

IMPORTANCE OF IDEOLOGICAL AND POLITICAL EDUCATION ON UNIVERSITY STUDENTS' PSYCHOLOGICAL CRISIS COPING ABILITY

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ABSTRACT

This paper proposes a conceptual framework for leveraging ideological and political education to enhance the mental crisis coping ability of university students. The primary objective is to integrate ideological and political education in universities to improve student abilities to cope with psychological crises and innovate intervention methods. The study utilized induction and data analysis techniques to define psychological crises and interventions for university students while examining the role of ideological and political education in psychological crisis intervention. Through reflection on the current state of ideological and political education interventions, this paper proposes constructive and feasible pathways and countermeasures for implementation. The results indicate that ideological and political education positively intervenes in psychological crises faced by university students. Therefore, this paper recommends supporting the application of ideological and political education as an essential pillar of mental health education to provide new perspectives and approaches for intervening in psychological crises among university students. Finally, it is essential to value its theoretical foundations and support its integration into mental health intervention strategies in universities. This research contributes to the development of a novel approach to managing psychological crises among university students, which can ultimately promote their well-being and success.

Keywords: *ideological education; political education; psychological crisis; coping ability*

1.0 INTRODUCTION

With the continuous development of society and the ongoing demographic shifts in population structure, an increasing number of university students are facing intensifying social

complexities, significant employment pressure, and academic and emotional challenges (Rouilleau-Berger, L.& Liang, S., 2022). University students commonly experience tremendous psychological stress, and many of them even suffer from mental health issues or are at risk of psychological crises. The psychological crisis has become a pressing issue that disrupts the normal learning and life of university students and may even lead to campus tragedies, such as suicides or injuries due to mental imbalances, resulting in a significant negative impact on society. As university students are the future of a country and the hope of a nation, prioritizing the construction of their mental health and implementing interventions for psychological crises have gradually become extremely important tasks for universities (Ai Bo & Wang Tao, 2018).

There exists an inherent relationship between ideological education and mental health education, and by fully integrating these aspects, the practical needs of contemporary university students can be effectively addressed. Thus, combining ideological and political education with psychological crisis intervention for university students can promote the development of moral education in contemporary universities more broadly. By summarizing feasible and effective concepts and strategies for ideological and political education interventions, we can advance the promotion of mental health in university students and enhance their ability to cope with psychological crises. Moreover, guiding university students to establish positive values, helping them develop lofty life ideals, and nurturing high-quality talent can contribute to the development of both the country and society (Dai Hesheng, 2020).

The basis of human thought formation comes from psychology, which results from mental activity and represents the sublimation of mental development. It is only with a strong foundation of good mental qualities that individuals can enhance their ideas and moral conceptions. Therefore, in the process of ideological and political education, psychological issues cannot be avoided, as the two are closely interconnected (Che Xiaofeng, 2020). Ideological and political education should be based on the regularity of mental activity, studying and grasping the psychological phenomena of individuals with positive qualities to realize the value of psychological education.

Ideological and political education in colleges and universities aims to study the characteristics and laws of the formation and change of university students' ideological behavior in the practical process of university education and teaching. It utilizes the theoretical system of ideological and political education to guide students' ideological behavior, improve their political consciousness and moral quality, and encourage them to engage in educational and teaching activities that meet the moral requirements of socialist modernization (Yu Luxin, 2019).

The mental development of young university students is often not fully mature, and the development of their character qualities is not yet finalized. They possess strong plasticity that requires further enhancement. Youth is an important period for psychological development to reach maturity (Cong Zhong, 2020). The particularity of psychological development during this period leads university students, who are in the process of forming their worldview and values, to experience various aspects of psychological development and maturity. This includes the optimization of self-awareness, the cultivation of emotional regulation ability, and the strengthening of willpower. They also face psychological challenges in many areas such as studying, interpersonal relationships, love, and employment. Presently, the ideological struggle

is increasingly intense, and the influence of diverse values has had negative effects on university students. There is a serious phenomenon of university students' ideals and beliefs being diluted, leading to moral decline (Yu Yingqi, 2020).

