

THE IMPORTANCE OF IDEOLOGICAL AND POLITICAL EDUCATION TO ENHANCE UNIVERSITY STUDENTS' ABILITY TO COPE WITH PSYCHOLOGICAL CRISIS

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ABSTRACT- This paper combines ideological and political education and mental health education in universities and universities innovates the psychological crisis intervention methods for university students, enriches the teaching content of ideological and political education, and provides new work perspectives and ideas for university students psychological crisis intervention. This paper defines the concepts of university students' psychological crisis and intervention and summarises the relevant connotations of university ideological and political education intervention in university students' psychological crisis. Taking the questionnaire data as the research basis, this paper analyses the current mental health status of university students, the status of psychological crisis intervention and the status of psychological crisis intervention involving ideological and political education. Its summaries the problems existing in the emergence stage. Finally, put forward psychological crisis intervention countermeasures for university Students Based on ideological and Political Education perspectives. According to the questionnaire results and the problems summarized, constructive and feasible implementation paths and countermeasures are put forward for ideological and political education to intervene in the psychological crisis of university students.

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INTRODUCTION

With the continuous development of society and changes in population structure, more and more university students face increasing social competition, immense employment pressure, and academic pressure and emotional pressure generally faced by university students. Such problems have caused enormous psychological pressure on university students, and some university students even have a psychological crisis. The psychological crisis has become a significant problem that plagues university students' regular studies and lives. In China, there have also been many campus tragedies in which university students commit suicide or hurt others due to the imbalance of psychological state, which has caused significant adverse effects on the whole society. University students are the future of a country and the hope of a nation and are related to the realisation of the country's mission of great rejuvenation. Suppose the psychological problems of the university students cannot be solved or effectively released in time. In that case, it may cause the mental health of university students not to be effectively protected and even lead to psychological crises for some university students. Social Harmony and National Future. Therefore, attaching importance to the mental health construction of university students and intervening and counselling the psychological crisis of university students has gradually become a critical task faced by universities and universities. Challenge. The prevention and intervention of university students' psychological crises should not only be limited to mental health education but also should be completed in combination with ideological and political education. Through the integration of ideological and political education into mental health education, we summarise feasible and effective ideological and political education intervention concepts and strategies throughout the whole process, promote the development of university students' mental health, guide university students to establish positive values and help them Establish lofty ideals in life and deliver high-quality talents for the development of the country and society. (Luo Sha, 2020)

The foundation of the formation of human thought comes from psychology, is the result of psychological activities, and is the sublimation of psychological development. People can improve their thoughts and moral concepts based on sound psychological quality. Therefore, psychological problems can not be avoided in ideological and political education, which are closely linked. Ideological and political education should be based on the regularity of psychological activities and the study and grasp of the psychological phenomenon of good people to realise the value of psychological education. The scientific system of Marxism is the theoretical basis of ideological and political education. Ideological and political education in universities and universities is to study the characteristics and laws of the formation and change of university students' ideological behaviour in the practice process of university education and teaching and to use Marxism and its sinicised theoretical system to guide students' ideological behaviour, to improve students' political consciousness and moral quality. Promote them to form education and teaching activities that meet the moral requirements of socialist modernisation construction(Wenshuang et al. Qin, 2023).

At the beginning of the development of psychological crisis intervention in Chinese universities and universities, more than half of the working team were ideological and political educators in schools. In 1988, in a Chinese university students' psychological counselling training class, about 70% of the students were ideological and political education personnel. In 1990, 80 per cent of the delegates attending the Professional Committee of Psychological Counseling academic seminar for Chinese University students were ideological and political educators. The psychological crisis intervention in Chinese universities is closely related to ideological and political work because of the essential characteristics of moral education in Chinese higher education. Universities and universities have full-time teams engaged in ideological and political education and management of students. They are closely connected with students and are deeply aware of the urgency of students' psychological development and the difficulties students' psychological problems will bring to ideological and political education work. Therefore, in working practice, they begin to use the theory and method of psychological counselling to help troubled students. Therefore, ideological and political educators have been involved in universities' mental health education, becoming one of the leading forces(Xi Zhang,2023).

Young university students, the rapid psychological development of mature but not mature, the development of personality quality has not been finalised, has a solid plasticity to be further improved. Youth is a critical period when psychological development tends to mature. The particularity of psychological development in this period also makes university students, who are in the process of forming their world outlook and values, experience the process of psychological development and maturity, such as the optimisation of self-consciousness, the cultivation of emotional regulation ability, the tempering of will quality, and also face psychological troubles in many aspects, such as study, interpersonal relationship, love and employment. Especially at present, the struggle in the field of ideology is increasingly fierce; the impact of multiple values has negatively impacted university students; university students' ideals and beliefs fade, causing the moral decline and other severe phenomena(Yaling et al.,2023).

