

Research on the Effectiveness of Chinese Cultural Communication from the Perspective of Integrated Media: Taking Chinese and Central Asian Students as Examples

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ABSTRACT

As an important subject of cultural exchanges in the belt and road initiative, the phenomenon that overseas students from Central Asia in China contact and learn Chinese culture through media integration has attracted increasing attention from academic circles. This paper takes the overseas students from a western university in China and Central Asia as the research object, and analyzes their cognitive characteristics and development laws in the media-integrated environment from three levels: cognition, attitude and behavior. The results show that Central Asian students have a strong willingness to accept concrete Chinese cultural symbols such as martial arts and history, and students from different backgrounds show significant differences in the process of cognitive construction and attitude formation. Based on this, it is necessary to pay attention to the language translation accuracy and personalized recommendation function of integrated media content creation, optimize the function of integrated media platform by constructing multiple communication subjects, accurately locating audiences and establishing language comparison corpus of five Central Asian countries, and then combine integrated media resources, Chinese cultural practice activities and cultural comparison to promote the innovative development of international Chinese teaching.

KEYWORDS

Convergence media; Central Asian international students; Chinese culture; Communication effectiveness

1 Question Raised

To inherit and develop Chinese culture, we need to adhere to the cultural position, refine and display the spiritual identity and cultural essence of Chinese civilization, systematically construct Chinese discourse and narrative system, and present a credible, lovely and respectable image of China in multiple dimensions by telling Chinese stories well and spreading Chinese voices.^[1] The emergence of the era of integrated media has added vitality and expanded the territory of Chinese traditional culture's going global, overturned the way Chinese culture spreads internationally, and brought about a wave of contemporary communication trends.^[2] It not only opened up a new era for the dissemination of Chinese culture, but also brought more diverse and convenient learning channels for Central Asian students studying abroad. However, despite the unlimited potential of integrated media in cultural dissemination, research on the group of Central Asian international students is still relatively weak. How to effectively promote Chinese culture to Central Asian students in the context of integrated media has become an urgent issue that needs to be addressed.

This paper focuses on the efficiency of Chinese culture communication from the perspective of integrating media, and comprehensively sorts out the related research in the direction of integrating media, Chinese culture communication and cultural communication efficiency in academic circles.

In the field of integrated media application research, scholars have explored the role of integrated media in cultural communication from different perspectives. Li Dandan (2016) first applied big data technology to the field of cultural communication, elucidating the power of university communication and precise push in integrated media to break through regional cultural barriers.^[3] Xu Yang (2019) paid attention to the cross temporal and spatial advantages of integrated media in the international dissemination of traditional culture, and creatively proposed the use of precise translation+diverse narrative to address cultural misunderstandings, contextual mismatches, and other cultural dilemmas.^[4] Duan Longjiang (2021) proposed a dual track communication system from the perspective of communication ecology.^[5] Qin Ying (2021) confirmed the role of immersive communication in improving the retention rate of cultural cognition through the Digital Treasure Pavilion project of the Palace Museum.^[6] In the research on the integration of media technology and Chinese culture and education, scholars' research perspective has shifted from the exploration of technical means and functions to the overall construction of the system. Scholars such as Lu Junwei and Zhang Liwei (2017) put forward the design idea of building a two-way real-time feedback system, and Wang Liyuan (2020) further conceived the hybrid teaching form of cloud classroom + physical classroom.^[7] The latest research is the media integration method proposed by Wu Chunyan (2023), which emphasizes the importance of short video platform users' participation in cultural communication, advocates the transformation from institutional leadership to everyone's participation, and ultimately achieves cultural infiltration.^[8]

In the study of cultural communication efficiency, scholars have gradually shifted from single media to multi-media

ecosystem measurement. Sun Lingyun (2016) proposed to use big data, especially VR technology, to improve the communication effect of Chinese culture^[9], while Zhang Bingfu (2022) constructed a four-dimensional efficiency model, emphasizing the synergy of government, society, enterprises and people.^[10] Gao Shanbing (2023) pointed out that theory and communication technology will become the main research trends^[11], while Zhu Ziyuan (2024) further emphasized the key role of emerging technologies such as big data technology, AR and VR in improving communication efficiency.^[12] In addition, Chen Yousheng (2021) noticed that short videos quickly became the light cavalry of cultural communication by virtue of their short and pithy advantages, effectively reducing the phenomenon of cultural discount in cross-cultural communication.^[13]

In summary, existing research provides a multidimensional perspective for the dissemination of Chinese culture from the perspective of integrated media, but there is still a lack of empirical research, which is precisely the research space that this study intends to expand. Therefore, this study will focus on Central Asian international students studying in China and explore the effectiveness of Chinese cultural dissemination from the perspective of integrated media.

