Practice of Ideological and Political Teaching Reform in College Students' Mental Health Education Courses

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Abstract:This study explores the integration of ideological and political teaching in college students' mental health education courses, with the goal of improving the effectiveness of educational practices. Traditional lecture-based mental health education often struggles to effectively engage students, resulting in limited learning outcomes. In response, experiential teaching methods have been introduced that emphasize hands-on engagement through activities such as role-playing and group discussions. These methods not only increase student participation and skill development, but also improve retention and foster personal growth. However, challenges remain in effectively integrating ideological and political education into these courses, particularly in terms of understanding and application by part-time teachers. Recommendations include comprehensive teacher training to improve both psychological counseling skills and integration of ideological education to foster a more inclusive and effective learning environment.

Keywords: Ideological and Political Teaching; Reform; College Students; Mental Health Education; Practice

1. INTRODUCTION

As universities pay more and more attention to the mental health education of students, a series of related courses have been gradually introduced. The purpose of these courses is to help students understand the types of various psychological problems and their coping methods through the teaching of psychological knowledge, so as to provide the psychological counseling and improve the psychological quality of students.

Traditional Mental Health Education:

Traditional mental health education takes the form of lectures. Teachers help students cope with psychological challenges by teaching basic psychological knowledge, such as the classification and treatment of psychological problems. However, this teaching method often fails to keep students' attention, resulting in poor results. Students tend to lose interest in monotonous lectures, making it difficult to effectively absorb and apply what they have learned.

Application of the Experiential Teaching in Mental Health Education

To solve this problem, some educators have begun to introduce experiential teaching methods. Experiential teaching emphasizes practice and interaction with the goal of stimulating students' interest in learning and improving teaching effectiveness. This method includes interactive activities such as role-playing, group discussions, and scenario simulations that allow students to actively participate and apply what they have learned in a supportive environment.

Advantages of Experiential Teaching:

1. Increase participation: Experiential teaching can make mental health education more vivid and interesting by allowing students to directly participate in the learning process. Students are more likely to maintain interest and motivation when they are actively involved.

2. Develop practical skills: Experiential education helps students develop the skills they will need in real life. For example, through role-playing exercises, students can improve their communication and problem-solving skills and better cope with psychological challenges.

3. Improve memory retention: Through active participation and hands-on practice, students can better remember what they have learned. When students participate in interactive learning, they are more likely to remember and apply what they have learned.

4. Foster personal growth: Experiential learning helps increase self-awareness and personal growth. Students can explore their thoughts and feelings in a safe environment, which is very important for their psychological development.

In the Figure 1, the summary of the mental health education courses are demonstrated and in the next sections, the details will be discussed in detail.
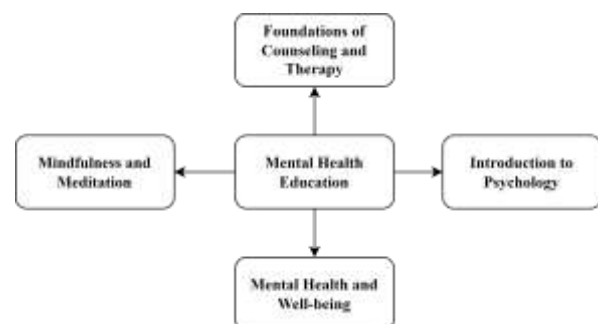

Figure. 1 The Mental Health Education Courses: A Summary

2. THE PROPOSED METHODOLOGY

2.1 The Mental Health of College Students in the New Era

The mental health problem of college students is a long-term and complex issue. It requires the joint efforts of schools, families, and all sectors of society to provide more resources and services to provide comprehensive mental health support for college students. At the same time, more research is needed to explore the causes of college students' mental health problems and their solutions, so as to provide more scientific and systematic support for the protection of college students'

mental health. Taking effective measures can not only alleviate the psychological pressure and the psychological problems of college students, but also provide better support and protection for their study and life.

All parties work together to improve the mental health of college students:

1. The role of the school: The school should establish a complete mental health education system, regularly hold mental health lectures and activities, and help students understand and deal with mental health problems. The school can also set up a psychological counseling room to provide professional psychological counseling services to help students relieve stress.

