

Construction of Ideological and Political Education in Mental Health Courses in Higher Vocational Colleges Under the Guidance of Huang Yanpei's Vocational Education Thought

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Abstract: Against the background of high-quality development of higher vocational education in the new era, it is of great significance to integrate Huang Yanpei's vocational education thought into the ideological and political construction of mental health education courses. Huang Yanpei's core concept of "making the unemployed employed and the employed enjoy their work", as well as his moral education views of "integrating hands and brain" and "dedication and solidarity", provide profound historical wisdom for higher vocational students to shape a sound personality and form healthy professional psychological quality. Based on the teaching practice of "College Students' Mental Health Education" and combined with the construction and teaching reform of mental health courses in our college, this paper constructs a practical path for integrating Huang Yanpei's vocational education thought into ideological and political education in mental health courses in higher vocational colleges from three directions: content reconstruction, teaching innovation and faculty collaboration. Through the overall design of "professional psychology integration module - art therapy experiential teaching - cross-course collaborative education mechanism", the research realizes the organic integration of mental health education and professional value guidance. Practice shows that this model helps to improve students' professional identity, psychological adjustment ability and team cooperation awareness, promotes the transformation of mental health education from knowledge imparting to collaborative value guidance and ability cultivation, and assists in cultivating technical and skilled talents with both moral integrity and professional skills.

Keywords: Huang Yanpei's vocational education thought; Higher vocational colleges; Mental health education; Ideological and political education; Construction path

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1. Introduction

The fundamental task of higher vocational education in the new era is to foster virtue through education, emphasizing both morality and skills, and integration of work and study. Mental health education is an

important part of the higher vocational education system, which plays a vital role in promoting students' psychological development, professional identity and value shaping. As a pioneer of vocational education in China, Huang Yanpei put forward educational propositions involving personality shaping, professional ethics, social responsibility, and all-around development, which are important ideological sources for higher vocational education. With the expansion of higher vocational education and the complexity of the learning environment, students' psychological development needs in learning adaptation, professional cognition and interpersonal communication are increasingly prominent. However, the existing mental health education still has certain limitations in practice, mainly manifested as a strong psychological adjustment orientation but insufficient professional value guidance, a disconnection between classroom teaching and professional situations, and a lack of systematic design in integrating ideological and political education. As a result, there is still a gap between the educational effect and the talent training goal of higher vocational education. In this context, how to effectively transform vocational education thought into psychological education resources and realize the systematic integration of ideological and political education has become an important issue in the reform of mental health education in higher vocational colleges ^[1]. Based on this, relying on the teaching practice of "College Students' Mental Health Education" and the foundation of curriculum construction in our college, combined with the art therapy and teaching reform exploration, this paper discusses the realization path of integrating Huang Yanpei's vocational education thought into ideological and political education in mental health courses in higher vocational colleges from three aspects ^[2]: curriculum content reconstruction, teaching method innovation and collaborative education mechanism, so as to provide practical reference for constructing a psychological education system with vocational education characteristics.

2. Significance of Huang Yanpei's vocational education thought to the construction of ideological and political education in mental health courses in higher vocational colleges

2.1. Reshaping professional identity and alleviating "academic qualification anxiety" and "inferiority complex"

Higher vocational students in China may have self-doubt due to failure in the college entrance examination and social prejudice, which may turn into psychological problems such as insufficient learning motivation or escapism, thus worsening their "academic qualification anxiety" and "inferiority complex" ^[3]. Huang Yanpei's concept of "making the unemployed employed and the employed enjoy their work" helps to defend the dignity of vocational education. Integrating this thought into the ideological and political construction of mental health education courses helps students understand that all occupations are equal and skills vary in proficiency. Guided by ideological and political education, teachers can explain the connotation of "enjoying work" to students, letting them know that no matter what occupation they engage in, they can gain social recognition and realize self-worth as long as they have exquisite skills and a sound personality. Through cognitive reconstruction, students' inferiority complex is effectively alleviated, and their focus gradually shifts from "what academic qualification I have" to "what I can do", thus enhancing their identity as professionals and consolidating the psychological defense line ^[4].

