

A study of the cognitive communication model on image of China in international Chinese education

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Keywords: International Chinese education, Chinese image cognition, 5Wmode, Communication mechanism.

Abstract. In order to show how the teacher spreads the international Chinese language and Chinese culture for the foreign audience group through the classroom teaching behavior, and to shape the communication mechanism of the national image of China, with the help of the classical theory models of communication, this paper analyzed the role of international Chinese education in the transmission of China's national image. The conclusion shows that international Chinese education is an effective way to build China's image. It can not only show China's image objectively and truly, but also offset the negative noise.

1 Introduction

As an educational form with specific connotation, international Chinese education has specific educational noumenon function and derivative function. Its noumenon function is the function of individual development, which is embodied in the educatee himself. Through International Chinese education, he can achieve individual development. The derivative function of international Chinese education is the function of social development, which refers to the positive influence and function of international Chinese education on social development. The cognition of national image is a concrete embodiment of cultural function. How to promote China's image cognition with the help of international Chinese education has always been a problem worthy of attention. I think it can be analyzed from the perspective of communication science with the help of the theoretical model of communication science.

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2 The basic elements of the communication process

According to the theory of communication, a basic communication process should include the following elements:

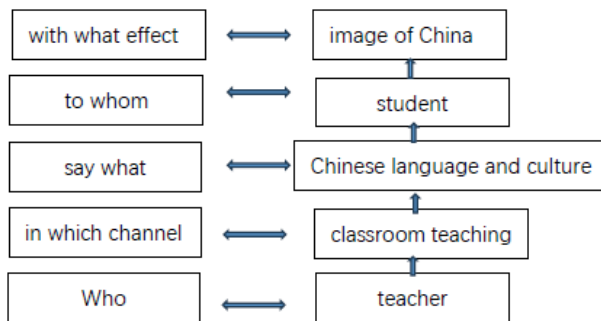
1) Communicator. refers to the initiator of communication behavior, that is, the person who initiates the action on others by sending a message. 2) Receiver. That is, the receiver and the reflector of the message, the role of the disseminator object. In international Chinese education, student as knowledge recipients, is the natural object of dissemination. Students not only receive knowledge information from teachers, but also feedback the knowledge information they understand to teachers. Therefore, a process of knowledge transmission and feedback is a cycle of repeated process, the recipient of the student's knowledge of information, understanding and solidification, can be seen as a result of multiple cycles of repeated process. 3) Messages. Information consisting of a group of interrelated meaningful symbols that express a complete meaning. In the process of teaching, Chinese knowledge and culture, bearing the role of the construction of China's national image, can be seen as a carrier of national image construction. At the same time, from the perspective of communication, information is the medium of interaction between teachers and students. 4) Media. Also known as communication channels, means or tools. The media is the carrier of information, and also the link that links the various factors in the process of transmission. In international Chinese education, knowledge and culture can be seen as the media of communication, such as classroom teaching, cultural activities, academic lectures, project development and so on. Through these rich and varied forms of communication channels of communication, so that teachers' messages, can be transmitted to the audience. 5) Feedback. It refers to the response or response of the receiver to the received message, which is also the reaction of the receiver to the disseminator. In the International Chinese education, the students of the audience group will have doubts about the language and cultural knowledge taught by the teacher, as well as other similar information obtained through various communication channels. In the process of accepting and understanding, they will inevitably have doubts after independent thinking, and need to consult the teacher in turn, exchange discussions, answer questions, and realize the reverse interaction of the information communication between the students and the teacher. This is the process of information feedback.

3 International Chinese education 5W teacher-student one-way communication model

In 1948, Harold Lasswell (1902-1977), a well-known American scholar, first proposed the process of communication and its five basic elements, who, says what, in which channel, to whom, with what effect. That's the "5W Model". The significance of this model lies in the fact that for the first time, communication activities are clearly described as a process of five links and elements, which lays down the scope and basic content of communication studies, it provides a concrete starting point for people to understand the structure and characteristics of the propagation.

