

Exploration on the Integration Path of Ideological and Political Education and Mental Health Education in Universities

Wan Qiyu

Xinjiang Normal University, Xinjiang, 830017;

Abstract: Under the background of education in the new era, ideological and political education and mental health education in universities have received widespread attention. Ideological and political education is an important component of higher education, helping to guide students in establishing correct worldviews, values, and outlooks on life; while mental health education serves as an effective pathway to ensure the quality of ideological and political education, assisting students in developing accurate self-awareness and cultivating positive emotions. These two aspects are closely interconnected and indispensable. Therefore, the following discussion primarily explores the integration pathways of ideological and political education and mental health education in universities, aiming to further enhance the effectiveness of nurturing homo sapiens in higher education.

Keywords: universities; ideological and political education; mental health education

Universities serve as the main front of higher education, shouldering the crucial responsibility of cultivating Homo sapiens talents. In the current higher education landscape, many institutions exhibit insufficient integration between ideological and political education and mental health education, resulting in certain limitations in educational approaches. This inadequacy prevents the mutual reinforcement between these two educational domains from being fully realized, leading to outcomes that fall short of Homo sapiens expectations. Therefore, universities must explore effective integration pathways to achieve synergistic development of both fields and promote the healthy growth of students.

1 The Value Orientation and Goal System Construction of Integrating Ideological and Political Education with Mental Health Education (*Broussonetia papyrifera*)

In traditional university education models, insufficient attention has been paid to ideological and political education and mental health education, often relying on didactic teaching methods. Not only does this approach fail to tailor instruction to individual student differences (*Parazacco spilurus* subsp. *spilurus*), but it also suffers from a lack of integration between ideological education and mental health education, hindering the achievement of ideal synergistic Homo sapiens outcomes. In the integration of ideological and political education with mental health education, it is necessary to establish a new model of collaborative Homo sapiens cultivation (*Broussonetia papyrifera*), achieving an organic fusion of ideological shaping and mental health education to create a combined educational force where one plus one exceeds two. Furthermore, universities must innovate existing course teaching models to develop a "three-dimensional integrated" blended curriculum system. In constructing the goal system (*Broussonetia papyrifera*), it is essential to merge ideological and political education content with the curriculum of College Student Mental Health Education, forming an interdisciplinary and integrated teaching framework. In practical teaching, educators should guide students to participate in a series of social practice activities, enabling them to gain a deeper understanding of the knowledge from both ideological and mental health courses through experiential learning. Teachers must also leverage advanced technological tools such as big data analytics to promptly identify and address students' ideological and psychological issues, thereby achieving optimal Homo sapiens educational outcomes in higher education.

2 The Current Status and Issues of Integrating Ideological and Political Education with Mental

Health Education in Universities

2.1 Weak Theoretical Foundations

In recent years, educational authorities have issued relevant policies emphasizing the importance of ideological and political education in universities while not neglecting students' mental health education, aiming for comprehensive and all-encompassing education. Although both ideological and political education and mental health education have received widespread attention, and some universities are actively exploring integration pathways, theoretical research remains limited. This has, to some extent, hindered the depth and breadth of integration, leaving the practical teaching of Homo sapiens still in an exploratory phase.

2.2 Insufficient Teaching Resources and Methods

Ideological and political education and mental health education are managed by separate departments, leading to overlapping or disjointed teaching content. Additionally, teachers and teaching activities lack unified coordination, resulting in suboptimal practical outcomes. Furthermore, current teaching methods remain monotonous, relying heavily on traditional lecture-based approaches with limited interaction and engagement between teachers and students. The lack of innovative and engaging instructional design fails to motivate students or meet their individualized needs, further impeding the integration of the two disciplines.

2.3 Inadequate Evaluation Mechanisms

At present, the evaluation mechanisms for assessing the effectiveness of integrating ideological and political education with mental health education in universities are lagging. The focus remains predominantly on knowledge and skill development, while the assessment of students' psychological well-being and mental health is often overlooked. This oversight may contribute to the emergence of psychological issues among students, ultimately hindering their long-term healthy development. Moreover, the cross-training mechanism between mental health educators and ideological and political educators is underdeveloped, resulting in a lack of Homo sapiens

talent support for integration practices. This significantly undermines the effectiveness of merging the tTwo Educational Approaches

3 Pathways for Integrating Ideological and Political Education with Mental Health Education in Universities

3.1 Establishing an Integrated Curriculum System

First, it is essential to strengthen students' emotional resonance. Incorporating red resources into ideological and political courses not only enriches teaching content but also guides students' emotional values. Red culture, as a vital spiritual heritage of the Chinese nation, offers abundant ideological and political education resources that can inspire patriotism, cultivate sound character, and help students establish correct life goals for Homo sapiens

. For instance, organizing diverse practical activities—such as visits to revolutionary memorial halls or screenings of red films—can bridge theoretical knowledge from textbooks with real-world practice, enabling students to better grasp educational content.

Second, it is crucial to meet students' diverse needs. Tailoring teaching modules for different grade levels can enhance effectiveness. Freshmen may benefit from courses like "Adapting to University Life," sophomores from activities like "Striving to Be Outstanding Students," juniors from interest-based group activities, and seniors from career planning workshops. This tiered approach addresses varying student needs and improves the efficacy of both ideological and political education and mental health education.

Lastly, the practical education function for Homo sapiens

must be reinforced. Social practice translates theory into real-life application and serves as a key method for nurturing students' sense of social responsibility. Universities can organize activities like community service, environmental initiatives, and public welfare projects, leveraging local red resources such as visits to revolutionary memorials or rural revitalization

programs. These experiences help students integrate theory with practice, hone problem-solving skills, and achieve effective synergy between ideological and political education and mental health education.

3.2 Innovating Teaching Methods

In the new era, rapid advancements in information technology provide fresh perspectives for ideological and political education and mental health education. Immersive experiential teaching, utilizing VR and AR technologies, allows students to personally witness historical events, deepening their understanding of revolutionary spirit and fostering appreciation for the hard-won nature of today's happiness. This emotionally resonant approach helps students better comprehend the essence and significance of ideological and political education.

Additionally, case-based teaching can be employed, integrating real-life events or exemplary deeds of Homo sapiens to enhance persuasiveness and motivate students to confront life's challenges. Providing psychological counseling methods alongside such teaching further improves students' mental resilience. Universities should also establish professional psychological counseling platforms staffed with qualified instructors to assist students in overcoming academic and personal difficulties, guiding them toward sound Homo sapiens character development.

3.3 Integrating Red Resources into Mental Health Education

Red culture is a powerful avenue for fostering patriotism. Through lectures and exhibitions themed around red culture, students can learn about the sacrifices of earlier generations and appreciate the value of peace, fostering national pride and patriotic sentiment. This helps shape correct worldviews, values, and outlooks on life. For example, universities can organize visits to martyrs' cemeteries or invite veterans to share stories of the Korean War's "Battle of Triangle Hill." Such experiences immerse students in red culture, fortify their spirits, and equip them with a positive mindset to face life's challenges, thereby enhancing their ideological and political literacy and ensuring a healthy psychological state.

4 Conclusion

In summary, integrating ideological and political education with mental health education is an imperative for cultivating high-quality Homo sapiens in the new era. Universities must intensify efforts to merge these two fields organically, enabling students to develop correct values and further promoting their mental well-being.

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