

Investigation on the application of physical mental health education in the exploration of ideological and political education of Party building

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Abstract

This study investigates the application of physical mental health education (MHE) to the investigation of ideological and political education (IPE) in the context of Party formation. This article utilized the methods of literature, teaching observation, experiment, and mathematical statistics. The research object was the ideological and political teaching design of college sports and health basketball courses, and the practice object was first-year students. Regarding the ideological and political integration of political identity education, there was a significant difference between the practice class and the control class, and the mean of each question in the practice class was higher than in the control class. It is essential to comprehend the mental health of college students in-depth and to integrate it through IPE, to establish a curriculum ideological and political construction system, and to guarantee the sustainable development of curriculum IPE from the mechanism.

Keywords: College physical education curriculum; Ideological and political education; Mental health; Application Research

1. Introduction

Healthy psychological cognition should be the foundation for everyone's thought cognition, behavior norms, and moral awareness, among other things. When conducting ideological and political education (IPE) in colleges and universities, we should pay close attention to college students' mental health (Eryong & Li, 2021). With a healthy mind, college students can adapt to college life and have joyful, harmonious interpersonal relationships; therefore, IPE will play a more significant role under these conditions. Deny that some college students are psychologically unhealthy, there are understanding deviations, such as split personality, closed self, and distance from the students. It is extremely dangerous for colleges and universities to allow such students to engage in IPE, as the effect will naturally diminish (Zhang, 2021). To guarantee and enhance the efficacy of IPE in colleges and universities, we should implement a practical and effective psychological education based on this knowledge. This will ensure the mental health of college students.

The theory of incorporating and promoting the ideological, political, and cultural education of college students, as well as MHE, is a crucial tool for meeting new challenges. In order to advance concrete combination means, our universities should adopt the following strategies to combat the challenge battle: provide a lasting team guarantee for the integration of IPE and MHE, strengthen team building, and strengthen parents' knowledge of teaching education, compliance with classroom education, as the IPE and MHE

integration and promotion of the core content (Yu, 2021). The policies should be devised to reform the information content and method of group study work and the IPE and MHE systems for students. Since 1994, the combination of IPE and MHE has been investigated. In addition, the combination of IPE and MHE has an upward trend of improvement. It promotes efficient integration between the two in order to improve the quality and efficacy of education, as well as to better serve students' learning, cultivate outstanding composite talents, and promote high-quality rehabilitation—the development of talent selection (Rong & Gang, 2021).

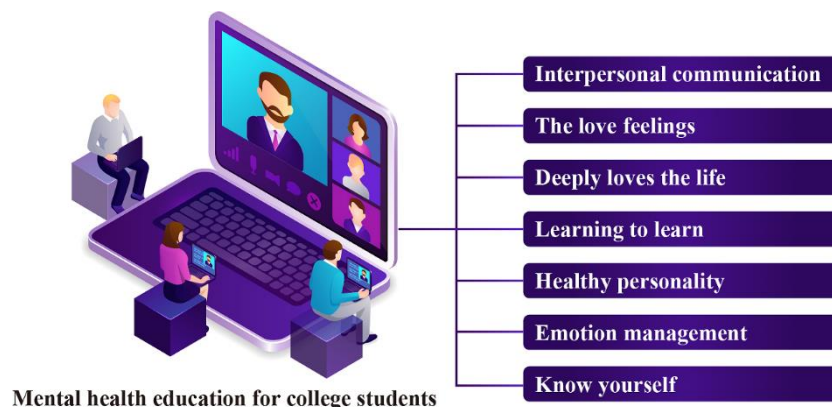
The shared vision can guide students' ideas to ensure their physical and mental health, which is conducive to teachers establishing the correct model moral concept, thereby enhancing students' reforming, analytical breakthrough, and practical skills. College students' mental health, moral character, and values are significantly affected by IPE (Liu, Zhao, & Starkey, 2021). The moral and psychological status of college students encountering the presented problems is significant. Based on this, this study (Cahill et al., 2019) discusses the application of psychological education in IPE in colleges and universities. This paper discusses the function of psychological education and IPE in colleges and universities before proposing the implementation of MHE in IPE in colleges and universities. In conclusion, applying psychological education methods to ideological and political educators in colleges and universities posed the expectation that studying other relevant ideological and political educators would provide some inspiration and reference.