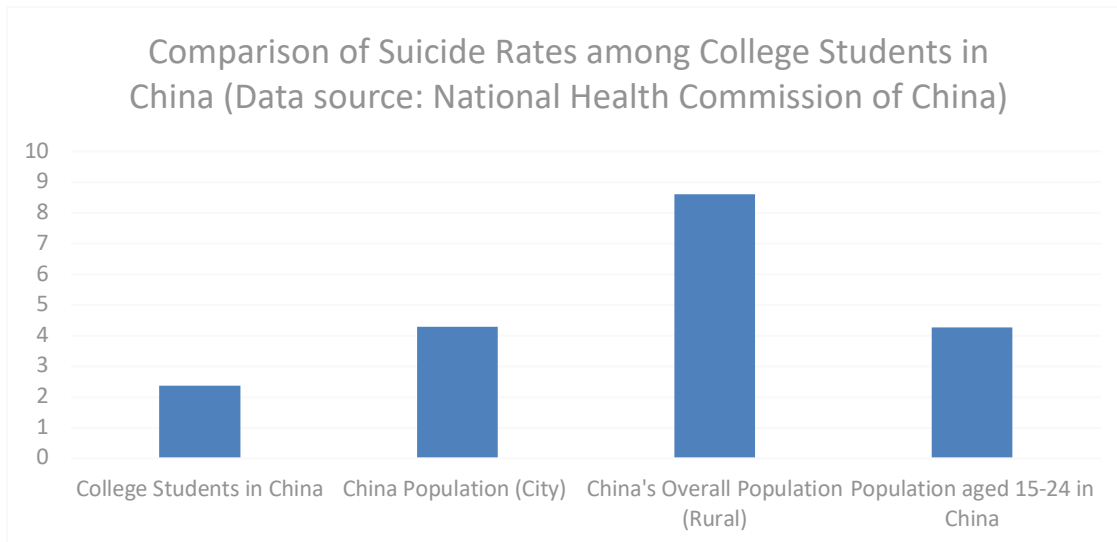


Figure 1: Comparison of suicide rates among university students in China

In terms of the development and implementation of psychological crisis intervention, Zhang Lili and Qian Mingyi (2004) wrote about the American Red Cross crisis intervention mode (ARC mode, Belkin's balance mode, cognitive mode and heart mode)–social transformation mode, Critical Incident Stress Debriefing mode (CISD mode), etc. Wu Xinchun, Lin Chongde et al. (2010) suggested that universities and universities learn from existing crisis intervention models in the world, establish a complete crisis intervention workflow and plan, and mobilise resources inside and outside the university to establish a professional psychological crisis intervention team. Ma Xiting and Li Weihua (2011) believed that accurate research on the status and severity of university students' psychological crises is conducive to graded policies, accurate grasp of crisis signals and improvement of intervention effectiveness. Therefore, based on the characteristics of a psychological crisis, they put forward a three-level crisis classification: the first-level crisis is the potential risk; the psychological condition of university students is poorly adapted and may carry out extreme behaviour. The secondary crisis is a significant risk. The social and psychological condition of university students is deplorable, and they are easy to take extreme behaviours. To determine the crisis, university students have carried out extreme behaviour and caused a significant impact. It is suggested that students, dormitories, classes, departments and schools should be given vertical warnings at five levels in practical work. When a crisis occurs, the department should take the lead, and all school departments should assume different functions to participate in the pre-warning work. Many universities also adopt the three-level grading of crisis idea, plan and implementation to clarify the level of psychological crisis risk in practical work (RAN Fuyun, 2021).

Regarding specific implementation, a survey of 122 psychological counselling centres in Chinese universities found that 118 universities (96.72%) had established a leading group for students' psychological crisis intervention or a leading group for students' psychological crisis emergency. Eighty-six universities (70.49%) had regular cooperative psychiatric hospitals; 107 universities (87.70%) have established an information exchange mechanism with their departments. The working mechanism of crisis intervention in universities and universities involved in this survey is relatively well established. However, this is not the case in all universities and universities. There are still universities and universities psychological counselling centres with only one full-time teacher; no crisis intervention plan has been established, and there is a lack of team response mechanisms (Zhaowen Hai, 2023).

At present, in the psychological crisis intervention work in Chinese universities and universities, the psychological crisis intervention work at the individual level is often led by the department of the student involved in the crisis. The crisis intervention work at the school level is often led by the student office (student work department) and the graduate office (graduate work Department). The psychological counselling centre in universities and universities is usually a professional, functional

department under the Student Affairs Office and the graduate office. The crisis intervention work often assumes the responsibility of professional guidance. It not only acts as the crisis finder but also undertakes the functions of psychological education, psychological evaluation, psychological counselling and psychological training. At present, there are mainly the following problems in psychological crisis intervention in universities and universities : (1) Unclear scope of rights and responsibilities, unclear functions and boundaries of various departments, families, hospitals and other roles in crisis intervention work, accessible to unclear rights and responsibilities, excessive commitment; (2) The work standard is not clear, the definition of psychological crisis is not clear, crisis intervention work pays more attention to self-harm, and does not pay enough attention to other crises such as hurting others; (3) Large public opinion risk, great social attention to psychological crisis events, school workers are under tremendous pressure, and consistent plans are needed to guide; (4) There is minor communication in work. The data and process of psychological crisis intervention in universities and universities are relatively confidential, resulting in insufficient communication, significant differences and lack of consensus. Based on the above situation, the Working Committee of Clinical Psychology Registration of the Chinese Psychological Society led the establishment of a drafting group for the standardisation documents of Psychological counselling centres in universities and universities. It included the Guidelines for Psychological Crisis Intervention in universities and Universities (from now on referred to as the Guidelines) in formulating standardised documents (the Drafting Group for the Normative Documents of Psychological Counseling Centers in National Universities and Universities, 2022). In order to construct the corresponding framework for psychological crisis intervention in universities and universities.

The draft of the "Guide" document is based on combining the implementation methods, implementation rules, work plans, implementation Outlines, processing work manuals, procedures and other documents of psychological crisis intervention in dozens of domestic universities and universities' psychological counselling centres. The drafting working group invited more than 30 representative universities from provinces, municipalities, and autonomous regions of China to participate, of which 16 universities provided relatively complete crisis intervention working documents, which generally contain similar content structures (Zhonglin Yang,2023).

