

THE POSITIVE ROLE OF THE AESTHETIC EDUCATION VALUE OF “INTANGIBLE CULTURAL HERITAGE” DANCE IN ALLEVIATING THE ANXIETY OF PRIMARY AND MIDDLE SCHOOL STUDENTS

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Background: Childhood and adolescence is a key period of psychosomatic development. It is also a high-risk period for adverse psychological problems, emotional problems and behavioral problems. Primary and middle school students enter puberty physiologically, and their character, body, world outlook, outlook on life and values have undergone great changes. The learning contents, learning methods, the educational methods of parents and teachers are also changing. Students' psychological anxiety will increase significantly in the process of adjusting their self-state, independence and highlighting their personality to adapt to the new environment. Therefore, this period of youth is a period that society, schools and families should focus on. As primary and secondary schools are full of beautiful expectations for schools, students and future study and life, but with the increase of learning subjects, the deepening of teaching materials and the different teaching styles of teachers, anxiety psychology such as loss, loss, disappointment and boredom will arise. Especially the primary and middle school students who are about to enter school, their hearts are full of bad psychology such as fear, tension, anxiety, excitement, hesitation, curiosity, withdrawal and so on. Regional “intangible cultural heritage” dance teaching, as an innovative form of school aesthetic education, entering the practice of aesthetic education in primary and secondary schools, can not only achieve the purpose of aesthetic education of students' physical and mental health, but also enable primary and secondary school students to deeply understand regional dance, feel the charm of regional excellent traditional dance, enhance the cultural identity and cultural confidence of Chinese excellent tradition, and truly practice the educational purpose of building morality, cultivating people and educating people with aesthetics in primary and secondary schools. Dance education in primary and secondary schools is not only an important way to inherit “intangible cultural heritage” dance, but also an important form of school dance aesthetic education. How to give full play to the aesthetic education value of the regional inheritance of “intangible cultural heritage” dance in primary and secondary schools is an important issue for primary and secondary schools to realize the regional inheritance of “intangible cultural heritage” dance. The implementation of aesthetic education in primary and secondary schools based on the regional inheritance of “intangible cultural heritage” dance is an innovative way of regional inheritance of “intangible cultural heritage” dance, which is conducive to the activation and utilization of regional “intangible cultural heritage” dance culture. Transforming the regional “intangible cultural heritage” dance resources into dance aesthetic education resources in primary and secondary schools to realize the educational purpose of dance aesthetic education can effectively improve the learning and understanding of regional traditional dance culture and improve the anxiety psychological status of primary and secondary school students.

Objective: At present, although there are many reports on the educational methods of psychological anxiety of primary and middle school students, there are still few studies on the intervention of “intangible cultural heritage” dance aesthetic education. This study hopes that through the research on the psychological anxiety of primary and secondary school students, the “intangible cultural heritage” dance aesthetic education teaching method can improve the mental health level of primary and secondary school students and improve the degree of psychological anxiety of primary and secondary school students.

Subjects and methods: 400 primary and middle school students were randomly investigated in a city. The survey objects were investigated with a self-made scale, including demographic information such as age, gender, health status, family members, family income and parental occupation. The degree of family harmony, parent-child relationship, learning situation, learning interest and pressure sources of all students were further investigated. In this study, the “intangible cultural heritage” dance aesthetic education method was used to intervene the students' anxiety psychology, and the anxiety status was evaluated before and after the intervention.

Research design: This study used the Self-rating Anxiety Scale (SAS) to evaluate all students. The scale has 20 questions. Each topic represents a symptom. The four-level scoring system is adopted, and the scores of each item are 1-4. The total score of all items is the total rough score, and then multiplied by 1.25 to obtain the final standard score. The evaluation score line is 50. A score lower than 50 indicates no mental anxiety, and a score higher than 50 indicates mental anxiety. The higher the score, the greater the degree of anxiety.

Methods: The relevant data were analyzed by Excel and SPSS20.0 software for calculation and statistics.

Results: 14 students with anxiety were evaluated according to SAS scale, and the detection rate was

3.5%. The students with anxiety were divided into experimental group and the students without anxiety were divided into control group. The self-made scale was used to analyze the anxiety status of students, and the results are shown in Table 1.

Table 1. Analyze students' anxiety

Project	Experience group	Control group	<i>t</i>	<i>P</i>
Family income	3.29±0.52	3.64±0.10	0.67	0.52
Parental occupation	5.14±0.46	4.27±0.12	1.84	0.12
Parental culture	2.86±0.55	2.66±0.71	0.53	0.62
Housing situation	1.86±0.14	2.20±0.51	-2.23	0.04
Learning situation	2.00±0.31	1.42±0.49	2.19	0.04
Hobby	1.57±0.43	1.16±0.43	0.97	0.38
Family harmony	1.00±0.00	1.15±0.35	-5.82	0.01
Parent child relationship	1.14±0.14	1.19±0.44	0.3	0.78

Conclusions: By analyzing the anxiety factors of primary and middle school students, it is found that students are very concerned about their learning status. And the related factors of anxiety are slightly different in different periods. Primary school students' anxiety is related to the housing situation and the degree of family harmony, suggesting that children pay attention to the family before puberty, have a strong sense of insecurity, and are easy to connect their emotions with the family atmosphere. Junior high school students have stronger self-awareness than primary school students, strong desire for independence and pay more attention to their own development. The emergence of emotions mostly revolves around themselves. Their interests and hobbies and the degree of acceptance by students will affect students' emotions, suggesting that teachers and parents should deal with the early occurrence of students' psychological problems and build a communication platform to correctly guide students to objectively evaluate themselves and their surrounding environment.

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PSYCHOLOGICAL TRADITION IN RUSSIAN LINGUISTICS AND ITS SHAPING OF THE PSYCHOLOGICAL CHARACTER OF THE RUSSIAN PEOPLE

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Background: Personality psychology is a highly comprehensive branch of psychology. Its research contents include education, personality traits, individual personality, school management, social effects and so on. Personality psychology belongs to applied psychology, which mainly studies people's learning and the role of educational intervention, teaching psychology and social psychology organized by schools under the educational background. "Personality" in personality psychology includes not only personality, but also people's beliefs and self-concept. It is an individual's internal tendency in behavior. Personality psychology is an important branch of psychology. Its main research direction is the relationship between people's unique behavior patterns and psychological activities. Russian psycholinguistics was formed in the mid-1960s and has made remarkable achievements in theoretical and applied research. Russian psycholinguistics has become an important part of world psycholinguistics with its creative language consciousness, world picture, language personality, language ability, language mechanism and its empirical research method of free association experiment. The study of psycholinguistics in China is mainly influenced by Europe and America, and there is little understanding of the theories and research results of Russian scholars. In recent years, a series of theoretical and empirical research methods of Russian linguistics have been introduced and carried out in China. This paper will systematically introduce the main theories, research methods and school characteristics of Russian psycholinguistics, and discuss its influence on the theoretical and empirical research of Chinese psycholinguistics, in order to provide reference for psycholinguistics and Russian teaching. Russian psycholinguistics is a unique school of psycholinguistics in