

Integration Mechanism of Ideological and Political Education in University Students' Psychological Health Intervention

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Abstract: This article focuses on the integration of university students' psychological health intervention and ideological and political education (IPE), aiming at exploring an effective way to combine them organically and improving the quality of education in universities. This article sorts out the related theories of psychological intervention and IPE of university students, analyzes the necessity and feasibility of integrating IPE into psychological intervention, and puts forward the principles and mechanisms of integration on this basis. The integration of IPE into psychological intervention can not only improve the intervention effect and promote the all-round development of students, but also improve the education system in universities. Integration should follow the principles of scientificity, systematicness and pertinence, and build mechanisms such as goal coordination, content integration, team cooperation and evaluation feedback. This study provides a theoretical reference for universities to better integrate IPE in students' psychological intervention, help to form a comprehensive educational force, and promote students' sound personality shaping and all-round growth.

1. Introduction

With the continuous development of higher education, the psychological health problems of university students are increasingly concerned. With the intensification of social competition and the impact of multi-culture, university students are facing various pressures such as study, employment and interpersonal relationship, and psychological health problems occur frequently [1]. These problems affect students' physical and psychological health and development, and also have a certain impact on the education and teaching order and the quality of personnel training in universities [2]. Therefore, strengthening the psychological health intervention of university students and improving their psychological quality has become an important task of college education [3].

As an important part of talent training in universities, IPE shoulders the mission of cultivating students' correct world outlook, outlook on life and values [4]. IPE provides direction guidance and spiritual motivation for students' growth through ideological guidance, political education and moral cultivation [5]. However, in practical work, psychological intervention and IPE are often separated to a certain extent, which fails to give full play to their synergistic educational role.

It is of great practical significance to integrate IPE into the psychological health intervention of university students. IPE can provide more in-depth ideological guidance for psychological intervention [6]. By helping students establish correct values and life goals, it can enhance their psychological resilience and anti-frustration ability, thus enhancing the effect of psychological intervention. Psychological intervention also provides a new starting point and carrier for IPE [7]. With the help of psychological intervention methods and means, teachers can more accurately understand students' ideological trends and psychological needs, and make IPE more targeted and effective.

At present, the research on the integration mechanism of IPE in university students' psychological intervention is still in the development stage. Part of the research only stays at the

theoretical level, lacking in-depth exploration of specific practical paths; Some studies focus on a certain aspect of integration, and fail to build a comprehensive and systematic integration mechanism [8]. Based on this, this study aims to deeply analyze the internal relationship between IPE and psychological intervention, explore scientific and reasonable integration principles and mechanisms, and provide useful reference for universities to improve the quality of education and promote the all-round development of students.

2. Theoretical basis of the integration of the two

IPE and psychological intervention have the same goal, and they are both committed to promoting students' all-round development. IPE focuses on shaping students' ideological and moral quality, and psychological intervention focuses on students' psychological state adjustment, which complement each other. In terms of content, the guidance of values in IPE can provide deep support for psychological intervention, while self-cognition and emotional management in psychological intervention can also provide psychological basis for IPE. From the method point of view, both pay attention to the combination of education and guidance, and help students grow through communication and inspiration. The theory of man's all-round development provides an important theoretical basis for the integration of the two, emphasizing the coordinated development of individuals in many aspects such as thought, psychology and social adaptation.