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Modern college students face a more complex and diverse social environment, educational environment, and family environment due to the rapid growth of the market economy. In addition, it has increased the employment, economic, academic, and emotional pressures on college students. Under such a historical context, college students are prone to developing severe psychological issues. Incorporating IPE into college physical education (PE) is not only a requirement for college PE reform but also to optimize teaching objectives and content. It is also intended to accomplish the objective of training university talent and fostering the growth and improvement of today's college students' ideological and moral qualities

(Simanjuntak & Sukresna, 2023). As a team sport with a high level of physical intensity, basketball participation necessitates an abundance of physical ability, skillful technology, and a good mentality, as well as correct and positive moral qualities (Zang, 2022). Incorporating IPE into college basketball courses not only exercises students' bodies and wills but teaches modern college students to develop the will quality of respecting opponents and rules and not conceding defeat, thereby enhancing their team cooperation ability and psychological quality. Figure 1 illustrates the psychological health of college students. This topic will be worthy of in-depth research on promoting the holistic development of modern college students.



Mental health education for college students

Figure 1. The mental health problems of college students

2. Literature Review

The so-called curriculum of IPE refers primarily to the integration of different subject courses and IPE courses by constructing the pattern of a full staff, full course, and full course education, then forming the collaborative development between courses and courses and incorporating the concept of "building morality and cultivating people" into the instruction of different subject courses. Barkas, Armstrong, and Bishop (2022) argued in their article "College IPE should be combined with MHE" that the MHE phase near the work should be strengthened. In addition, it is necessary to strengthen and improve the moral education in universities. IPE and MHE combined with the education concept are effective programs with a high ideological impact used in some colleges and universities as a method of political education instruction. Azimovna and Ugli (2022), in her consideration of IPE, emphasized that the relationship between IPE and MHE refers to the theory's accurate grasp of pertinent information and careful implementation in the process of comprehending the relationship between the two in order to eliminate unilateral comprehension, the solution of the mutual branch. The theoretical value and practical significance of holding and combining should expedite the

growth and development of IPE and MHE. Xue et al. (2021) noted that most female college students are influenced by multiple factors, which can lead to serious ideological and moral issues and mental health issues. Furthermore, the intersection of political and ideological ideologies with MHE concepts presents formidable obstacles. Scott and Oliver (2022) believe that the so-called "curriculum IPE" is primarily intended to integrate the content and elements of IPE into the practical studies of different disciplines, to provide students with multi-directional and multi-angle moral education, and to guide students in establishing the correct three points of view and that the content of IPE has been implemented.

Currently, "curriculum IPE" is a significant aspect of IPE reform in colleges and universities and a significant expression of the essence of education in colleges and universities. As for the concept of curriculum IPE, Parks et al. (2022) believe that the key to IPE for colleges and universities is to adhere to the "moral education and cultivation of people" and to adopt this as the political orientation of university administration. The IPE in colleges and universities permeates the entire college education and teaching process, views the training of dependable socialist successors as the purpose of education, and seeks to enhance the IPE value of today's

college students. Furthermore, "curriculum ideological and political affairs" is not a course or activity but rather an educational concept incorporating IPE-related factors into other disciplines' curriculum practice. [Yang and Yang \(2022\)](#) investigated the concept of "curriculum ideological and political affairs" and discovered that "curriculum ideological and political affairs" emphasizes the pedagogical connotation in the spirit of curriculum construction in the course of practice. It has established the value of the virtue-based course and the discovery of the unity of virtue and knowledge-seeking and elaborated on the phrase "virtue builds people" in particular.

In his research, [Ping Wang \(2020\)](#) found that as "curriculum ideology and politics" continue to develop, this concept has gradually become an essential embodiment of moral education reform in colleges and universities. Nevertheless, based on the summary of relevant materials, no effective plan can be replicated. In his research, [Dong \(2019\)](#) proposed that universities must establish the IPE concept based on "implicit IPE" and through the development of IPE in universities in order to solve the problem of incompatibility between professional courses and IPE. [Xiaoqi Wang \(2020\)](#) conducted an experimental investigation into the current ideological and political curriculum implementation in Chinese college instruction. He believed that the prevalent method and content of teaching Chinese in college were divorced from political and ideological theory. It also made integrating ideological and political curriculum with college-level Chinese difficult. The cause of this issue was teachers' divergent approaches to education. To promote students' all-around development and create the groundwork for the future development of college Chinese, teachers must change their teaching concepts and enrich the corresponding teaching methods. [Susanti et al. \(2020\)](#) investigated the essence of moral education in higher education institutions. He believed that education in colleges and universities cultivates students' moral character and that different disciplines have various teaching methods.

