

On the integration path of college students' mental health education and ideological and political theories teaching in all courses

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Abstract: Promote the formation of students' healthy psychology and correct values, and cultivate more outstanding high-quality talents for China's socialist economic construction. Therefore, it is of great practical significance to strengthen the research on the innovative path of implementing ideological and political theories teaching in all courses (IPTTAC) in Mental health education (MHE) for college students. Teaching practice shows that the combination of college students' MHE and IPTTAC, giving full play to the advantages of IPTTAC, can promote the innovation of college students' MHE content and methods, and enhance the effectiveness of MHE. Based on the perspective of IPTTAC, this paper explores the advantages and paths of implementing IPTTAC in MHE course for college students, explores the ideological and political mapping points in combination with the specific teaching contents of MHE course for college students, and puts forward the corresponding teaching design, aiming at promoting the effective combination of MHE and IP courses and providing reference for IPTTAC teaching.

1. Introduction

Mental health education (MHE) course for college students, as the main channel of MHE work in colleges and universities, should go hand in hand with ideological and political theory courses to form a synergistic effect. Under the guidance of socialist core values, ideological and political theories teaching in all courses (IPTTAC) should be reformed [1]. Colleges and universities should adhere to the socialist direction of running schools, stick to China, take root in China, improve the ideological and political quality of college students in an all-round way, improve the healthy development of college students' psychology, and cultivate more outstanding, outstanding and all-round successors for the cause of Socialism with Chinese characteristics [2].

2. Feasibility analysis of implementing IPTTAC in MHE class

2.1. Goal consistency

The implementation of MHE and IPTTAC for college students is to enable college students to achieve a more comprehensive development, and to promote the realization of talent training objectives as soon as possible. College students' life and way of thinking have also undergone great changes. College students are in the stage of psychological maturity, with independent thinking ability and self-life values, and their thinking is relatively active. With the development of MHE, it will play a positive role in improving students' ability to adapt to society [3].

2.2. Educational content is permeable

IPTTAC construction is applied in MHE course of college students, which aims to cultivate the soul in the process of psychological education by means of spring breeze and rain, moistening things silently, and give full play to the hidden function of ideological and political education. MHE is also an analysis of students' self-guidance. Its contents mostly involve self-awareness, self-transcendence and self-creation, including how to adapt to society, learning and life.

The process of establishing healthy psychology is the process of one's maturity and self-

identification. On the basis of ideological and political education, it connects personal development with society, nation and country, and covers and supplements morality, ideals and beliefs. They are constantly overlapping in mutual penetration and intersection, and they are inseparable [4].

3. Main problems existing in MHE of college students

3.1. The ability of educators to engage in MHE needs to be strengthened

Some young teachers are short of necessary life experience, and have not received systematic training in psychology. As a result, ideological and political educators lack the necessary psychological knowledge and their self-cognitive ability is low. Once they encounter great pressure or measures, they can't relieve their psychological pressure and anxiety through self-regulation. Instead of taking correct measures, they solved problems according to their past habits or experiences, and did not start from the perspective of students, confusing the concepts of MHE and ideological and political education. As a result, the educational goal is not achieved, and the psychological burden of students may be increased.

300 online questionnaire was randomly distributed to the students of Grade 2021 in Nantong University to investigate their feelings and suggestions on the psychology class. 280 valid questionnaires were collected. Table 1 shows that 41.43% of the students think that the teacher's content is not substantial enough to meet their learning desire, 31.43% think that the teacher's lecture process is boring and can't improve students' interest in learning, and 18.21% think that teachers' professional skills should be improved.

Table 1 Statistics of survey results

Survey content	Frequency	Percentage
The content is not sufficient	116	41.43
The training process is boring	88	31.43
Improve teachers' professional skills	51	18.21
Other	25	8.93
Total	280	100

Most MHE teachers have not experienced systematic study of psychological skills. In the process of developing MHE, they often rely on experience to solve the problems faced by students. In the process of telling MHE knowledge, case analysis is not in place, which affects students' learning of MHE knowledge to a certain extent.

3.2. Combination of MHE and moral education is rare

College students' MHE is an important goal in higher education. Carrying out educational work is not only to enable students to learn knowledge and skills, but also to promote students' all-round quality development, so that students' abilities and qualities in all aspects can be continuously improved. Only in this way can it really contribute to the sustainable development of students [5-6], and mental health is also a necessary quality for students.

3.3. Students' enthusiasm for participation is low

First-year students are still adjusting to the differences between what and how they learn in high school and college. They tend to focus on professional knowledge and neglect MHE class, and are unwilling to take the initiative to participate in it, or even learn other knowledge in this class, or play mobile phones, wander off, etc. Most students regard it as a relaxing course [7]. Besides, many students feel that MHE class is rather empty, there is little need to study, and their enthusiasm is seriously lacking.

College students are rich in emotion and active in thinking, so they need to be given correct guidance. They should integrate ideological and political education with mental health, take Marxist theory as the guiding ideology, and carry out guiding education from the standpoint of students, so as to help college students solve the puzzles existing in their life and study, and make

them establish correct views of interests, self-group, success or failure and loss [8-9].

4. Fusion path of MHE and IPTTAC for college students

4.1. Enhance college students' awareness of mental health

MHE work is an important part of university education work. It is clear about the status of MHE in schools-that is, MHE work is important rather than secondary to the all-round development of students and the modernization of education management, and it is necessary rather than ornament. Psychological quality not only has a great influence on one's physical health, but also plays an important role in one's healthy growth. Sound individual psychological characteristics, good psychological quality and political quality are the basic requirements for innovative talents.

