

Mental Health Integration Education in Frontier Colleges and Universities from the Perspective of National Unity and Progress Education

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Abstract: With the popularization of higher education in China and the development of frontier areas, the mental health problem of frontier college students has increasingly attracted social attention. From the perspective of national unity and progress education, how to effectively integrate mental health education with national unity and progress education has become an important issue for frontier colleges and universities. Through empirical investigation and case analysis, this paper verifies the positive effect of integration strategy in promoting students' harmonious relationship and improving their mental health level. The paper also analyzes the key factors that affect the implementation of integration strategy, and puts forward some suggestions to strengthen the integration of resources, the construction of teachers, the improvement of students' participation and the improvement of evaluation system.

Keywords: National Unity and Progressive Education; Border Colleges and Universities; Mental Health; Integrated Education

1. The Value of Carrying Out Mental Health Education in Frontier Colleges and Universities

1.1 Social Background and Challenge Needs

With the rapid development of society and the intensification of competition, college students are facing unprecedented pressure and challenges. These pressures not only come from studies, but also involve employment, interpersonal relationships, future planning and other levels. As a remote area with relatively backward economic and cultural development, college students in border areas are more likely to have mental health problems

when coping with these pressures. Therefore, strengthening the mental health education of college students in border areas is not only a concern for the individual growth of students, but also a positive response to social development^[1].

1.2 Guarantee of Economic and Cultural Factors and Adaptation

The imbalance of economic and cultural development in border areas makes college students face more difficulties in adapting to the environment and integrating into society. Mental health education helps college students in border areas better cope with the challenges brought by environmental changes by improving their mental toughness and adaptability. This is not only conducive to the personal growth of students, but also has great significance for promoting the balanced development of economy and culture in border areas.

1.3 Requirements for Ethnic Diversity and Harmonious Coexistence

There are many ethnic groups and great cultural differences in border areas. Mental health education contributes to the understanding and respect among students of different nationalities and promotes the harmonious coexistence among students of different nationalities. Through training the cross-cultural communication ability of college students in border areas, it is helpful to break the cultural barrier, promote national unity and maintain social stability.

1.4 Educational Significance and the Task of Personnel Training

College students are the future and hope of the country, and their mental health is directly related to the prosperity and development of the country. Strengthening the mental health

education of college students in border areas is helpful to improve the quality of talent training in border areas and train more high-quality talents with sound personality and good psychological quality. These talents will become an important force to promote economic and social development in border areas.

1.5 The Premise of Social Stability and Mental Health

Mental health education is also of great significance for maintaining social stability and harmony. Through mental health education, college students can better cope with various challenges and pressures and reduce the occurrence of psychological problems. This not only helps to ensure students' personal happiness and quality of life, but also helps to maintain social stability and harmony. In border areas, this is particularly important because it concerns the overall situation of national unity and social stability^[2].

2. The Mental Health Status of Frontier College Students

With the rapid development and change of society, college students are facing increasing pressure and challenges, and mental health problems are gradually prominent. For border colleges and universities, most students were born in and grew up in the border areas. Their mental health problems have both the common problems of ordinary college students and the special problems of ethnic minority areas in the border areas, which are embodied in the following aspects:

2.1 The Combined Pressure from Study, Employment, Family and Interpersonal Relationship

On the way to study, students in frontier colleges and universities often bear multiple pressures from study, employment, family and interpersonal relations. These pressures not only come from students' personal pursuit of grades and expectations for the future, but also are deeply influenced by family expectations, social competition and interpersonal relationships under different cultural backgrounds. This combination of pressures poses significant challenges to students' mental health, with many students feeling anxious, stressed and even helpless.

2.2 Anxiety and Depression Are Common

When facing pressure, some students often suffer from anxiety, depression and other emotional problems due to lack of effective coping strategies. These emotional problems not only affect the students' daily study and life, but also may lead to their inferiority, self-blame and other negative psychology, further aggravating their psychological burden.

2.3 Cognitive Misunderstandings Lead to Insufficient Mental Health Awareness

It is worth noting that some students lack mental health awareness, and lack the correct understanding and coping ability of mental health problems. They may ignore their own mental condition or have a false or one-sided understanding of mental health issues. In this case, students are often unable to find and solve their psychological problems in time, leading to further deterioration of the problem. Therefore, it is very important to improve students' mental health consciousness and cultivate their correct mental health concept.

