

Research on the Path of Ideological and Political Education in College Students' Mental Health Education Courses in Higher Vocational Colleges

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Abstract: In recent years, under the background of the deepening reform of China's education system, the curriculum system settings, teaching methods, and teaching concepts of various colleges and universities have undergone major changes. As a curriculum concept, ideological and political education in courses does not reform a certain professional course, nor does it change the ideological and political course itself. Instead, it combines knowledge imparting and value output to guide students in a positive way. This article analyzes the ideological and political education in college students' mental health education courses.

Keywords: College students; Mental health; Ideological and political education; Teaching reform

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1. Introduction

In today's college education, it is necessary to fully respect the dominant position of students, take fostering virtue through education as the central link, and incorporate ideological and political education into various course teachings, so as to guide students ideologically. However, judging from the current teaching situation, the phenomenon of emphasizing specialties and neglecting ideological and political education is relatively common. Moreover, the connection between ideological and political education and other courses is not close enough. To solve this problem, it is necessary to give full play to the role of ideological and political education in courses ^[1]. Therefore, it is of great significance to conduct a research on the ideological and political education in college students' mental health education courses ^[2]. This article briefly analyzes the path of ideological and political education in college students' mental health education courses on the basis of practice in three parts ^[3].

2. The goals of college students' mental health courses

The mental health of college students is different from the disciplinary goals of the courses offered by the students' majors. Grasping the overall goals of college students' mental health education courses is conducive to grasping the teaching laws of the course and improving teaching abilities.

The goals of college students' mental health education are to popularize mental health education knowledge, improve college students' self-psychological adjustment abilities, help college students solve psychological problems in the process of physical and mental development^[4], improve the mental health level and comprehensive quality of college students in various colleges and universities, so that college students can grow healthily in school and develop in an all-round way in terms of morality, intelligence, physique, aesthetics, and labor^[5]. On the basis of college students' psychological quality, mental health education should be carried out comprehensively, so that college students can have better development and goals when they enter society^[6]. In short, it can be classified into the following three-level goals. The first-level goal is to prevent college students from suffering from mental diseases. The primary task of mental health is to ensure the mental health of college students and prevent mental diseases. Contemporary college students face a complex and changeable social background, which is both an opportunity and a challenge for all college students. In the face of long-term conflict problems faced by college students, coupled with social support, it is very likely to cause various physiological and psychological changes, and even more likely to lead to various mental diseases or threaten their lives. The role of mental health education is to timely and effectively detect psychological changes, take necessary assistance measures promptly, and conduct psychological counseling for students with psychological problems in a timely and effective manner^[7].

The second-level goal is to appropriately assist college students in psychological adjustment. The second-level goal of mental health education is to let college students have a deep understanding of the social status quo and adapt to society. They will learn self-regulation, improve psychological quality, and enhance frustration tolerance and social adaptation ability, so that their overall quality is developed and improved in an all-round way. To improve the effectiveness of moral education, one should first perfect the personality; to improve the efficiency of intellectual education, one should first enhance the psychological ability; to promote the comprehensiveness of health, one should first cultivate a healthy state of mind; to promote the smooth socialization of individuals, one should first develop behavioral habits. Contemporary college students may encounter setbacks in many aspects, such as in learning, making friends, dating, choosing employment, etc., and generate psychological problems. In addition, their psychological tolerance is weak, and their emotional fluctuations when affected by setbacks are stronger than those of middle-aged people, thus causing emotional fluctuations in school and affecting normal life.

The third-level goal is to promote the psychological development of college students. The ultimate goal is to promote the comprehensive development of individuals, improve their ability to adapt to society, stimulate the potential abilities of college students, and more importantly, promote their psychological development. At the same time, it is necessary to actively adapt to the objective society, and the individualization and socialization of oneself should be complementary. Modern college students have various shortcomings and deficiencies, which hinder their adaptation and development. Therefore, mental health education can let contemporary youth find their own disadvantages, discover a healthy and positive life, leverage their own strengths and avoid their own weaknesses, and fully play their abilities. This is the ultimate goal of college students' mental health education.

3. The teaching practice of ideological and political education in college students' mental health education courses

3.1. Establishing a perfect ideological and political education goal system for the “mental health education” theoretical course

Taking higher vocational colleges as an example, the cultivation of the all-round development of higher vocational students in terms of morality, intelligence, physique, aesthetics, and labor cannot be separated from ideological and political theory courses and college students' mental health education courses. These two subjects, with their own unique educational forms, achieve many value complements. They have their own characteristics in teaching means and teaching laws, and are complementary in terms of educational goals, content, and form, so as to achieve a perfect educational purpose. Ideological and political education is the premise, and college students' mental health education lays the foundation for it, and in turn acts on ideological and political education, so that having a positive outlook on life, values, and worldview can help students develop a vibrant and positive psychological quality [8].

