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VALUE IDENTITY AND PSYCHOLOGICAL RESILIENCE: COLLABORATIVE MECHANISM BETWEEN NATIONAL SECURITY EDUCATION AND MENTAL HEALTH EDUCATION IN THE CONTEXT OF PRECISION IDEOLOGICAL AND POLITICAL EDUCATION

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Abstract: The integration of mental health education and national security education has become an important issue in higher education, particularly in promoting students' psychological development, value identification, and civic responsibility. Based on the concept of precision-oriented ideological and political education, this study explores a collaborative education model that integrates curriculum content, teaching methods, learning environments, and evaluation systems. It proposes a "national security–people's security–psychological resilience" framework, arguing that security awareness should be transformed from knowledge acquisition into emotional identification, psychological resilience, and responsible action. By connecting psychological mechanisms with value-oriented education, this study provides a new perspective for developing students' security literacy, psychological resilience, and responsible citizenship, while offering practical implications for innovation in higher education.
Keywords: Precision-oriented ideological and political education; Mental health education; National security education; Collaborative education; Psychological resilience; Value identification

1 INTRODUCTION

Mental health education and national security education represent two important dimensions of university education. The former focuses on students' psychological wellbeing, personal development, and adaptive capacity, whereas the latter aims to enhance students' awareness of security issues, social responsibility, and civic consciousness. In contemporary higher education, these two educational domains are increasingly interconnected, as students' psychological states, value orientations, and social behaviors are influenced by complex interactions among globalization, digital technologies, and rapidly changing information environments.

With the acceleration of globalization and the widespread use of digital media, universities are facing increasingly complex challenges in cultivating students' psychological resilience and security awareness. Emerging risks associated with information disorder, online influence, cultural interaction, and social uncertainty have expanded the meaning of security education beyond traditional physical protection. However, in current educational practices, mental health education and national security education are often implemented as relatively independent courses, lacking systematic mechanisms for integration and mutual reinforcement.

Under the framework of the "Great Ideological and Political Education" initiative, integrating mental health education with national security education has become an important pathway for implementing the educational mission of cultivating virtue through education. Such integration aims not only to enhance students' understanding of security-related knowledge but also to promote the formation of stable values, psychological resilience, and responsible behaviors among young generations [1].

Ideological and political education, as an educational practice oriented toward value formation and social responsibility, emphasizes the integration of knowledge acquisition, ability development, and value cultivation. However, effective value education requires a deep understanding of students' cognitive characteristics, emotional experiences, and developmental needs. Therefore, precision-oriented ideological and political education has emerged as an important approach to improving educational effectiveness in the digital era by emphasizing individualized analysis, targeted content delivery, and dynamic feedback [2].

From this perspective, the integration of mental health education and national security education should not be understood as a simple combination of course contents. Instead, it requires attention to the psychological mechanisms through which students perceive, interpret, and internalize security-related values. By incorporating psychological theories and methods into national security education, universities can promote a shift from external knowledge acquisition toward internal value identification and behavioral commitment.

This paper therefore explores the collaborative mechanism between mental health education and national security education from the perspective of precision-oriented ideological and political education. It aims to construct an integrated educational framework that connects national security awareness, psychological resilience, and value identification,

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providing theoretical insights and practical approaches for improving ideological and political education in higher education.

2 PROBLEM ORIENTATION: THE PRACTICAL NECESSITY OF INTEGRATING MENTAL HEALTH EDUCATION AND NATIONAL SECURITY EDUCATION IN HIGHER EDUCATION

From the perspective of curriculum-based ideological and value education, integrating mental health education with national security education represents an important practice for promoting holistic student development in higher education. The fundamental goal of such integration is to achieve the coordinated development of knowledge acquisition, value formation, and competency enhancement, thereby realizing a comprehensive educational approach involving all educators, the entire educational process, and multiple learning environments.

