

Research on the integration of ideological and political education into mental health education for college students

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Abstract: The shortage of professional mental health education teachers has affected the quality of education. Integrated ideological and political education and mental health activities in preschool education enhance children's social adaptability and innovation ability, and lay a solid foundation for their comprehensive development. This article aims to explore the integration model of ideological and political education and mental health education, analyze the theoretical basis and practical path of their integration, and propose specific implementation strategies.

1. Introduction

This kind of integration helps to cultivate students' all-round quality and promote their healthy growth [1]. There are many problems in the actual integration process. The distribution of resources is uneven, and the resources for mental health education are relatively scarce [2]. Secondly, the education method is single and lacks innovation and interaction. Thirdly, the shortage of professional mental health education teachers has affected the quality of education [3]. In order to solve the above problems, this article proposes the following strategies: Optimize resource allocation and increase investment in mental health education [4]. The second is to strengthen teacher training and improve teachers' professionalism and teaching abilities. In addition, we can also establish a cooperation mechanism inside and outside the school and introduce professional psychological counseling services to provide students with more professional mental health support [5].

This paper aims to explore the integration mode of ideological and political education and mental health education, analyze the theoretical basis and practical path of their integration, and put forward specific implementation strategies [6-7]. Through this study, we hope to provide theoretical support and practical guidance for the reform of ideological and political education in colleges and universities, and contribute to the cultivation of college students with sound personality, healthy psychology and strong sense of social responsibility [8-9].

2. Current situation of both

2.1. Development exploration

Under the guidance of national policy spirit, higher education has made clear the important position of psychological quality in quality education of college students, and listed psychological quality, ideology and morality, scientific culture and physical quality as four aspects of quality development of college students [10]. As shown in Figure 1.

In the process of moral development, the important role and role of individual psychological initiative is indispensable. If the entire process lacks the role of "self". It is difficult to realize the change process from heteronomy to self-discipline, which also hinders the internalization of external requirements into self-cultivation, thus affecting the realization of moral education goals. As times change, society's requirements for survival skills are also updating, and college students are anxious to adapt to social needs. Change the traditional classroom preaching style based on

textbooks, and enhance college students' awareness of self-directed learning and attention to mental health. Finally, the widespread use of social platforms has also had an impact on the psychological state of young people in school to a certain extent.

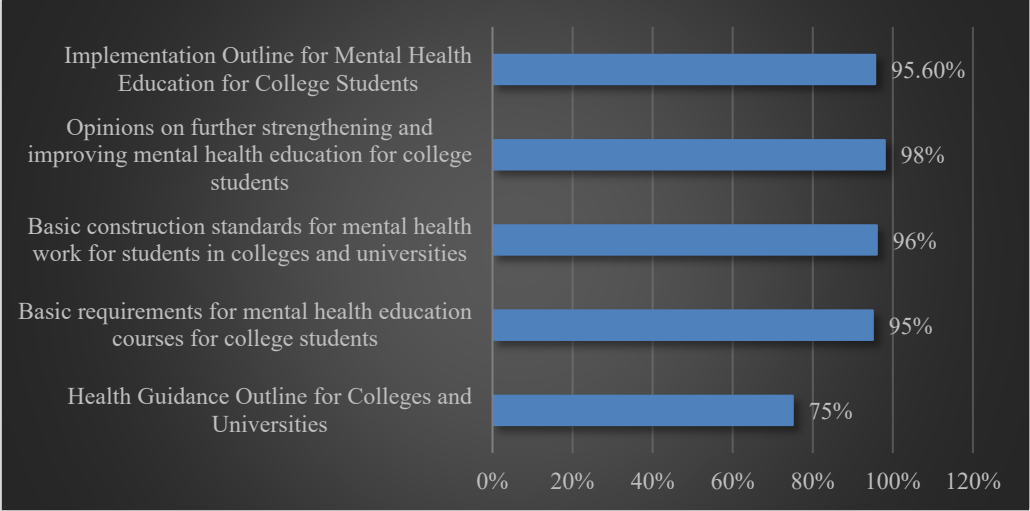


Figure 1 Teachers' level of awareness of national mental health related documents

2.2. Exploration of the correlation between the two

Not only let students master solid professional skills in the process of higher education, but also acquire key character. In addition to establishing specialized psychological counseling institutions for college students, colleges and universities also set up relevant courses to enhance the mental health awareness of all college students and enhance their mental health cognition and adjustment ability. As shown in Figure 2.

