

Conclusions: In enterprises, the research objects of management psychology are employees and those who are managed. Through comprehensive and systematic psychological research, we can mobilize employees' work enthusiasm and creativity as much as possible, so as to improve management strength and work efficiency. For enterprises, if they want to improve their core competitiveness, they must use the relevant knowledge of management psychology to manage the enterprise. With the help of psychology, the core competitiveness of enterprises can be further improved. Pay attention to the cultivation of talents and technological innovation. Stimulated by the assessment mechanism, employees' work enthusiasm has been greatly improved and their innovation ability has been improved to a certain extent.

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THE INFLUENCE OF THINKING LOGIC ON THE CULTIVATION OF CROSS-CULTURAL COMMUNICATIVE COMPETENCE IN CONTEMPORARY FRENCH EDUCATION

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Background: Due to the integrated development of world politics, economy and culture and the increasingly close and frequent international exchanges under the background of globalization, cross-cultural communicative competence has become a new requirement for the cultivation of comprehensive quality talents at this stage. Thinking logic comes from mathematical language. At the same time, logical thinking ability is also the basic ability for students to analyze their own behavior motivation, interests and values. It is composed of analysis and synthesis ability, deductive reasoning ability, classification and induction ability and comparison and comparison ability. When the ability of logical thinking is applied to the cross-cultural exchanges between China and France, it will be reflected in the thinking of the composition of social and family organizations, the comparison of the national spirit between the Chinese people and the Gallic rooster, the difference of traditional culture and social environment, etc. At present, the content of French teaching focuses on the traditional language learning methods, such as vocabulary accumulation, basic grammar, etc., while the cultural temperament and cultural differences contained in linguistics are less involved. In the process of French teaching, we should not only pay attention to improving students' ability, but also pay attention to the cultivation of students' mental health consciousness and cultural communication adaptability. The cultivation of cross-cultural communication ability in French education not only helps students strengthen their emotional cognition ability and self-protection consciousness, but also helps students analyze the psychological and behavioral patterns of communication objects. In view of the close combination of linguistics and culture, the cultivation of cross-cultural communication ability in contemporary French education can use the meaning memory method of associative logical thinking to strengthen students' mastery of vocabulary. Psychological research on human senses and memory shows that the memory of French vocabulary needs to combine a variety of sensory ways, visual memory for the letter composition of vocabulary, auditory memory for the pronunciation of words, and action memory for the writing of words. Different students have different memory abilities. Therefore, the combination of the three memory methods can help all students memorize words skillfully.

Objective: This study starts with the ability of thinking logic to explore the optimal learning methods of vocabulary memory in contemporary French education. Based on the teaching principles of vocabulary memory method and associative word meaning memory method integrating hearing, vision and action memory, this paper studies the teaching implementation of French classroom from the different perspectives of teachers and students, and expects the optimized French classroom to achieve the result of cultivating students' cross-cultural communication ability between China and France.

Subjects and methods: This experiment refers to the method of cultural research to investigate students' logical thinking ability. The experiment randomly selected 50 students from the French classroom participating in the optimized teaching and the traditional French teaching as the experimental objects. The students' cross-cultural communication ability between China and France was investigated from the four perspectives of analysis and comprehensive ability, deductive reasoning ability, classification and induction ability and comparative ability. 25 questions were designed in each direction, and the students' scores were used as the evaluation basis of the cross-cultural communication ability between China and France.

Results: Table 1 shows the comparison of the assessment results of cross-cultural communicative competence between China and France in different student groups.

In Table 1, the assessment scores of students are divided into four stages. 0-20 indicates that students' Sino French cross-cultural communication ability is poor, 21-60 indicates that students' Sino French cross-cultural communication ability is general, 61-80 indicates that students' Sino French cross-cultural communication ability is good, and 81-100 indicates that students' Sino French cross-cultural communication ability is excellent. It can be seen from the data in the table that the traditional French teaching method is weak in cultivating students' Sino French cross-cultural communication ability, and most students' Sino French cross-cultural communication ability is at a poor or general level. The French classroom after optimizing the teaching methods has a strong cultivation of Sino French cross-cultural communication ability. After students accept the optimized learning methods, most of the Sino French cross-cultural communication ability is in a general and good state.

Table 1. Comparison of Chinese and French intercultural communicative competence test scores in different student groups

| Student grouping | 0-20 | 21-60 | 61-80 | 81-100 |
|--------------------------------------|------|-------|-------|--------|
| Traditional French teaching | 4 | 32 | 13 | 1 |
| Optimizing French classroom teaching | 2 | 18 | 27 | 3 |

Conclusions: Only when cultural factors and environmental background are comprehensively considered can students make further progress in language learning. In French teaching, the meaning of vocabulary contains a large number of French cultural contents and different cultural characteristics. Therefore, from the perspective of vocabulary memory, strengthening the application of logical thinking ability in vocabulary memory can not only use joint thinking logic to memorize vocabulary semantics, but also strengthen the learning of vocabulary memory from the perspective of multi-sensory integration. The experiment shows that the French teaching course based on the optimization of logical thinking ability is effective in the cultivation of students' cross-cultural communication ability between China and France.

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THE STIMULATING EFFECT OF ART DESIGN AESTHETICS ON DESIGNERS' AESTHETIC PSYCHOLOGY FROM THE PERSPECTIVE OF TRADITIONAL CULTURE

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Background: In the current rapid development and evolution of multiculturalism, aesthetics also presents the characteristics of diversification. Aesthetics is essentially a psychological phenomenon. Aesthetic psychology is a psychological behavior that human beings perceive the aesthetic object with an aesthetic attitude in aesthetic practice, so as to obtain emotional pleasure and spiritual pleasure in aesthetic experience. For designers, aesthetic psychology not only affects their individual psychological status, but also has a direct or indirect impact on their design works. On the contrary, designers' works are usually an effective carrier to express their aesthetic psychology. Therefore, the aesthetic psychology of designers is particularly important not only for their personal mental health, but also for their career. On the basis of the current aesthetic diversity, many designers are facing the problems of aesthetic fatigue and aesthetic difficulties, which lead to the decline of aesthetic psychology, which is also one of the frequent changes in aesthetic psychology. Under the influence of various factors, designers' aesthetic psychology needs to be paid attention to.

Art design aesthetics is an independent art discipline. Art design aesthetics is a window to understand and understand design from the perspective of aesthetics. The research object of design aesthetics includes all fields of art design, involving many aspects. The form problem in design art is aesthetic problem, and the form of design has essential significance for design art. Design aesthetics recognizes and understands design from the perspective of aesthetics. The research category of design aesthetics focuses on the aesthetic problems in the field of material production and material culture, including production process and production results. The composition of design aesthetics determines its special research category and corresponding design aesthetic content. Art design aesthetics mainly studies four aesthetic directions, namely, the beauty of function, the beauty of science, the beauty of technology and the beauty of form. The aesthetic concept of art design is not only limited to modern and contemporary design and aesthetics, but also can be integrated with aesthetics in traditional culture. In traditional culture, both concrete