The integration of mental health education and national security education reflects a deep connection between individual development and collective responsibility in three major dimensions. First, in terms of value orientation, both forms of education aim to strengthen students' sense of responsibility, belonging, and commitment to society. Second, in terms of educational content, mental health education focuses on individual wellbeing and psychological development, while national security education emphasizes broader social responsibility and security awareness. Their integration helps connect personal growth with collective development. Third, in terms of educational methods, psychological approaches provide more effective pathways for improving the relevance, acceptance, and internalization of value-oriented education.

2.1 Promoting the Integration of Personal Wellbeing and Social Responsibility

The first contribution of integrated education lies in promoting the coordinated development of students' psychological wellbeing and value identification. Mental health education aims to cultivate positive psychological qualities, including self-awareness, confidence, emotional regulation, rational thinking, and adaptive capacity. National security education, meanwhile, seeks to enhance students' sense of responsibility, civic consciousness, and awareness of social obligations.

The integration of these two educational domains enables students to develop both a healthy self-concept and a broader understanding of their relationship with society. University students are at a critical stage of identity formation, and their psychological challenges are often shaped not only by individual factors but also by wider social transformations, digital environments, public discourse, and global uncertainties.

Therefore, combining psychological development with national security awareness can help students better understand the relationship between personal development and collective wellbeing. Through this process, students may gradually develop more mature value judgments, stronger psychological resilience, and a balanced understanding of the relationship between the "individual self" and the "collective self."

2.2 Enhancing Students' Capacity to Respond to Emerging Security Risks

Second, the integration of mental health education and national security education contributes to improving students' ability to identify and respond to emerging risks. Contemporary university students experience multiple sources of pressure, including academic demands, career uncertainty, interpersonal relationships, and emotional challenges. At the same time, non-traditional security risks, such as misinformation, online manipulation, cultural conflicts, and cognitive influence, increasingly affect individuals' perceptions, emotions, and decision-making processes.

National security education provides students with knowledge and awareness for identifying various security risks, whereas mental health education offers psychological strategies for stress regulation, emotional management, and adaptive coping. Combining these approaches can strengthen students' critical thinking, information literacy, and emotional stability, enabling them to respond more effectively to complex social environments.

Especially in the digital era, where algorithmic recommendation systems, information fragmentation, and emotional polarization have become increasingly influential, psychological resilience has become an important individual foundation for maintaining security awareness and social adaptability.

2.3 Cultivating Healthy Social Mentality in Response to Complex Global Challenges

Third, integrated education contributes to cultivating a rational, confident, and resilient social mentality among university students. In the context of profound global changes, young people increasingly encounter complex issues involving international relations, cultural interaction, technological transformation, and social uncertainty.

Universities, as important institutions for talent cultivation, play a significant role in helping students develop the ability to understand social changes, evaluate information critically, and participate responsibly in society. Therefore, national security education should not be limited to risk prevention, while mental health education should not only focus on individual psychological adjustment. Instead, the two should jointly promote students' ability to balance personal development with social responsibility.

Through integrating psychological wellbeing with security awareness, universities can foster students who are psychologically resilient, socially responsible, and capable of responding constructively to complex challenges.

2.4 Existing Challenges in Collaborative Education

Despite the increasing recognition of the importance of integration, collaborative education between mental health education and national security education still faces several practical challenges.

Fragmentation of Educational Content. Currently, mental health education and national security education are often designed and implemented as separate educational domains. Mental health courses primarily focus on individual concerns such as stress management, interpersonal relationships, and self-development, whereas national security education emphasizes broader issues including political security, cybersecurity, and cultural security.

This separation makes it difficult for students to establish meaningful connections between personal psychological experiences and broader social responsibilities. As a result, value-oriented elements may remain superficial rather than becoming integrated into students' cognitive understanding and personal experiences.

Limited Diversity of Teaching Approaches. Traditional teaching practices often rely heavily on lectures, theoretical explanations, and case analysis, while paying insufficient attention to students' emotional experiences and psychological processes of value internalization.

