

contents are to improve the training scheme of professional talents, innovate the teaching strategy of music course, integrate the teaching resources of music course, and formulate the practice of stage performance. The evaluation results are homogeneity, integrity and weighted average of the two. Among them, the value range of homogeneity and integrity is [0,1], and the weighted average value of both is [0,+∞]. In order to ensure the reliability of the results, the average value of all research objects is taken as the result.

Methods: Through the statistical analysis software of statistical, this paper analyzes the evaluation results of music education management reform in colleges and universities under the background of educational psychology.

Results: Table 1 refers to the evaluation results of school K's management reform of music education in colleges and universities under educational psychology. It can be seen from Table 1 that the uniformity and integrity of the four aspects of improving professional talent training scheme, innovating music course teaching strategy, integrating music course teaching resources and formulating stage performance practice are within the ideal value range, the value range of uniformity is 0.57-0.78, the value range of integrity is 0.62-0.68, and the weighted average value range of the two is 0.62-0.78. The management measures of music education in colleges and universities combined with educational psychology are of great significance.

Table 1. Evaluation results of school K's management reform of music education in colleges and universities under the educational psychology

Type	Homogeneity	Integrity	Weighted average of the two
Improve professional talent training program	0.57	0.62	0.62
Innovative music teaching strategies	0.68	0.63	0.68
Integrating teaching resources of music courses	0.72	0.68	0.78
Formulate stage performance practice	0.78	0.65	0.68

Conclusions: The reform measures of college music education management combined with educational psychology proposed by the research have ideal evaluation results. The follow-up reform measures of college music education management can learn from the research ideas, which can make corresponding contributions to the reform of college music education.

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THE APPLICATION OF FILM AND TELEVISION TEACHING METHOD IN MARXIST TEACHING FROM THE PERSPECTIVE OF COGNITIVE PSYCHOLOGY

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Background: With the continuous development of psychology, new psychological research has become a development trend, and cognitive psychology came into being under this background. Cognitive psychology is a subject that analyzes the law of human psychological activities. Its research object is the cognitive status of human body in psychology, including language, thinking, memory, perceptual learning, attention, perception and so on. Cognitive psychology can be divided into two types: broad sense and narrow sense. The narrow sense of cognitive psychology holds that it is a science of information processing; In a broad sense, cognitive psychology includes information processing psychology, psychologism school and structuralism psychology. Cognitive psychology theory attaches importance to the role of knowledge and points out that the main influencing factor of human behavior is knowledge. There is long-term memory in cognitive process. Long-term memory is determined by emotion and attention. It can also stimulate short-term memory and make it valuable. Marxism teaching combined with cognitive psychology has become a research hotspot of educators at this stage. Years of practical teaching results show that the traditional teaching model cannot achieve the ideal teaching effect. Film and television teaching has become a common teaching method in modern teaching by combining video and audio materials.

Film and television teaching is of great significance in Marxist teaching, which is embodied in the following points. First, change the curriculum model from static to dynamic to improve students' interest in learning. Traditional teaching methods are mostly static and plane teaching methods, which will cause students to lose the fun of learning. Film and television teaching can make the static theory move. Second,

create a good teaching situation and improve the timeliness of teaching. Image teaching shows the forms and social development hotspots at home and abroad to students through image materials and audio-visual, which will put students in a specific situation and improve the persuasion and appeal of teaching. Third, expand teaching time and space and improve students' exploration and creativity. Film and television works can reflect the outlook on life and values, which will enable students to improve their thinking ability and life consciousness in debate and discussion. At present, the problems of the application of film and television teaching method in Marxist teaching are mainly reflected in the following points. First, carefully select rich film and television teaching materials. In the process of selecting teaching materials, we should consider the fit with the purpose of theoretical teaching; The regularity of students' physical and mental growth; Knowledge and ideology of image materials; Pay attention to the timeliness and information of image data. Second, the correct application of image data. The content of image materials needs to be highly consistent with the teaching content. Students should change from passive acceptance of knowledge to active acquisition of knowledge. The teaching process needs to focus on theoretical teaching and supplemented by image teaching. Generally, the teaching time of film and television is 1/3 of the overall class hour. Film and television teaching courses need to be arranged in advance before the beginning, and students need to be driven to discuss together during the classroom. Third, correctly deal with the differences between image teaching methods and other teaching methods. In the case of developing image teaching methods, we should pay attention to its integration with traditional teaching methods, and pay attention to the joint application of interactive teaching, problem teaching, case teaching and other teaching methods.

Objective: This paper analyzes the application effect of film and television teaching in Marxism teaching under the background of cognitive psychology, in order to improve the quality of Marxism teaching in colleges and universities and help students accept professional knowledge in a more relaxed and pleasant situation.

Research objects and methods: 100 college students were selected to carry out the cluster analysis results of film and television teaching in Marx's teaching under the background of cognitive psychology. The evaluation contents include attention, thinking ability, memory function and speech expression ability. The analysis results used the accuracy and recall rate of cognitive process improvement, and the experimental period was 6 months.

Methods: Through the latest version of minitab20 data statistics software, this paper analyzes the application effect of film and television teaching in Marxism teaching under the background of cognitive psychology.

Results: Table 1 refers to the accuracy of Marxist teaching reform before and after the citation of cognitive psychology. On the whole, after applying the reformed Marxism teaching in colleges and universities, students show obvious improvement effects in four cognitive abilities: attention, thinking ability, memory function and speech expression ability.

Table 1. The accuracy of Marxist teaching reform before and after the citation of cognitive psychology

Category	Before	After 1 month	After 3 months	After 6 months
Attention	85.36	86.36	89.35	91.23
Thinking ability	87.56	89.36	91.25	93.28
Memory function	89.36	92.34	93.25	94.26
Speech expression ability	88.36	89.36	91.26	93.24

Conclusions: The effect of the Marxist teaching scheme proposed by the research institute shows that after the application of film and television teaching in Marxist teaching, students' cognitive ability has been generally improved. In the follow-up, this scheme can be applied to Marxist teaching in order to improve the teaching effect of Marxism.

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DIVERSIFICATION OF HIGHER NATIONAL VOCAL MUSIC EDUCATION AND TEACHING UNDER THE OBSTACLE OF THINKING LOGIC

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Background: Thinking obstacle refers to the process that objective things act on the human brain. Due