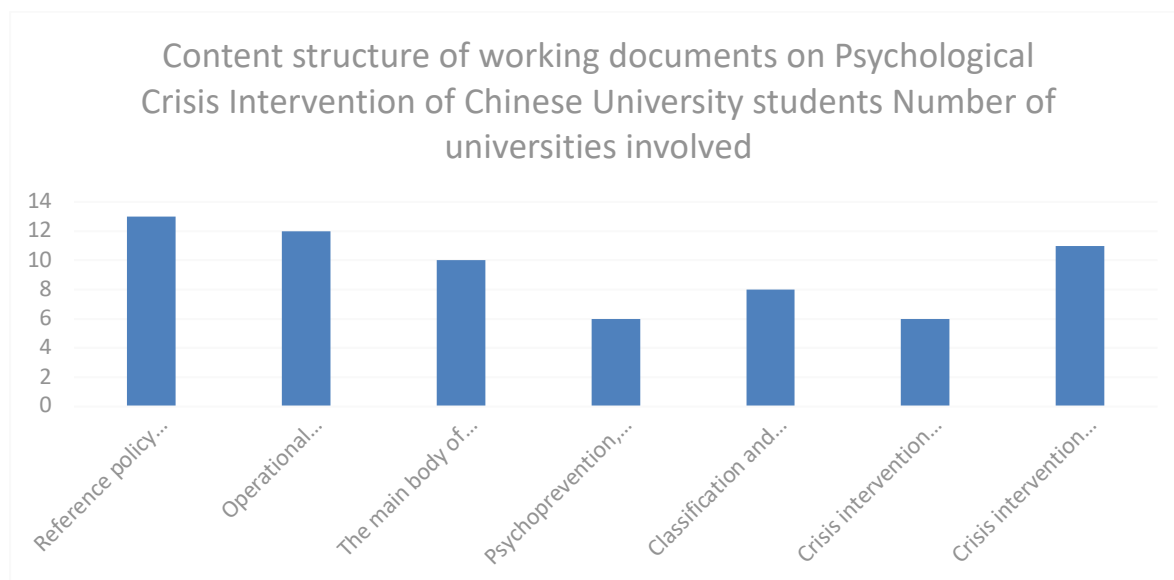


Figure 2: Content structure of Chinese university students' psychological crisis intervention work file

University students in the new era are facing many new difficulties along with the development of society, which has caused substantial psychological pressure. The core of Chinese ideological and political education is cultivating high-quality socialist talents. This article explores how to use ideological and political education to relieve the psychological pressure of university students. (Cluster, 2020). Currently, most universities in China carry out ideological and political education and psychological crisis intervention separately. This paper combines ideological and political education in

universities and psychological crisis intervention. It explores how to use the excellent ideological and political education resources of universities and universities to improve the methods of psychological crisis intervention. Broaden the ideas and strategies of psychological crisis intervention in universities and universities (Che Xiaofeng, 2020). Through the interpretation of the concept of psychological crisis, questionnaire survey, etc., this paper summarises the problems existing in ideological and political education in universities and universities in the psychological crisis intervention of university students. Taking ideological and political education as an independent variable helps university students relieve psychological pressure. At the intervention level, it guides university students to establish a correct outlook on life, improves their awareness of prevention and daily behavioural norms, reduces contact with adverse factors, and provides direction and realistic solutions for university students to solve psychological crises (Lumei, 2020).

RESEARCH QUESTIONS

- a) What factors influence the mental health status among Chinese university students?
- b) To what extent does ideological and political education influence university students' psychological crisis intervention ability?
- c) How does ideological and political education improve the intervention component for psychological crisis coping abilities among Chinese university students?

SIGNIFICANCE

Theoretical Significance

At the theoretical level, studying the impact of ideological and political education on enhancing university students' ability to cope with psychological crises can provide insights into the theoretical framework and mechanisms of crisis intervention and prevention. Analysing the relationship between psychological crises and ideological and political education can contribute to developing disciplines such as psychology and education by offering new perspectives and research paradigms. Such research can help build more comprehensive and effective theoretical models for psychological crisis intervention, providing theoretical support for practical interventions.

Practical Significance

From a practical standpoint, investigating the influence of ideological and political education on improving university students' ability to cope with psychological crises can enhance students' mental well-being and overall development. More scientifically sound and effective intervention methods can be derived by understanding the practical applications of ideological and political education in crisis intervention. These methods can be applied in university students' mental health education and crisis intervention practices, enabling them to develop psychological resilience, enhance their coping abilities, reduce psychological stress, and prevent the occurrence of psychological crises.

LITERATURE REVIEW

The period of college students is an essential stage of growth during which they face significant academic, social, occupational, and other pressures and challenges, making them prone to experiencing psychological crises. As an integral component of the university education system, ideological and political education plays a crucial role in enhancing the psychological resilience of college students, guiding mental health, and fostering teamwork and social skills. Moreover, it aids college students in gaining a better understanding of themselves, managing their emotions, and establishing correct life values. Through these forms of training, college students can become more mature and confident in coping with various psychological challenges, enabling them to adapt more effectively to college life and their future in society.