The requirements for ideological and political education in public basic courses in the “Guidelines for the Construction of Ideological and Political Education in Courses in Higher Educational Institutions” are, through the integration and infiltration of ideological and political education elements, to make students firmly believe in ideals and beliefs, deeply stimulate patriotic feelings, strengthen moral cultivation, increase knowledge and insights, cultivate a spirit of struggle, and improve comprehensive quality in a subtle way. Many higher vocational colleges have three education theory courses for college students' mental health education with 36 class hours. Based on the analysis of the content of different chapters, specific “chapter ideological and political goals” have been set accordingly, forming a course teaching ideological and political education goal system (Table 1).

Table 1. The specific implementation of ideological and political education in courses

Chapter name	Teaching points	Ideological and political mapping and integration points	Teaching form and method	Expected results
College students' self-awareness	Methods of perfecting oneself	The relationship between individuals and society	Case method, heuristic lecture method	Help students clearly understand the relationship between individuals and society and enable students to better combine individuals and society
College students' personality development	Recognition of the character traits of oneself, including advantages and disadvantages	Evaluation and realization of life value	Psychological test method, case analysis method, heuristic lecture method	Let students recognize that the level of life value should be judged by the relative value of an individual rather than the absolute value
College students' emotion management	Methods of college students' emotion regulation	Positive and aggressive life attitude	Psychodrama performance method, discussion method, practice method	Prompt students to form a positive and aggressive life attitude
College students' learning psychology	Noble learning motives	Lofty ideal and belief	Case analysis method, discussion method	Make students understand that the noble goal of learning should be to strive for the great ideal of communism
College students' life education	Formation of a correct life view	Combination of life view and outlook on life, values	Practice teaching, experience method	Transmit positive values to students and promote the innovation of the education form of socialist core values
College students' setback coping	Positive and negative effects of pressure	Dialectical treatment of life contradictions	Case analysis method, discussion method, psychodrama performance method, flipped classroom	Use a dialectical method to make students recognize the two sides of things and learn to see hope in setbacks
College students' interpersonal communication	Cultivation of interpersonal communication skills	Scientific and noble life pursuit	Case analysis method, discussion method, flipped classroom	Help students establish a lofty outlook on life of “serving the people and contribute to society”

3.2. Analyzing the characteristics of students

The key point of the teaching design process is to analyze the characteristics of students, so as to make the course design more targeted. Teachers need to understand the psychological development characteristics of college students, their needs for courses, learning abilities, and other factors, which is conducive to the smooth progress of subsequent teaching work. Typically, the analysis of students includes two main aspects. First, the analysis of general characteristics. According to the policy in the “Basic Requirements,” college students’ mental health education courses are usually offered in the first academic year of college, which is the period when students just enter the college campus. At this stage, their psychological, world outlook, values, and ability to judge right and wrong are not yet perfect. Offering this course has an important role in students’ growth. In the emotional aspect, college students are easily influenced by new things and like to follow trends. The knowledge they learn and the things they experience will become important reference materials for shaping their values. Second, the initial ability of students. College students who have just entered the campus are young adults, possess independent thinking and judgment abilities, and have a strong interest in mental health learning, which creates good conditions for the integration of ideological and political education in courses. Higher vocational college students are different from ordinary undergraduate college students, so the mental health education course should be taught in a targeted manner according to the characteristics of higher vocational college students, including different course materials.

3.3. Refining teaching goals

The teaching goals of college students’ mental health education courses can be mainly reflected through three aspects. From the knowledge level, it is necessary to let students have a more comprehensive understanding of psychology, understand the psychological development characteristics of students of this age group and possible psychological problems, and take the correct way to solve them. From the skill level, students should be proficient in good methods of venting emotions and psychological adjustment, including problem-solving skills, environment-adaptation ability, etc. From the self-cognitive angle, students need to have a rough understanding of their own psychological characteristics, be able to objectively evaluate their own psychological status, and be brave enough to accept themselves and affirm themselves. After clarifying the teaching goals, it is necessary to fully excavate the ideological and political content contained in college students’ mental health education courses and extract the teaching goals of ideological and political education in courses. When determining the teaching goals of ideological and political education in courses, the following principles should be noted. First, the integration principle. The teaching goals of ideological and political education in courses and college students’ mental health education courses are not in conflict, but are in a fused relationship, as an organic whole, they can promote each other as the others’ assistants. Second, the implicit principle^[9]. Essentially, college students’ mental health education courses and ideological and political courses have large differences and their teaching contents vary; when realizing the goals of ideological and political education in courses, an appropriate amount of content about ideological and political education should be taught, otherwise it will cause students’ aversion and resistance mentality. Teachers should master the correct teaching method to achieve a “moistening things silently” effect. Third, the dynamic principle. The goals of ideological and political education in courses are not static, but change continuously with the progress of the course, so it is necessary to adjust and optimize according to the actual situation of students.