When educational topics involve abstract concepts related to security, values, and social responsibility, purely knowledge-based approaches may reduce students' engagement and create a perception of external requirements rather than meaningful personal learning.

Without sufficient attention to students' psychological characteristics and emotional responses, national security education may become detached from individual experiences, while mental health education may be reduced to technical training in psychological adjustment.

Disconnect between Educational Goals and Evaluation Systems. Existing evaluation approaches often emphasize knowledge acquisition and self-reported attitudes, while paying limited attention to students' value internalization, behavioral intentions, and psychological adaptation capacities.

Such evaluation systems make it difficult to comprehensively assess the effectiveness of integrated education. They also limit the ability of educators to provide personalized guidance and continuous improvement.

Therefore, collaborative education requires a shift from fragmented teaching practices toward an integrated framework that considers educational content, teaching methods, learning environments, and evaluation mechanisms.

3 THEORETICAL FOUNDATIONS: THE COMPATIBILITY OF INTEGRATING MENTAL HEALTH EDUCATION AND NATIONAL SECURITY EDUCATION

The integration of mental health education and national security education is supported by multiple theoretical perspectives, including the holistic approach to national security, psychological resilience theory, social identity theory, positive psychology, and synergy theory. These perspectives provide a theoretical foundation for understanding how individual psychological development, value identification, and collective responsibility can be connected within higher education.

3.1 The Holistic Perspective of National Security: From Collective Protection to Individual Wellbeing

From the perspective of the holistic approach to national security, security is no longer limited to traditional concerns such as territorial protection or military defense but has expanded to include multiple dimensions involving social, cultural, informational, and individual wellbeing. In this framework, people represent both the purpose and the foundation of security [3]. Therefore, protecting national security requires not only institutional and external mechanisms but also attention to individuals' psychological states, cognitive capacities, and adaptive abilities. From an educational perspective, national security awareness is closely connected with students' psychological development. Students' understanding of security issues is shaped by their cognitive patterns, emotional experiences, and value orientations. Therefore, national security education should not be regarded merely as the transmission of security knowledge; instead, it should also cultivate students' psychological resilience, critical thinking, and responsible participation in society. The integration of mental health education and national security education thus extends security education from external risk awareness toward internal psychological capacity building.

3.2 Psychological Resilience and Social Identity: The Psychological Mechanisms of Value Identification

Psychological resilience theory provides an important perspective for understanding how students respond to uncertainty, pressure, and complex social environments. Resilience emphasizes individuals' ability to adapt positively to challenges, regulate emotions, and maintain constructive behaviors under stress. In the context of higher education, psychological resilience is not only an individual psychological capacity but also an important foundation for social participation and responsible decision-making of students. When students possess stronger resilience, they are more capable of evaluating information critically, managing emotional fluctuations, and responding rationally to complex social issues. Meanwhile, social identity theory explains how individuals develop a sense of belonging and responsibility through identification with social groups. Students' understanding of national security is closely related to their perception of personal identity, social relationships, and collective responsibility.

Therefore, integrating national security education with mental health education can promote the transformation from external knowledge acquisition to internal value identification [4]. Through psychological processes such as emotional engagement, self-reflection, and identity construction, students can gradually develop a stronger connection between personal development and collective wellbeing [5].

3.3 Positive Psychology and the Development of Comprehensive Security Literacy

Positive psychology emphasizes human strengths, potential development, and the cultivation of wellbeing rather than merely the prevention or correction of psychological problems. This perspective provides valuable implications for integrating mental health education with national security education. Traditional approaches to mental health education often focus on psychological problems, stress intervention, and crisis prevention. However, contemporary higher education requires a broader understanding of mental health as a process of developing positive psychological qualities, including resilience, confidence, responsibility, and adaptive capacity. Similarly, national security education should move beyond a risk-prevention orientation toward a more comprehensive model emphasizing security literacy, rational judgment, and constructive social engagement. The combination of positive psychology and national security education creates a pathway for developing students' comprehensive security literacy. Through psychological empowerment, students can enhance their ability to recognize risks, interpret information, regulate emotions, and participate responsibly in social life [6].