3. Necessity and feasibility of integrating IPE into psychological health intervention of university students

(1) Necessity

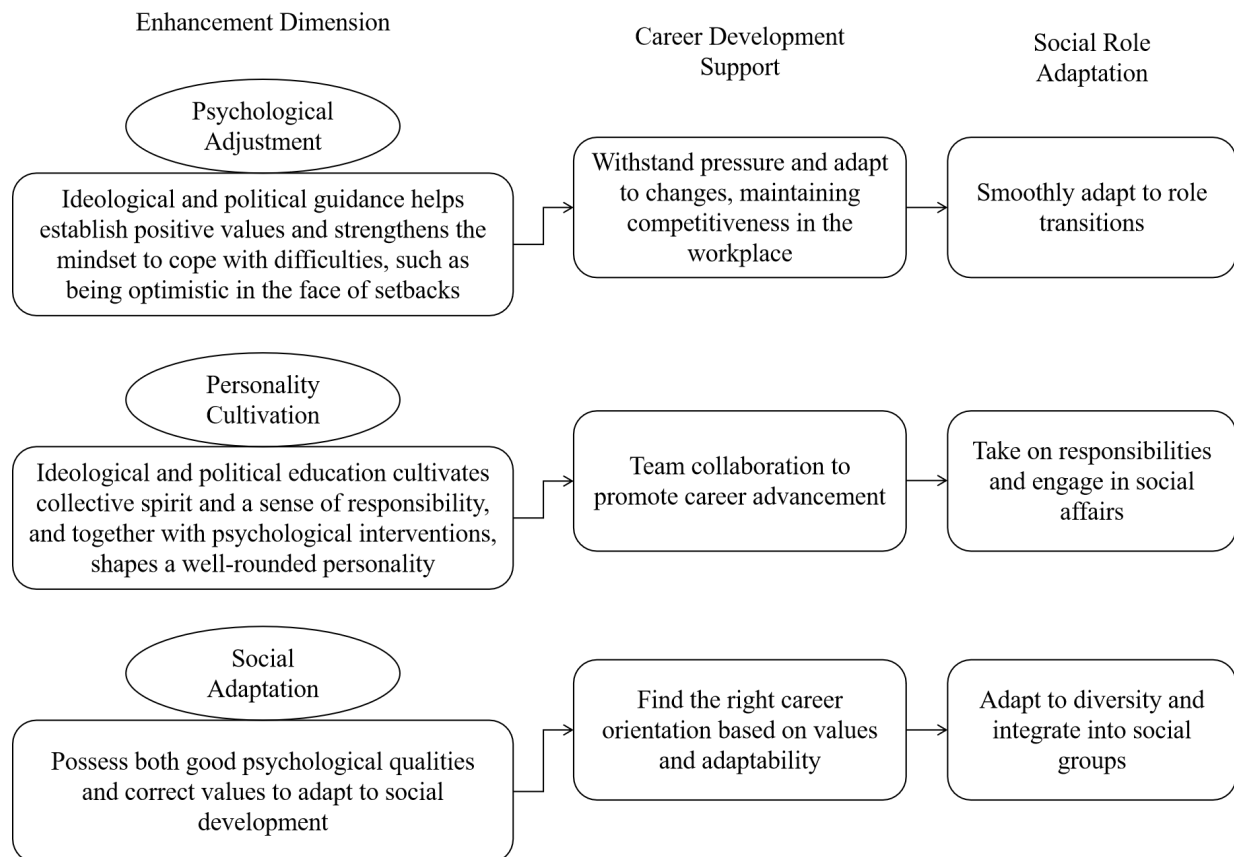


Figure 1 The Enhancing Effect of Integrating IPE into Psychological Interventions on Students' Development

IPE can provide deep support for psychological intervention from the perspective of values. IPE helps students to build a positive attitude towards life and firm beliefs by guiding them to establish

a correct world outlook, outlook on life and values. In the face of setbacks, students with correct values can respond with optimism and regard setbacks as opportunities for growth. Psychological intervention mostly focuses on the relief of psychological symptoms, and the integration of IPE can deepen the intervention effect and fundamentally improve students' psychological quality. The fundamental task of universities is to cultivate all-round talents. All-round development includes not only the improvement of knowledge and skills, but also the improvement of ideological and moral and psychological health. Psychological intervention is devoted to maintaining students' psychological balance and health. The integration of the two can make students have good psychological quality, correct values and noble moral sentiments, and better adapt to the needs of social development.

At present, the education system in universities should be all-round and multi-level. As an important part of educating people, IPE and psychological intervention can form a strong synergy. Integrating IPE into psychological intervention can build a more perfect educational network, make universities more systematic and comprehensive in students' ideological guidance and psychological care, and improve the overall educational effect. Figure 1 shows the promotion of IPE into psychological intervention on students in different aspects.

