

Research on the Integration of "Three Full Education" Policy and Painting Psychological Analysis

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Abstract: This study focuses on the practice and development of the "three-all education" policy in the new era background, and discusses the innovative education model combining digital intelligence technology and painting psychological analysis. Through literature review, empirical analysis and case study, this paper deeply analyzes the domestic and foreign research status of the "three all education" mechanism, reveals its development process, existing problems and improvement paths, and puts forward the digital intelligence solution based on painting psychological analysis, in order to provide theoretical support and practical reference for improving education quality and students' mental health.

Keywords: Sanquan Education, Psychological Analysis of Painting, Education Quality, Mental Health, Digital Intelligence Technology.

1. Introduction

(1) Research background

With the growing demand for high-level talents, education plays an increasingly important role in social development. However, in the actual implementation process, the "three-in-one education" mechanism still faces many challenges, such as insufficient coordination of education subjects, lack of continuity in the education process, and incomplete coverage of education environment. At the same time, with the advent of the digital age, digital intelligence technology provides new opportunities for innovation in the field of education. The purpose of this study is to explore how to promote the implementation and deepening of the policy of "three talents education" with the help of digital intelligence technology and painting psychological analysis, and build a more scientific and effective education mechanism.

(2) Research significance

The theoretical significance of this study is to enrich the theoretical connotation of the policy of "three talents education", explore a new model of education combining numerical intelligence technology and psychology, and provide a reference for theoretical innovation in the field of education. Practical significance is to provide specific implementation paths and methods for colleges and other educational institutions, through the integration of painting psychological analysis and number intelligence technology, improve the quality of education, pay attention to students' mental health, and promote students' all-round development.

2. Literature Review

(1) Theoretical basis and practical exploration of the "three full education" policy

The idea of "three full education" comes from the deep thinking of China's education reform. From the early "teaching education, management education, service education" to the present whole-person, whole-process, all-round education, its connotation is constantly enriched and expanded. In recent years, with the release of policy documents such as the Opinions on Strengthening and Improving Ideological and Political Work in Colleges and

Universities under the New Situation, the mechanism of "three-whole education" has gradually become the core content of ideological and political education in colleges and universities. Through measures such as system construction, curriculum innovation and teacher training, colleges and universities have actively explored the practical path of "three-in-one education", but there are still shortcomings in systematic implementation, full participation, whole process coherence and all-round coverage (Yang Lijun et al., 2022; Zheng Ling, 2023).

(2) Theory and application of painting psychoanalysis

As a psychological art counseling method, painting psychoanalysis reveals the inner emotions, psychological states and personality characteristics of individuals by analyzing their painting works. Its principle is based on the self-expression function of painting, the psychological projection characteristic and the non-linguistic character of symbols. In recent years, the application of painting psychoanalysis in the field of education has gradually attracted attention, such as through the "Fangshu people test" and "rain people test" and other methods, to help teachers understand the psychological state of students and promote students' self-cognition and emotional management (Liu Lina et al., 2023).

(3) Application of numerical intelligence technology in the field of education

With the advent of the digital age, digital intelligence technology provides new ideas and methods for educational innovation. Technological means such as big data, artificial intelligence and the Internet can not only improve the efficiency of education management, but also meet the diverse needs of students through accurate analysis and personalized services. The application of digital intelligence technology in the "three-in-one education" mechanism provides new possibilities for solving problems in the traditional education model (Wang Fei et al., 2021).

3. Evolution: A Review of Domestic and Foreign Research on the Mechanism of "Three-all Education"

(1) The development process of the domestic "three full education" mechanism

1) The early embryonic stage (1950s)

The early form of the concept of "three full education" can be traced back to the slogan of "Teaching and educating, managing and serving" put forward by the first National Congress of China Education Trade Union in 1950.

2) Exploring the stage of development (mid-1980s to late 1990s)

In 1996, the nationwide campaign of "Cultivating the image of Teachers and Creating a civilized school spirit" further promoted the breadth and depth of the "Three full educations" (Wang Zhen, 2022).

