

Research on the Practice of College Students' Mental Health Education and Labor Education from the Perspective of Sports and Education Integration

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Abstract

Under the background of the new era, labor education has become an important part of the comprehensive quality training of students in colleges and universities. This paper deeply discusses the value of labor spirit in mental health education, as well as the path, strategy, and method of collaborative education between the two, in order to further promote the research on the integration of sports and mental health education of college and university students.

Keywords

Labor education, sports and education integration, mental health education.

1. Introduction

With the continuous development of society, how to maintain the physical and mental health of college students and improve their psychological quality has become one of the urgent problems to be solved at present (Jia Shuzhen, 2024). First of all, from the historical point of view, the labor spirit has profound historical deposits and humanistic connotations, as a cultural tradition. And in traditional Chinese culture, the spirit of labor is given a high social status. Secondly, from the perspective of psychology, labor spirit can help people establish a positive attitude and a good emotional state. It can also stimulate the individual's internal motivation and creativity, and enhance their self-confidence and self-realization ability. Finally, from the perspective of practice, the spirit of labor has become an important part of the mental health education of contemporary college students and has great significance in the mental health education of college students. Through learning the spirit of labor, students will better understand their inner needs and development direction, better understand themselves, clear goals, and plan for the future. By cultivating students' hard work attitude and creative problem-solving ability, they will be more likely to achieve achievements and honors in future life. By learning the value and role of the spirit of work, students will learn how to deal with complex interpersonal relationships and better control their emotions and behaviors.

Nowadays, the mental health problems of college students have jeopardized their physical and mental health. To better promote the comprehensive development of the physical and mental health of college students, colleges should focus on the cooperative education of labor education and mental health education, build a diversified curriculum teaching system, and enhance the physical and mental health level of college students through mental health intervention and the training of labor skills and labor consciousness. It lays a good foundation for the all-round development of college students' morality, intelligence, sports, aesthetics, and labor.

Under the background of the new era, it is an important way to improve the quality of higher education and promote the all-round development of students to build a collaborative education system of labor education and mental health education for college students. To achieve this goal, it is necessary to carry out in-depth reforms from multiple dimensions such

as educational integration, educational innovation, and teaching supervision, to ensure that labor education and mental health education can be closely linked and jointly affect the growth and development of students.

Mental health education is a means to enhance students' ability and quality, and a necessary means to train talents who meet the needs of social development and socialist construction. Teachers are required to infiltrate positive psychological education concepts into different processes and links of students' education, improve students' mental health levels, and tap students' potential through various forms of labor education with rich content. To help students more actively feel life, experience life, and consciously become a new era to promote the development and construction of socialism in our country.

2. The Values of Labor Spirit in College Students' Mental Health Education

In today's social environment, college students are faced with many pressures and challenges, such as academic performance, employment competition, family and social pressure, etc. These factors will affect students' mental health status. Therefore, it is important to know how to improve the mental health level of college students. Labor spirit is a kind of positive mental state, that originates from workers' production, life experience, and social practice, and its core is people's self-realization consciousness and longing for the future. Therefore, there is a close relationship between labor spirit and mental health education. First of all, the spirit of labor is a positive spiritual force, which can stimulate people's creativity, innovation ability and self-realization consciousness, but also enhance the personal sense of social responsibility, so that people pay more attention to their work and life quality. Secondly, mental health education is a comprehensive education model focusing on prevention which aims to maintain students' physical and mental health by improving their cognitive level, emotional regulation ability, and social skills. In this case, the spirit of labor can become an important part of mental health education. Teachers can motivate students to learn and grow by telling stories of their own or others' experiences or sharing some successful cases. Students can also be encouraged to participate in voluntary activities, public welfare, and other practical projects to help them establish a correct outlook on life and values. Finally, the spirit of labor can also provide strong support for mental health education, only with a good attitude and positive attitude to life in order to better cope with various challenges and pressures in life. Therefore, integrating labor spirit into mental health education is helpful to improve students' psychological quality and development potential.

As an important humanistic care concept, labor spirit emphasizes the combination of self-realization and social responsibility and the ideological system of individual development and collective interests. Against this background, integrating labor spirit into college students' mental health education can effectively promote their all-round development. Firstly, the spirit of labor can help college students establish a correct outlook on life and values. Through the understanding and practice of labor spirit, college students can not only realize their life values but also better recognize their own social environment and role positioning. Secondly, the spirit of labor can enhance the sense of responsibility and mission of college students. Through the guidance of labor spirit, college students can have a deeper understanding of their role and status, to form a positive attitude and action. Finally, the spirit of labor can also stimulate the creativity and innovation ability of college students. Through the edification of labor spirit, college students can have a deeper understanding of the development process and future development trends of human civilization, and then make greater contributions to society. Therefore, the spirit of labor is an important value concept, and it is also an indispensable part of the mental health education of college students.