- a). Enhancing psychological resilience: Ideological and political education can fortify the psychological resilience of college students, enabling them to adapt and resist setbacks and adversities. By learning about historical struggles and the experiences of great individuals, college students can derive strength, develop a correct outlook on life and values, and exhibit extraordinary steadfastness and optimism when confronting difficulties and setbacks.

b). Providing mental health guidance: Ideological and political education courses typically encompass knowledge and guidance on mental health. College students can understand their inner needs and emotions by understanding mental health. They can also learn positive emotional regulation and stress-release techniques, which will aid them in coping with psychological crises effectively.

c). Developing teamwork and social skills: Ideological and political education strongly emphasises collectivism and teamwork spirit. College students can develop crucial teamwork and social skills through group learning and participation in social activities. These skills are essential in alleviating psychological stress, expanding social networks, and receiving support and assistance.

d) Cultivating self-awareness and self-management: Ideological and political education facilitates a deep understanding of inner needs and traits among college students, fostering self-awareness. As college students recognise their strengths and weaknesses, they can better address psychological crises through self-management and self-adjustment.

e) Nurturing correct values: Ideological and political education aids in cultivating proper life values among college students, enabling them to gain profound insights into life and their future. With the support of firm values, college students are more likely to maintain a positive attitude and seek constructive approaches to solving problems when faced with pressure and difficulties.

In conclusion, ideological and political education significantly impacts the psychological well-being of college students. By strengthening their psychological resilience, providing mental health guidance, developing teamwork and social skills, and cultivating self-awareness and correct values, this form of education empowers college students to confront and overcome psychological challenges with maturity and confidence, ultimately facilitating their successful adaptation to college life and future endeavours in society.

Introduction

The significance of mental health education for university students has garnered extensive attention from scholars both domestically and internationally. In higher education, it holds a paramount position as a pivotal endeavour. Young university students embody a nation's potential and developmental resources, thus emphasising the direct linkage between their mental and physical well-being and the country's future prosperity and populace. Consequently, it becomes imperative to address and contemplate the issues arising from research in this field to offer accurate guidance and effective preventive strategies for university students' psychological crises.

Evolution of University Students' Personality Characteristics: The evolving nature of university students' personality characteristics, contingent upon the zeitgeist and societal advancements, underscores the distinct attributes that each generation brings forth. Their responses to psychological crises are influenced by the prevailing attitudes of their era, necessitating tailored educational interventions from educational institutions, families, and society at large. Mainly, the contemporary generation of university students, primarily composed of post-millennials, exhibits distinct living environments and personality traits that accentuate the necessity for mental health education attuned to their unique needs and sensitivities (Ren, 2021).

Psychological Crisis Research Landscape: The burgeoning research landscape surrounding preventing and intervening psychological crises among university students reflects a vibrant spectrum of inquiry. Noteworthy attention has been directed towards comprehending and mitigating psychological crises, employing multidimensional approaches and interventions to bolster students' mental well-being. To address this discourse, it is necessary to delineate university students' psychological crisis prevention, its constituents, target audience, and the optimal implementation strategies. This alignment with ethical responsibilities towards individuals' well-being and the assurance of psychological health is paramount for nurturing students' growth amidst intricate societal dynamics (Luo, 2021).

Educational Strategy for Preventing Psychological Crises: Efforts to devise effective strategies for preventing psychological crises among university students have centred on implementing early-warning mechanisms and maximising counsellors' roles. This focal point has directed attention towards educational management and administration in higher education institutions. However, the existing practices often lack comprehensive methodologies, emphasising experiential approaches without necessarily encompassing a systematic framework for crisis prevention. While experience-based interventions hold value, a critical evaluation of their suitability within the contemporary landscape and alignment with the needs of the new generation of university students is warranted.

A Holistic Approach to Psychological Crisis Prevention: The education of strategies for preventing psychological crises among university students necessitates an amalgamation of factors, including understanding students' personality traits and current psychological crises. Moreover, harmonising the contemporary socio-cultural context should underscore educational endeavours encompassing curriculum, experiential learning, digital platforms, and cultural enrichment. The convergence of these elements, effectively combined with mental health education principles, contributes to creating a robust psychological crisis prevention system. Recognising that a nation's vigour rests on its youth's strength, providing apt guidance to university students is a pivotal factor in the nation's economic and societal growth and the realisation of national aspirations (Xiong, 2023).

Conclusion: Incorporating the evolving personality characteristics of university students, understanding the current psychological crisis landscape, and aligning educational activities with the zeitgeist is pivotal for constructing a comprehensive psychological crisis prevention education system. This interdisciplinary approach ensures the holistic growth of university students, positively influencing the nation's future development and fulfilling its aspirations.

Review of significant evidence on variables

The research on the practical effect of ideological and political education is research work with significant practical meaning. No matter what stage, this work has always been taken seriously. In the early stage of the reform, when the society was faced with a new internal and external economic environment, a new working object and new requirements of the society, ideological and political education could not adapt to the change of the new environment to make the appropriate adjustment and change, resulting in its effectiveness showing the trend of weakening. At this stage, academic attention also shifted to the actual effect of ideological and political education. Then, many aspects of socialist construction increasingly rely on the support of ideological and political education, and the actual effect of ideological and political courses is also getting more and more attention from researchers. At present, there are many research results about effectiveness. However, specialised books on it are still limited. Generally, researchers mainly explore the content of connotation and countermeasures (Hexia et al., Dahlan Hj, 2021).