2 The Research Design

This study focuses on Central Asian international students from a university in western China. A non scale questionnaire design was used, and 104 questionnaires were distributed to each grade level. 100 valid questionnaires were collected, and reliability testing was conducted using data analysis software (SPSS Statistics 27). The reliability coefficient value was 0.774 ($0.774 > 0.7$), indicating high internal consistency of the questionnaire. In terms of research methods, this study mainly adopts quantitative analysis methods to deeply explore the differential characteristics and influencing factors of Central Asian international students in the use of integrated media and exposure to Chinese culture, providing solid data support and empirical materials for subsequent conclusions.

3 The Analysis of the Results of the Investigation on the Use of Media and the Effectiveness of Chinese Cultural Communication among Central Asian Students in China

3.1 Basic Information Description of Central Asian Students in China

This study describes the basic information of 100 Central Asian students in China (see Table 1): In terms of gender distribution, boys account for 57%, which is more than girls' 43%. This difference may be influenced by traditional values and professional preferences in Central Asia. The age distribution is mainly 18-25 years old, which shows that most Central Asian students are in the golden age of studying abroad and have a high enthusiasm for studying in China. In terms of nationality, students from Kazakhstan and Kyrgyzstan account for a relatively high proportion, which highlights the positive effects of geographical advantages and bilateral education policies on Central Asian students. Chinese proficiency is spindle-shaped with big in the middle and small at the two ends, and students with low and intermediate Chinese proficiency are mostly, which reflects the difficulty of learning advanced Chinese. The number of learners who have been in China for less than one year is as high as 53%, which means that this group needs efficient strategies to improve their language ability in classroom study and daily life. In terms of network use, the number of people who surf the Internet for more than three hours a day is relatively large. Comprehensive accumulated online time shows that international students are highly dependent on the network, and the network plays an important role in their study, socialization and information acquisition.

3.2 The Characteristics of the Use of Media by Central Asian Students in China

According to the investigation of the subjects' behavior when they are exposed to China's cultural-related content, the following remarkable characteristics are shown in the aspects of film type preference, short video platform and content selection, online time, viewing purpose and impression on China:

In terms of movie preferences, the subjects' preferences are diverse. Among them, martial arts films (49%) and historical films (47%) are favored, indicating that Central Asian students in China are more interested in the typical elements of Chinese culture (kung fu, history). Romance films and urban fashion films account for a relatively low proportion, but they also have a certain audience. TikTok is the most popular short video platform, with a usage rate as high as 78%. YouTube (37%) and Instagram (34%) have a certain user base, while Facebook and bilibili have low usage rates. In the content of short videos, martial arts culture (52%), festival customs (50%) and other types with China cultural elements are the most popular, and handicraft culture (42%) has also attracted much attention, reflecting the subjects' strong interest in Chinese cultural symbols.

The length of surfing the internet and the purpose of watching also reflect certain behavior patterns. Most of the

interviewees spend a long time surfing the Internet, with 33% surfing the Internet for 3-5 hours every day, 30% spending more than 5 hours, and 33% saying that they like watching short videos related to China culture very much. The main purpose of watching is to learn Chinese (69%) and understand China culture (66%), which shows that the research object has a strong demand for knowledge acquisition, and also takes into account entertainment and rest (23%), reflecting the leisure value of short videos in fragmented life learning.

After watching China movies and cultural videos, 71% of people agree with the impression that China culture is advanced, friendly and powerful, and 67% of people feel the same after watching movies, which shows that China culture-related movies and short videos have achieved remarkable results in shaping the positive image of the country and spreading friendly ideas, effectively enhancing learners' good cognition and recognition of Chinese culture and China.