3. Cooperation Education of College Students' Labor Education and Mental Health Education

3.1. The significance of college students' labor education and mental health education

As an indispensable part of the education system, labor education is rich in connotation, spanning the complete education chain from primary school to college, aiming to build a systematic and all-around ecological environment of labor education. Under this framework, labor education not only focuses on the cultivation of skills, but also touches students' ideological level, psychological structure, logical thinking, and behavior mode at a deeper level, and has a profound impact on college students' professional accomplishment, cultural heritage, and moral quality. Therefore, integrating labor education into college education practice not only strengthens students' ability in professional skills, labor skills, labor concepts, and labor enthusiasm but also further improves the training system of higher talents, making labor education an indispensable educational element in shaping the future pillars of our country. At the same time, mental health education occupies a pivotal position in the higher education system and has gradually realized the normal education configuration. Taking labor education as the carrier and promoting its deep integration and collaborative education with mental health education, this innovative model has a significant complementary effect on both of them. This model not only greatly enriches the practical connotation of labor education and enhances its effectiveness but also opens up a new path for mental health education, guiding it to examine and promote the development of students' physical and mental health from a broader perspective. Through the interaction between labor and mental health education, it can not only build a diversified curriculum teaching system covering knowledge imparting, skill training, and psychological adjustment but also provide a platform for college students to grow in practice, temper in labor, and develop in an all-around way in psychological nourishment.

3.2. Strategies for college students to combine labor education with mental health education

(1) Promote the deep integration of labor education and mental health education

In the higher education system, promoting the deep integration of labor education and mental health education is the key strategy to deal with the lack of effective connection between the two in teaching practice. To achieve this goal, colleges need to strengthen teachers' teaching cooperation, regular teaching discussions, and joint development of curriculum teaching plans. Firstly, colleges should conduct an in-depth analysis of the specific needs and characteristics of labor education and mental health education, and clarify their respective educational priorities. On this basis, through strengthening the construction of teachers, such as organizing interdisciplinary training, establishing teacher exchange platforms, and so on, as well as building a smart education environment, the diversified exchanges of teachers in teaching concepts, methods, and skills are promoted to ensure that labor education and mental health education can be jointly promoted according to a unified educational goal. Secondly, colleges should establish a regular evaluation mechanism for labor education and mental health education to systematically analyze the effectiveness of collaborative education. By collecting data on teachers' teaching feedback, students' learning outcomes, and mental health status, colleges can accurately identify weak links in the teaching process and adjust teaching strategies promptly. This dynamic adjustment not only helps to improve the pertinence of teaching but also provides a scientific basis for teachers to improve teaching practice. Finally, at the level of the curriculum plan, colleges should adopt the fine strategy of stages, groups, and problems. Through the joint formulation of the curriculum syllabus, the specific integration points of labor education and mental health education in content selection, method application,

model innovation, and other aspects are made clear, to ensure the close connection between the two in teaching practice. This progressive educational practice strategy helps improve the overall quality of collaborative education and maximize the education goal.

(2) Promote innovation and exploration of collaborative education in colleges

To enhance the foresight and innovation of the collaborative education system in colleges, and promote its development with the era, colleges must strengthen their teaching innovation and educational exploration. On the basis of the clear long-term goal of collaborative education, colleges should take stimulating students' learning interests as the first principle and design teaching activities accordingly. Specifically, colleges should develop interesting and interactive labor education courses, as well as experiment courses of mental health education with gamified elements, to enrich teaching content and attract students' attention. By designing teaching projects that are close to the reality of students' lives and in line with their interests, students' learning motivation can be stimulated, their understanding and memory of key knowledge points can be improved, and their learning ability and learning quality can be comprehensively improved.

In addition, colleges should build diversified teaching and training platforms to provide practical opportunities for students, and also provide teachers with a window to understand students' learning status, psychological status, and labor skills. The establishment of such a platform can help teachers adjust teaching strategies according to the actual situation of students and enhance the pertinence and effectiveness of teaching. Through the operation of the practical training platform, colleges can break the limitations of traditional collaborative education methods, explore more diversified education models, such as project-based learning, flipped classrooms, etc., and promote the collaborative education of labor education and mental health education in more flexible and diversified ways.

(3) Establish a comprehensive supervision and management system for collaborative education in colleges

In the higher education system, it is important to construct a comprehensive and efficient cooperative education supervision and management system to promote the deep integration and effective implementation of labor education and mental health education. The construction of this system should focus on providing a solid support framework for the collaborative education practice activities combining online and offline. With the rapid development of information technology, the bidirectional integration of online and offline teaching modes has become an important trend for many colleges to explore a new path of collaborative education. To maximize the potential of this teaching mode, colleges must establish a set of perfect supervision mechanisms to ensure seamless docking and efficient interaction of online and offline teaching activities.

