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## EFFECT OF TRADITIONAL PHYSICAL TRAINING ON ALLEVIATING ANXIETY DISORDER OF IDEOLOGICAL AND POLITICAL STUDENTS

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**Background:** Anxiety is a complex psychological state composed of anxiety, tension, worry and other psychological experiences. According to different classification standards, anxiety can be divided into state anxiety and trait anxiety from the duration. State anxiety refers to anxiety with a relatively short duration caused by specific situations. This anxiety is more common in modern people’s daily life. When people associate the perceived threat with their own success at this stage, they will feel nervous and uneasy temporarily, and even produce physiological pain symptoms in severe cases. State anxiety can help people quickly perceive the surrounding crisis and force people to take immediate action. Therefore, moderate state anxiety is beneficial to the study and life of Ideological and political students. Trait anxiety, on the contrary to state anxiety, is long-term continuous anxiety. This excessive anxiety will have a great adverse impact on the study and life of Ideological and political students. Ideological and political students have been in the process of theoretical learning for a long time, and they lack exercise. Due to the particularity of their discipline, the guidance at the conceptual level is likely to have an insufficient effect on the anxiety symptoms of Ideological and political students. Therefore, this study proposes to take traditional physical training as the main way to alleviate the anxiety of Ideological and political students. Besides strengthening the body and enriching life, physical exercise also has a certain positive impact on mental health. Because physical exercise itself is an activity that constantly challenges their physical conditions, ideological and political students can exercise their sensitivity to sense of crisis and worry through physical exercise, which can effectively reduce students’ anxiety sensitivity. At the same time, physical exercise can improve the self-efficacy of Ideological and political students. Through the effective cycle of formulating sports goals, implementing sports goals and completing sports goals, students’ self-confidence and sense of achievement can be continuously improved, and then the habit of implementing the cycle can be substituted into daily learning to enhance their ways and means to fight anxiety.

**Objective:** According to the discipline characteristics of Ideological and political students, this study applies traditional sports training to the intervention behavior of anxiety symptoms of ideological and political students, improves students’ comprehensive quality through the positive impact of traditional sports on students’ psychological status, and then gives students the means to fight anxiety, so as to alleviate anxiety symptoms.

**Subjects and methods:** This study uses the methods of difference analysis and intermediary effect analysis to analyze the correlation between physical exercise and students’ state anxiety and characteristic anxiety.

**Study design:** This study takes the state-trait anxiety questionnaire data as the research data basis, on which the difference analysis is carried out. At the same time, the intermediary effect analysis method is used to establish a relationship model for the impact of physical exercise on anxiety symptoms under the influence of student behavior intermediary effect, and analyze the action relationship between the elements through the relationship model.

**Methods:** SPSS20.0 was used in this study sort out and descriptive analysis of basic research data, and analyze the basis of difference analysis, and then use Mplus8.0 to analyze the intermediary effect of the data.

**Results:** The difference analysis results of Ideological and political students are shown in Table 1.

There are two coping styles with statistical significance ( $P < 0.05$ ) in Table 1: solving and asking for help. It can be seen that what is helpful to the anxiety symptoms of Ideological and political students is often the response in practical action. It can be seen that physical exercise is a reliable intervention way to provide

students with counseling channels in practical action. It can provide students with motivation to escape from the traditional emotional problems and solve practical problems through sports training.

**Table 1.** Differences of coping styles in urban and rural areas

| Coping style    | Male |      | Female |      | t     | P     |
|-----------------|------|------|--------|------|-------|-------|
|                 | M    | SD   | M      | SD   |       |       |
| Solve           | 8.15 | 2.74 | 7.28   | 2.98 | 2.992 | 0.003 |
| Self-reproach   | 3.32 | 2.84 | 3.07   | 2.92 | 0.871 | 0.386 |
| Seek help       | 5.69 | 2.36 | 5.12   | 2.46 | 2.388 | 0.017 |
| Fantasy         | 4.23 | 2.17 | 3.95   | 2.31 | 1.112 | 0.266 |
| To retreat      | 3.98 | 2.36 | 3.91   | 2.63 | 0.404 | 0.685 |
| Rationalization | 3.82 | 1.86 | 3.56   | 2.08 | 1.235 | 0.218 |

**Conclusions:** Due to the particularity of the discipline, psychological counseling often has a poor effect on alleviating the anxiety symptoms of Ideological and political students. Through the difference analysis, it can be seen that the best way to dredge the anxiety symptoms of Ideological and political students is often the way of action. Therefore, giving students psychological experience of self-efficacy through traditional physical exercise can improve students' action ability, and then provide students with the driving force to solve the anxiety content in their learning life, so as to solve the source of students' anxiety from the level of practical action. Then help students alleviate anxiety and form a sounder personality.

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## RETHINKING THE THEORY OF CULTURAL RELATIVITY UNDER THE OBSTACLE OF THINKING – FROM THE PERSPECTIVE OF ETHNOMUSICOLOGY AND MUSICAL ANTHROPOLOGY

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**Background:** Thinking disorder refers to the phenomenon that people violate the normal thinking law or thinking form when thinking and processing external things or information by using thinking forms such as conceptual cognition, logical reasoning and choice judgment. Phenomena such as the inability to accurately grasp the connotation represented by some logical concepts, the misunderstanding of premise or process in the process of judgment, and the inversion of cause and effect all belong to the manifestations of thinking obstacles. In the process of human thinking, the most basic cognition and mode of thinking is the conceptual definition of external information and errors. In the process of thinking and speculation of cultural relativity, the negative effects of thinking obstacles will be amplified to a certain extent, because cultural relativity itself has the problems of use boundary and effectiveness. It makes people with thinking disabilities unable to accurately grasp the definition in the process of learning cultural relativity. In addition, from the perspective of cognitive thinking, cultural relativity itself has a logical paradox that is not friendly to people with thinking disabilities, that is, the cognitive concept of "relativity" does not exist in essence. When learners discuss ethnomusicology and musical anthropology, cultural relativity cannot admit that complete detached and neutral psychological cognition does not exist at the level of thinking logic. That is, if one-sided emphasis on relativity, it will lose the individuality of national music. On the one hand, it needs to use the sexual perspective to explain the development of musical anthropology. The misunderstandings and paradoxes of this theoretical logic will make it difficult for thinking impaired learners to correctly understand the essence of the theory, which will lead to logical errors in the case of premise errors, resulting in more difficulties in learning. Therefore, in the process of helping people with thinking disabilities learn cultural relativity, we should adopt the concept interpretation and logical relationship that are more beneficial to the cognition and understanding of people with thinking disabilities, and help people with thinking disabilities learn cultural relativity more correctly and deeply through the obstacles of