The ideological and political education of university students is an essential part of their overall development. It not only imparts knowledge and skills but also cultivates their ideological and moral qualities, cultural accomplishments, innovative spirit, and practical abilities. During this process, university students gain not only knowledge and skills but also opportunities for self-knowledge, self-understanding, self-assessment, and self-improvement. All these are important components of university students' mental health (Bian Chenchen, 2019).

Psychological crisis intervention refers to the timely and effective resolution of a psychological crisis in an individual or group through professional psychological intervention to prevent further deterioration of the crisis. On one hand, ideological and political education can help university students develop a correct outlook on life, values, and the world, enhancing their psychological endurance and adaptability. On the other hand, it can help university students understand social reality and development trends, strengthening their sense of social responsibility and mission (Wang Yan, 2020).

This paper aims to assess the impact of ideological and political education on the ability of Chinese university students to cope with psychological crises. It explores how the incorporation of ideology and political education into the curriculum enhances students' mental resilience and equips them with effective coping strategies. The study examines the relationship between ideological and political education and students' psychological well-being, evaluating the effectiveness of such education in promoting their mental health and crisis management skills. By investigating this topic, the research seeks to contribute insights into the role of ideological and political education in nurturing students' psychological resilience and offering recommendations for improving their mental well-being in the context of Chinese universities.

2.0 LITERATURE REVIEW

2.1 Influencing Factors of Ideological and Political Education on Mental Health of University Students

There are many factors that affect the mental health of college students, including academic pressure, interpersonal relationship, family relationship, economic pressure and so on. According to (Du Xuyang and Zhang Zhaojing, 2021), to improve the mental health level of college students, colleges and universities should strengthen ideological and political education and psychological crisis intervention of college students. In the ideological and political education of college students, we can strengthen the popularization of mental health knowledge and improve the level of mental health of college students through the implementation of mental health education courses. In the aspect of psychological crisis intervention, we can help college students solve psychological problems by establishing psychological counseling center, developing psychological counseling service and carrying out psychological counseling.

According to (Gao Li and Shu Hongchun, 2020) Ideological and political education courses play a positive role in alleviating college students' academic pressure, improving college students' interpersonal relations, and improving college students' family relations. First of all, ideological and political education courses can help college students establish a correct outlook on life, values and world outlook, enhance self-identity and self-confidence, and reduce the academic pressure of college students. Secondly, college students' ideological and political education courses can help them understand how to get along with others and improve their communication skills, thus improving their relationship. In addition, ideological and political education courses for college students can also help them understand the importance of family relations, enhance family responsibility and emotional connection, and thus improve family relations for college students.

The ideological and political education curriculum has a positive effect on the mental health of university students (Wang Yixuan, 2021). Firstly, ideological and political education courses can help university students build a correct outlook on life, values, and the world, enhance self-identity and self-confidence, and thereby improve their mental health. Secondly, ideological and political education courses for university students can help them understand national policies and regulations(Zhang Dan, 2021), enhance legal awareness and a sense of responsibility, and thus reduce the impact of negative behaviors on university students' mental health.

According to statistics, the proportion of ideological and political education courses offered in Chinese universities has reached 100 percent. At the same time, some studies have shown that ideological and political education courses can effectively improve the mental health level of university students.

2.2 Research Direction of Ideological and Political Education

Ideological and political education refers to the education of people's ideology, consciousness, values, etc., with the purpose of cultivating their ideological and moral character and improving their overall quality. The major elements of ideological and political education include:

First, ideological and political education leads students to establish a correct outlook on life, values, and the world. Through ideological and political education, students can understand the proper outlook on life, values, and the world, enabling them to better adjust their mindset and enhance their psychological resilience in the face of difficulties and setbacks. Second, ideological and political education can enhance students' self-awareness and self-regulation. Through ideological and political education, students can understand their own strengths and weaknesses, enabling them to better understand themselves and enhance their self-regulation ability (Tie Xiaoying, 2020). Additionally, ideological and political education can help students understand how to handle various emotions properly, thus enabling better control of their emotions.