Specifically, colleges should make better use of big data platforms and their powerful data analysis capabilities to implement comprehensive data information collection and regular sorting. This initiative aims to provide teachers with accurate teaching feedback and improvement suggestions through digital means, to optimize the curriculum design and practical effects of labor education and mental health education. Big data analysis can not only help teachers identify the weak links in teaching but also provide a scientific basis for the adjustment of teaching strategies for collaborative education. At the same time, colleges should build an integrated teaching management platform, including all aspects of collaborative education, to achieve the standardization and refinement of teaching management. This not only helps to improve teaching efficiency but also ensures that the collaborative education system, with the support of the supervision and management system, gives full play to its comprehensive advantages in multiple educational dimensions.

Considering the special nature of labor and mental health education, colleges should flexibly adjust management strategies when constructing supervision and management systems to meet the needs of different teaching scenarios. It is an effective attempt to adopt the trinity management mode which combines teacher management, student management, and decision-making management. This mode can not only enhance students' self-management ability, but also enrich the management means of collaborative education through multi-level supervision and feedback, and improve the effectiveness and pertinence of management.

(4) Improve the educational feedback mechanism of collaborative education

Optimizing the educational feedback mechanism of collaborative education is the key to improving the teaching quality and solving educational problems in time. Given the special needs of labor and mental health education, colleges should design two parallel feedback mechanisms to ensure continuous improvement and optimization of educational activities.

The first mechanism focuses on feedback from students' learning practices. Students are encouraged to take the initiative to put forward the problems and deficiencies encountered in the course learning process, and colleges respond and correct these problems in time through systematic teaching and research. This mechanism aims to establish a student-centered feedback loop that quickly responds to students' learning needs, so as to continuously improve the teaching effect and students' learning satisfaction.

The second mechanism focuses on the construction and promotion of teachers. Colleges should formulate personalized collaborative education development plans according to each teacher's professional background, teaching style, and educational advantages. Through the teaching strategy of promoting strengths and avoiding weaknesses, we can promote the complementary advantage of teachers of different disciplines, and promote the deep integration of labor education and mental health education. At the same time, this mechanism should also include regular evaluation and feedback on teachers' teaching effects, to encourage teachers to continuously improve their teaching level and better adapt to the educational requirements of collaborative education.

A perfect educational feedback mechanism can not only enhance teachers' and students' knowledge and understanding of education problems, but also provide valuable improvement directions for colleges, effectively prevent the recurrence of educational problems, and comprehensively improve the quality of collaborative education.

(5) Promote the innovation of a collaborative education assessment system

As an important means to evaluate the effect of education, the application of teaching assessment in the cooperative education of labor education and mental health education also needs innovation and adjustment. Although the assessment methods of these two types of education differ from those of professional courses and pay more attention to the assessment of the educational process and the examination of students' learning attitude, colleges still need to make timely adjustments to the assessment content, standards and strategies according to the actual needs of collaborative education to ensure the realization of educational goals.

In the design of examination content, colleges should pay attention to the integration and penetration of labor education and mental health education. For example, integrates mental health elements into labor education to guide students to cultivate a positive mentality and emotional management ability in labor practice. At the same time, the education of labor values should be strengthened in mental health education to enhance students' social responsibility and practical ability. Through this kind of integrated examination content design, students' learning results can be evaluated more comprehensively and objectively, and students' comprehensive quality can be improved comprehensively.

In addition, colleges should adopt more flexible and gentle assessment strategies to avoid excessive study pressure on students. The examination should focus on the students'

understanding and application of knowledge, rather than the simple memory and test-taking skills. By designing challenging assessment tasks that are close to the reality of students' lives, students' interest in learning and enthusiasm for participation are stimulated, so that assessment becomes an effective way to promote students' self-growth and reflection.

4. The Development Path of College Students' Mental Health Based on Labor Education

4.1. Carry out practical training

Many college students have not yet formed the correct labor consciousness, habits, and ideas. Once the school organizes labor activities, it will inevitably cause antipathy among the students. In compulsory labor activities, students' inner emotions are more depressed and there is a psychological tendency to escape from labor tasks, and it is difficult to feel joy brought by labor activities. Given this situation, labor teachers should carry out targeted practical training activities to help students feel the charm of labor, and temper students' willpower and endurance so that students can control their emotions. For example, cookout activities are organized regularly to encourage students to complete tasks such as building cookstoves, collecting wood, and making fire through practice. Based on practical training, colleges need to set up theoretical courses in labor education. Teachers can guide students to clarify the necessity and importance of labor through problem-driven methods, to help students increase labor skills and improve the comprehensiveness of labor education. Of course, teachers can also set up interesting theoretical problems of labor education in combination with students' psychological conditions. In the problem set, the corresponding psychological education knowledge is infiltrated to solve the psychological troubles or puzzles encountered by students in the process of labor.