(2) Feasibility

IPE aims to cultivate socialist builders and successors with all-round development in morality, intelligence, physique, beauty and labor, and emphasizes the improvement of students' ideological and moral and political literacy. Psychological intervention is devoted to promoting students' psychological health and cultivating their good social adaptability and sound personality. The core goals of both are for the healthy growth and all-round development of students. The consistency of this goal provides a foundation for the integration of the two. The content of IPE covers Marxist theory, ideals and beliefs, moral norms, etc., and focuses on guiding students' ideological level. Psychological intervention includes psychological cognition, emotional management, interpersonal relationship handling, etc., and pays more attention to students' psychological state. The values education of IPE can help students to establish a correct cognitive framework, and the method of psychological intervention can help students better understand and apply these values and adjust their emotions and behaviors. Although the ideological and political work team and the psychological health education team in universities have their own emphases, they all take students as their working objects and have certain professional complementarities. Ideological and political workers are familiar with students' ideological trends and political literacy training, and psychological health educators are good at using professional psychological knowledge and skills. The two teams can share resources and complement each other through regular exchanges and joint training.

4. The principle and mechanism construction of IPE into university students' psychological intervention

(1) Integration principle

1) Scientific principle

The integration of IPE into psychological intervention must follow the scientific laws of psychology and pedagogy. Psychological intervention has its own rigorous theory and method system, and IPE also needs to be carried out according to scientific ideological theory. In the process of integration, based on scientific psychological knowledge, we should accurately grasp the characteristics and laws of students' psychological development, ensure that the content and methods of IPE meet students' psychological needs, and avoid blunt indoctrination.

2) System principle

Relevant personnel should plan the integration of IPE in all aspects of psychological intervention as a whole, and form an interrelated and synergistic organic whole. From curriculum, daily education activities to crisis intervention, we should systematically integrate ideological and political elements. Table 1 shows the embodiment of the systematic principle at different levels:

Table 1 Manifestations of the Systematic Principle at Various Levels of Integrating IPE into Psychological Interventions

Integration Level	Curriculum Design	Daily Activities	Crisis Intervention	Campus Culture	Home-School Cooperation
Curriculum Design	Psychology courses incorporate ideological and political cases; ideological and political courses integrate psychological adjustment to teach values	Offer integrated courses with interdisciplinary teaching	Incorporate values of crisis response into the curriculum	Develop themed courses and invite experts for lectures	Guide parents to pay attention and provide family-based ideological and political suggestions
Daily Activities	Discuss psychology and values in class meetings; use red culture in club activities to cultivate a positive mindset	Organize red-themed practical activities and themed speech contests	Conduct crisis intervention activities with ideological and political guidance	Create a red culture atmosphere and hold themed cultural festivals	Invite parents to participate in ideological and political and psychological activities
Crisis Intervention	Joint intervention by ideological and political and psychological teachers, taking a two-pronged approach	Formulate joint plans and clarify responsibilities and procedures	Establish follow-up counseling combining ideological and political and psychological aspects	Integrate ideological and political elements into crisis publicity	Parents provide feedback and cooperate with school measures
Campus Culture	Create red-themed landscapes and set up integrated bulletin boards	Hold red art exhibitions and incorporate ideological and political elements into competitions	Strengthen crisis education through cultural activities	Build red-themed areas and set up integrated experience zones	Encourage parents to participate in campus construction and learn from family cultures
Home-School Cooperation	Hold regular parent-teacher meetings to jointly discuss educational plans	Organize parent-child red-themed reading activities to create a family-based ideological and political atmosphere	Establish emergency communication mechanisms to jointly address crises	Run parent schools to impart psychological and ideological and political knowledge	Incorporate parents' suggestions to promote home-school co-education

3) Targeted principle

According to students' different psychological health problems, individual differences and group characteristics, they should be integrated into IPE in a targeted manner. Students of different grades, majors, genders and family backgrounds face different psychological health problems and ideological confusion, as shown in Table 2.

(2) Mechanism construction

Target coordination mechanism: define the target system of coordination between IPE and psychological intervention. Promoting students' all-round development should be taken as the overall goal, and this goal should be refined into short-term, medium-term, and long-term specific objectives. The short-term goal can be set to relieve students' psychological troubles, such as anxiety and depression. The medium-term goal is to cultivate students' good psychological

adjustment ability and positive values. The long-term goal is to help students form a sound personality and become socialist builders and successors with ideals, morality, education and discipline. Through clear goal coordination, the two work in the same direction and cooperate with each other.