Third, ideological and political education can enhance students' ability to adapt to society. Through ideological and political education, students can understand the various rules and cultures of society, which allows them to better adapt to the social environment. Moreover,

ideological and political education can help students understand how to effectively communicate and interact with others, thereby improving their interpersonal relationships. Fourth, ideological and political education can enhance students' crisis awareness and crisis handling ability (Zhan Qisheng & Lu Chuanyun, 2019).

Through ideological and political education, students can understand the causes of various crisis events and how to respond to them, thus enhancing their crisis awareness and crisis management abilities. Additionally, ideological and political education can help students learn how to properly deal with various crisis events, enabling them to better protect themselves and others (Tang Zhihong, 2019).

To improve mental health education for students, universities can organize various forms of mental health education activities, allowing students to learn how to handle various psychological issues properly, thus enhancing their mental health level (Sun Guosheng & Xue Chunyan, 2020). Furthermore, organizing teamwork activities can enhance students' teamwork ability, improving their communication and collaboration skills. Social practice activities can also contribute to students' ability to interact in society, helping them understand various societal rules and cultures, and better adapt to the social environment (Wang Guorui, 2018). Additionally, organizing crisis event drills can enhance students' crisis awareness and crisis management skills, allowing them to respond effectively to various crisis situations (Qian Ying & Hu Sifan & Sun Hongqiang, 2020).

By understanding the personality characteristics of each student, targeted education can better leverage the strengths of each student. Individualized ideological and political education can improve a student's ability to intervene in psychological crises. Individualized ideological and political education refers to tailoring the ideological and political education of students according to their aptitude and strengths, addressing weaknesses while considering the laws of physical and mental development and individual characteristics (Luo Sha, 2020). Through personalized ideological and political education, students' diverse needs for ideology and culture can be better met, resulting in improved mental health levels and crisis intervention abilities. In personalized ideological and political education, content, forms, methods, and means can be adapted to the characteristics of each student's personality. For example, activities such as mental health knowledge competitions and mental health lectures can be carried out to increase student awareness and understanding of mental health issues. Additionally, activities such as mental health education, psychological counselling services, and psychological counselling can further enhance students' mental health levels and crisis intervention abilities (Lu Mei, 2020).

2.3 Ideological and Political Education Research Direction Model

Figure 1 shows the closed-loop cycle model established with the direction of ideological and political education as the center, indicating the mutual influence and mutual promotion between these four directions. This circular model embodies the interrelation and mutual promotion among theoretical education, organizational education, practical education, and personalized education. Through this circular process, ideological and political education can be continuously optimized and improved, providing students with more effective and

comprehensive educational support, and cultivating high-quality citizens with greater social responsibility and innovative ability.

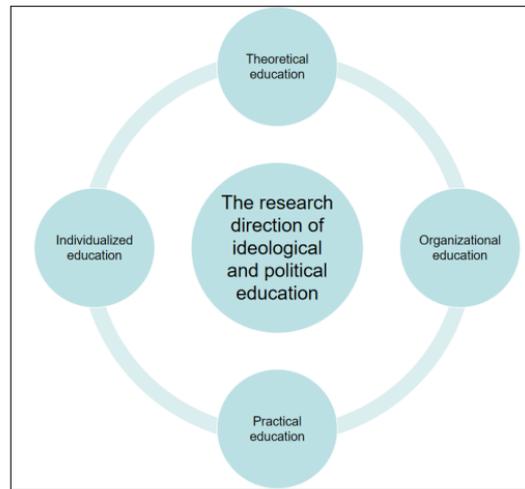


Figure 1: Research direction of ideological and political education

Theoretical education: As the foundation of ideological and political education, theoretical education provides theoretical knowledge and guidance. In the circular model, theoretical education serves as the starting point, offering support for other directions of education.

Organizational education: In the circular model, the knowledge from theoretical education is transmitted through organizational education, which is organized through various organizational activities. This process helps form consensus and resonance among the members of the organization. Organizational education transforms theoretical knowledge into organizational action by utilizing different organizations and social groups, thereby cultivating students' ideological and political consciousness and their sense of organizational discipline.