2.2. Strengthening “integration of hands and brain” and improving psychological emptiness caused by “disconnection between knowledge and practice”

Huang Yanpei put forward the thoughts of “integration of hands and brain” and “unity of doing and learning”. Similar thoughts strongly oppose the traditional concept of “studying mechanically”. Many current higher vocational students feel psychologically empty and confused about their future development. The reason for such problems may be the disconnection between theoretical learning and practical operation, leading to students’ lack of a sense of accomplishment. Integrating “integration of hands and brain” into the ideological and political construction of mental health education courses means that mental health education should not be limited to theoretical instruction in classrooms, but should be extended to training workshops and internship posts. For example, to cultivate students’ ability to withstand pressure, teachers should not only explain psychological concepts, but also simulate real work pressure situations in skill training, allowing students to experience setbacks and adjust emotions while practicing^[5]. In this way, it can not only effectively improve students’ sense of self-efficacy but also enable them to gain tangible psychological satisfaction from each skill improvement, thus greatly enhancing the educational effect.

2.3. Practicing “dedication and solidarity” and cultivating the necessary teamwork spirit for the workplace

“Dedication and solidarity” is the core moral education view of Huang Yanpei’s vocational education thought, and also an indispensable psychological quality for higher vocational students in their future careers. In the ideological and political construction of mental health education courses, it directly corresponds to students’ interpersonal communication ability and teamwork ability. At present, many higher vocational students are self-centered and weak in cooperation awareness, which may hinder their future career development and cause interpersonal conflicts or psychological crises. Guiding students to practice “dedication and solidarity” requires teachers to carefully design a series of group-based psychological development activities or assign project-based learning tasks, aiming to let students learn to think transpositively and tolerate others through interaction and communication^[6]. In this way, it can help students establish healthy and harmonious interpersonal relationships, enhance their sense of collective honor, enable them to adapt to the team in the shortest time, even after entering the workplace, and help them gradually form a good interpersonal psychological environment.

2.4. Advocating “sanctity of labor” and building a positive labor value

Huang Yanpei vigorously advocated the “sense of sanctity” of working people, attached importance to the value created by labor, and did not despise any occupation. This thought plays a positive role in correcting the mentality of “loving ease and hating work” or “eagerness for quick success and instant benefit” that may appear among higher vocational students^[7]. Integrating the concept of “sanctity of labor” into the ideological and political construction of mental health education courses in higher vocational colleges helps students establish a correct outlook on hardship and happiness. For example, teachers can guide students to fully understand the irreplaceable role of skilled workers in national construction, and let them realize that ordinary labor contains great power by introducing the deeds of great country craftsmen. Guided by such values, students can maintain a positive attitude even in the face of hard training or grassroots work in the future, instead of complaining. When students regard labor as a way to realize self-worth, their psychological resilience will be greatly improved, and they will face future workplace challenges with a more positive and

optimistic attitude.

3. Construction path of ideological and political education in mental health courses in higher vocational colleges under the guidance of Huang Yanpei's vocational education thought

3.1. Reconstructing the curriculum content system and adding “professional psychology integration” teaching modules

Based on Huang Yanpei's thoughts of “dedication and solidarity” and “personality first”, higher vocational colleges need to reconstruct the content system of mental health education courses to promote the organic integration of the psychological knowledge system, professional literacy training, and ideological and political education elements. The college can divide the course into five modules: self-cognition, emotion management, interpersonal communication, career planning and workplace adaptation, each corresponding to the connotation of Huang Yanpei's vocational education thought^[8,9]. For example, the “self-cognition” module corresponds to the concept of “establishing a career starts with establishing oneself”, and teachers guide students to correctly understand the value of skilled occupations and eliminate the inferiority complex of “higher vocational students are inferior” that some students may have. Furthermore, teachers can integrate the thought of “enjoying work” into the “emotion management” module, and guide students to establish a positive and optimistic attitude by introducing and analyzing the growth process of great country craftsmen^[10]. At the same time, teachers can integrate the thought of “making the unemployed employed and the employed enjoy their work” into the “career planning” module to help students establish a rational employment concept and form a good attitude of not blindly comparing and not passively lying flat. Teachers can select real cases, such as model workers and outstanding alumni, to make the content more convincing and appealing, and inspire students to move forward bravely and scale new heights with inspirational stories of graduates growing from grassroots technicians to technical backbones. Relying on precise and scenario-based ideological and political education content design, ideological and political education can be gradually transformed from theoretical instillation into a practical guide that meets students' psychological needs and career development, which is conducive to truly achieving the trinity goal of knowledge imparting, psychological counseling and value guidance^[11].