3) Mature and perfect stage (2004 to present)

In 2004, the promulgation of the Opinions of the CPC Central Committee and The State Council on Further Strengthening and Improving Ideological and Political Education for College Students clarified the guiding ideology and main tasks of the "Three full Educations". In recent years, with the advent of the digital era, universities have begun to explore the digital transformation of "three-in-one education", and promote the wisdom, coordination and all-round integration of ideological and political work (Jiao Yang, 2023).

4) Innovation and practice stage

A large number of innovative practices have emerged in the "three aspects of education" in colleges and universities across the country, such as building a digital ideological and political work system, promoting all-staff collaborative education, whole-process management and education and other new models. All colleges and universities consciously run the Party's latest theoretical achievements through the ideological and political work of college students, giving the "three all education" a new era connotation (Wang Fei et al., 2021).

(2) The development status and existing problems of the domestic "three-all education" mechanism

1) Current situation of development

The domestic "three all education" mechanism has innovative practices in vocational colleges, mental health education, regional and professional characteristics, medical education, Party history learning and other aspects. For example, vocational colleges break the boundary between ideological and political education and professional technology through teaching and research coordination and curriculum ideological and political integration; In the aspect of mental health education, Yin Haoxiang (2023) applied the concept of "three whole education" to solve the mental health problems of graduate students in central and western universities (Yin Haoxiang, 2023).

2) There are problems

Although the "three full education" mechanism has achieved some results in practice, it still faces many challenges. For example, ideological risks, lack of teachers' cognition and participation, organizational coordination problems, mechanism challenges, and difficulties in model construction, etc. (Wang Xiaolei et al., 2023; Zhao Kaibo et al., 2024). In addition, problems such as the lag of psychological education work, the difficulty of coordination

between full-time teachers and counselors, and the dilemma of coordination between students' party building and "three full education" also need to be solved (Wu Yan et al., 2023; Tong Jinze, 2024).

(3) Inspiration from the "three full education" mechanism in foreign countries

There are many similarities between the concept of whole-person cultivation in foreign countries in the field of education and the mechanism of "three-in-one education" in China. For example, Holistic Education in the United States emphasizes holistic and individualized education. It focuses on students' physical and mental development as well as social adaptability. The "dual system" education model implemented by some European countries in vocational education has realized the close combination of education and social needs through the collaborative education of schools and enterprises. These experiences provide beneficial enlightenment for the improvement of the mechanism of "three-whole education" in our country.

(4) Analysis of the reasons for the problem of the "three full education" mechanism

There are many challenges and problems in the implementation process of the "three-in-one education" mechanism. First of all, the contradiction between education and human characteristics is more prominent. Zhu Ping (2022) pointed out that the educational characteristics of "easy to learn and difficult to learn" are in conflict with the tendency of "easy to escape" and "easy to simplify" in human nature, resulting in the inevitable phenomenon of "emphasizing teaching and neglecting educating people", which to a certain extent affects the effective implementation of the "three-whole education" mechanism. Secondly, the lack of institutional system and long-term mechanism also restricts the promotion of the "three-in-one education" mechanism. Establishing and improving an institutional system with smooth operation and strong guarantee is the premise of the long-term mechanism of "three-all education". However, the current problems such as large mobility and insufficient attraction of the team of counselors seriously hinder the establishment of the long-term mechanism (Zhu Ping, 2022). In addition, there are also many problems in the teachers' participation and incentive mechanism. Zhang Wenfeng (2023) pointed out that requiring all teachers to participate in the "three-in-one education" not only squeezes the non-teaching time of full-time teachers, but also easily leads to teachers' dissatisfaction with management over teaching. At the same time, the utilitarian orientation of the assessment indicators and the uncertainty of the "Sanquan Education" on the development of full-time teachers also affect the enthusiasm of teachers to a large extent.

