pitfall of merely replicating the models of other institutions. This necessitates a tailored approach, synergizing the merits of "business-law" to actualize interdisciplinary complementarity, culminating in genuine educational innovation and enhancement.

4.2 The concept of "research-based" teaching in this master's program fosters a multidisciplinary and multifaceted analytical mindset in students.

To achieve comprehensive excellence in the field of finance and economics - encompassing superior academic achievements, outstanding disciplinary systems, and the cultivation of top-tier talents - the focus should not be solely on traditional academic research and teaching quality [9]. Instead, the emphasis should be on nurturing holistic humanistic qualities and comprehensive capabilities. This transformation entails an enhanced capacity of education to serve society, the perfection of academic systems, and the gradual evolution toward a "research-oriented" talent development strategy. This strategy seamlessly integrates with postgraduate education, underlining the importance of igniting students' innovative potential and fostering critical thinking, which in turn cultivates a sense of societal responsibility and leadership aptitude.

From the perspective of macro-educational reform, postgraduate-led classroom teaching emerges as a central strategy to enhance educational quality. Most undergraduate students perceive this approach as offering a deeper and broader pedagogical experience [10]. The underlying reasons for this perception stem from differences in educational philosophy, the absence of classroom interactivity, and a monolithic content delivery. Bringing postgraduates into the classroom, with their wealth of research

experience, provides undergraduates with a richer and more extensive learning dimension. Especially in the context of promoting interdisciplinary postgraduate participation in teaching, this strategy assists in broadening students' academic horizons, invigorating their motivation for continuous learning, and thereby reinforcing their academic critique and independent research capabilities.

4.3 To create campus brand IP through "Civics" and "Red Culture" in order to root students' correct cultural values.

Education and cultivation are not only intrinsically linked to socialist core values but are also inextricably intertwined with the fundamental task of moral development. To shape elite applied talents, it's imperative to nurture interdisciplinary collaboration and communication skills, foster an independent and critical mindset, and commit to making contributions to the nation [11]. This developmental trajectory encompasses the integration of ideological education within curricula and specialized disciplines, coupled with the pervasive influence of "red culture," thereby instilling positive values and worldviews in students. Such a transformation is pivotal in shaping students' lucid understanding of national and personal responsibilities and in nurturing the right values and perspectives.

5 Conclusions

In the context of modern higher education, the formulation of a distinctive campus cultural brand has emerged as a focal point of academic inquiry. Su Yong, a scholar from Fudan University, emphasizes that the establishment of a university's cultural brand should prioritize its uniqueness, individuality, and its recognition within the public sphere. Additionally, the strategy for party-building culture within universities should be anchored in traditional values while simultaneously addressing the trends and demands of contemporary society. Within this framework, ideological and political education is perceived as an essential mechanism for ensuring students acquire appropriate value orientations, and it serves as the linchpin for the "moral education" approach. Notably, in finance and economics institutions, there has been a pivotal shift in educational paradigms, moving from conventional training methods to an integration of interdisciplinary subjects with ideological and political education. To uphold the core values of the campus cultural brand and infuse innovation and dynamism into pedagogical philosophies and activities is crucial to meeting the Greater Bay Area's demand for high-quality, application-oriented professionals.

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