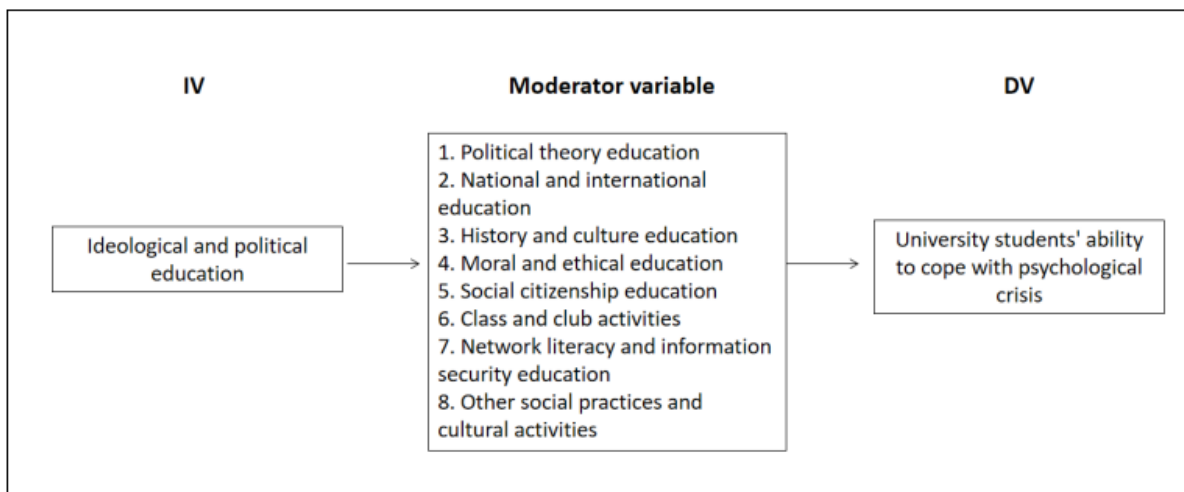


Figure3: Quantitative Analysis Framework

First, it relates to the actual effect of ideological and political education on university students. Zhang Yaocan and other researchers pointed out that "the practical effect of ideological and political education mainly means that the methods are easy to operate, the practices can be implemented, and the good results can be relied on". According to Gu Renfu, the actual effect of ideological and political education on university students is the actual effect of ideological and political education on university students the process of achieving predetermined goals and the level of actual task completion, and then the ultimate goal is to improve the ideological and moral standards of students as much as possible (Gu Renfu, 1992). Yang Hongze proposed that "the actual effect of university students' ideological and political education can be interpreted as investigating the degree of chimerism between the actual

educational effect obtained by the educational institutions implementing ideological and political education and the desired function." (Yang Hongze, 2013). Lu Lu's point of view is: "The actual effect of ideological and political education refers to the level of perfect coordination between the actual effect of the course and the expected function and refers to the level of subject teaching objectives." Luo LAN believes that ideological and political discipline in the process of higher education uses the actual influence obtained from the face-to-face teaching courses of ideological and political education (Luo LAN, 2016). It is not difficult to understand that these arguments have surprisingly similar core ideas, and they all hope to achieve a higher goal of ideological and political education.

Second, the actual effect of ideological and political education related to the countermeasures of the investigation. Yang Pei proposed that the first choice is to change the educational concept among university students, starting from the psychological position of subjective enthusiasm. Then, we should continue to update the essence of ideological and political education to meet students' requirements for knowledge. In addition, it is necessary to create a suitable teaching and living environment for students. To improve the actual effect of ideological and political education, the three levels need to work together (Yang Pei, 2016). Ringo Chan, etc. Put forward "people-oriented" is the ability better to reflect the ideological education of subjectivity education concept, to strengthen the education of subject construction, strengthen the top-level design, strengthen the student to the actual productive support and maintenance, with the aid of query information related to the industry at home and abroad, appropriate to the development of ideological and political education plan, rich ideological content and system, Pay attention to the coordinated and all-round growth of university students and establish a new ideological and political education method (Chen Yongguang, 2011). In my work, I find that most of the research is concentrated in journals and published papers, which involve a wide range of areas and a variety of perspectives. It has a practical effect on improving university students' ideological and political levels—the traditional way of ideological and political education and university students who cannot adapt to continuous change. Therefore, only continuous innovation in the Angle of human studies explores the path of ideological and political education innovation (Chi Chen,2023).

Theoretical Framework

Ideological and Political Education Perspective: Emphasizes the importance of ideological and political education during the university period. Recognises university students' vulnerability to external influences and psychological pressures due to their young age and relative immaturity. Identifies the potential for psychological crises to develop as a result of inadequate coping mechanisms (Lu Lu, 2018).
Psychological Quality Construction of University Students: Highlights the goal of strengthening the psychological well-being of university students. It aims to prevent psychological crises and address the root causes of psychological problems. Embracing psychological well-being in ideological and political education is a preventative measure (Michael et al.,2023).

Misconceptions Surrounding Psychological Crisis: Addresses the common misconception among university students that psychological crises are equivalent to psychological disorders. Acknowledges the possibility of normal individuals experiencing psychological crises due to external stressors (Ling Sibao, 2015).

Timeliness of Psychological Crisis Intervention: Recognizes the urgency of providing timely intervention for university students in psychological crisis. It underlines the need to quickly help university students overcome psychological difficulties (Qiu Weiguang, 2001).

Positive Mental Health Establishment: Promotes establishing a positive and healthy mindset among university students through ideological and political education. It aims to enhance university students' psychological resilience and capacity to handle challenges.

Conceptual Framework

University Period as Critical Growth Phase: Acknowledges the university period as a pivotal stage in personal development and growth. Highlights the susceptibility of university students to external influences and psychological pressures.