We can then use this as a "medium" to continuously improve the corresponding teaching system, construct a curriculum ideological and political platform with subject courses as the main body, and promote the integrated development between different disciplines and curriculum ideological and political development ([Rogers et al., 2022](#)). [Nanda, Tuteja, and Gupta \(2022\)](#) studied the integration of the two from the standpoint of ideological and political courses and argued that, as the primary component of PE in colleges and universities, PE courses should fully express their educational functions, similar to IPE courses. [Meng](#)

[et al. \(2020\)](#) stated that developing public PE courses in colleges and universities could effectively improve the physical quality of college students, which is conducive to developing a lifelong awareness of PE and a strong will. Due to the influence of the concept of competitive sports in the teaching process, the teaching content of public PE courses is currently too skewed towards teaching skills and lacks moral education, thereby failing to fulfill their essential function of educating people.

[Sharp et al. \(2022\)](#), using vocational colleges as their research object, investigated the IPE of physical education (PE) courses in vocational colleges. They concluded that the state attaches increasing importance to students' IPE and views moral cultivation as the fundamental task of college student education. IPE must permeate the entire education and instruction process ([Gong & Gao, 2021](#)). Furthermore, new requirements for PE teaching were also proposed; This has a significant role in promoting and practical significance for forming the three perspectives of students in higher vocational colleges. Since the Guidelines for Ideological and Political Construction of University and Other School Curricula were just released in May 2020, there has been no prior research on the convergence between basketball courses and ideological and political integration in college PE and health courses. The basketball course is an integral component of the PE and health curriculum. It differs from other courses in that it primarily consists of outdoor courses, whereas most courses, including college Chinese, College English, and advanced mathematics, are taught indoors ([Jiang, 2020](#)). The ideological and political case teaching design of college basketball courses differs from other course categories. It must integrate IPE into technology- and skill-based instruction. Indeed, the significance and value of ideological and political theory in college sports and health basketball courses are discussed from the country, society, basketball course, and individual perspectives. In addition, the current research orientation of the integration point and integration method of ideological and political theory in basketball courses is relatively novel, contributing to this study's research value.

3. Methodology

3.1 Research Objects

The scientific concept of healthy development should include three extended meanings: first, healthy bodily flexibility, primarily from the body and organs and other physiological aspects of their health, normal body-related functions, and a positive outlook on life. The second is a healthy psychological bear force, the reason for which

includes personality traits and individual moral sentiments, objective understanding, positive emotions, and strong will sexual physiology and psychology, as well as individual moral personality cultivation with the differentiation between good and evil, true and false, beauty and ugliness, honor and shame, and other moral concepts. Third is health, and the two aspects of family and social relations, including social adaptability and the process of people's association with society, can adapt to the social environment, according to the social norms with a certain system of principles, can freely control their behavior, and are better equipped to deal with interpersonal relationships and the relationship between people. A healthy and stable mental state is just as essential as a healthy and strong physical body. The state shall implement and regulate the content of MHE and IPE in the relevant policies that direct the sustainable development of the education system. There is a comprehensive analysis of the function of promoting MHE in IPE from multiple perspectives, including devotees and the education system. For the full participation of college students' mental health in IPE, the CPC Central Committee, Ministry of Education, and other departments have progressively released several opinions and outlines, providing the most fundamental policy assurance.

The psychological quality, ideological quality, scientific and cultural quality, and physical quality are enumerated as the comprehensive quality development of college students in the implementation outline of MHE for college students (Try Line). In addition, the four primary contents of the remaining contents of MHE should be sorted scientifically for ideological and moral development. The college must establish time parameters for preparing undergraduate MHE-related evaluation processes, special lectures, and other assignments. The Ministry of Education states clearly that "class auxiliary the guides should play the daily IPE function, to promote the healthy development of college students and to enhance the psychological quality of active work" In addition, we should pay heed to the mental health of class teachers, counselors, and other cadre teachers engaged in ideological and political-administrative work with students Kang. " To achieve this objective, universities must implement IPE, and not only deepen psychological health in the curriculum of ideological and moral cultivation Kang's education of children but also to enhance the function of MHE and strengthen the daily IPE curriculum.