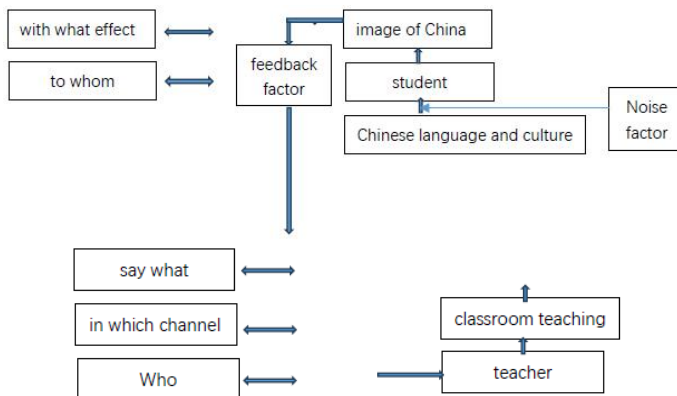
Using the model, this paper constructed a one-way communication 5W model of teachers and students in International Chinese education.

In this model, international Chinese education teachers, can use the main channel of classroom teaching, Chinese language and culture curriculum teaching, teaching content as a signal (information), to the students, thus forms the student to the Chinese image preliminary cognition.



4 International Chinese education 5w-C.shannon-W.Weaver)- W. schramm teacher-student combined circular communication model

According to the theory of communication, the information may be disturbed by noise in the process of transmission, resulting in some attenuation and distortion. Noise can occur at all stages of the transmission process. In international Chinese education, students are also subject to external factors (such as negative news about China), which can interfere with or weaken the effect of Chinese language and culture communication. Therefore, the 5W propagation model needs to be improved. After introducing the noise factor, the Shannon-Weaver propagation model was proposed. The Schramm Cycle Media model was formed after the introduction of feedback factors.

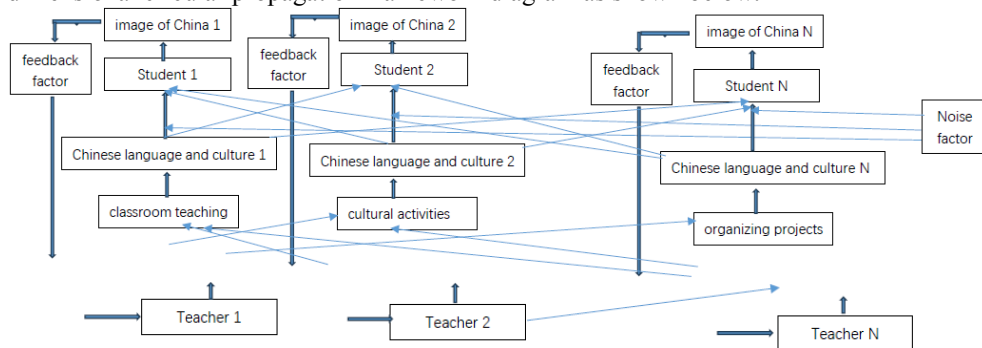


International Chinese education needs to show a good image of China in the classroom, which can correct the misunderstanding of image cognition and make students have a more objective and real cognition. The model shows that the process of knowledge transmission and feedback is a cyclical and repeated process, after which the students realize, understand and solidify the information.

5 International Chinese education 5w-C. Shannon-W. Weaver- W. Schramm Multi-dimensional circular communication model

In international Chinese education, besides classroom teaching, there are other communication channels, such as cultural activities, extracurricular internships, exchange

visits, cooperative discussions, setting up Chinese + projects, etc.. This results in a multi-dimensional circular propagation framework diagram as shown below.



In this framework, there is more than one teacher, one channel of communication and one student (student, civil servant, public figure, etc.). Teachers transmit information through channels such as classroom teaching, cultural activities, exchanges and co-operation, projects, etc. The media of teachers' messages in transmitting knowledge and cultural information can be cross-cutting, these signals are also transmitted separately to each audience, and also cross-cutting. At the same time, every student is also affected by the external environment interference factors, will interfere with or weaken the effect of Chinese language and culture communication, affect the formation of the correct image of China.

Student audience in each round of the teacher's dissemination of information, due to the existence of information for the acceptance of differences, understanding differences, recognition differences, especially the impact of external negative noise, will prompt the students to receive the information disseminated by the teachers, on the one hand, need to supplement and improve the information disseminated; on the other hand, will question the authenticity and reliability of the information disseminated by the teachers, the formation of the audience group for the teacher's information feedback process.

After adding the factors of feedback process, the teacher must respond to the students' demands in time, complement perfectly, patiently and carefully, make up the information difference in their information dissemination, and answer the questions they put forward, to help resolve understanding differences in communication and create conditions for efforts to address cognitive differences. After many times of feedback, efforts to eliminate the communication process of information recognition differences, so as to achieve the best communication effect, to achieve the correct understanding of China's image.

Supported by the key project of International Chinese education of Ministry of Education Center for Language Education and Cooperation

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