2.4 The Coexistence of Multiple Cultures Makes the Problem of Cross-Cultural Adaptation Prominent

In frontier colleges and universities, multi-ethnic students coexist, and this multi-cultural environment provides rich soil for the growth of students. However, some students suffer from mental health problems due to cultural differences and adjustment problems. They may face problems such as language communication barriers, conflict of values, and inappropriate living customs, which not only affect their study and life, but also may have a negative impact on their mental health^[3]. Therefore, schools should strengthen cross-cultural adaptation education for students to help them better integrate into the multicultural environment.

3. Feasibility Analysis of Integrated Mental Health Education in Border Colleges and Universities from the Perspective of National Unity and Progress Education

With the popularization of higher education in China and the development of frontier areas, the mental health of students in frontier universities has been paid more and more attention by the society. As the cradle of cultivating students of all ethnic groups,

border colleges and universities bear the important mission of promoting national unity and progress and mental health development. From the perspective of national unity and progress education, how to effectively integrate mental health education with national unity and progress education has become an important issue for frontier colleges and universities.

3.1 Significance and Value

Yunnan, as a frontier area of our country, its unique geographical position and rich national cultural resources provide a new way of thinking for mental health education in colleges and universities. Under the background of national unity and progress education, how to combine mental health education with Yunnan's "three positioning" is not only an important mission of frontier universities, but also an important force to promote regional development.

The integration of national unity and progress education and mental health education is first conducive to carrying forward the excellent national culture and enhancing the sense of national identity: Through the mental health education course, the excellent culture and historical tradition of various ethnic groups in Yunnan are introduced, so that students can have a deep understanding of their own ethnic culture and enhance the sense of national pride and identity. At the same time, exchanges and interactions between students of different ethnic groups should be strengthened to promote national unity and harmonious development.

Secondly, the integration of national unity and progress education and mental health education can pay more attention to the psychological characteristics of ethnic students and provide targeted support: border colleges and universities should pay more attention to the psychological characteristics and needs of ethnic students and provide targeted mental health education and support. For example, in view of the language barriers and cultural conflicts that ethnic minority students may face, psychological counseling and counseling services are carried out to help them adapt to college life and improve their psychological quality.

Finally, the integration of national unity and progress education and mental health

education can actively promote the construction of a diversified mental health education system, and promote the comprehensive development of college students in border areas: integrate diversified elements into mental health education courses, such as multicultural identity and cross-cultural communication, to help students form an open and inclusive mind. At the same time, to carry out a variety of mental health education activities, such as psychological lectures, group counseling, psychodrama performance, so as to achieve the purpose of promoting the all-round development of students.

3.2 Feasibility Conditions

3.2.1 Policy Support and Strategic Positioning

(1) National policy-oriented support: With the state's emphasis on national unity and progress education and mental health education, relevant policy documents have been continuously issued, providing strong policy support and guidance for border colleges and universities to carry out mental health education integration.

(2) Fit in strategic positioning: border universities are usually given the important strategic positioning of "demonstration area of national unity and progress", which makes the integration of mental health education and national unity and progress education more in line with the school's educational purpose and development direction.

3.2.2 Educational Resources and Teachers

(1) Rich educational resources: frontier colleges and universities usually have relatively rich ethnic cultural resources and educational resources, which provide a solid foundation for the integration of mental health education and national unity and progress education.

(2) Strong teachers: Teachers in frontier colleges and universities usually include teachers of multiple nationalities, who not only have rich experience in education and teaching, but also are familiar with the cultural characteristics and psychological needs of various nationalities, which provides a strong teacher guarantee for the integration of mental health education and national unity and progress education.

3.2.3 Students' Needs and Realistic Conditions

(1) Diversified needs of students: Most

students in frontier colleges and universities come from different nationalities and regions, and their cultural background, psychological needs and growth environment are different. The integration of mental health education and national unity and progress education can better meet the diverse needs of students and promote their all-round development.

(2) The actual situation is complex: the social environment, economic conditions and ethnic culture in the border areas are relatively complex, which requires that mental health education should be analyzed in a case-by-case way, and the integration of national unity and progress education must fully consider the actual situation and formulate practical education programs.