College is a transitional period for college students to integrate into society. Many college students will progressively and actively interact with society during this time. Therefore, at this stage, creating a positive social

environment for college students is crucial for healthy physical and mental development and formulation of correct ideological and political concepts. This is also a requirement for the education of all members of society. Promote MHE knowledge in society, encourage the growth of MHE, and encourage the public to focus more on MHE. As members of a society that places a high value on mental health, college students will participate in and pay attention to their psychological well-being. It will inevitably promote the growth of IPE in universities. This study examines the ideological and political instructional design of a college PE and health basketball course. Class 1 and 2, students of the Department of Economics and Management of the Modern Arts and Science College of a normal University, some front-line PE instructors, and ideological and political professors were investigated.

3.2 Literature method

On academic websites such as China Journal Network and China National Knowledge Infrastructure, many articles related to the ideological and political affairs of the curriculum were consulted during the research process for this study. In addition, a significant number of germane books were also consulted in the library. In addition, the pertinent literature was meticulously summarized, and the contents were summarized. It provides a comprehensive theoretical foundation and in-depth analysis for this research and serves as a reference for its comprehensive development (Zhao et al., 2020).

3.3 Teaching observation method

3.3.1 Observation before teaching design

The advantages and disadvantages of the observed basketball courses are then summarized. Combined with the specific teaching practice, the teaching methods and classroom organization forms related to the PE of this study are identified, and the ideological and political elements in the observation class as well as the integration method and opportunity of curriculum IPE are used as references to generate ideas and provide a basis for the teaching design and practice of this study.

3.3.2 Observation in classroom teaching

Observe students' behavioral performance in the classroom, concentrate on the changes in students' emotional actions when the ideological and political integration of the course, observe students' mastery of movement skills in this class and the changes in classroom discipline and classroom atmosphere at the end of the class and summarize the effect of the ideological and political integration of the course and the areas that need improvement. The teaching design is revised based on

classroom observation feedback, and then the teaching practice is repeated to evaluate the enhanced teaching effect. This link may be repeated until the ideological and political components of the course are appropriately chosen, the timing and method of integration are appropriate, and the teaching effect is substantially enhanced (Craig et al., 2022).

3.3.3 Observation after classroom teaching

It is comprised of teaching video observation and post-class observation of student activities. Teaching video observation is to record the entire course of each classroom teaching, review the entire teaching process after class, observe and analyze teachers' teaching skills, techniques, and students' classroom performance during the teaching process, analyze the interaction between teachers and students, classroom atmosphere, and classroom quality, summarize the benefits and drawbacks, and improve the quality and effectiveness of the next teaching practice. Students' after-class activities were observed, primarily through social network platforms such as Learning Link, class WeChat group, and microblog, in order to observe students' subsequent reactions to the ideological and political topics integrated into the practice class, summarize the ideological and political aspects of basketball that students are interested in, and test the effect of integrating ideological and political elements into classroom instruction.

3.4 Questionnaire survey

This study examined the "Questionnaire Survey on the Teaching Design of High School Mathematics from the Perspective of Curriculum IPE" in conjunction with the characteristics of college PE and health education instruction. In addition, the "Questionnaire Survey on the Item 1: Physical quality

Table 1

High score standard of running touch

Points	20	18	16	14	12	10	9	8	7	6	5	4	3	2	1
Male	3.2	3.15	3.1	3.07	3.05	3.03	3.0	2.95	2.90	2.85	2.8	2.77	2.75	2.72	2.7
Female	2.8	2.78	2.77	2.76	2.75	2.72	2.69	2.67	2.65	2.63	2.6	2.57	2.55	2.52	2.5

Start timing from the intersection of the right side of the court and the half-court line while facing the basket with the right-handed dribble layup. After the ball is hurled into the basket, it is carried with the right hand to the left sideline and the center line of the half-court. Then execute a left-handed dribble layup shot from behind the basket. Additionally, he should dribble with his left hand to return to the initial starting position. The timer will halt when you return to the starting position. Test requirements: continuous dribbling; only after the

Teaching Design of College PE Integrated with Curriculum IPE" was devised to assess the teaching effect and effectiveness of curriculum IPE integration into PE.

