

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

the current situation and problems of cross-cultural communication of Chinese Wushu in combination with the questionnaire.

Methods: The survey data were analyzed and processed by statistical software SPSS 23.0.

Results: The survey results of cross-cultural communication of Chinese Wushu are shown in Table 1. At this stage, the communication strength and breadth of Chinese Wushu are not enough, there are few cross-cultural communication platforms of Chinese Wushu, there is a lack of communication media related to Chinese Wushu, and there is a lack of local talents of Chinese Wushu.

Table 1. Investigation results of cross-cultural communication of Chinese Wushu

Research object	Wushu cultural exchange platform	Wushu native talents	Wushu media
Inheritor of Chinese Wushu	1	2	2
Overseas student	2	1	1
Confucius Institute teachers	1	1	2

Conclusions: To realize the cross-cultural communication of Chinese martial arts under the multi-cultural development, it is necessary to strengthen the construction of the cross-cultural communication platform of Chinese martial arts and broaden the communication channels and paths between Chinese martial arts culture and foreign culture. We should also actively cultivate local talents of Chinese Wushu, transport professionals for the cross-cultural communication of Chinese Wushu, and realize the international communication of Chinese Wushu.

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RESEARCH ON LABORATORY TEACHING AND MANAGEMENT OF FILM AND TELEVISION MEDIA SPECIALTY IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF CONTEMPORARY EDUCATIONAL PSYCHOLOGY THEORY

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Background: Educational psychology takes educators and students in the process of education as the research object, explores the psychological activities of educators and students in the process of education, and analyzes and studies the generation and change laws of educational psychology and behavior. Behaviorism, cognitivism and humanism are three important theoretical schools of educational psychology. Behaviorism school believes that learning is a collection of stimulation and response, and learning is the strengthening of students' habits. In the process of students' learning, through repeated stimulation, students can respond to learning stimulation and finally form a habit. Teaching is the behavioral constraint on the process of stimulation and response. Teachers control students' learning direction in the teaching process. Behaviorism education theory emphasizes the role of repeated training in learning, which plays a positive role in promoting education, but it has the limitation of ignoring students' autonomy.

Cognitive education theory mainly aims at the internalization process of education, and holds that education mainly focuses on students' internal cognitive process and mastering the internal laws of knowledge in learning. By grasping the internal essence and deep law of the knowledge learned, we can develop good learning habits, highlight the main position of middle school students in the process of education, and give full play to students' initiative of autonomous learning in learning. Teachers play a guiding role in education and teaching, assist students to complete the learning process, solve the problems existing in learning with students, and improve students' learning effectiveness.

Humanistic education theory emphasizes that students should fully carry forward human nature and stimulate their learning potential in the learning process. Humanistic school supports students to show their personality and value in learning. Education should let students' study in a relaxed and pleasant environment and let students give full play to their subjective initiative. In education, teachers should create a good learning environment for students, help students reduce learning pressure and stimulate students' creativity and innovation.