Table 1 Basic Information of Central Asian Students in China

Basic information	Option	Percentage/%
Gender	male	57
	woman	43
Age	Less than 18 years old	11
	18-20 years old	47
	20-25 years old	35
	25-30 years old	6
	More than 30 years old	1
Chinese proficiency	HSK3	40
	HSK4	22
	HSK5	5
	HSK6	1
	Below HSK3	32
Nationality	Kazakhstan	36
	Tajikistan	30
	Kyrgyzstan	23
	Turkmenistan	2
	Uzbekistan	9
Online years	three years	2
	five years	41
	Fifteen years	31
	twenty years	12
	More than twenty years	14
Length of stay in China	three months	53
	one year	34
	two years	10
	three years	1
	More than three years	2
Years of Chinese study	one year	68
	two years	13
	three years	8
	More than three years	11
Daily online time	1 hour	9
	1-3 hours	28
	3-5 hours	33
	More than 5 hours	30

3.3 Evaluation and Analysis of the Effectiveness of Chinese Cultural Communication among Central Asian Students in China

3.3.1 Cognitive Level

On the cognitive level, Chinese culture courses for Central Asian students in China are rich in content, covering China language and literature, China festivals, China customs and other aspects. Among them, figurative symbols such as China language (68%), China festivals (58%) and China music (49%) are more easily accepted by international students. Comparatively speaking, foreign students' reception of abstract cultural concepts such as political system (11%), economy (14%) and society (15%) is significantly different due to the lack of concrete carriers and explanatory frameworks. It can be seen that in the process of cultural communication, the communication efficiency of abstract concept culture is significantly weaker than that of concrete material culture.

Secondly, language has become the main obstacle in cultural communication. The data in the table shows that when

watching China movies, the proportion of language comprehension problems is 82%; In the process of learning Chinese culture by using media, the proportion of language block is as high as 88%, which shows that language is the primary obstacle for foreign students to learn Chinese culture.

In addition, 48% of foreign students said that they didn't know how to select excellent resources, and 20% found the content difficult to understand when learning Chinese culture with the media. This shows that in addition to language barriers, information screening and content understanding are also major difficulties, and these factors also affect the communication efficiency of Chinese culture.

Table 2 Analysis of Cultural Communication Efficiency at Cognitive Level

Question	Option	Percentage/%
What cultural contents are involved in the courses you have studied?	China politics	11
	Chinese history	44
	Chinese economy	14
	Geography of China	18
	eating habits	39
	China Language and Literature	50
	Chinese traditional art	35
	Chinese society	15
	Chinese education	31
	Chinese festival	58
	Chinese music	49
	China local conditions and customs	24
When you watch China movies, what factors make you feel difficult to understand?	China language and writing	68
	China Contemporary Science and Technology	17
	culture	16
	language	82
What are the main difficulties you encounter in learning Chinese culture by using the media?	plot of a play	19
	other	16
	Content fragmentation	28
	language barrier	88
	The content is difficult to understand.	20
	The quality of resources is not high	17
	I don't know how to screen excellent resources	48

3.3.2 Attitude Level

The attitude towards Chinese culture and the related learning situation displayed by the Central Asian students in China have distinct characteristics. First of all, most Central Asian students in China have a positive attitude towards Chinese culture and the image of China. 67% of international students fully agree that China is a civilized, advanced, friendly and powerful country after watching China movies. After watching the short video of China culture, the proportion rose to 71%.

Secondly, in terms of willingness to learn, although language has become the main obstacle for foreign students to learn Chinese culture by using the integrated media, for example, 82% of them have language comprehension problems when watching China movies, and 88% of them are blocked when learning by using the integrated media, but most foreign students have not flinched, and still actively try to understand and learn Chinese culture, which fully reflects their strong interest in China culture and strong willingness to learn.

Finally, the role of media in cultural communication can not be ignored. According to students' preferences and positive feedback on video content, the media form combining visual and auditory is more attractive for international students to understand Chinese culture. At the same time, the integration of media technology into classroom teaching has achieved remarkable results. 74% of foreign students think it is helpful to understand Chinese culture, and 33% of students have a very good evaluation of the media-integrated cultural activities organized by the school, which shows that this method is helpful for foreign students to learn Chinese culture well and improve the efficiency of cultural communication.

3.3.3 Behavior Level

On the behavioral level, Central Asian students in China show a high degree of initiative and clear selectivity in the choice of media and content. They choose to watch content according to their own interests and actual needs. Among

them, martial arts films (49%), historical films (47%) and other content with cultural characteristics and entertainment are favored, which not only reflects the foreign students' love for Chinese cultural elements, but also reflects their autonomy in the process of cultural reception.

As far as the participation characteristics of media-integrated cultural activities organized by schools are concerned, the data show a relatively scattered trend. 18% international students always participate, and 38% sometimes participate, which shows that these students have a high enthusiasm for Chinese cultural activities. However, 36% of international students seldom participate, and 8% even never participate, which reflects that the overall participation of international students still needs to be improved.