The lag and imperfection of psychological education is also one of the problems faced by the mechanism of "three full educates". Wu Yan and Han Junhua (2023) believe that problems such as shortage of professional workers for psychological education, imperfect process control, and not obvious linkage effect of family, school and community seriously affect the effective implementation of the "three-all education" mechanism. There are also many shortcomings in collaborative education. Liu Haijing et al. (2024) pointed out that full-time teachers and counselors have obvious shortcomings in collaborative education. The lack of professional quality of counselors and the weakness of ideological and political theoretical knowledge of full-time teachers will greatly reduce the effect of collaborative

education. In addition, the dilemma of coordination between students' party building and "three full education" should not be ignored. Tong Jinze (2024) believes that the imperfect coordination mechanism between college students' party building and "three-all education" leads to the lack of innovative vitality in student party building education, and it is difficult to form an effective pattern of all-round education. In the implementation process of the "three-all education" mechanism, higher vocational colleges also exposed problems such as outdated education concepts and lack of communication and cooperation among various departments, which failed to form a joint force for education, and seriously affected the implementation of the "three-all education" mechanism (Zhang Yanhao, 2023).

(5) Suggestions on improving the "Three-all education" mechanism

In order to improve the "three-in-one education" mechanism, specific suggestions are put forward from three aspects: whole-person education, process education and education environment. In the aspect of whole-person education, Wang Xiaolei and Kan Rui (2023) emphasize the important role of new media in helping the construction of "three-all education", and suggest that the participation and interaction of faculty and staff should be enhanced through new media platforms, so as to broaden the channels of education. Zhang Fengcui and Wu Zhihui (2023) pointed out that it is very important to improve teachers' cognition of curriculum ideology and politics as well as the concept of "three-all education", and suggested that colleges and universities regularly hold special training, seminars and experience sharing meetings to enhance teachers' political literacy and education ability, so as to consolidate the foundation of all-staff education. In terms of process education, Wu Xiaoli (2024) stressed the importance of the whole process of education, advocating that targeted ideological and political education should be carried out at every stage from enrollment to graduation to ensure the continuity and systematization of education work. Zhong Lihua (2023) further suggested the establishment of student growth files to record the ideological dynamics, academic performance and social practice of students at different stages, so as to provide data support for personalized education, so as to improve the accuracy of education work. In terms of education environment, Wen Xiaoping and Chen Rifeng (2022) discussed the cultural implications of the comprehensive reform of "three aspects of education", and proposed that the relationship between internal culture and external culture, main culture and sub-culture should be properly handled, so as to form a campus cultural atmosphere with the characteristics of The Times and the personality of the school. Mo You and Wang Ting (2023) advocate the construction of a collaborative system of ideological and political theory courses in colleges and universities under the guidance of the concept of "three-all education", and pay attention to the harmonious coexistence of main culture and sub-culture, so as to create a good environment for all-round education. Through the above multi-dimensional improvement measures, it is expected to promote the deepening and improvement of the "three all education" mechanism, and provide strong support for the improvement of education quality.

4. Pioneering and Innovation: The Integration Research of "Sanquan Education" and Painting Psychological Analysis Driven by Number Intelligence Technology

(1) The theory and application of painting psychoanalysis

Painting psychoanalysis reveals the inner emotions and psychological states of individuals by analyzing their painting works, which is an effective psychological counseling method. This study combines the principles and methods of painting psychoanalysis to explore its application path in the mechanism of "three whole education", in order to provide new ideas for students' mental health education.

(2) Number intelligence technology empowers painting psychological analysis

In this study, the small program of "painting mind analysis" is developed to realize the digitalization and intelligentization of painting psychological analysis through number intelligence technology. The mini program can automatically analyze students' painting works, generate a psychological state report, and provide teachers with targeted education suggestions. Through the ability of digital intelligence technology, the application of painting psychological analysis in the "three all education" mechanism is more efficient and accurate.

(3) Case analysis

Through the case study of some universities in Hangzhou, the practical application effect of the small program of "painting and mind analysis" in the mechanism of "three full education" is verified. The results show that the mini program can effectively improve teachers' understanding of students' psychological state, promote the improvement of students' self-cognition and emotional management ability, and provide strong support for the innovation of "Sanquan education" mechanism.

5. Research Conclusion

Through the domestic and foreign research review of the "three full education" mechanism, this study reveals its development history, existing problems and improvement paths. At the same time, combining painting psychoanalysis and number intelligence technology, this paper puts forward an innovative education model, and verifies its effectiveness through empirical analysis. The research results show that the integration of number intelligence technology and painting psychoanalysis can effectively improve the implementation effect of the "three all education" mechanism, and provide new ideas and methods for the improvement of education quality and students' mental health education.

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