Practical education: The ideological and political consciousness and the sense of discipline cultivated through organizational education are practiced and applied in practical education. In the circular model, practical education emphasizes the application of theoretical knowledge to real-life situations. This is achieved through social practice activities, voluntary service, and other practical experiences. By combining theoretical knowledge with practical problems, students enhance their practical abilities and develop a stronger sense of social responsibility.

Personalized education: The practical activities in practical education also require the support of personalized education. Personalized education provides individualized practical guidance and counselling based on the personality and needs of each student. In the circular model, personalized education takes into account the unique characteristics and requirements of every student and offers tailor-made ideological and political education, making the educational approach more targeted and personalized.

Finally, personalized education provides feedback to theoretical education. Based on the performance and needs of students in practical education, personalized education adjusts the content and methods of theoretical education to make it more relevant to the actual situations and needs of students. This completes the loop in the circular model.

2.4 The Goal Model of Ideological and Political Education To Improve College Students' Ability To Cope With Psychological Crisis

Figure 2 shows the goal model of ideological and political education to improve college students' ability to cope with psychological crises. This stepwise goal model illustrates that in ideological and political education, we can promote the mental health development of college students by continuously enhancing their ideological and political quality. As the quality of ideological and political education improves, college students' ability to cope with psychological crises will also improve accordingly. Ultimately, our aspiration is for college students to become well-rounded individuals with correct values, high psychological resilience, and a strong sense of social responsibility.

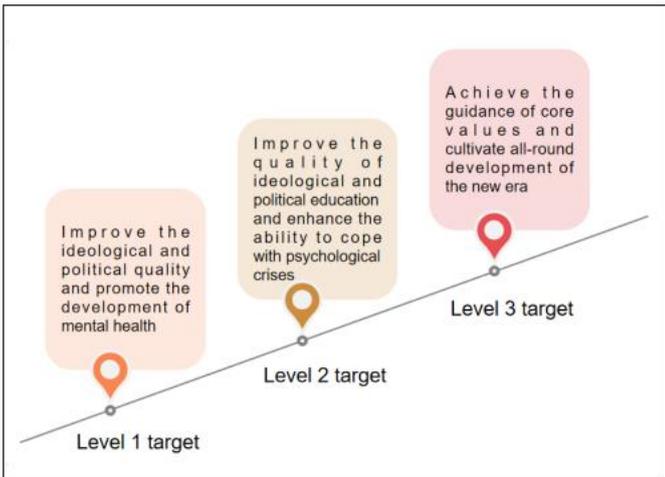


Figure 2: Ideological and political education improves university students' psychological crisis coping ability stratification goals

- a. First-level goal: Improving Ideological and Political Quality and Promoting Mental Health Development

At the foundational level of ideological and political education, our primary focus is on improving the ideological and political quality of college students. Through education in political theory, ideological ethics, and laws and regulations, we aim to help college students establish correct ideological concepts and political beliefs. Additionally, we pay close attention to the mental health development of college students, providing necessary

psychological counselling and support to help them address psychological problems and foster a positive and healthy attitude.

b. **Second goal: Enhancing the Quality of Ideological and Political Education and Developing Crisis Management Skills**

In the intermediate tier of ideological and political education, we concentrate on improving the overall quality of education, with special emphasis on the mental health and crisis management abilities of college students. We strive to enhance the effectiveness and relevance of ideological and political education by implementing improved teaching methods, enriching educational content, and innovating educational approaches. Through strengthened mental health education, we teach college students how to understand and cope with psychological crises, improving their mental resilience and ability to handle pressure.

c. **Third-level goal: Achieving Core Values Guidance and Cultivating Well-Rounded New Citizens**

At the highest level of ideological and political education, our ultimate aim is to cultivate college students with the right core values, including socialist core values. By reinforcing the education on core values, we hope college students can develop a correct worldview, life perspective, and value system, while also fostering a strong sense of social responsibility. These students will become well-rounded individuals who actively engage in social practices and contribute to the progress and development of society.