3.4 Synergy Theory: Constructing an Integrated Educational System

Synergy theory provides a theoretical explanation for how different educational subsystems can generate enhanced effects through coordination and interaction. Within the university education system, mental health education and national security education have traditionally developed as relatively independent fields with different objectives, content, and teaching approaches. However, these two domains share important educational goals: promoting students' healthy development, strengthening social responsibility, and cultivating adaptive capacities. By integrating educational objectives, curriculum resources, teaching strategies, and evaluation mechanisms, the two systems can produce synergistic effects that cannot be achieved through isolated approaches. From this perspective, collaborative education does not represent a simple addition of course contents. Instead, it involves the reconstruction of educational processes based on students' psychological characteristics and developmental needs.

3.5 Precision-Oriented Ideological and Political Education: A Student-Centered Educational Approach

Precision-oriented ideological and political education provides a practical framework for implementing integrated education. Unlike traditional approaches based mainly on standardized knowledge transmission, precision-oriented education emphasizes identifying students' individual differences, understanding their learning conditions, and providing targeted educational interventions. In the integration of mental health education and national security education, precision-oriented approaches require educators to consider students' differences in cognition, emotions, experiences, and value orientations. Through psychological assessment, learning analytics, classroom observation, and continuous feedback, educators can design more effective educational content and teaching strategies [7]. Therefore, precision-oriented ideological and political education serves as a methodological bridge connecting psychological mechanisms and value education. It enables national security education to become more relevant to students' personal experiences while allowing mental health education to develop broader social and civic dimensions.

4 DEVELOPING AN INTEGRATED EDUCATION MODEL: CONTENT RECONSTRUCTION, METHOD INNOVATION, LEARNING ENVIRONMENT DESIGN, AND EVALUATION REFORM

Based on the theoretical compatibility between mental health education and national security education, this study proposes an integrated education model consisting of four interconnected dimensions: curriculum content reconstruction, teaching method innovation, learning environment design, and evaluation system reform. The model is developed around the logic of "national security–people's security–psychological resilience." It seeks to transform national security education from a knowledge-oriented approach into a student-centered educational process that connects cognition, emotion, and behavior. Meanwhile, it extends mental health education beyond individual psychological adjustment by incorporating broader social responsibility and civic awareness. Through the integration of precision-oriented educational approaches, digital technologies, and interdisciplinary teaching collaboration, the model aims to achieve a dynamic interaction between value education and psychological development.

4.1 Curriculum Content Reconstruction: Building an Integrated Knowledge Framework

Curriculum content reconstruction is the foundation of collaborative education. Traditional approaches often separate national security education from mental health education, resulting in fragmented learning experiences. To overcome this limitation, the integrated model develops a three-level knowledge framework connecting security awareness with psychological development.

At the first level, the curriculum introduces fundamental concepts related to national security, psychological resilience, and positive development, helping students establish basic conceptual understanding. At the second level, the curriculum focuses on interdisciplinary issues that connect personal psychological experiences with broader security concerns. These topics include the relationship between psychological wellbeing and social security, cognitive bias and information security, emotional regulation and public trust, and individual decision-making under uncertain conditions. At the third level, the curriculum explores deeper issues concerning identity formation, social responsibility, and collective wellbeing.

Through these discussions, students are encouraged to understand how personal growth is connected with broader social development. In addition, digital learning resources, knowledge maps, and interactive learning platforms can be developed to support personalized learning. By using learning analytics and psychological assessment tools, educators can better understand students' learning characteristics and provide more targeted educational support [8].

For example, in teaching cybersecurity-related topics within national security education, instead of focusing only on technical prevention strategies, instructors can incorporate psychological theories such as cognitive bias and information processing. Through classroom activities exploring how algorithmic recommendation systems influence perception and judgment, students can better understand the psychological mechanisms underlying information risks and develop stronger information literacy.