3.5 Teaching experiment method

The first and second classes of first-year students in the Department of Economics and Management were selected as the practice and control classes, respectively, and the curriculum's ideological and political integration teaching and conventional teaching were implemented. The PE scores and questionnaire results of the curriculum ideological and political integration of the two groups of students were compared and analyzed after the teaching practice, and the teaching effect of the integration of college PE into the curriculum IPE and students' recognition of it was discussed.

3.6 Mathematical statistics

Expert interview and survey questionnaire data were summed, averaged, and compared using EXCEL2016, SPSS 23.0, and additional software to support the conclusion of this study (Mannah-Blankson & Asiseh, 2021).

4. Results and Discussion

4.1 Evaluation Criteria

The basketball level evaluation is used to evaluate the students' capacity for learning. Following the basketball unit's syllabi, the basketball unit exam items are determined by visiting front-line PE teachers and consulting with subject matter experts. To facilitate comparisons of students' overall basketball skill levels, the test items are scored, and the total of the four scores is 100 points. The information is presented in Table 1.

basket may dribbling continue; unlimited shooting methods. Students must shoot from the free throw line after a rebound and then move to the free throw line to fire the required number of shots. Table 2 summarizes the results.

Table 2

Scoring standard of shooting

Scores	20	18	16	14	12	10	7	5
Number of shots	8	7	6	5	4	3	2	1

After consulting with the department regarding class size and instruction schedule, it is determined that basketball game week will occur during extracurricular activities. It is a three-on-three basketball competition. Each game is 15 minutes long. The referee teaches basketball full-time. I, along with a few PE Teaching and Research Office instructors, will produce technical statistics for the students. Individual offensive ability, defensive ability, and tactical awareness make up the three components of technical statistics. Personal offensive ability is determined

by the number of successful shots, penetrations, and passes; personal defensive ability is determined by the number of successful thefts and rebounds, as well as the level of marking and cooperative defense. Individual tactical actions and the conversion rate between offense and defense evaluate tactical awareness.

Evaluation Criteria: To facilitate the basketball level test, the game technology statistics are calculated based on the score; the maximum score is 40, and the specific calculation criteria are detailed in Table 3.

Table 3

Price standard of basketball competition

Technical statistics item	Standards
Shooting (5 points)	Make a shot count 1 point, full 5 points
Breakthrough (5 points)	Successful breakthrough counts 1-point, a full score of 5 points
Passing (5 points)	A successful pass counts 1-point, the full score of 5 points
Steal (5 points)	A successful steal counts as a 1-point. The full score of 5 points
Rebounds (5 points)	A successful rebound counts 1-point, the full score of 5 points
Defense level (5 points)	The overall marking and cooperative defense level is divided into four grades: excellent, good, qualified, and unqualified, corresponding to 5, 4, 3, and 2 points, respectively.
Tactical awareness (10 points)	According TO THE conversion speed OF attack and defense, the consciousness of fast attack, and the overall reflection level of individual tactical action, the students are divided into four grades: excellent, good, qualified, and unqualified, corresponding to 10, 8, 6 and 4 points, respectively.

4.2 Questionnaire

This questionnaire contains four dimensions, each with five questions, according to the basketball course's ideological and political content division and theoretical foundation. Education regarding political identity is the first component. The second component is patriotic education. The third dimension is the education of cultural character, and the fourth is the education of moral cultivation. The five questions in each dimension assessed the degree of students' comprehension and recognition of five aspects: the content of curriculum ideological and political integration, value guidance, learning effect, comparison with traditional teaching, and the identity of curriculum ideological and political integration in PE classrooms. Each question has five possible responses, ranging from strongly disagree to concur strongly. We can determine the effect and influence of ideological and political integration in this teaching practice by analyzing and summarizing the questionnaire's results.

4.2.1 Comparative analysis of total basketball scores between practice class and control class after ideological and political integration

$P > 0.05$ indicates no significant difference between the cumulative basketball scores of the practice and control classes, as shown in Table 4. However, the standard

deviation of the practice class is 7.059, which is less than that of the control class, indicating that after the ideological and political integration, the basketball scores of the practice class are more concentrated and stable than those of the control class. The two classes have the same effect on professional development in this course.