3.0 METHODOLOGY

This study emphasizes the importance of ideological and political education in intervening in the psychological crisis of university students. The study utilized data collection, descriptive statistical analysis, factor analysis, cluster analysis, and a research process to investigate the role of ideological and political education in psychological crisis intervention among university students. Based on the findings, countermeasures for psychological crisis intervention were proposed from the perspective of ideological and political education, and an implementation path was recommended. Overall, this study sheds light on the significance of ideological and political education in addressing the psychological crisis of university students (Liu Hui & Ye Yiduo, 2021).

3.1 Data Collection

To obtain the required data, this study conducted a survey of 300 students from 6 departments, 45 majors, and 90 classes at a university, and analyzed the survey results using questionnaires. In terms of the gender distribution of respondents, 159 were male, accounting for 53 percent, and 141 were female students, accounting for 47 percent. Regarding the grade distribution of

the survey respondents, there were 100 freshmen, 100 sophomores, and 100 graduates.

3.2 Data Analysis Method

Descriptive statistical analysis is a commonly used data analysis method that enables the statistical description of the age, gender, class, and other basic information of survey subjects, as well as their performance and needs during a psychological crisis. In this study, descriptive statistical analysis methods including mean, median, mode, range, variance, standard deviation, and other metrics were used. Factor analysis is a commonly used data dimensionality reduction method that can reduce multiple variables to a few factors to better explain the relationships between variables. This study used factor analysis to identify the influencing factors in the psychological crisis of university students. Cluster analysis is a commonly used data classification method that can divide survey subjects into groups based on certain similarity criteria to better study their performance and needs in psychological crises. This study used cluster analysis to classify the psychological crises of university students.

3.3 Research Process

In this paper, based on research data, we analyze the current mental health status of university students, the status of psychological crisis interventions, and the involvement of ideological and political education in such interventions. We also summarize the issues identified during this stage. Finally, the authors propose countermeasures for psychological crisis intervention among university students from the perspective of ideological and political education. Based on the results of the questionnaire and the summarized questions, the paper proposes a constructive and feasible implementation path and countermeasures for the intervention of ideological and political education in the psychological crisis of university students.

4.0 RESULTS AND DISCUSSION

The results and discussion of this study begin with a questionnaire survey and data analysis of university students. In the pilot study, the investigation topics are divided into the following parts: the investigation of students' personal situations, the investigation of university students' cognition of psychological crises, the investigation of university students' psychological crisis intervention and prevention, and the investigation of university ideological and political education intervention in psychological crises (Xiang Xin, 2021). To propose effective countermeasures for psychological crisis intervention in university students from the perspective of ideological and political education, this study examined the current situation of ideological and political education intervention in psychological crises. Based on the characteristics of psychological crises in colleges and universities and the analysis of questionnaires, this paper summarizes relevant countermeasures for psychological crisis intervention among university students through ideological and political education. It also outlines the principles that should be followed during the implementation of these

countermeasures (Di Hao& Zhang Hui & Li Ping, 2023).

This study aimed to examine the relationship between ideological and political education and university students' ability to cope with psychological crises, the incidence of psychological crisis events, and psychological health status. The results showed that the implementation of ideological and political education is positively correlated with the enhancement of university students' ability to cope with psychological crises and their psychological health status. In contrast, there is a negative correlation between the implementation of ideological and political education and the incidence of psychological crisis events in universities.

Moreover, based on the analysis of questionnaire data, this study proposed effective countermeasures for psychological crisis intervention among university students through ideological and political education. These countermeasures consider the characteristics of psychological crises in colleges and universities and adhere to specific principles during their implementation. Overall, these results provide useful insights into the significant role of ideological and political education in addressing psychological crises among university students.

4.1 Principles for Ideological and Political Education in Interfering with Mental Crisis

In the process of ideological and political education intervening in the psychological crisis of university students, adhering to the principle of being people-oriented is crucial. The core of ideological and political education is to promote the mental health of university students, and the premise of all courses is to train excellent talents (Yangkai Wu, 2022).