3.2.4 Practical Experience and Case Support

(1) Rich practical experience: In recent years, border colleges and universities have accumulated certain practical experience in the integration of mental health education and national unity and progress education, such as setting up mental health education courses, holding mental health education activities, and establishing psychological counseling centers. These practical experiences provide useful reference for further development of integration education.

(2) Sufficient case support: many border colleges and universities have carried out the integration of mental health education and national unity and progress education, and achieved certain results. These successful cases provide valuable experience and inspiration for other universities, and further prove the feasibility and effectiveness of integrated education.

3.3 Further Practical Ideas Combining Yunnan's "Three Positioning"

3.3.1 Combined with the "National unity and Progress Demonstration Zone"

Border colleges and universities actively participate in the construction of demonstration areas of national unity and progress, and promote exchanges and integration among students of different ethnic groups through mental health education activities. At the same time, the education of national unity and progress is integrated into the curriculum system and campus culture to create a strong atmosphere of national unity^[4].

3.3.2 Combine "Spearheading Ecological

Civilization Construction"

The concept of ecological civilization is emphasized in mental health education, and students are guided to pay attention to environmental protection and sustainable development. Through practical activities and case analysis, students will understand the importance and urgency of ecological civilization construction, and cultivate their environmental awareness and responsibility.

3.3.3 Combined with the "Radiation Center for South and Southeast Asia"

Border colleges and universities should make use of their geographical advantages and cultural resources to actively carry out exchanges and cooperation with South and Southeast Asian countries. International elements are introduced into mental health education to help students understand the cultural and psychological characteristics of different countries and improve their cross-cultural communication and adaptability. At the same time, it provides strong talent support for the construction of Yunnan radiation center for South Asia and Southeast Asia.

4. The Existing Problems of Mental Health Education in Frontier Colleges and Universities

4.1 Current Situation of the Problem

4.1.1 The Depth of Integrated Education Is Insufficient

In border colleges and universities, although mental health education and national unity and progress education are combined in form, the actual depth of integration is not enough. The curriculum contents of mental health education and national unity education are often separate and lack of deep cross-integration.

The development of educational activities often focuses on a single theme, such as mental health education or national culture education, but does not really combine the two organically to form a mutually promoting and mutually reinforcing educational effect.

4.1.2 Weak Teaching Staff

Teachers with ethnic psychology education background are scarce in frontier colleges and universities. Existing teachers may be better at traditional mental health education, but lack experience and knowledge on how to combine national culture and national psychology in education.

Among the teaching staff, the proportion of ethnic minority teachers is relatively low, and it is difficult to fully reflect and inherit the excellent traditional culture and psychological quality of all ethnic groups in education.

4.1.3 Single Teaching Content and Method

The teaching content of mental health education is often limited to traditional psychological knowledge and lacks in-depth analysis and research of national psychological characteristics.

Teaching methods and means are relatively simple, lack of innovation and attraction, it is difficult to stimulate students' learning interest and enthusiasm.

4.1.4 Uneven Distribution of Educational Resources

In the colleges and universities in border areas, the problem of uneven distribution of educational resources still exists. Some colleges and universities may have insufficient investment in mental health education, resulting in backward educational equipment and facilities that cannot meet the actual needs of students.

4.2 Reason Analysis

4.2.1 The Concept Is Not in Place

In some colleges and universities, when promoting the integration of mental health education and national unity and progress education, the understanding of the concept and significance of integration is not deep enough, resulting in the lack of enthusiasm and initiative in practice.

Some teachers may think that mental health education and national unity education are independent fields and lack the consciousness and motivation to combine the two.

4.2.2 Lack of Policy Support and Guidance

The government's policy support and guidance for the integration of mental health education and national unity and progress education in frontier colleges and universities are still insufficient, which makes the direction and motivation of the integration education in colleges and universities unclear.

4.2.3 Insufficient Training of Teachers

There are deficiencies in the training of teachers in frontier colleges and universities, and the lack of special training plans for national psychological education and national unity education makes it difficult for teachers to have relevant teaching ability and quality.

4.2.4 Limited Investment in Educational Resources

The economic development of border areas is relatively backward, and colleges and universities are limited in the input of mental health education resources. This may lead to difficulties in funding and equipment for the integration of mental health education and national unity education^[5].