Table 4

Statistical analysis of total basketball scores of students in practice class and control class after ideological and political integration

Group	N	mean	standard deviation	F	P
Practice Class	50	71.18	7.059	2.7230.563	>0.05
Control group	50	72.08	8.347		

4.2.2 Comparative analysis of the effect of ideological and political integration between practice class and control class after ideological and political integration

As shown in Table 5, in the ideological and political integration of political identity education, there are significant differences between the practice class and the control class, with $P < 0.05$ for each question, and the practice class has higher mean values for each question than the control class.

Table 5

Statistical analysis of the integration effect of political identity education in practice class and control class

	Group	N	mean	standard deviation	F	P
x ¹	Practical Class	50	3.52	0.7351	21.32	0.000
	Control group	50	2.76	1.1877		
x ²	Practical Class	50	3.52	0.7351	12.88	0.001
	Control group	50	2.88	1.1542		
x ³	Practical Class	50	3.10	0.7890	24.89	0.020
	Control group	50	2.62	1.1933		
x ⁴	Practical Class	50	3.86	1.0500	0.403	0.001
	Control group	50	3.10	1.1294		
x ⁵	Practical Class	50	3.82	0.8965	1.731	0.009
	Control group	50	3.30	1.0351		

Comparing the five problems in the four dimensions of ideological and political curriculum between the practical and control classes, the mean of the first three problems in each dimension is substantially greater for the practical class than for the control class. The first three questions examine the subjective feelings of students regarding the effectiveness of ideological and political integration in teaching from three perspectives: whether it is integrated into the ideological and political curriculum, whether it can improve the level of ideological and moral character, and whether it has been integrated in the past. Significantly more students in the practice class recognize the efficacy of the ideological and political integration of the three perspectives than in the control class, indicating that the course's ideological and political integration is successful. Except for the dimension of political identity education, the mean values of the final two questions in the ideological and political dimensions differ significantly between the practical and control classes. However, there are no significant differences in the dimensions of family-country sentiment education, humanistic quality education, and moral cultivation. The final two queries of each dimension are the subjective identification degree of students regarding whether integrating IPE into the PE curriculum facilitates PE learning and the subjective identification degree of integrating IPE into the PE curriculum. In conventional PE instruction, students lack sufficient knowledge of political identity ideology and political content included in PE courses, so they are skeptical that political identity education can influence their thoughts and actions. Therefore, students in the control class have a substantially lower awareness of these two issues than those in the practice class. The class has comprehended and experienced political identity through studying political identity education.

Due to the effect of education on their thinking and behavior, the recognition level of the practical class

regarding the incorporation of political identity education in the physical education classroom was substantially higher than that of the control class. Nonetheless, students from family-country education, humanistic education, and moral cultivation can perceive their influence on enhancing their abilities in their daily study and life. Students from both practical and control classes believe that the IPE of these three dimensions contributes to enhancing their PE learning effect. Furthermore, more ideological and political content is anticipated to be incorporated into the physical education curriculum (Ruggiero et al., 2020). In this teaching practice, the integration of IPE is effective, and students approve of the integration of IPE in PE because the content of PE integrated with IPE is more engaging and comprehensive than traditional sports skills instruction. Monotonous exercises can also incorporate novel and engaging content to attract students' attention and enhance their motivation to learn. Moreover, infiltrating ideological and political elements can stimulate students' positive emotions and strengthen their resolve, increasing sports participation (Barbui et al., 2022). Therefore, this study demonstrated that integrating ideological politics into the curriculum is necessary and feasible.

5. Discussion and Conclusion

The development stage of college students is a crucial stage of their physical and psychological development, as well as their maturation and development. During this period, college students are characterized by the coexistence of autonomy and dependence, the contradiction between ideal and reality, strong self-awareness and poor self-control, etc. The external environment easily influences them and has a strong ideological bent, which makes it simple for them to develop psychological issues. The MHE of college students has garnered unprecedented attention. Our discipline was gradually shaped over many years of development. This paper investigates the fundamental factors, compares and contrasts IPE and MHE among college students, and clarifies their relationship. To investigate the theoretical and functional foundations of MHE in IPE for college students. Analyze and investigate the specific outcomes of MHE in IPE for college students. Analyze the specific situation of the function's use through the field investigation, identify the defects caused by the function's use, and undertake an in-depth analysis of the causes. Exploring the internal theoretical foundation between MHE and IPE and highlighting the importance of college students' practical skills in IPE form the premise and heart of the research. The instructional focus is on first-year students.