Psychological Crisis Prevention through Education: Advocates for integrating psychological crisis prevention into ideological and political education. It aims to equip university students with coping strategies to prevent the emergence of psychological crises.

Correcting Misconceptions: Addresses the misunderstanding that psychological crises only affect individuals with psychological disorders. Recognises the importance of educating university students about the possibility of experiencing psychological crises under various circumstances.

Timely Intervention for Psychological Crises: Stresses the necessity of providing prompt assistance to university students facing psychological crises. Emphasises the short time frame within which effective intervention should take place.

Holistic Psychological Well-being: Proposes nurturing university students' positive and resilient mindset through ideological and political education. It aims to prevent psychological crises by enhancing students' psychological well-being and coping abilities (Michael et al., 2020).



Figure4: Research content diagram

Hypothesis Development

The present study investigates the relationship between ideological and political education and its impact on enhancing university students' ability to cope with psychological crises. We hypothesise that a higher level of ideological and political education will positively correlate with an improved ability to cope with psychological crises among university students.

Hypothesis 1 University students who receive comprehensive ideological and political education are expected to demonstrate higher emotional resilience and coping skills when facing various psychological challenges than those who do not receive such education.

Hypothesis 2 The duration and intensity of exposure to ideological and political education will significantly impact the effectiveness of coping mechanisms university students employ during psychological crises. Students with more prolonged and in-depth ideological and political education are anticipated to exhibit better-coping abilities.

Hypothesis 3: Ideological and political education, by fostering a sense of social responsibility and promoting collective values, is expected to influence the social support networks available to university students positively. Consequently, students with more robust social support systems are likely to exhibit more adaptive coping strategies during times of psychological distress.

Hypothesis 4 A positive correlation is expected between the extent of ideological and political education and university students' self-efficacy in managing and overcoming psychological crises. Students who have received more extensive ideological and political education are likely to display higher self-confidence and belief in their ability to handle challenging situations.

Hypothesis 5 The influence of ideological and political education on coping mechanisms among university students is expected to mediate the impact of demographic factors (e.g., gender, age, socioeconomic status) on their ability to cope with psychological crises

Theoretical framework

Through the search of relevant literature and network resources, there are not many research results about integrating ideological and political education into the psychological crisis intervention of university students, mainly summarised as the following aspects.

First, the role of ideological and political education in psychological crisis intervention. Shen Qing, Xiao-e Li of the ideological and political education work in role of university students' psychological crisis intervention " article analyses the ideological and politically education work in important role of university students' psychological crisis intervention and says that in the face of the high frequency of current university students' psychological crisis phenomenon, effective use of ideological and political education in universities and universities should be its advantages, Combined with the content of mental health education, relevant courses are designed to help university students relieve psychological pressure (Shen Qing, 2014). In the Innovation of Ideological and Political Education Model from the Perspective of Psychological Crisis Intervention, co-authored by Ding Nanze et al., it is pointed out that ideological and political education in universities and universities can provide valuable guidance for psychological crisis intervention of university students. They argue that university students' psychological crisis performance in a variety of forms, including interpersonal relationships, emotions, competition, etc., most of the fundamental cause of its ambitions, not determined, in the absence of broad ideal values distorted, and cause the crisis of gravity university students is not only the pressure size, at the same time also depends on the parties for the attitude of dealing with emergency events. Therefore, the imperceptive education of ideals and beliefs and the guidance of values in psychological crisis intervention are the inevitable choices to prevent psychological crisis (Ding Nanze, 2016). Edge Chen Chen "based on the perspective of ideological and political education of university students' psychological crisis intervention path research - to a freshman students crisis intervention work case analysis, for example", the author in the case for lead, emphasises solving university students' psychological crisis ideological and political education's important role in the process and provides the implementation of more scientific. Importance to the role of the course education, and summarises in the education teaching process, the political education course to ideological transformation carries on the values guidance, the pattern of the building, the whole course of the whole education, emphasis on give full play to the ideological and political education theory class is at the core values in the lead at the same time, combining knowledge and value guidance, Ideological and political education should be used as a powerful means to prevent psychological crisis, to improve morality, cultivate people and moisten things silently (Bian Chenchen, 2019).

Second, research on the relationship between ideological and political education and psychological crisis intervention of university students. Many scholars believe that ideological and political education is a practical starting point for university students' psychological crisis intervention; the health (2017), wear and st (2020), and hai-xia xu (2013) are studied from different angles, such as how to make the ideological and political education and university students' psychological crisis intervention, the combination of design scientific and reasonable curriculum system, help students alleviate psychological pressure. They believe that ideological and mental health are both critical standards for the healthy growth of university students. With the extension of ideological and political education in universities and universities, mental health has become an important task and goal of ideological and political education. In the face of the shortage of psychological crisis intervention professionals in universities and universities, universities and universities can use rich ideological and political education resources to make up for it. At the same time, ideological and political education is also the means and strategy of psychological crisis intervention. Wang Guorui, in the plight of university psychological crisis intervention work shown to find the answer to the problem of the recessive ideological and political education for university students' psychological crisis intervention, intervention can be divided into three aspects: first, to the construction of campus culture as an essential guarantee of psychological crisis intervention, second, the network education positions as the leading position in the psychological crisis intervention, third, The demonstration effect of educator's example is the core factor of psychological crisis intervention. It is believed that the form of implicit ideological and political education is in line with the psychological characteristics of the current post-90s university students, and it can play an essential role in psychological crisis intervention in the whole educational process.