5. Future Prospects and Improvement Strategies of Integrated Mental Health Education in Border Colleges and Universities from The Perspective of National Unity and Progress Education

5.1 Future Prospects for the Integration of National Unity and Progress Education and Mental Health Education

In the future development, the integrated education of mental health in border colleges and universities will show a broader development prospect and profound connotation under the promotion of national unity and progress education. This is mainly reflected in the following aspects:

5.1.1 Combine Deep Integration with Comprehensive Development

Mental health integration education should be further integrated with national unity and progress education to form a set of systematic and complete education guidance system. Through a series of integrated education and teaching models, college students in border universities can not only improve their mental health knowledge, but also deeply understand the cultural traditions and policies of various ethnic groups, enhance the awareness of ethnic unity, and form a healthy and harmonious campus cultural atmosphere.

5.1.2 Strengthen Personalized and Precise Education

With the continuous progress of educational technology, mental health integration education should pay more attention to students' individual differences and special needs. Through the use of advanced technologies such as big data and artificial intelligence, border colleges and universities should actively try to achieve accurate assessment and personalized counseling of students' mental state as soon as possible, and provide more scientific, targeted and constructive mental health education and

services.

5.1.3 Take Advantage of Internationalization and Cross-Cultural Communication

Under the background of globalization, mental health integration education should pay more attention to the integration with the international community and learn from the international advanced educational concepts and methods. Border colleges and universities should give full play to regional advantages and promote healthy and friendly cooperation with neighboring countries. At the same time, they can also actively carry out cross-cultural exchange activities to enhance students' understanding and respect for different cultures and cultivate students' international vision and cross-cultural communication ability.

5.1.4 Seek More Social Participation and Support

Border colleges and universities should make greater efforts to actively seek support and cooperation from local governments, enterprises, communities and other social sectors to promote the development of integrated mental health education. Through strengthening communication and cooperation with all sectors of society, we will better integrate local social resources, and provide more abundant mental health services and psychological support for students from different ethnic groups and regions^[6].

5.2 Improving Strategies

In order to realize the above future prospects, frontier universities need to adopt a series of effective improvement strategies:

5.2.1 Strengthen the Construction of Teaching Staff

Border colleges and universities should further strengthen the training of mental health education teachers and improve their professional quality and teaching ability. At the same time, we should actively introduce full-time teachers with psychology and ethnology background to enrich the mental health education team.

5.2.2 Enrich the Content and form of Education

Border colleges and universities should design more diversified and innovative mental health integrated education courses and activities according to the different and specific needs and characteristics of students. Through the

introduction of more diversified education methods, such as role playing, case analysis, psychodrama, etc., to stimulate students' learning interest and enthusiasm, in order to obtain practical education and teaching effects^[7].

5.2.3 The Evaluation System Is Perfected and Rationalized

Border colleges and universities should establish a scientific evaluation system to evaluate the effect of mental health integration education on a regular basis. Through the collection of students, teachers, parents and other aspects of feedback, constantly improve and optimize the content and form of education.

5.2.4 Focus on Strengthening the Support and Cooperation of Social Diversity

Border colleges and universities should pay more attention to attracting the attention of the government, enterprises, communities and other social sectors, so as to achieve more diversified cooperation and support, and jointly promote the development of integrated mental health education. Through strengthening communication and cooperation with all walks of life, we can jointly create a good environment and social atmosphere conducive to the mental health growth of frontier college students.

5.2.5 Pay Reasonable Attention to Students' Mental Health Problems

Border colleges and universities should pay great attention to students' mental health problems, reasonably assess, accurately understand and provide education and services that meet students' needs, and improve the psychological crisis intervention mechanism according to regional differences and national characteristics. Through strengthening students' mental health education, providing personalized and targeted psychological counseling and help, and carrying out special mental health publicity activities, the psychological needs of students are discovered and solved in time.

6. Conclusion

Under the background of national unity and progress education, border colleges and universities actively promote integrated education of mental health, aiming at cultivating students' overall quality and enhancing national unity. By setting up

relevant courses, strengthening the construction of teachers and adopting diversified forms of education, the psychological quality of students has been significantly improved, and the consciousness of national unity has also been enhanced. This not only contributes to students' personal growth, but also lays the foundation for social stability and harmony. In the future, border colleges and universities will continue to deepen the integrated education of mental health, improve the quality of education, strengthen exchanges and cooperation, and jointly promote the prosperity of education.

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