Students attain mental and physical maturity at this stage and are capable of independent thought, judgment, and generalization (Murad, Malik, & Ullah, 2022). However, pupils born after the year 2000 have distinctive personality traits. They are the only child and the family's favorite member; they live in an era of abundant material wealth and exploding network information output. Consequently, they also develop egocentrism, a strong sense of rebellion, psychological fragility, and a desire for individuality. Particularly insufficient are the study and comprehension of the history of the Party and the new China. Therefore, it is necessary to strengthen political identity education. Through studying the Party's fundamental ideological line and revolutionary history, students can gain a profound understanding of the Party's advanced nature and the Party's leadership in constructing socialism with Chinese characteristics. To foster in students a sense of nationalism and patriotism. In addition, the physical development of boys and girls differs substantially after the second puberty, and there is a clear individual difference in exercise level (O'Dell et al., 2022).

They are devoted to basketball and have a certain foundation. They are dissatisfied with unique techniques and keen on learning adversarial exercises. To enhance the teaching effect, students should combine the body and brain effectively when teaching, provide students with opportunities to re-understand the information they have learned and creatively apply the actions they have learned, play the primary role of students, and investigate students' exploratory abilities. First-year students are still in the formative stage of forming their worldview, outlook on life, and values, which must be considered in the classroom. It is necessary to fully integrate the ideological and political content of the course with the aid of teaching content and practical exercises, guide students to cultivate patriotism, advance a collectivist spirit, cultivate dialectical thinking and learning habits of sports science, and make the ideological and political curriculum permeate the entire process of education and instruction (Sudheer & Banerjee, 2021).

MHE refers to the process of knowledge education, consultation education, and training in good behavior founded on pedagogy, psychology, medicine, and other theories. The IPE is the process of implementing ideologically targeted education on college students based on Marxist principles and the educational policy of the Party in order to alter their thoughts and behaviors and cultivate their correct worldview, values, and outlook on life. Therefore, they do not adhere to the same discipline, and their educational objectives and methods differ. However, MHE and IPE, essential components of moral education for college students, are inextricably linked.

MHE is both the foundation of IPE and one of the most effective means of implementing IPE.

6. Implications and Future Directions

This study has significant ramifications that have not been discussed in previous research. This study asserted that under the cooperative mechanism of PE and IPE, our teaching objective is no longer to emphasize traditional skill cultivation and the cultivation of a single political quality but rather the cultivation of moral, intellectual, and physical all-around development of exceptional people. In addition, this study highlighted the importance of perfect PE in ideological and political work cognition, with physical fitness as the starting point, in the integration of PE and IPE in colleges and universities, utilizing moral quality and sports quality to cultivate the overall quality and comprehensive ability of college students. Thirdly, this study contributed to the knowledge that the effective coordinated development of PE and IPE is not only advantageous to students' ability to comprehend the deep meaning of sports spirit but also to the rational and effective application of sports spirit in the IPE of college students, which will have a very effective practical effect.

In the meantime, this study found that in the process of IPE in colleges and universities, MHE cannot effectively promote college students' self-awareness. In addition, this study hypothesized that it could cultivate good emotional control and willpower so that college students can effectively and appropriately confront daily life's setbacks, difficulties, and stress events and maintain a positive mental state and physical and mental health. In the meantime, this study found that MHE can assist instructors in resolving ideological and behavioral issues that IPE cannot. IPE provides a reliable assurance for MHE. Moreover, according to the findings of this study, strengthening MHE can ensure that college students have the foundations and conditions for holistic development, thereby promoting their ideological and moral education. In addition, the study found that IPE can assist college students in establishing strong ideals and beliefs and cultivating exemplary moral character to have the courage to move forward. Under such a teaching context, the study concluded that the MHE of college students could accomplish better teaching effects and promote the continuous improvement of students' mental health levels. The findings of this study are significant and have significantly advanced the body of knowledge. However, several prospective research directions will advance the body of knowledge. Future research is required to ascertain the relationship between students' psychological health and

mental health development. In addition, future studies must gather data for testing the regression values between variables. Thirdly, future research must acquire data from another geographic region to compare this study's findings with those of future research. In the meantime, it is

required that future studies collect data from teachers in order to ascertain their perspective on the mental health and comprehension of students. These directions would enhance future research efforts that advance knowledge and literature.

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