Table 1: Principles followed by ideological and political education intervention in psychological crisis

Aspect	Content
Adhere to the people-oriented principle	<p>To improve mental health support for students, consider implementing the following measures:</p> <p>Create a care platform: Establish a psychological counselling center to provide students with accessible mental health services. Encourage students to openly discuss and share their psychological concerns.</p> <p>Hire professional psychology teachers: Recruit experienced and empathetic psychology teachers who can offer professional psychological support and counselling to students.</p> <p>Students' psychological files: Set up comprehensive psychological files for students to track and document their psychological changes. This will enable targeted and personalized psychological interventions.</p>

Adhere to the principle of prevention	<p>To enhance mental health support for students, consider implementing the following measures:</p> <p>Mental health education: Establish mental health education courses to disseminate psychological knowledge and improve students' awareness and prevention of psychological problems.</p> <p>Psychological stress management: Organize training sessions on psychological stress management, teaching effective ways to cope with stress and anxiety, and enhancing students' psychological resilience.</p> <p>Psychological assessment and screening: Conduct regular psychological assessments and screenings to identify potential psychological issues early and provide timely intervention.</p>
Adhere to the principle of holistic education	<p>To enhance mental health support for students, consider implementing the following measures:</p> <p>Curriculum integration of psychological education: Integrate psychological education content into various subjects' curriculum to help students gain self-awareness, understand others, and improve emotional intelligence and interpersonal skills.</p> <p>Campus culture construction: Foster a positive and healthy campus culture that promotes values such as care, understanding, respect, and unity, creating a conducive psychological atmosphere.</p> <p>Mutual assistance support network: Establish a student psychological assistance support network, encouraging students to support each other and foster a strong sense of collective cohesion.</p>

Source: Developed for this research

4.2 Countermeasures To Improve the Ability To Cope with Psychological Crisis From the Perspective of Ideological and Political Education

Psychological crisis intervention during the prevention period is the most crucial aspect of crisis intervention, as it involves preventive measures. In this stage, effectively utilizing the ideological and political education resources in universities can significantly help in preventing the occurrence of psychological crises (Chengchen Feng, 2021).

Table 2: Countermeasures of ideological and political education to improve psychological crisis coping ability

Aspect	Content
Strengthen ideological and political	<p>To enhance mental health education, consider implementing the following measures:</p> <p>Integrate mental health education into ideological and political courses: Incorporate mental health education content into ideological</p>

theory education	<p>and political theory courses. Use explanations of psychological knowledge and relevant cases to enhance students' cognition and understanding of psychological issues.</p> <p>Promote core values: Emphasize the significance of mental health to personal and social development. Guide students to establish a correct outlook on life and values, enhancing their psychological resilience and adaptability.</p> <p>Organize psychological education thematic discussions: Conduct mental health thematic discussions to encourage students to contemplate deeply on psychological issues, fostering spiritual growth and promoting healthy development.</p>
Strengthen the practical education of ideological and political education	<p>To enhance mental health support for students, consider implementing the following measures:</p> <p>Psychological aid volunteer team: Establish a psychological aid volunteer team to cultivate students' psychological aid skills. Through active participation in psychological crisis intervention practices, students' sensitivity to psychological problems and their ability to handle such situations can be improved.</p> <p>Campus activities and speeches: Organize campus activities and speech competitions focusing on mental health themes. Encourage student participation to independently disseminate mental health knowledge and create an atmosphere of concern for mental health.</p> <p>Practical project cooperation: Collaborate with social psychological institutions to carry out psychological practice projects. This will provide opportunities for students to engage in psychological intervention skills exercises in communities, enterprises, and other settings.</p>
Strengthen the professional ability of ideological and political education teachers	<p>To enhance mental health support for students, consider implementing the following measures:</p> <p>Teacher training and further education: Organize teachers to participate in relevant psychology training and further education courses. This will help improve teachers' professional knowledge and practical skills in mental health education.</p> <p>Teacher team building: Establish a teacher team to promote communication and cooperation among teachers. Encourage them to discuss psychological intervention cases together, fostering continuous improvement in their intervention abilities.</p> <p>Psychological counselling supervision: Provide regular guidance and supervision to teachers to assist them in continuously enhancing their teaching effectiveness and personal abilities.</p>

Source: Developed for this research

4.3 Ideological and Political Education Countermeasures During the Psychological Crisis

The occurrence period of university students' psychological crisis refers to the situation where students facing psychological issues do not receive timely self-regulation or help from others, leading to an escalation of psychological imbalances and the development of a psychological crisis. During this period, students may resort to extreme measures to solve problems and relieve pressure, such as self-injury, suicide, or engaging in violent behavior. In severe cases, they may even resort to illegal or criminal acts (LI Chunmiao, 2021).