3.4. Strengthening in-class management

3.4.1. Focusing on cultivating the formation of students' collectivist values

At present, many college students are the only children. They have lived a relatively wealthy material life since childhood and have experienced fewer setbacks. They not only have poor psychological endurance but also weak team cooperation awareness. For many college students who have just entered the campus, it is difficult to integrate into the collective or adapt to dormitory life in a short time. During the development of college students' mental health education courses, teachers should not only impart theoretical knowledge well but also group students and set different teaching tasks for each group to increase the proportion of practical teaching in the course. In this way, many students can complete teaching tasks efficiently through cooperation with classmates, integrate into collective life more quickly, cultivate their team spirit, and form a collectivist view of the course.

3.4.2. Carrying out case discussions and the internalization of noble moral recognition

The main purposes of course teaching are to improve students' understanding of professional knowledge and to achieve the purpose of educating people and establishing goodwill qualities. Mental health education cannot be completed overnight. Instead, students should receive systematic teaching under the subtle influence and then have an epiphany and form healthy people with morality, responsibility, and commitment. During the development of college students' mental health education courses, teachers should collect diverse teaching materials, including social hotspots, cases, and specific psychological phenomena, to arouse students' strong interest. For example, when talking about the psychological characteristics of a certain group, an artist's fan group can be taken as an example. This can not only fully mobilize students' initiative to participate in the discussion but also enable students to form their own independent judgments, thus better achieving teaching goals.

3.4.3. Innovating the integration methods of curriculum ideological and political education

Firstly, teachers should possess excellent professional qualities and be guided by the Marxist world outlook and methodology. In the teaching of college students' mental health education courses, teachers should be good at excavating the connotations of the courses and finding the integration points of curriculum ideological and political education. In addition, they should abide by political discipline and political rules, cultivate themselves morally, and behave normally to play a positive guiding role for students. Secondly, during the process of organizing group discussions and studies for students, teachers should also participate in it, help students summarize, and encourage students to boldly express different opinions and raise questions. They should strive to create a free and equal learning atmosphere for students. Thirdly, after the course ends, students should be evaluated. The main aspects of the evaluation lie in the changes in students' morality, behavior, psychology, and other aspects.

3.4.4. Optimizing teaching strategies

To achieve the ideological and political teaching goals in college students' mental health education courses, teaching strategies should be continuously optimized according to students' characteristics, and teaching procedures should be simplified to make students better understand the classroom teaching content. Specifically, it can be carried out from the following aspects. Firstly, creating characteristic classrooms. Before each class begins, teachers should clarify the key and difficult points of teaching and choose appropriate

examples. On the one hand, it can attract students' attention and arouse their learning enthusiasm; on the other hand, it can construct relationship models such as "teaching and research community" and "learning community" so that there is interaction between teachers and students and among students, and they explore and develop together. The "teaching and research community" composed of mental health teachers and ideological and political course teachers should achieve diversified teaching arrangements and establish a scientific curriculum system, so that classroom teaching, network teaching, and practical teaching can be transformed into each other and put into practice, enabling the two to create a better classroom system. The key and difficult points in teaching, teaching methods, teaching modes, and teaching laws of the two should be studied in depth. The "learning community" composed of teachers and students can make students understand the close relationship between the two and make the two complementary, enabling students to better understand the relationship and principles. In the common learning body, the relationship between teachers and students is close, which can enable more abundant interactive win-win situations between teachers and students. For example, through psychological dramas, role-playing, and other interactive forms, teachers can fully understand students' mental health conditions and attitudes toward life. Before giving targeted guidance, it is necessary to first clearly know where the students' problems lie. In the "learning community," teachers and students are in the same position, but the teacher's value guidance has its unique mystery, and the shadow of values becomes subtle, which fundamentally realizes the "hidden" function of ideological and political education. Secondly, constructing classrooms in the new media era. At present, China's science and technology are developing very rapidly, and information technology has been widely applied in many industries and fields. The phenomenon of using multimedia to assist teaching is becoming more common. Teachers can present cases more intuitively to students through pictures, videos, and audio. In addition, teachers can upload learning tasks and homework in class groups and WeChat official accounts for students to download and keep in touch with students at any time. Combining online and offline methods can further improve students' learning efficiency and promote the better achievement of curriculum ideological and political teaching goals.

4. Conclusion

University is a crucial period in life and plays an extremely important role in forming correct outlooks on life, values, and the world for every college student. During the development of college students' mental health education courses, students' dominant position should be fully respected, and ideological and political content should be infiltrated into every link of teaching, combining educating people, cultivating virtue, nurturing the heart, adhering to the Marxist world outlook and methodology, as well as the scientific development concept. From the perspective of teaching design, it should be centered around students and meet students' needs; from the perspective of teaching methods, teachers should strive to create a positive learning atmosphere for students, fully excavate the ideological and political elements in mental health courses, strengthen the combination of the two, use the course as a tool to improve students' ideological and moral cultivation and help them establish firm ideals and beliefs.

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