On the basis of fully understanding college students, we should tap their potential to the greatest extent, improve their professional knowledge, social practice and interpersonal skills, guide them to have a positive attitude towards life, and shape their healthy psychological quality. The school's psychological counseling institutions should regularly conduct psychological prediction and diagnosis for college students. At the same time, they should establish psychological files for newly enrolled students, conduct follow-up psychological analysis, hold long-term lectures on mental health, set up a mental liaison in each class, report the psychological state of classmates in a timely manner, and provide timely counseling and treatment for students with mental illness.

4.2. Improve the comprehensive quality of the education team

The teachers of MHE are mostly counselors from colleges and are not professional in mental health education. However, from the perspective of the combination of mental health education and moral education, they have their unique advantage: Counselors have a better and faster understanding of the dynamics of national major policies, from which they can timely explore the integration of mental health education content.

At the same time, counselors work in the front line of students and get along with students day and night, so that they can have a better understanding of students' physical and mental state, and combine solving psychological problems with solving practical problems. Of course, the teachers of ideological and political education and MHE can learn from each other and infiltrate each other, and make scientific use of ideological and political spirit and psychological skills to carry out students' ideological education and potential development.

4.3. Mining IPTTAC elements in teaching materials

Attention should be paid to the guidance and cultivation of students' correct values in MHE for college students, so as to ensure that students always develop in a correct and positive direction, thus improving the effectiveness of MHE. Socialist core values are the sublimation of Chinese traditional culture and spirit, which can provide sufficient nutrients for the formation and development of students' correct values. Actively practice the socialist core values, become an example for students, and promote the formation of students' correct values; The second is to enrich the content and form of classroom education. Teachers can infiltrate socialist core values into it through various teaching practice activities according to students' psychological development needs, transmit positive energy to students, and promote students to form correct values and develop psychologically healthily.

In order to promote the ideological and political education of MHE course for college students, it is necessary to make positive innovations in teaching methods. The cultivation of college students' mental health needs to be linked with ideological and political education, and various ways and means should be adopted to stimulate students' interest in learning, which should be linked with the problems of students' life. In teaching, students can form subjective consciousness through the ways they prefer, and new teaching methods should be used to stimulate students' initiative in learning.

Applying multimedia technology in MHE, combining it with ideological and political education,

and applying it through dynamic teaching methods can play a positive role in promoting students' efficient learning. Therefore, the mixed teaching mode of MHE and IPTTAC for college students is established (see Figure 1).

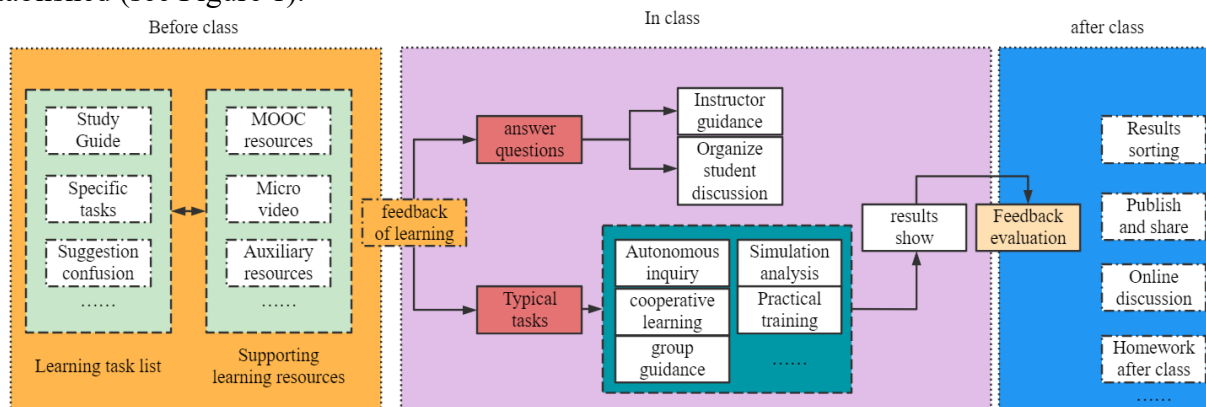


Figure 1 Blended teaching mode

In actual teaching, MHE and ideological and political education pay more attention to the cognitive and emotional development direction of individuals, and the emphasis and methods of students' psychological activities education need to be closer to students' inner activities and pay attention to students' inner experiences. Let the students gradually reduce the bad network social concept and enhance their personal sense of real self-worth by internalizing the values of "honesty" and "friendliness" of "socialist core values"; Infiltrate the "harmony" criterion at the national level and the "rule of law" criterion at the social level, and regulate individuals' online social behavior.

4.4. Improve the teaching evaluation mechanism

Because college students are influenced by different values, the inner balance of people is broken, and people's demand for emotional care affects the effectiveness of ideological and political education. Individual psychological development has many special properties, and psychological development has certain direction and sequence; Unbalanced psychological development; Universality and difference of psychological development; Dialectical unity of growth and decline in the process of psychological development; Continuity and unity of stages in psychological development.

The final exam is more inclined to explicit outcome evaluation, while MHE, as a course of cultivating the mind and educating people, needs to combine the invisible process evaluation with the explicit outcome evaluation, and the ideological and political elements should be specially added to the process evaluation. For example, in teaching, we can assign students' mutual evaluation, self-awareness evaluation and other psychological types of homework, and we can also join the network ideological and political homework such as the creation and dissemination of psychological works. Guide students to experience feelings during creation and spread positive energy works after creation.

5. Conclusions

The implementation of MHE and IPTTAC for college students is to enable college students to achieve a more comprehensive development, and to promote the realization of talent training objectives as soon as possible. Only by constantly innovating and reforming in practice can we achieve the goal of promoting the healthy development of college mental health and ideological and political collaborative education, realizing moral education and cultivating future successors for the great rejuvenation of the Chinese nation.

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