4.2 Teaching Method Innovation: Integrating Situational Learning, Psychological Engagement, and Value Reflection

Teaching method innovation aims to improve students' emotional engagement and facilitate the transformation from knowledge acquisition to value identification.

The proposed model combines three approaches: situational learning, psychological engagement, and value reflection.

First, situational learning creates meaningful educational experiences through case studies, immersive scenarios, role-playing activities, and digital simulation. These approaches help students connect abstract concepts with personal experiences and social realities.

Second, psychological engagement focuses on students' emotional responses and cognitive processes during learning. When students encounter complex security issues, psychological approaches can help them recognize emotions, reflect on personal experiences, and develop rational perspectives.

Third, value reflection encourages students to move from personal feelings toward deeper understanding and identification. Through discussion, reflection, and critical analysis, students gradually transform external educational requirements into internal values and behavioral commitments.

Digital technologies can further enhance this process by enabling personalized learning scenarios and real-time feedback. Data-informed teaching approaches allow educators to better understand students' cognitive characteristics and emotional states, thereby improving the precision and effectiveness of educational interventions. For instance, in the teaching module on "student motivation, needs, and coping with frustration" in mental health education, a rapid stress assessment tool can be introduced at the beginning of class. The tool serves both as an interactive activity that enhances students' self-awareness and as a formative assessment method that helps teachers understand students' overall emotional conditions. Based on these insights, teachers can adjust classroom strategies and guide students to connect personal stress management with broader social responsibility.

4.3 Learning Environment Design: Constructing a Multi-dimensional Educational Ecosystem

An effective collaborative education model requires diverse learning environments that support continuous interaction between classroom learning, practical experience, digital resources, and virtual learning spaces. The proposed framework includes four interconnected environments: Classroom teaching, Experiential learning, Online learning resources, and Virtual practice environments. Classroom teaching provides systematic theoretical learning and opportunities for discussion and reflection. Experiential learning enables students to connect knowledge with real-world contexts through field visits, practical activities, and social engagement. Online learning platforms expand educational resources beyond traditional classroom boundaries and support flexible, personalized learning. Virtual practice environments based on technologies such as virtual reality (VR) and augmented reality (AR) provide immersive experiences that enhance students' understanding of complex security issues. Digital intelligence technologies further facilitate interaction among teachers, students, and intelligent systems. Generative artificial intelligence can support the development of virtual learning scenarios, while intelligent tutoring systems can provide personalized learning assistance and feedback [9].

For example, when teaching military, technological, cultural, and social security topics, instructors can combine classroom instruction with online resources, virtual simulations, and experiential activities. Such multi-dimensional learning environments help students develop both cognitive understanding and emotional connection with security issues.

4.4 Evaluation System Reform: Developing a Comprehensive and Dynamic Assessment Framework

Evaluation reform is essential for ensuring the effectiveness of integrated education. Traditional evaluation approaches often emphasize knowledge acquisition while paying insufficient attention to students' emotional development, behavioral intentions, and psychological adaptability. The proposed model develops a multidimensional evaluation framework based on three dimensions: Cognition, Emotion, and Behavior.

Within this framework, five key indicators are assessed: Knowledge understanding, Value attitude development, Psychological resilience, Risk identification ability, Responsible practice.

Evaluation involves multiple participants, including teachers, students, and peer groups. It combines diagnostic assessment, formative assessment, and summative assessment to provide continuous feedback throughout the learning process. Digital technologies can support dynamic evaluation by collecting learning data, analyzing educational outcomes, and generating personalized feedback. This approach shifts evaluation from a final judgment mechanism toward a developmental process that supports continuous improvement.

