

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.

**Objective:** Under the guidance of educational psychology theory, reform the laboratory teaching and management mode of film and television media specialty in colleges and universities, organically combine the professional knowledge teaching of film and television media in colleges and universities with high-level interactive media image technology, fully tap students' innovative ability in laboratory teaching, and cultivate students' practical ability, promote the improvement of students' modern media art creation ability.

**Subjects and methods:** Taking the students majoring in film and television media in two colleges and universities in a city as the research object, this paper uses the method of questionnaire to understand the views of the students majoring in film and television media in colleges and universities on the existing laboratory teaching and management, and uses the teaching experimental method to compare the teaching and management of the traditional film and television media laboratory in colleges and universities with the teaching effect of the new model. The social science statistical software SPSS 22.0 is used to statistically analyze and process the research result data.

**Research design:** Two sophomores of a university majoring in film and television media are divided into experimental class and control class. The professional theoretical knowledge of the two classes is taught according to the syllabus, and the laboratory teaching content is taught by the same teacher.

**Results:** After the three-month teaching experiment, the professional course scores and teaching satisfaction of the students in the experimental class were higher than those in the control class, and the difference was statistically significant ( $P < 0.05$ ). The professional course scores of the two groups are shown in Table 1.

**Table 1.** Professional course scores of the two groups of students

Timing	Professional course scores		<i>t</i>	<i>P</i>
	Research Group	Control group		
Before teaching	62.8±11.4	65.8±11.7	0.458	>0.05
After Teaching	88.5±6.7	70.9±10.8	6.697	>0.05
<i>t</i>	7.984	2.478	-	-
<i>P</i>	<0.05	>0.05	-	-

**Conclusion:** Optimize and improve the laboratory teaching and management mode of film and television media specialty in colleges and universities, realize the open laboratory management mode, provide professional equipment and environment for students' film and television media practice, and stimulate students' independent creativity through experimental teaching. Take students as the main body of the teaching process in laboratory teaching, change the educational concept and mode dominated by teachers under the traditional teaching mode, promote students to exercise their professional skills in the laboratory, and improve the professional quality and level of college film and television media students.

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## DISCOURSE LOGIC OBSTACLES IN IDEOLOGICAL AND POLITICAL EDUCATION AND THEIR SOLUTIONS

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**Background:** Ideological and political education is an important educational means to guide the ideological and behavior of educational objects. Guided by ideological and political education, it promotes the educational objects to develop in the right direction. Among them, the problem of communication obstacles in Ideological and political education is the key direction of communication theory research in Ideological and political education. In the process of Ideological and political education, communication barriers may arise between the two sides because of discourse logic barriers, which will have a negative impact on the communication effect of the two sides. With the development of the research and practice of Ideological and political education, the research on the communication theory of ideological and political education continues to deepen and expand. The communication obstacles of ideological and political education have become the key research field of educational scholars. The communication process of Ideological and political education is affected by both external environmental factors and internal psychological factors, which is prone to communication obstacles. The communication obstacles of