Methodological Issues & Gaps

In European and American countries, ideological and political expressions of education differ from that in China. The connotation of ideological and political education can be understood as social education and public education, with social institutions, schools and families each taking their responsibilities. No matter what it is called, it is an education for people, especially university students' thoughts, ideas and values. In Western schools, universities and universities offer ideological education to students in the form of elective courses. American society attaches great importance to ideological education, conducts education through multiple means of penetration, and uses flexible classroom forms to enrich ideological education forms (Jr G, Lating J M.2012). First, strengthen the service concept. Influenced by the consciousness of "public service" in the 1980s, ideological and political education in foreign countries also underwent relative changes, and its content was closer to real life. It was transformed from a single education to the coexistence of education and service, and the people-oriented value trend began to develop, especially in the United States. Most psychologists and "ideological and political educators" began to focus on reforming students' thoughts and strengthening students' subjective consciousness and comprehensive ability (Li L, Wang Z, 2017). Second, pay attention to osmotic education. In foreign education systems, this system will subtly guide students to establish values suitable for developing their own country. For example, in the United States, students must learn the development history, social values and other related disciplines of the course simultaneously when learning each course, greatly enriching the knowledge attributes of the discipline itself. In Japan, the government constantly promotes the country's culture through various social occasions, subtly influences the people's recognition of the country's culture, and strives to create the universal significance of Japanese culture in the world. Osmotic education enables the educatees to receive "ideological and political education" unconsciously (Tatsuya Matsuhara, 2006). Third, emphasise social practice. Foreign countries attach great importance to practice in ideological and political education, requiring experience in practice, and education does not depend only on the classroom. In Japan, some schools even carry out the related courses of "going to the countryside and going to the countryside, labour reform" so that students can go to remote mountainous areas to feel labour, cultivate students' hard-working spirit, make students feel life in practice, learn skills, have a positive attitude, and recognise the hard-won food—fourth, various educational methods. Although teaching is still the primary way in many developed countries, they boldly adopt other educational methods, making them scientific, legal and humanised. Countries like the United States, Japan, the United Kingdom, Singapore and so on have adopted many ways to educate students, such as opera, drama, debate and so on, so that students take the initiative to participate and think, and the acceptance of students is greatly strengthened. V. Emphasis on religious guidance. Compared with domestic, foreign countries attach more importance to religion, and various countries also use religion's advantages to carry out ideological education for their people, such as Buddhism and Christianity (Zhang Huawei, 2017).

There is much research on psychological crisis, prevention and intervention abroad, which significantly enlightens us. Typically, the concept of psychological crisis intervention was developed by Capland after he enriched Lindeman's theory. He said: "They understand psychological crisis intervention as crisis regulation or crisis management, which aims to help people with psychological crisis caused by distress and frustration to solve problems, resolve crises and restore psychological imbalance" (Brown L M, Shiang J, 2010). After that, further perfect the psychological crisis intervention theory, formed in the psychological crisis intervention theory of psychological crisis prevention, Roberts puts forward the modern psychological crisis tertiary prevention strategy, which is widely used for different objects using different prevention strategies, utmost ground to help the parties to alleviate the psychological pressure, prevent psychological crisis. The primary prevention strategy is mainly aimed at the factors that may hurt people's psychology to prevent the occurrence of psychological crises by reducing the opportunity and time of exposure to these factors as much as possible. This prevention strategy applies to all people. The second level prevention strategy is aimed at people who have generated certain psychological pressure. Before they form a psychologically severe crisis, we should take specific professional measures and intervention means to prevent the deterioration of their psychological state. The third level of prevention strategy is to carry out comprehensive crisis intervention for those who have already had a psychological crisis, to control the development of a psychological crisis, and then solve the crisis in the shortest time and minimise the harm caused by the psychological crisis (Rogers J R, 2004). However, the main idea of this paper is the research of

psychological crisis intervention from the ideological and political education perspective. Hence, those aspects of the research are too much. Through data collection, although there is little relevant information about the intervention of foreign citizenship education on psychological crisis, we still understand the relevant research status of foreign citizenship education on psychological crisis intervention from other aspects. In the development process of psychological crisis intervention (Jennifer et al., 2022).

In China, civic education has played a significant role. Zhang Jiangbo elaborated on the characteristics of foreign ideological and political education in detail, including the critical guiding role of civic education in civic psychology, the setting of relevant legislation for mental health education in universities and universities, and the use of religion to guide national thought (Zhang Jiangbo, 2009). As mentioned, in the superior lobe and Wang Xisheng, foreign citizen education for citizens' psychology plays a significant role and says it has the characteristics of confidentiality and permeability, abroad is generally not as directly embodies the ideological and political education, and not just confined to the classroom education, the ideological and political education into the psychology, history and other disciplines, This is similar to the idea of ideological and political courses in China (Ye Chaoqun, 2012). In order to improve the level of students' mental health and correctly understand the concept of psychological crisis, we should learn from many aspects of "ideological and political education" in foreign countries.

METHODOLOGY

Research Design

This study aimed to explore the importance of ideological and political education in improving the ability of 300 students of different grades to cope with psychological crises at Jiangmen Vocational and Technical College, China. This paper adopts a quantitative analysis research method and conducts a questionnaire survey for target groups.

Sample

Three hundred students from different grades of Jiangmen Polytechnic in China were randomly selected to participate in the study using a simple random sampling technique. This sampling method ensures the randomness and representativeness of samples so that the research results have specific universal applicability.

