

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

Ideological and political education not only affect the communication process, but also may affect the relationship between the two sides. Therefore, it is necessary to resolve the communication obstacles in ideological and political education in time, shorten the psychological distance between the two sides.

Communication barriers in Ideological and political education are mainly caused by four factors: social environment, internal, technical conditions and communication situation. When seeking solutions to communication barriers in ideological and political education, we need to first understand the root causes of communication barriers, starting from the root causes of communication obstacles, this paper aims to solve the communication obstacles in ideological and political education and promote the effect of Ideological and political education to achieve the ideal goal.

Objective: Through the analysis of the causes of communication obstacles in Ideological and political education, to explore the strategies to resolve the communication obstacles, to help solve the communication problems in ideological and political education, to promote the closer relationship between the two sides of communication, and to strengthen the effect of Ideological and political education.

Research objects and methods: Using the method of cluster stratified random sampling, 500 college students were selected from three colleges and universities in a city for investigation and research. A questionnaire was used to understand the current situation of college students' ideological and political education, and to investigate the emergence and influence of discourse logic communication barriers in ideological and political education. Five college ideological and political education teachers were interviewed one-on-one to understand the problem of discourse logic communication barriers and their solutions from the perspective of ideological and political education teachers.

Research design: Compile a questionnaire on discourse logic barriers in Ideological and political education to understand the occurrence of discourse logic communication barriers in Ideological and political education from four aspects: sociality, self-difference, technology and communication situation. A total of 500 questionnaires were distributed and 491 questionnaires were recovered. The recovery rate of the questionnaire was 98.2% and the effective rate of the questionnaire was 97.2%. The frequency of communication barrier problems is quantified by 5-level scores. 1 indicates never, 2 indicates rarely, 3 indicates occasionally, 4 indicates often, and 5 indicates always. The survey results are statistically processed by social statistics software SPSS 22.0.

Results: The survey results of discourse logic communication barriers in ideological and political education are shown in Figure 1. More than 40% of students believe that communication barriers occasionally occur in ideological and political education, and more than 30% of students believe that communication barriers often occur in the process of ideological and political education.

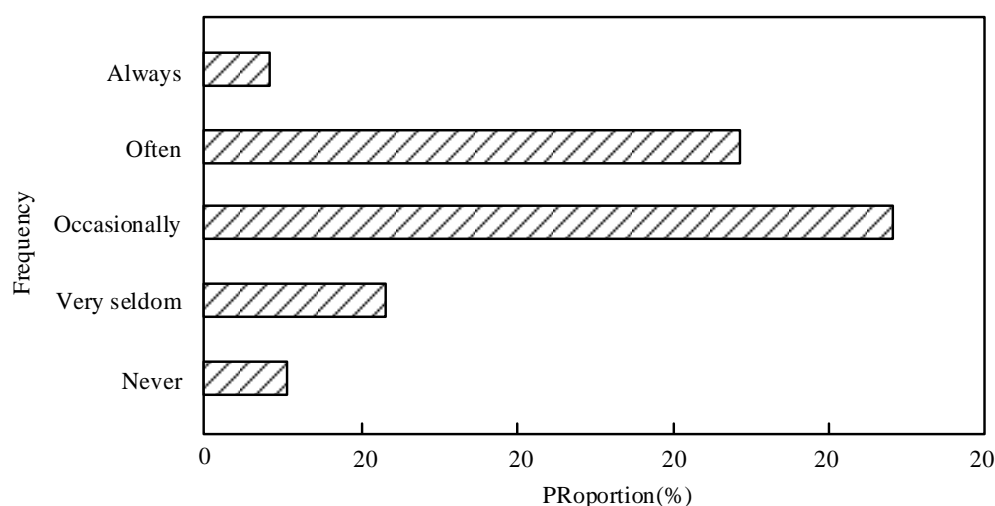


Figure 1. Investigation results on the obstacles of discourse logic communication in ideological and political education

Conclusions: communication is an important process of information transmission of ideological and political education, but the communication process will inevitably be affected by various obstacles, resulting in communication problems, which will affect the effect of ideological and political education. In order to resolve the obstacles of discourse logic communication in ideological and political education, we need to adhere to the fundamental concept of people-oriented in the process of ideological and political education and create a good communication environment for the transmission of ideological and political information. We should also actively cultivate the communication skills and skills of both sides of ideological and political education, promote both sides to pay attention to the communication discourse logic in the

communication process, and avoid the obstacles to the understanding of discourse logic that affect the whole communication process and the effect of ideological and political education.

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ANALYSIS ON THE TEACHING COUNTERMEASURES OF YOUTH IDEAL AND BELIEF EDUCATION FROM THE PERSPECTIVE OF POSITIVE PSYCHOLOGY

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Background: Positive psychology was first put forward in 2000. This theory holds that positive psychology is a science to tap human potential and virtue, and advocates a positive attitude towards the potential and quality of ordinary people. From the perspective of positive psychology, the reform path of education in China has a new direction, and it is more widely used in the teaching reform of colleges and universities. Young people in China generally refer to college students. College students are full of vitality and play an important role in the construction of the motherland. Therefore, in college education, we should strengthen the ideological and political education of college students, pay attention to the psychological counseling of college students, and cultivate self-esteem, self-confidence and positive college students. College students are an important part of the future development of the country. Whether their ideals and beliefs are clear and firm is directly related to the prosperity and strength of the country and the nation. In the current college students' education, it is emphasized to stimulate students' positive psychology, so it is of great significance to explore the combination effect of positive psychology and college students' ideal and belief education and teaching, and it is also an important way to promote the formation of college students' correct values. Therefore, colleges and universities should respond positively, cultivate college students' positive attitude, strengthen college students' ideals and beliefs, and ensure the smooth development of college students in the future.

Objective: Positive psychology is to study people's excellent quality and stimulate human potential through active training. It is a new teaching and education concept in colleges and universities. Therefore, the research will start with the cultivation of positive psychology, so as to promote the composition of college students' ideals and beliefs, and put forward the teaching countermeasures of youth ideals and beliefs.

Research objects and methods: 300 students in a university were selected, and a questionnaire was distributed to them. The training effect of positive psychological quality in youth ideal and belief education and teaching was tested by interview, and the data were analyzed by Excel software.

Research design: (1) Establish a positive outlook on ideal and belief psychological training. In order to improve students' positive psychology in the construction of ideals and beliefs, we must establish a positive outlook on mental health education. First of all, we should pay attention to cultivating students' active learning psychology. In practice, a team of teachers with full-time learning psychological tutors has been formed to actively cultivate psychological quality in daily education and ideal and belief education and teaching.

(2) Further explore, cultivate and develop students' positive psychological quality in learning. Positive psychologists believe that psychological education should undertake the mission of giving full play to people's potential and positive factors, cultivating people's positive thinking, enabling students to have the positive quality and ability to overcome negative factors, relying on their own positive strength and actively promoting the development of mental health. Therefore, from the perspective of positive psychology, students have the ability to rely on their own positive factors to overcome negative tendencies or problem diseases. Facing the problems existing in the development of students' learning psychology, we should stimulate students' potential and superior character, so that they can rely on their own positive factors to promote the formation and development of their own ideals and beliefs. Cultivating and developing students' positive psychological quality in ideals and beliefs can be considered from the following three aspects.

First of all, to enhance students' ideal and belief and establish motivation, teachers should strengthen students' internal learning motivation through various forms, pay attention to the penetration in classroom teaching, and let students understand the important role and significance of ideal and belief in future learning work.