

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

theoretical expression and surface paradox.

Objective: By combing the theory of cultural relativity and innovating methods on the learning path of cultural relativity, this study tries to help learners with thinking disabilities overcome various obstacles in the process of theoretical learning and carry out cultural relativity learning more comprehensively and deeply.

Subjects and methods: This study adopts the methods of on-site investigation and correlation analysis. In the form of an on-site test, it detects the degree of thinking disorder of thinking disabled learners in the process of learning cultural relativity, analyzes the theory of cultural relativity, and expounds on the relationship between the degree of paradox and the degree of thinking disabled learners.

Study design: In this study, patients with thinking disorders were randomly selected from medical institutions. After soliciting the consent of patients, the on-site centralized examination questions were tested. The examination papers were divided into two main parts: the learning part and the testing part. The learning part mainly expounded on the theories of cultural relativity, ethnomusicology and music anthropology for patients with thinking disorders to learn. The test part carries out the thinking test for the content of the learning part, and the test time is 90 minutes in total. After collecting the data, this paper uses correlation analysis to explore the theory of cultural relativity, and expounds on the correlation and effect between the degree of paradox and the degree of thinking disability learners.

Methods: In this study, Excel was used to count the test results, and SPSS software was used for correlation analysis.

Results: The theory of cultural relativity expounds the correlation between the degree of paradox and the degree of obstacle of thinking disabled learners. The analysis results are shown in Figure 1.

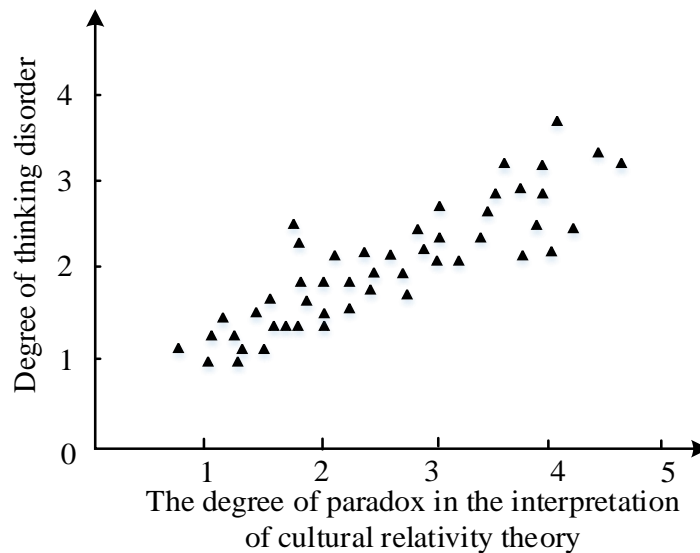


Figure 1. Correlation analysis

The sample trend in Figure 1 clearly shows the correlation between the degree of paradox expounded by cultural relativity theory and the degree of obstacle of thinking disabled learners. It can be seen that with the increase of the degree of paradox expounded by cultural relativity theory, the degree of obstacle score of thinking disabled learners also increases gradually, and the two show a positive correlation.

Conclusions: Through the analysis of the paradox between the characteristics of thinking disabled learners and the theory of cultural relativity, this study helps thinking disabled learners to overcome obstacles and innovate paths in the process of theoretical learning. The results show that there is a positive correlation between the paradox of cultural relativity theory and the degree of obstacles of thinking disabled learners. In the process of helping thinking disabled learners with theoretical learning, we need to optimize the elaboration of cultural relativity theory according to the characteristics of learners' thinking obstacles, help thinking disabled learners determine the logical premise and sort out the logical relationship, reduce the difficulties encountered by thinking disabled learners in learning and improve the learning effect.

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STRENGTHENING CHINESE CULTURE EDUCATION IN CHINESE INTERNATIONAL EDUCATION UNDER LANGUAGE BARRIERS

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Background: Language is an important tool for human beings to describe the external world and inner feelings. Different from the interactive communication mode of behavior, the interactive communication mode of language can break away from the constraints of time and space and communicate with concepts that have nothing to do with current time and space. Human language ability is divided into two main types: acquisition and learning. Therefore, the source of language barriers often comes from these two stages. Natural acquisition is the main ability used by individuals in the process of learning the first language after birth. Most children's first language acquisition speed is roughly the same. Children who grow up in a bilingual or multilingual environment can often naturally acquire two or more languages. However, this stage is also the initial stage of language barriers. Usually, such barriers are manifested in the process of language expression, understanding and communication. The types of language barriers that children are prone to are more complex, which can be divided into congenital stuttering, acquired stuttering, delayed language development and developmental language difficulties. Acquired aphasia, etc., in adulthood, some patients will still have language disorders, but some will be relieved in adulthood. Even if an individual has normal language ability in childhood, he may still have Dean in adulthood. This disorder is often manifested in the accompanying diseases of other neurological diseases or post-traumatic diseases, such as vocal organ and nerve organ diseases caused by frostbite, post-traumatic language disorders caused by stroke, etc. In addition, with the increase of social life pressure, the number of patients with language disorders caused by social-environmental problems and psychological pressure problems has also increased. Due to the diversity of the sources of language barriers and the accompanying social communication barriers, how to carry out educational assistance for language barrier groups has become one of the difficult problems in today's education system. Especially in the process of Chinese international education, for language disabled groups, there are many obstacles in their understanding of Chinese cultures, such as cross-cultural understanding obstacles, cross-language cognitive obstacles, their own language obstacles and so on. How to improve Chinese culture and education strategies for language disabled groups is one of the important topics of the current Chinese international education system.

Objective: Aiming at the various difficulties of language barrier groups in Chinese culture learning in Chinese international education, this study puts forward educational auxiliary strategy suggestions from the characteristics of language barrier, so as to help students with speech barrier overcome the dual barriers of culture and language and achieve better learning effect.

Subjects and methods: This study combines the field investigation method with particle swarm optimization algorithm to conduct investigation, research and data analysis in the order of current situation investigation, current situation sorting, proposal and seeking the optimal scheme.

Study design: This study obtains basic data through field investigation. According to the obstacle characteristics of language barrier groups in Chinese culture learning in Chinese international education, this paper puts forward different educational assistance strategies with different emphasis, and then uses particle swarm optimization algorithm to calculate the fitness and solve the optimal scheme for the educational assistance strategies with different emphasis.

Methods: In this study, Excel table is used to uniformly sort out the survey data, and particle swarm optimization program is used to optimize the scheme.

Results: The types of obstacles encountered by language barrier groups in the process of Chinese culture education in international Chinese education are shown in Table 1.

Table 1. Chinese culture learning disability factors

Chinese culture learning disability factors	Number of people	Proportion (%)
Language barrier	151	75.5
Limited level of Chinese	127	63.5
Transnational cultural cognitive impairment	92	46.0
Wrong way of cultural education	86	43.0
Insufficient cultural education	78	39.0

Table 1 classifies the barrier factors encountered by language barrier groups in the process of Chinese culture and education in Chinese international education. Among them, the language barrier accounts for