Questionnaire design

A structured questionnaire will be designed to collect relevant data. The questionnaire will cover the status quo of college students' psychological crisis intervention ability, current psychological crisis intervention methods, and ideological and political education participation in psychological crisis intervention. The questionnaire will include various questions, such as Likert scale items, multiple choice, and open-ended questions, to comprehensively understand the students' mental state and psychological intervention experience.

Data collection

Data were collected by sending questionnaires to target student groups. Surveys may be conducted on campus or online via electronic means. The researchers will provide a clear survey purpose and confidentiality guarantee, encourage students to voluntarily participate in the survey, and ensure the confidentiality of their personal information.

Data analysis

The quantitative analysis method will statistically process the collected questionnaire data. SPSS or other applicable statistical software was used to conduct descriptive statistics, correlation analysis, regression analysis, etc., to deeply explore the status quo of psychological crisis intervention ability, the relationship between ideological and political education and intervention participation, and identify problems in the emergence stage.

Results and discussion

The data analysis results will be summarised, analysed, and presented in the paper. The paper will discuss the implications of the findings, including the current situation of intervention capacity, the role of ideological and political education in psychological crisis intervention, and issues of the emergence stage. The researchers will propose improvement plans for the problems found and intervention strategies for psychological crises from the ideological and political education perspective.

Propose intervention countermeasures

Based on the questionnaire survey results and the problems found, this paper will propose constructive and feasible countermeasures for psychological crisis intervention from the ideology and political education perspective. These strategies will aim to strengthen students' coping ability and improve the effectiveness of psychological crisis intervention.

Conclusion

The study will summarise the study's main findings and emphasise the importance of ideological and political education in enhancing the ability of college students to cope with psychological crises. At the same time, the study's limitations will be recognised, and recommendations will be made for future research. Finally, the results of this study will guide Chinese universities to strengthen the application of ideological and political education to intervene in college students' psychological crises.

Validity, reliability

In this study, conducting reliability and validity analyses on the measurement instrument is crucial to ensure its robustness and effectiveness. The research aims to investigate the significance of ideological and political education in enhancing university students' ability to cope with psychological crises. We undertook pertinent analyses to verify the reliability and validity of the questionnaire.

Initially, we assessed the questionnaire's reliability. We employed Cronbach's Alpha coefficient to gauge the internal consistency among the questionnaire items. The Cronbach's Alpha coefficient of 0.78 indicates a favourable level of internal consistency within the questionnaire items, reinforcing its credibility among the university student population.

Subsequently, we carried out a validity analysis of the questionnaire. Specifically, we focused on construct validity to ascertain that the measurement tool accurately captures the relevant concepts concerning university students' coping abilities during psychological crises. We validated the questionnaire's coverage of various content facets through expert reviews and comprehensive literature examination, ensuring its content validity. Additionally, we conducted convergent and discriminant validity analyses to assess the questionnaire's correlation with other relevant measurement instruments and its distinctiveness from them.

In summation, the employed measurement instrument in this study has undergone comprehensive verification of reliability and validity. The achieved Cronbach's Alpha coefficient of 0.78 demonstrates internal solid consistency within the questionnaire, while the construct validity analysis ensures its accurate representation of university students' coping abilities in psychological crises. These analytical outcomes robustly support the reliability and effectiveness of this study.

Ethical considerations

In order to understand the current situation of university students' mental health, this paper, based on predecessors, selected Jiangmen Polytechnic in Guangdong Province, China, as the research object. Through the data needed for research on university students' psychological crisis questionnaire, a detailed analysis was conducted based on the findings. Understanding the current psychological status of university students is the most important, as is finding out the problems in mental health work in universities. Secondly, the analysis of questionnaires and interviews with university students summarises the relevant situation of university students' ideological and political education and mental health education. Finally, according to the results of data analysis, the organic combination of ideological and political education and psychological crisis intervention is proposed to formulate practical and effective psychological crisis intervention countermeasures to help university students relieve psychological pressure.

Summary and conclusion

Literature reviews stand as essential cornerstones in research, providing the groundwork for various academic pursuits. Their significance lies in shaping knowledge advancement and guiding policy formulation and practical applications. When conducted effectively, literature reviews can uncover new insights, influence the trajectory of a field, and lay the foundation for future research endeavours. They serve as a compass, directing research and theory development. However, the intricacies of conducting and evaluating literature reviews can be complex, necessitating a clear set of guidelines to ensure their robustness and contribution to scholarly progress. This paper provides straightforward instructions for conducting more meticulous and comprehensive literature reviews, ultimately enhancing research quality and advancing the academic community.

In conclusion, the importance of literature reviews cannot be overstated, as they serve as the bedrock upon which the edifice of research is erected. Their multifaceted role extends to informing knowledge growth, guiding policy implementation, validating research outcomes, and inspiring fresh perspectives within a field. However, conducting a literature review and discerning its calibre can pose challenges. To address these challenges, this paper has furnished succinct guidelines for conducting literature reviews that uphold rigour and thoroughness. Such diligence ensures the development of research firmly grounded in accuracy and precision. By establishing a firm foundation, researchers are better poised to identify genuine research gaps, prevent redundant efforts, formulate refined hypotheses, and craft targeted research questions. The outcome is a collective elevation of research quality, nurturing an academic community that thrives on continuously refining knowledge and pursuing innovative insights. As literature reviews lay the groundwork for research and its evolution, embracing these guidelines promises to enrich individual investigations and propel the field towards more outstanding scholarly excellence.

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