

China's development speed is accelerating day by day, which requires the reform of the backward education system, the cultivation of a group of cutting-edge talents with new innovative consciousness under the guidance of modern education concept, the improvement of national scientific and technological level, and the transportation of top talents for national construction and development. This is not only the mission and responsibility of the education sector, but also a key issue that the whole Party and the whole society need to focus on.

With the advent of knowledge economy in the new era, the cultivation of innovative consciousness and ability has become the key content of students' quality education. A study in the United States shows that students who have received innovation ability training education in school have significantly better completion of innovation tasks and higher success rate of personal career than students who have not received good innovation education. Only people with a high sense of innovation can consciously find problems in work, life and study and quickly find solutions to problems. With the increasingly fierce competition for talents in modern society, colleges and universities, as the main position of talent training and output, should focus on the cultivation of innovative consciousness and ability. As an important part of college education, physical education plays a unique role in the cultivation of college students' innovative consciousness and ability. Through college physical education, it provides students with an open learning environment, creates opportunities for students to think and practice, and promotes the development and improvement of college students' innovative ability.

Objective: Under the guidance of educational psychology theory, change the traditional college physical education teaching mode and system, optimize the level of college physical education, improve the quality of college physical education, improve the innovation ability and comprehensive quality of college students, transport more and higher quality talents for national construction, and promote social progress and economic development.

Research objects and methods: 500 associations were randomly selected from 3 colleges and universities in a city as the research object. The cultivation path of students' innovative ability in college physical education was analyzed by using the methods of literature, questionnaire and teaching experiment. A total of 500 questionnaires were distributed, which are required to be completed on site at one time. The filling time of each questionnaire is 25-30 minutes.

Research design: With the same teachers and the same learning time, students were randomly divided into experimental group and control group for separate teaching. The experimental group adopts the innovative physical education teaching mode, while the control group teaches according to the traditional college physical education teaching mode. A questionnaire survey is conducted on the students before and after the implementation of the experiment to compare the cultivation effects of students' innovative ability consciousness and ability under the two teaching modes.

Methods: The data of the study results were analyzed and processed by statistical software SPSS 22.0.

Results: After the experiment, the scores of the cultivation effect of students' innovative consciousness and ability under the new mode of college physical education teaching are shown in Table 1. Under the new mode of college physical education teaching, students' innovative ability has been significantly improved, and students' innovative task completion efficiency has also been improved.

Table 1. Training effect score of students' innovative consciousness and ability under the new model

Research object	Cultivation of innovative consciousness	Cultivation of innovation ability	Task completion efficiency
Freshman	5	5	5
Sophomore	5	4	4
Junior	3	4	4
Senior	4	4	3

Conclusions: The reform of college physical education teaching mode from the perspective of educational psychology should pay attention to the cultivation of students' innovative consciousness and ability, grasp the core of college students' quality education, and cultivate innovative talents in the new era. The introduction of flexible group cooperation, role replacement, competition teaching and other modern education methods in college physical education can fully mobilize students' learning enthusiasm and autonomy, and is conducive to the cultivation of students' innovative ability.

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A STUDY ON THE RELATIONSHIP BETWEEN COLLEGE STUDENTS' CHINESE

LANGUAGE ANXIETY AND CHINESE LANGUAGE LEARNING STRATEGIES

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Background: Language learning anxiety refers to language learning anxiety caused by second language learners' lack of confidence in the expected effect of language use. Language learners have anxiety and fear about the use of the target language, and have bad emotions such as self-doubt and nervousness about the use of the target language. With the deepening of national exchanges, more and more foreigners begin to learn Chinese, and the number of foreign students in Chinese universities is increasing year by year. Many foreign students have obvious anxiety about Chinese language learning in the process of learning Chinese. Foreign students generally feel that Chinese is difficult to learn. Some students show restlessness in Chinese learning class and feel anxious and nervous about Chinese examination. Moreover, Chinese language anxiety also causes some foreign students to slow down and stutter in the process of using spoken Chinese. Some foreign students are seriously not confident in Chinese communication, even dodge their eyes in conversation, and dare not make direct eye contact with the exchange object. Their Chinese psychological anxiety is obvious in physical symptoms.

Chinese language learning anxiety not only affects the psychological mood of foreign students, but also consumes the thinking and memory energy of foreign students in learning, so as to reduce the language learning storage capacity and language output effect of foreign students, further weaken the Chinese learning effect of foreign students, and promote the generation of new Chinese language learning anxiety. Form a vicious circle of anxiety. Chinese language learning and use anxiety will inhibit foreign students' enthusiasm for the practical use of Chinese, lead to the decline of foreign students' confidence in Chinese learning, Chinese learning attitude tends to be negative, and affect foreign students' Chinese learning achievements.

Objective: To study the Chinese language anxiety of foreign students, analyze the causes of Chinese anxiety of foreign students, explore the Chinese language learning strategies for foreign students, provide help for improving the Chinese learning ability and Chinese expression ability of foreign students, and provide method reference for Chinese international teachers in Chinese teaching.

Research objects and methods: A questionnaire survey was used to investigate the Chinese language anxiety of foreign students. 160 foreign students from three universities in a city were taken as the research objects to understand the degree and causes of Chinese anxiety of foreign students. Ten international Chinese teachers and two Chinese department managers were interviewed one-on-one to understand the Chinese learning anxiety of foreign students and study their Chinese learning strategies from the perspective of teachers and managers.