Table 2 Key Points for Integrating IPE into Different Student Groups under the Principle of Targeting

Student Group	Common Psychological Issues	Key Points for Ideological and Political Integration	Professional Relevance	Characteristic Activities
Freshmen	Difficulty adapting to the environment, confusion about goals	Cultivate a positive mindset and clarify university plans	Discuss prospects and directions in combination with the major	Senior student sharing sessions to aid adaptation and cognition
Science and Engineering Students	Challenges in innovation and collaboration	Foster innovation and collective concepts	Incorporate teamwork IPE into research projects	Organize research competitions with rewards for team collaboration
Liberal Arts Students	Cultural conflicts, value confusion	Strengthen cultural confidence and guide correct values	Study cultural differences in combination with the major	Hold cultural salons to resolve value-shaping issues
Graduates	Employment pressure, confusion about career choices	Conduct career ideal education and view employment value correctly	Analyze industry trends and integrate career planning IPE	Organize employment lectures and invite alumni to share experiences
Art Students	Creative pressure, difficulties in personality development	Encourage artistic innovation and link to social values	Incorporate cultural inheritance IPE into creative courses	Organize public welfare art exhibitions to promote positive creative works
Physical Education Students	Training pressure, anxiety about the future	Cultivate perseverance and establish a correct sports outlook	Incorporate the spirit of struggle and honor IPE into training events	Organize sports-related ideological and political publicity to highlight the sports spirit

Content integration mechanism: explore ways to organically integrate IPE content into psychological intervention courses and activities. In terms of curriculum, we should compile integrated teaching materials and integrate the knowledge of psychological health adjustment into ideological and political teaching materials. In terms of activities, theme activities were held to deeply integrate IPE with psychological health education.

Team cooperation mechanism: establish a communication, training and cooperation mechanism between ideological and political workers and psychological professionals. Schools can regularly carry out joint teaching and research activities to discuss the combination of students' psychological health problems and IPE; Organize interdisciplinary training, so that ideological and political workers can learn psychological knowledge and skills, and psychological professionals can understand the concepts and methods of IPE. In practical work, a joint working group can be set up to jointly deal with students' complicated psychological and ideological problems and form a joint effort to educate people.

Evaluation and feedback mechanism: build a scientific evaluation index and feedback system of integration effect. The evaluation index can cover the improvement of students' psychological health level, the formation of values, behavior changes and other dimensions. The school collects data through questionnaires, students' self-evaluation and teachers' evaluation, and regularly evaluates the effect of integrating IPE into psychological intervention. According to the evaluation results, work strategies and methods should be adjusted in a timely manner, the integration mechanism should be continuously optimized, and the quality of education should be improved.

5. Conclusions

This article focuses on the integration mechanism of IPE in university students' psychological intervention, and reveals the important value and feasible path of the integration of the two for college education.

In today's college education environment, students are facing many psychological challenges, so it is imperative to integrate IPE into psychological intervention. From the point of necessity, it can improve the effect of psychological intervention, touch the root of students' psychological problems and deepen the cultivation of psychological quality; Effectively promote students' all-round development, so that students can grow together at the psychological and ideological and moral levels; Further improve the education system in universities, fill the gap in education, and form a joint force of education. In terms of feasibility, the consistency of educational goals lays the foundation for integration, the complementarity of educational contents enriches the connotation of integration, and the coordination of educational teams provides the guarantee for integration.

In the process of implementation, the principles of scientificity, systematicness and pertinence point out the direction for integration, and ensure that integration conforms to educational laws, is comprehensive and systematic, and has individual adaptability. The construction of goal collaboration, content integration, team collaboration and evaluation feedback mechanism provides specific paths for effective integration, from defining common goals to integrating educational content, and then promoting team cooperation and effect evaluation, forming a complete integration system. This study provides a theoretical framework and practical guidance for the integration of psychological health education and IPE in universities.

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