For example, in cybersecurity and ideological security education, pre-class questionnaires can identify students' misunderstandings regarding online information risks. During classroom activities, simulated decision-making tasks and peer evaluation can assess students' risk recognition and responsibility awareness. After class, reflective journals supported by intelligent analysis tools can provide personalized learning feedback. Through this evaluation model, collaborative education becomes a continuous process of assessment, feedback, and improvement.

5 EDUCATIONAL IMPLICATIONS AND CONTRIBUTIONS

The integrated education model proposed in this study provides several theoretical and practical implications for higher education. By connecting mental health education with national security education, the study extends the understanding of collaborative education from a simple combination of curriculum contents toward a deeper integration of psychological mechanisms, value formation, and social responsibility.

5.1 Constructing an Integrated Framework for Collaborative Education

This study contributes to the development of an integrated framework that connects psychological development with value-oriented education. Traditional approaches often treat mental health education and national security education as separate educational domains, with the former focusing primarily on individual psychological adjustment and the latter emphasizing collective responsibility and security awareness. The proposed model demonstrates that these two domains can be mutually reinforcing. Through the four-dimensional framework of content reconstruction, teaching method innovation, learning environment design, and evaluation reform, collaborative education can become embedded within curriculum development, teaching practices, and assessment processes. This framework provides a potential reference for integrating other educational fields involving individual development and social responsibility.

5.2 Promoting the Transformation from Knowledge Acquisition to Value Identification

The integrated model provides a pathway for promoting students' transformation from knowledge understanding to value identification. National security education often faces the challenge of translating abstract concepts into meaningful personal experiences. By incorporating psychological theories and educational approaches, the proposed model emphasizes students' cognitive processing, emotional engagement, and behavioral reflection. Through approaches such as scenario-based learning, reflective discussion, and experiential activities, students are encouraged to move beyond passive acceptance of knowledge toward active understanding and internalization of values. This process contributes to the development of students' security literacy, critical thinking, and responsible citizenship.

5.3 Enhancing Psychological Resilience and Adaptive Capacity

The integration of mental health education and national security education expands the role of psychological education from individual problem intervention toward broader developmental support. By incorporating security-related topics into psychological education, students can develop stronger abilities in cognitive adjustment, emotional regulation, and behavioral adaptation. For example, addressing issues such as online misinformation, information influence, and crisis response through psychological perspectives can help students improve their resilience and decision-making abilities in complex environments. In this sense, psychological resilience becomes not only an individual capacity but also an important foundation for responsible participation in social life.

5.4 Establishing Interdisciplinary Teaching Collaboration Mechanisms

The proposed model highlights the importance of interdisciplinary collaboration among educators. Effective integration requires cooperation among teachers specializing in ideological and political education, psychology, security studies, and educational technology. Through joint curriculum design, resource development, and teaching reflection, interdisciplinary teams can create more comprehensive educational experiences. Such collaboration can promote a sustainable cycle of teaching improvement, theoretical development, and educational innovation.

6 CONCLUSION

This study explores the integration of mental health education and national security education in Chinese universities from the perspective of precision-oriented ideological and political education. It argues that the relationship between these two educational domains should not be understood as a simple combination of course contents, but rather as an integrated process involving psychological development, value identification, and responsible action. Based on theoretical perspectives including the holistic approach to national security, psychological resilience theory, social identity theory, positive psychology, and synergy theory, this study develops an integrated education model consisting of four dimensions: curriculum content reconstruction, teaching method innovation, learning environment design, and evaluation reform.

The proposed model highlights the importance of connecting individual wellbeing with collective responsibility. By incorporating psychological mechanisms into value-oriented education, universities can promote students' ability to understand security issues, regulate emotions, evaluate information critically, and participate responsibly in society.

Although this study provides a conceptual framework and practical pathway for collaborative education, further empirical research is needed to examine its effectiveness across different institutional contexts. Future studies may employ longitudinal research designs, comparative studies, and quantitative evaluation methods to further investigate how integrated education influences students' psychological resilience, security literacy, and value development.

COMPETING INTERESTS

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