2. Family responsibility: The family should pay attention to the child's mental health, maintain good communication, and keep abreast of the child's mental condition. Parents can help children develop positive attitudes and the ability to cope with stress through companionship and support.

3. Involvement of social organizations: Social organizations can raise public awareness of college students' mental health issues by conducting various mental health publicity and activities. At the same time, all sectors of society can also provide resources and support to help college students solve mental health problems.

Practical actions and suggestions:

1. Regular mental health screening: Schools should conduct regular mental health assessments of students to identify and intervene in mental health problems early.

2. Mental health courses: Include mental health education in the curriculum to help students acquire basic mental health knowledge and coping skills.

3. Establish a support network: Schools should establish a support network of teachers, mental health counselors, and students to provide assistance to students in need.

4. Increase the number and quality of the psychological counselors: Increase the number of psychological counselors and improve their professional level to ensure that students can receive high-quality psychological counseling services.

5. Promote social participation: All sectors of society should actively participate in the construction of students' mental health and support related work through donations, volunteer services, etc.

2.2 The Ideological and Political Teaching of Mental Health Education Courses

The university offers a mental health education course that aims to enable students to master the necessary mental health knowledge, understand the standards of mental health, and learn self-regulation and stress management skills through systematic learning. In the mental health course, ideological and political education is an important component that can have a positive intervention effect on students' mental health. This course combines the content of basic psychology and pedagogy, and requires teachers to have a psychological background and psychological counseling skills. In addition, teachers must have a deep cultural background to effectively combine various contents and integrate elements of ideological and political education into the teaching process. As a public course, mental health education is usually taught by full-time or part-time teachers. However, the part-time teachers may not have an accurate understanding of the

ideological and political education in the course, and the case analysis used in the classroom is often limited to the psychological cases, lacking the integration of traditional culture, resulting in students' relatively weak empathy. Therefore, improving part-time teachers' understanding and application of ideological and political education in the course, as well as adding traditional cultural elements to the course, is the key to improving the effectiveness of the course.

Hence, the following suggestions are provided.

1. Starting from building a team of mental health education teachers with high comprehensive quality, good professionalism and strong professional ability, it is particularly important to conduct targeted training for teachers. This kind of training should not only focus on improving teachers' professional skills, such as psychological counseling and communication skills, but also strengthen their political cultivation and personality quality. Only in this way can teachers become active promoters who not only have the ability to provide psychological education, but also can effectively integrate ideological education and become excellent examples for students' learning. Second, we must innovate the teaching methods of mental health education and explore the path of integrating ideological education. On the one hand, it is to improve the traditional teaching methods, emphasize the main role of students, and adjust the teaching content and progress according to their learning needs; on the other hand, it is to use the way students prefer to learn, such as interesting games, role-playing, video watching and group discussion, etc., to create a classroom atmosphere of independent learning in the process of teaching and entertainment.

2. The course is committed to creating an inclusive and accepting class psychological atmosphere in the teaching process, and focuses on providing students with emotional support and psychological guidance. Therefore, it is easier to integrate ideological and political education into the course, and it can get students' active participation and recognition. By showing role models and guiding values, teachers can demonstrate in a teamwork environment and guide students to share and interact. This active communication not only helps students to think about problems from different perspectives, but also deepens their personal growth stories from an ideological and political perspective, so that their questions and confusions can be answered and fed back. This teaching method helps to cultivate and establish more rational and scientific moral concepts, continuously improve students' ideological and political literacy, and form a positive and healthy mentality.

3. CONCLUSION

Introducing ideological and political education into college students' mental health courses holds potential for enhancing educational outcomes. Transitioning from conventional lectures to hands-on learning approaches can boost student involvement and competence development. Nevertheless, successfully blending ideological and political material necessitates focused initiatives in faculty preparation and syllabus refinement. Tackling these obstacles not only enhances educational quality but also equips students with crucial life skills and a more profound grasp of mental health matters. Future studies should further investigate inventive teaching strategies and assess their enduring effects on students' welfare and academic achievements.

4. ACKNOWLEDGEMENT

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