

Research on the Integration and Development of University Civic and Political Education and Mental Health Education



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Abstracts: In today's society, college students face complex and changing social environments and academic pressure, and these challenges directly affect their mental health. Mental health problems have become a common point of concern among college student groups, manifesting themselves as anxiety, depression, interpersonal problems, and other aspects of distress. Against this background, the importance of civic education and mental health education has been highlighted as a key factor in the growth of students. Starting from the mental health challenges faced by college students, this paper discusses in depth the importance of civic and political education and mental health education, as well as the integration and development of the two in university education. Through the analysis of relevant theories and practical cases, it aims to provide useful insights for building a more comprehensive and effective education system for college students.

Keywords: university; civic education; mental health; integration

Introduction

As the future backbone of the country, the existence of mental health problems of college students is not only directly related to the growth and development of individuals, but also has a far-reaching impact on the whole society. Therefore, the integration of civic and political education and mental health education has become an urgent task. Civic education focuses on cultivating students' correct outlook on life and values, guiding them to become young people of the new era with ideals and beliefs, while mental health education focuses on the individual's psychological state, cultivating students' ability to positively cope with pressure and solve problems. The organic integration of the two can not only improve students' ideological quality but also effectively prevent and intervene in mental health problems, forming a virtuous cycle.

1. Basic Concepts of Civic Education and Mental Health Education

1.1 Connotation and goal of ideological and political education

Ideological and political education (civic and political education) is an important part of university education, and its goal is to guide students to establish a correct worldview, outlook on life and values, and to cultivate socialist builders and successors who are all-rounded in morality, intelligence, physical fitness and aesthetics. The connotation of civic and political education is embodied in the study of the Marxist theoretical system, which guides students to correctly understand the laws of the world's operation and establish a correct view of history through in-depth study of the basic theories of Marxist philosophy, political economy, and scientific socialism. The goal of civic education is to cultivate socialist builders and

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successors with comprehensive development in morality, intelligence, physical fitness, and aesthetics, and through civic education students should have firm ideals and beliefs, a correct worldview and outlook on life, and at the same time have strong innovative thinking and practical hands-on ability, and be able to play a positive role in the construction and development of society (Yu et al., 2022). The connotation and goal of civic and political education is to cultivate students to become new men of the times with a sense of social responsibility and innovative spirit through systematic theoretical education, practical activities, and other multi-dimensional forms of education.

1.2 Definition and requirements of mental health Education

University mental health education aims to promote the comprehensive development of college student's mental health, and through the systematic teaching of psychological knowledge, cultivation of psychological skills, and mental health services, it helps students to know themselves, understand others, effectively cope with the pressure of life, improve the ability of psychological adaptation, and realize the maximization of their potential. Firstly, mental health education emphasizes the knowledge and understanding of college students' psychological problems, so that they can have a correct concept of mental health and realize the close relationship between mental health and overall health. Secondly, mental health education emphasizes the cultivation of students' psychological adaptability, so that they can maintain a good psychological state when facing pressures from academics, interpersonal relationships, career development, and other aspects. In addition, mental health education also involves the solution of individual psychological problems and the prevention and treatment of psychological diseases and provides students with necessary psychological counseling and intervention services. The requirements of university mental health education lie in the systematic education system to cultivate students with good psychological quality, positive mental attitude, and effective psychological coping strategies, so that they can better adapt to the diversity and complexity of university life, and

provide a solid psychological foundation for future personal growth and social integration, a process that aims to maintain and promote the physical and mental health of the students, and to provide strong support for their overall development (Xu, 2018).

2. Theoretical Framework for the Integration of Civic Education and Mental Health Education

2.1 Educational psychology perspective

In the theoretical framework for the integration of civic education and mental health education, the educational psychology perspective plays an important role. Educational psychology is a discipline that studies the psychological development and learning behavior of individuals in the educational process, and its theoretical framework provides useful reference and guidance for civic education and mental health education. The educational psychology perspective focuses on the cognition of individual differences, there are differences in the ideological concepts, disciplinary interests, and cognitive levels of students in university education, and the theory of individual differences in educational psychology provides a personalized guidance strategy for the development of integration, and through an in-depth understanding of the psychological characteristics of the students, the civic education and mental health education can be more targeted to meet the needs of the individual differences of the students, and to improve the effect of education (Wang, 2022). The educational psychology perspective also pays attention to the dynamic process of learning and development, the university stage is an important period of students' individual psychological development, and the developmental stage theory of educational psychology provides an in-depth understanding of the developmental trajectory of students, and the civic education and mental health education can consider the characteristics of the psychological development of students, and reasonably design the educational content and methods, to make the education more in line with the current developmental stage and needs of students. In addition, the educational psychology perspective also emphasizes the impact of the learning environment

on mental health. University life involves various aspects such as academics, socialization, and career development, while the social learning theory of educational psychology emphasizes the shaping role of the social environment on students' learning and development. In the integrated development, civic education and mental health education can draw on the social learning theory, pay attention to the social environment of college students, and provide them with a good learning and living atmosphere, which helps to shape a positive mental health state (Gu et al., 2021). Therefore, the educational psychology perspective provides theoretical support for the integration of ideological education and mental health education, emphasizes the importance of individual differences, developmental dynamics, and the learning environment, and provides scientific guidance for realizing the organic combination of the two.