Integrating media elements into teaching has been widely recognized by international students. 68% of international students think that it is large in number and helpful to their studies, 19% think it is average, 11% say it is less helpful, and 2% think it is not helpful at all. It can be seen that the application of integrated media in Chinese culture courses has achieved remarkable results, but we should also pay attention to the optimization of the classification and presentation of integrated media content in order to make more international students accept it.

4 Conclusions and Suggestions

4.1 Media Platform Resource Optimization Strategy

First of all, build a diversified communication subject and evaluation system. In order to improve the communication efficiency of Chinese culture among Central Asian students in China, it is suggested to build a diversified communication subject structure with the participation of the government, enterprises, social organizations and individuals. The government, the platform and the masses work together to build a dual-track evaluation system of expert evaluation+user supervision, and carry out strict credibility testing and certification of cultural videos, thus effectively solving the quality problem of media resources.

Secondly, accurately locate the audience and personalized recommendation. Make full use of media integration technology and big data analysis methods to accurately locate and subdivide international audience groups, use big data technology to analyze the characteristics of media integration behavior of international students from Central Asia in China, and classify and stratify user groups according to their interest tendency, language level and cultural background, so as to design a diversified and personalized recommendation system to enhance the pertinence and effectiveness of communication.

Finally, establish a multilingual corpus to reduce language barriers. In view of the influence of language barriers on the communication efficiency of Chinese culture, it is suggested to add multi-language subtitle switching function to film and television platforms and short video platforms, and to establish a corpus of five languages in Central Asia. This measure will effectively reduce the incidence of language barriers and help to improve the communication efficiency of Chinese cultural content. For example, we can learn from the successful experience of adding translation function in the comment area of Xiaohongshu platform to promote more effective communication between Chinese and foreign netizens and further promote the international spread of Chinese culture.

4.2 Optimizing Strategies for International Chinese Teaching

First of all, fully combine media resources to carry out diversified teaching. In the international teaching of Chinese, we should make full use of media resources and innovate teaching methods. For example, by introducing Chinese cultural resources such as the global Chinese learning platform and MOOC massive open online course, combined with visualization, graphics, audio, video, animation and other carriers, the teaching content and form can be enriched, so as to improve the learning interest and participation of overseas students and meet their situational experience needs of language and culture teaching.^[14]

Secondly, increase cultural practice activities and improve cultural adaptability. In order to enhance overseas students' understanding and recognition of Chinese culture, it is suggested to hold cultural exchange activities and cultural practice activities regularly. Such as festival celebrations, art exhibitions, sticking Spring Festival couplets, wrapping jiaozi, Chinese tea art experience, etc. Through these activities, international students can personally feel the charm of Chinese culture. This immersive experience can effectively mobilize the enthusiasm of international students for learning and encourage them to consciously and actively participate in cultural practice activities.

Finally, carry out cultural contrast study to enhance cultural adaptability. In the process of Chinese teaching, by comparing the similarities and differences between different cultures, the adaptability of overseas students to Chinese culture can be enhanced. For example, when explaining Chinese festivals, group discussions can be organized to let international students share the festival customs of their countries and compare them with Chinese festivals, so as to stimulate their interest in learning and cultivate their cross-cultural communication skills.

To sum up, integrated media, especially short video media, have shown remarkable effectiveness in stimulating the interest of overseas students in China and Central Asia in Chinese culture, but language blocks and understanding barriers are still dual barriers that restrict their in-depth study. In-depth analysis shows that the group of international students shows distinctive characteristics in the use of media integration. From the perspective of cultural communication efficiency, international students have positive cognition and recognition after contacting and learning Chinese culture and understanding the image of China, but their participation in cultural practice activities is low. In view of the above problems, this study puts forward corresponding optimization strategies: in terms of integrating media platform resources, by constructing diversified communication subjects and evaluation systems, accurately positioning audience groups and personalized recommendations, and establishing multilingual corpus, the diversity and accuracy of communication content can be improved, and language barriers can be reduced; In the aspect of international Chinese teaching, we should combine media resources to innovate teaching methods, increase cultural practice activities and conduct cultural comparative learning to enhance cultural experience and cross-cultural adaptability. These strategies will effectively improve the spread efficiency of Chinese culture, and enable overseas students in Central Asia to better understand and understand Chinese culture.

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