4.2. Model education

To help students form correct labor values and habits in labor activities and enhance students' sense of social responsibility, labor teachers need to innovate traditional education forms and methods. Model education is a more effective form of education, which can combine students' imitation psychology and identification psychology, lead students out of psychological misunderstanding, and develop a good positive psychology. For example, regular selection of labor pacesetters, taking labor enthusiasm and participation times as the criteria for student evaluation, and leading other students to carry out labor activities according to the behavior of "labor pacesetters". Teachers should also pay attention to their own "words and deeds", present their "hard-working" and "labor-loving" side in front of students, seriously demonstrate, so that students can truly understand and know labor, encourage students to resist the psychology, into positive psychology, so that all kinds of educational content through the "physical practice" way, pass to students. Of course, in the process of exemplary education, teachers also need to penetrate the corresponding educational concepts through the "leading" and "guided" education methods to improve the quality of labor education.

4.3. Focus on exciting activities

Labor education can help students get in a good mood and promote the manifestation of students' personalities. However, in the process of labor education, teachers must pay attention to "exciting activities", grasp students' psychological emotions, interests, and preferences, flexibly set labor forms, guide students to correct their attitude and relax their mood in activities, and develop good working habits. First of all, in the aspect of campus labor, schools should change the traditional form of cleaning, campus beautification, activity arrangement, and other work as an important form of labor education, through the penetration of aesthetic ideas, improve students' enthusiasm to participate in labor activities. The second is social labor.

Schools should strengthen ties with social enterprises and government agencies, and provide students with enterprise labor, volunteer labor, and other forms of activities. Finally, in family education, especially during winter and summer vacations, teachers should strengthen home-school cooperation and encourage students to actively participate in the process of family labor. Before the activities are carried out, teachers must enhance the fun of labor forms and pay attention to students' feelings at the psychological level. If students are tired of the repetitive labor process, they should adjust the labor content in time. Only in this way can teachers better promote the development of students' healthy psychology.

4.4. Ensure that rewards and punishments are clear

Clear reward and punishment for promoting the development of students' mental health has a clear practical value and significance, not only can enhance students' satisfaction, enhance students' sense of responsibility, but also improve the quality of labor education. From a psychological point of view, labor is an important way for students to reflect on their values. By rewarding or praising students' labor behavior, students will obtain positive emotions and form a positive psychology. Therefore, teachers should encourage and praise students who are active and have a good attitude on time. For evasive and lazy students, teachers should punish and guide them, make them understand the seriousness of the matter, and gradually make them realize the meaning and value of "labor". In the choice of punishment, teachers should be moderate, pay attention to the characteristics of students' psychological development, and avoid the psychological impact on students, to maximize the psychological promotion role of labor education. In addition, to achieve the goal of clear rewards and punishments, teachers should formulate corresponding evaluation standards and systems to evaluate students' participation in labor activities from the perspectives of emotion, attitude, and enthusiasm.

4.5. Care and trust students

Taking students as the center, caring for students, caring for students, meeting students' needs, and promoting students' growth from the perspective of students can better help teachers find students' negative psychology and negative emotions in the labor process, excavate or carry forward students' positive psychology, and create a good working atmosphere. First of all, teachers should empower students to make decisions, enhance students' sense of responsibility, mobilize students' enthusiasm, so that students can be more willing to accept labor education and participate in labor activities at the psychological level, and improve labor quality. The second is to resolve psychological misunderstandings. In the process of participating in labor activities, some students will have obvious psychological resistance, teachers should not blindly criticize and accuse. From the perspective of students, we should clarify the reasons for the formation of resistance psychology, help students out of the misunderstanding, and reduce their psychological barriers to the labor process. For example, it is difficult for some students to improve their labor quality due to physical reasons. At this time, teachers should praise students for working while sick and guide other students to help them. In addition, in the process of love and trust education, teachers should infiltrate the content of positive psychology and pay attention to the cultivation of students' positive emotions and positive experiences.

5. Conclusion

College students are in a critical period of psychological development, and also an important stage of the formation of values, outlook on life, and world outlook. Only with good psychological quality can students flexibly cope with various challenges put forward by the future society and better participate in the process of socialist modernization. Labor education is an obvious necessity and important to promote the development of students' mental health. It is an important starting point for college students to realize their values and actively

participate in socialist construction. By deepening the work of labor education, we can lay a solid foundation for the “innovative” and “modern” development of our country’s labor education work.

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