Although psychological crisis intervention during this stage primarily relies on psychological crisis intervention methods, the significant role of ideological and political education cannot be overlooked. The powerful function of ideological and political education determines its indispensability, and it should be leveraged to its full potential (Chengchen Feng & Xingyu Wang, 2021).

Table 3: Countermeasures of ideological and political education in the period of psychological crisis

Aspect	Content
Cognitive education of psychological crisis	<p>To enhance mental health support for students, consider implementing the following measures:</p> <p>Psychological crisis publicity and education: Strengthen the promotion of psychological crisis education to improve teachers' and students' understanding of psychological crises. Disseminate information about the concept and common types of psychological crises through posters, notice boards, propaganda videos, and other means. This will enable teachers and students to develop a basic understanding and early warning ability for psychological crises.</p> <p>Crisis early warning training: Organize professional psychology teachers to conduct crisis early warning training. They can teach students how to identify and assess the signs of a psychological crisis. Students will learn how to observe changes in their own and others' moods and behaviors, enabling them to identify potential psychological problems in a timely manner.</p>
Psychological coping skills training	<p>To enhance mental health support for students, consider implementing the following measures:</p> <p>Emotional Management Training: Offer emotional management courses to help students learn effective emotional regulation skills. Teach techniques for self-calm, relaxation training, and emotional release to improve students' emotional self-control abilities when facing psychological crises.</p>

	<p>Problem-Solving Skills: Provide students with problem-solving skills training, teaching them how to analyze problems, develop solutions, and implement plans through role-playing and other methods. These skills will help students approach problems positively and reduce the pressure of psychological crises.</p> <p>Communication Skills Training: Offer communication skills training to help students improve their ability to communicate effectively with others. Enhance mutual understanding and support, and effectively reduce psychological problems caused by poor communication.</p>
<p>Psychological support system construction</p>	<p>To enhance mental health support for students, consider implementing the following measures:</p> <p>Psychological Counselling Services: Establish a comprehensive psychological counselling service system to provide professional psychological support. Students can seek help from trained psychological counselors when they encounter psychological crises, receive appropriate counselling, and find solutions to their problems. This will help reduce their psychological burden.</p> <p>Peer Support Network: Encourage the formation of a peer support network through psychological mutual aid groups, psychological support communities, and other platforms. These initiatives will allow students to support each other, offer understanding, encouragement, emotional support, and exchange information.</p> <p>Teachers and Students Care Mechanism: Schools and teachers should prioritize the psychological well-being of students. Establish a caring mechanism for teachers and students to promptly identify and address students' psychological issues. Teachers should take the initiative to provide help and support. Strengthening communication and trust between teachers and students will help students navigate through the psychological crisis period more effectively.</p>

Source: Developed for this research

5.0 CONCLUSION

In this paper, we discuss the effect of ideological and political education on university students' ability to intervene in psychological crises. We propose prospective research hypotheses and develop theoretical models using quantitative analysis. To achieve this, we modify the questionnaire through a pre-survey, conduct a large sample survey using the modified questionnaire, and validate the theoretical model and research hypotheses against the collected data to assess its validity. Based on the study's conclusions, this paper offers suggestions on how to apply ideological and political education in psychological crisis intervention among university students.

To further enhance the auxiliary role of this research in psychological crisis intervention, future research should focus on the following areas:

- a. Explore the mechanisms of influence of ideological and political education on university students' ability to cope with psychological crises.
- b. Examine the impact of different types of ideological and political education on university students' ability to cope with psychological crises.
- c. Explore methods and criteria for assessing university students' ability to cope with psychological crises.
- d. Investigate training methods and strategies to enhance university students' ability to cope with psychological crises.

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