2.2 Listening and communication theory

Listening and communication is a theoretical framework that focuses on effective communication between educators and students, builds trust and understanding of students' inner needs through the process of listening, and helps to better realize the integration and development of civic education and mental health education. First of all, the theory focuses on the establishment of positive interpersonal relationships in education, and the integration of civic education and mental health Education requires educators to be able to fully listen to the students' voices, understand their ideological concepts, emotional states, and psychological needs, and through listening educators can gain a better insight into the inner world of the students, establish trust and resonance between teachers and students, and provide more accurate guidance for mental health education (Wang, 2019). The theory of listening and communication emphasizes that communication is a two-way process, and students in university education usually face multiple problems such as classroom pressure and interpersonal relationship troubles. Through the educator's listening, students can be prompted to express their inner concerns more actively, which helps to form a more favorable communication atmosphere, this two-way

communication helps to make students participate more actively in mental health education, and better understand and accept the content of civic education. In addition, the theory of listening and communication also emphasizes the importance of non-verbal communication, educators need to pay attention to students' non-verbal expressions, such as facial expressions, body language, etc., while listening, to understand the students' emotional state more comprehensively, and this sensitivity can help to find students' psychological problems in a more timely manner in the mental health education, and provide targeted help for them. In the integration of civic education and mental health education, the theory of listening and communication provides educators with an effective way to deeply understand students, establish a good teacher-student relationship, and provide personalized guidance. Through listening and communication, civic education and mental health education can be more closely integrated to jointly promote the overall development of students.

3. Problems and Challenges of Current University Civic and Mental Health Education

3.1 Characteristics and differences of student groups

One of the problems facing university civic politics and mental health education lies in the characteristics and differences of the student group. The college student group is characterized by diversification and obvious individual differences, which makes educators need to pay more attention to and adapt to the diversity of students' needs when carrying out civic politics and mental health education (Lai, 2019). The characteristics of student groups are reflected in the diversity of their values, concepts, interests, etc. college students usually come from different backgrounds, regions, and families, and their growing experiences and family environments vary greatly, which leads to a greater difference in the acceptance of social views and values in civic and mental health education, so educators need to design targeted and inclusive educational content to meet the needs of different student groups, and improve the popularity and

popularity of education. Educators need to design targeted and inclusive educational content to meet the needs of different student groups and improve the popularity and effectiveness of education. The cognitive level and disciplinary background of students are also different, which is also one of the challenges facing civic education and mental health education. There are big differences in the disciplinary knowledge of students of different majors, and it is necessary to provide them with relevant background knowledge in a targeted way to ensure the in-depth development of civic education and mental health education. At the same time, students with different cognitive levels need to adopt different teaching strategies to make education more effective. In addition, there are individual differences in students' mental health, and some students may face academic pressure, interpersonal relationship problems, uncertainty in career planning, etc. Mental health education needs to be more targeted to help students better cope with the psychological challenges brought by individual differences through accurate psychological assessment and personalized psychological counseling services. Therefore, to better cope with the characteristics and differences of student groups, the current university ideology and mental health education need to adopt a differentiated education strategy, focusing on the attention and care of individual differences, to ensure that the education work is more accurate and effective.

3.2 Education system and management mechanism

The problems and challenges of the educational system and management mechanism are important aspects of the constraints on the effectiveness of education, the educational system is usually divided into different disciplinary areas, and civics education and mental health education are often set up independently, resulting in difficulties in the integration of educational resources and teachers, which makes it difficult to organically combine the two in terms of content, and it is difficult to form an integrated educational experience, which hinders the deep integration of civics and mental health education (Gui, 2019). The singularity of the

management mechanism is also one of the problems, ideological education and mental health education in universities are usually handled by different management departments, the management mechanism is relatively independent, and it is difficult to form a synergistic situation, this separation leads to the difficulty of organic linkage of educational activities, the educators are faced with institutional and managerial problems in carrying out comprehensive ideological and mental health education, which affects the maximization of the educational effect. In addition, the rigidity of the educational system and management mechanism also restricts the development of innovation. University civic and mental health education needs to constantly adapt to the challenges of social change, student needs, and other aspects, but the traditional management mechanism and system tend to be more old-fashioned and lack flexibility and innovativeness, which makes the civic and mental health education relatively lagging in responding to the new problems and new situations. To solve these problems, it is necessary to carry out reforms at the level of university education management, establish an interdisciplinary education system, and promote better integration of civic and political education and mental health education. The establishment of a synergistic management mechanism can also promote the synergistic development of civic and mental health education through cross-departmental collaboration. In addition, the flexibility of the management mechanism should be emphasized to encourage innovation and practice and to promote better adaptation of civic and mental health education to the changes of the times and the needs of students (Li & Yu, 2019). Such reform efforts can promote the optimal allocation of educational resources, improve educational effectiveness, and better serve the overall development of students.