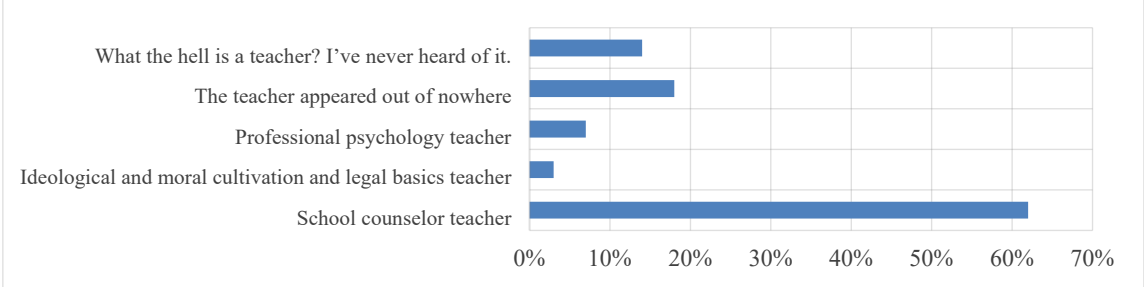


Figure 2 Students Understand the Teacher Role in Mental Health Courses

The common emotional distress among college students stems from confusion and pressure about the future, leading to anxiety. This emotional change may affect their enthusiasm for learning, level of focus, and memory effectiveness, which may trigger a series of physiological reactions such as insomnia, headaches, and other symptoms. It can not only increase the attention paid by teachers and students to mental health education, but also adopt a flipped education form. The course has a positive effect on cultivating the mental health of college students. As shown in Figure 3.

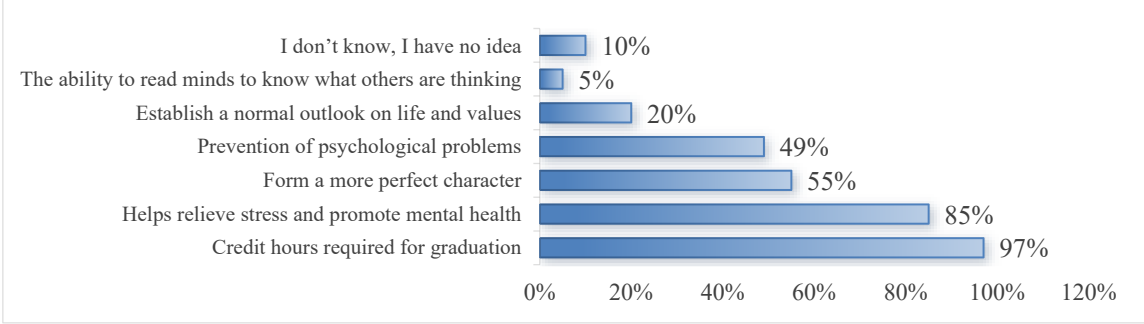


Figure 3 The positive significance of mental health courses to college students

3. Educational strategy

3.1. Strengthen the construction of high-quality teacher team

What impact does it have on your life, family and study? Positive cognition provides a guarantee for more positive emotional experience, which will mobilize the spontaneity, initiative and enthusiasm of individual mental health literacy improvement and moral quality cultivation. and effective teachers are invited to exchange successful experiences and teaching strategies. Some students are uncomfortable with this dreamy life that has not yet struggled with the complicated and changeable real life, and they don't know what to do in the future. The working group should hold regular meetings and seminars to promote communication and cooperation between mental health education and ideological and political education. Therefore, building a good teacher team is crucial. Teachers should not only have rich theoretical knowledge and practical teaching abilities, but also have the ability to guide students' ideological character and mental health. Only by deeply integrating the knowledge system with ideological and political education and establishing a strong psychological defense line for students can we ensure that the talents cultivated are both talented and virtuous.