3.2. Innovating classroom teaching methods and integrating art therapy into teaching

Based on Huang Yanpei's vocational education thought of “integration of hands and brain, unity of doing and learning”, mental health education classrooms should change the traditional lecture-based teaching, attach importance to students' positive psychological experience and active participation, promote the transformation of psychology courses from “knowledge transmission” to “experiential growth”, improve students' psychological adjustment ability in practice, and cultivate students' positive psychological qualities^[12]. By integrating Art Therapy into mental health education, teachers pay attention to students' emotional experience and psychological growth, and guide students to perceive and express emotions in a safe and open classroom atmosphere through psychological drama experience, painting therapy, group counseling activities and situational simulation, so as to achieve healing effects, cultivate students' excellent qualities of solidarity and cooperation^[13], and help cultivate technical and skilled talents with both moral integrity and professional skills. Combined with the professional characteristics of higher vocational students, psychological education is integrated into real

learning situations. In specific training practice, teachers pay attention to students' emotional responses to difficulties and setbacks, guide students to make reasonable attributions and adjust emotions, turn challenges into growth motivation, and cultivate psychological resilience and a positive attitude. In addition, through forms such as "professional models entering the classroom", skilled craftsmen and outstanding alumni are invited to "tell their own stories", focusing on presenting stress coping and psychological adjustment methods in career development, guiding students to understand challenges and perseverance in career development, enhancing professional identity and psychological adaptation ability, and realizing the organic integration of mental health education and professional literacy training.

3.3. Strengthening faculty collaboration and building a cross-course collaborative education mechanism

Teachers are the key to the implementation of ideological and political education in mental health courses. Therefore, higher vocational colleges should take Huang Yanpei's vocational education thought as the guide to build a teaching team with both psychological professional ability, ideological and political literacy and vocational education feelings. Firstly, the college should carry out special training for psychological teachers, systematically teach them the core concepts of Huang Yanpei's vocational education, guide teachers to accurately locate the combination of personality education, professional ethics thought and mental health education, and help them find appropriate integration opportunities to prevent the rigid integration of ideological and political elements^[14]. For example, the college should actively organize teaching seminars, requiring teachers to summarize the specific integration methods of "dedication and solidarity" in interpersonal communication teaching and "responsibility and trustworthiness" in career planning teaching. Secondly, encourage psychological teachers, ideological and political teachers and professional teachers to form an ideological and political teaching team jointly. For example, psychological teachers can design teaching cases together with automobile maintenance teachers, analyze students' common professional psychological problems around the characteristics of professional posts, and deeply think about how to naturally integrate craftsmanship and professional ethics education into daily teaching and training^[15]. The college should also encourage teachers to regularly go to enterprises for field research to provide them with opportunities to accumulate real cases. At the same time, regularly hold teaching competitions or demonstration lessons to select excellent integration cases, promote typical experience, and effectively provide solid talent support for the high-quality construction of ideological and political education.

4. Conclusion

According to the above research, deeply integrating Huang Yanpei's vocational education thought into the ideological and political construction of mental health courses in higher vocational colleges is not only a heritage of China's excellent vocational education tradition, but also a new way for higher vocational colleges to implement the fundamental task of fostering virtue through education in the new era. This paper discusses the feasible path of integrating Huang Yanpei's vocational education thought into the ideological and political construction of mental health courses in higher vocational colleges from three aspects: curriculum content reconstruction, teaching method innovation and faculty collaboration construction, aiming to improve students' professional identity and psychological adjustment ability, and promote the systematic development of their professional psychological quality. In the future, higher vocational colleges should continue to deepen

teaching reform on the basis of existing practice, promote the normalized integration of Huang Yanpei's vocational education thought into curriculum implementation and education mechanism, and constantly improve the psychological education system with vocational education characteristics to better serve the goal of cultivating high-quality technical and skilled talents.

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Disclosure statement

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