4. Integration Mode of Civic Education and Mental Health Education

4.1 Unification of educational goals

The unity of educational goals aims to cultivate students to be comprehensively developed socialist builders with both correct ideological concepts and

strong psychological qualities. The goal of this unification is to guide students to form a correct outlook on life and values through ideological education and to pay attention to individual psychological states through mental health education so that students can better adapt to the diversified life pressure in the process of comprehensive development. Taking "Sunshine Psychology Hall" as an example, the program is a practice of integrating the civic and political education and mental health education of a university, which aims at guiding students to establish a correct outlook on life and values through the way of mental health education. In the mental health program, students not only learn the basics of psychology but also through the penetration of elements of civic and political education, such as the socialist core values, students can establish a correct ideological foundation for mental health at the same time. Through mental health activities, psychological counseling, and other forms, the program aims to enhance students' psychological adaptability, so that they can better cope with various challenges in their university life and form a well-rounded quality of development. In this integration model, the unity of educational goals now prompts students to better understand, accept, and implement the concept of ideological education in the process of mental health education, and students not only receive care in mental health but also guidance in ideology, realizing the organic unity of the goals of ideological education and mental health education. This integration mode not only pays attention to students' mental health needs but also injects correct ideological guidance into mental health education, providing more comprehensive and integrated support for students' overall growth.

4.2 Curriculum design and content integration

In the integration mode of university ideological education and mental health education, curriculum design and content integration are the key factors, aiming to provide students with a more comprehensive educational experience by integrating knowledge from different fields. Taking the course "Mental Health and Social Responsibility" at a university as an example, the design of the course integrates the contents of civic and mental health

education organically and realizes the unity of educational goals. With social responsibility as the core theme, the course aims to guide students to form a positive view of social responsibility through civic and political education, and at the same time combines elements of mental health to enable students to better understand and cope with the psychological pressure brought about by social responsibility. The content of the course includes the theoretical basis of social responsibility, practical case studies, and the introduction of mental health knowledge. Through the case studies, students understand the importance of mental health in the fulfillment of social responsibility while understanding social responsibility. In the course design, teamwork and social practice are set up so that students work together in groups to complete relevant projects and deepen their understanding of social responsibility and mental health through practice. The teaching team consists of experts in ideology and politics education and experts in psychology, who participate in the teaching together to ensure that both ideology and mental health are taught professionally. This integration model, through curriculum design and content integration, enables students to receive both profound education in civics and politics and improve their knowledge of mental health in the learning process. Such integration helps students to understand social responsibility more comprehensively and to better apply their mental health knowledge in real life, realizing the organic combination of civics and mental health education.

4.3 Teaching method innovation

Teaching method innovation is to more effectively achieve the goal of comprehensively training students to become socialist builders and have good mental health quality. Take the course "Exploring Life and Mental Growth" as an example, the course has successfully realized the organic integration of ideological education and mental health education through innovative teaching methods. The course adopts the case teaching method, combining social practice with psychological theory, and through the explanation of real cases, it guides students to think about all kinds of problems they

may face in their life, and through the guidance of civic and political education, it enables students to form correct values while understanding the problems. For example, a real case was introduced in the course about a college student's psychological distress when facing the problems of career choice and interpersonal relationships. By discussing the case, students not only understood the theoretical knowledge about career development and interpersonal relationships in psychology but also clarified the correct attitude towards life and values under the guidance of civic and political education. Teaching method innovation also includes the introduction of mental health activities, such as emotional sand tray games, group interactive discussions, etc. These activities not only enable students to gain a deeper understanding of mental health knowledge but also motivate students to better understand and accept diversity of ideology through interactions with others, e.g., in the emotional sand tray game, students simulate the construction of scenarios and express their inner emotions, which enhances their knowledge of their own emotions, while at the same time clarified the positive ways of emotional expression under the guidance of civics. Such teaching method innovation makes good integration of civics education and mental health education in the classroom and improves students' comprehensive understanding of the comprehensive quality through creative teaching methods, this innovation not only stimulates students' interest in learning but also effectively guides their ideological and psychological healthy growth.

Summary

To summarize, ideological and psychological health is a problem that needs to be solved urgently in current college education, and through the organic integration of civic education and mental health education, it not only pays attention to the students' ideological concepts and values but also focuses on the cultivation of their psychological adaptability and self-knowledge level. This integration not only helps students to become socialist builders with ideals and beliefs but also helps them to be more relaxed and calm when facing life pressure. Under the guidance

of this integration mode, college students can grow up more comprehensively and healthily, and contribute more positive power to society.

Conflict of Interest

The author declares that she has no conflicts of interest to this work.

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