3.2. Fully explore the educational function of society and family

In addition to the indispensable role of formal school education, both society and family assume irreplaceable and complementary responsibilities in the cultivation of students' character and psychological well-being. Therefore, it is imperative to fully mobilize and synergize these tripartite forces, forming a holistic and coordinated educational ecosystem. Only by reinforcing the symbiotic cooperation between schools, society, and families can we construct a comprehensive and resilient support structure for students' ideological and psychological development.

At the core of this integrative educational model lies the ideological and political association, which functions not merely as an abstract guiding ideology, but as a deeply embedded pedagogical mechanism. It preserves a didactic form and communicative modality that align with the aesthetic sensibilities and cognitive preferences of college students—those which they are most willing to engage with, or as the idiom goes, “what pleases their ears and eyes.” Meanwhile, the authoritative status of curriculum-based education, coupled with the guarantee of ample instructional time, establishes a robust institutional scaffold conducive to the realization of educational objectives. Given the luxury of sufficient temporal resources, educators are granted the latitude to orchestrate the delivery of course content with greater deliberation, refine the sequencing of instructional activities with pedagogical intentionality, and ensure that students internalize, assimilate, and reflect upon the learning material with greater psychological receptivity. Consequently, the emergence of measurable and enduring educational effects becomes more assured and observable, as the process is no longer constrained by temporal scarcity or procedural haste.

In the subsequent stages of this educational integration, a multifaceted and triangulated evaluation framework will be deployed, incorporating a variety of diagnostic instruments and methodological approaches. These include, but are not limited to, structured questionnaire surveys for quantitative breadth, in-depth case studies for contextual richness, semi-structured interviews for narrative depth, and ethnographic observations where appropriate. Among these, questionnaire surveys serve as a particularly expedient mechanism for amassing large-scale empirical data, thus enabling the systematic analysis of students' feedback, attitudes, and behavioral tendencies regarding ideological and political courses as well as mental health education programs, it is essential to tap into the endogenous potential of students by cultivating a proactive cohort of peer mental health facilitators—students who exhibit exemplary moral character and a stable psychological profile. These individuals can be encouraged and trained to acquire foundational knowledge of mental health education and counseling techniques, thereby forming intra-campus “spiritual mutual aid groups”—micro-communities of empathetic support and emotional reciprocity that operate within the broader framework of campus culture.

The tripartite alliance of schools, families, and society functions as a dynamic matrix of developmental influences, each possessing its own distinctive mechanisms for nurturing students. A

school characterized by an inclusive and affirming educational climate, a family environment imbued with emotional warmth and moral clarity, and a society that exudes cultural responsibility and ethical coherence—these elements together constitute the indispensable trinity for holistic human flourishing. Their mutual reinforcement is not only conducive to the deepening of moral education, but also to the cultivation of resilient, well-rounded talents who are capable of navigating the complexities of modern life with discernment and integrity.

4. Conclusions

They are important pillars of the future society, and the value orientation of the entire society in the future depends on their value orientation. It is not only a process of theoretical innovation and development of ideological and political education for college students, but also a process of practical exploration of ideological and political education combined with the actual situation of universities. In both teaching management and psychological health intervention, it is necessary to carefully observe students' changes, effectively infiltrate core concepts, establish early detection mechanisms, and safeguard the growth of college students. In the future, efforts must be made to create more favorable conditions for both to be smooth and feasible. The road ahead is long and arduous, but the future is bright.

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