Research design: A questionnaire survey was conducted to understand the Chinese learning anxiety of foreign students. A total of 160 questionnaires were distributed and 156 questionnaires were recovered, with a questionnaire recovery rate of 97.5%. Among them, 4 questionnaires with incomplete or inconsistent answers were invalid questionnaires. The scores were used to quantify the Chinese language anxiety of foreign students, and the statistical software SPSS 22.0 was used for data analysis and processing.

Results: The results of the questionnaire survey on Chinese language anxiety of foreign students are shown in Table 1. Foreign students have widespread anxiety about Chinese learning and use, and the degree of anxiety of foreign students is high.

Table 1. Results of a questionnaire survey on Chinese language anxiety of foreign students

Research object	European students	Asian students	African students
Communication apprehension	3	4	4
Test anxiety	4	3	4
Negative evaluation anxiety	4	3	3

Conclusions: Chinese language anxiety of foreign students is common. Foreign students need to adjust their Chinese language learning strategies in time, enhance their confidence in Chinese learning, correct their Chinese learning mentality, correctly treat the errors in Chinese learning and application, and actively deal with the concerns of Chinese language learning. When facing the Chinese test, foreign students need to correctly treat the classroom competition and test competition, and treat the test and results with a peaceful attitude. Foreign students should rely on their mother tongue learning, find suitable Chinese learning strategies and skills, and improve their Chinese expression level through scientific and efficient

learning methods.

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RESEARCH ON THE PATH OF MULTICULTURAL DEVELOPMENT IN THE CROSS-CULTURAL COMMUNICATION OF CHINESE WUSHU FROM THE PERSPECTIVE OF EDUCATIONAL PSYCHOLOGY

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Background: Under the background of economic globalization, economic and cultural exchanges among countries around the world are increasing, and cultural exchanges among people are becoming more and more frequent. In the process of international cultural exchange, the cultures of the two countries collide. In the contact and collision, domestic culture and foreign culture attract each other, and there is a certain cultural confrontation. How to eliminate the antagonistic elements in international cultural exchanges and avoid the phenomenon of cultural shock has become an important issue in national cross-cultural exchanges. In recent years, the world has set off an upsurge of Chinese Wushu, and people all over the world are increasingly enthusiastic about Chinese Wushu. Although the cross-cultural communication of Chinese Wushu has achieved some results, it is undeniable that the recognition of Chinese Wushu needs to be improved. Foreign countries' understanding of Chinese Wushu is not deep enough, limited to “Chinese Kung Fu”, and have less understanding of modern Chinese Wushu. Therefore, it is necessary to strengthen the cross-cultural communication of Chinese Wushu, so that people all over the world can understand the real Chinese Wushu and deepen people's understanding of Chinese culture. China should one belt, one road, one opportunity to achieve effective international communication of Chinese Wushu, to promote the convergence and exchange of Chinese Wushu and world culture, and to enhance the international competitiveness and world influence of China's excellent traditional culture.

The cross-cultural communication of Wushu is inseparable from Wushu teaching. Scientific Wushu teaching methods can enhance foreign friends' enthusiasm for learning Chinese Wushu and promote the cross-cultural communication of Wushu. Educational psychology takes human learning in educational situation and psychological activities in the process of education as the research object. The fundamental purpose of educational psychology research is to apply psychological theory to the actual teaching process and provide theoretical reference for the improvement of educational quality. Educational psychology is mainly divided into cognitive schools and behaviorism schools, which respectively emphasize the role of repeated stimulation and students' initiative, give full play to students' subjective initiative in the learning process, and deepen students' learning effect through repeated training. Explore the path of diversified development from the perspective of educational psychology to provide psychological theoretical support for the cross-cultural communication of Chinese Wushu.

Objective: To optimize and innovate the cross-cultural communication path of Chinese Wushu and explore new methods of cross-cultural communication of Chinese Wushu under the guidance of educational psychology and the concept of multicultural development. Through the cross-cultural communication of Chinese Wushu, enhance the soft power of Chinese culture, enhance the international influence and competitiveness of Chinese excellent traditional culture in the world, and spread the spirit and skills of Chinese Wushu. Develop and expand the cross-cultural communication path of Chinese Wushu, and provide path reference for the cross-cultural communication of Chinese excellent traditional culture.

Research objects and methods: By using the method of literature survey, this paper consulted the relevant research materials of Chinese Wushu cross-cultural communication, reviewed the historical process of Chinese Wushu cross-cultural communication, understood the current situation of Chinese Wushu cross-cultural communication, and analyzed the restrictive factors and favorable conditions of Chinese Wushu cross-cultural communication, so as to provide reference for the innovation of Chinese Wushu cross-cultural communication path. Questionnaire and interview are used to investigate the current situation of cross-cultural communication of Chinese Wushu. Taking Chinese Wushu inheritors, Chinese students, foreign students, foreign Confucius Institute volunteers and other people as the survey objects, we can understand the current situation and existing problems of Chinese Wushu communication.

Research design: Compile the questionnaire and interview outline on the current situation of cross-cultural communication of Chinese Wushu, conduct one-to-one interviews with 3 inheritors of Chinese Wushu from different factions, 10 foreign students and 5 volunteers of confucius institute, and understand