

Cultural communication research in international education in the era of media convergence

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ABSTRACT

This study focuses on the practice of international educational and cultural communication in the era of media convergence, deeply examines the practical difficulties and explores innovative paths from the three dimensions of the imbalance of content adaptation caused by cultural cognitive differences, the fracture of system construction caused by the characteristics of information dissemination, and the professional ability gap in the talent pool structure, this paper analyzes the reasons for the imbalance of content adaptation caused by cultural cognitive differences, and systematically analyzes the core problems faced by the current cultural communication. This paper studies the transformation of technology empowerment and communication logic brought about by media convergence, putting forward the systematic strategies of demassifying content production to fit multi-cultural cognition, constructing a three-dimensional system to bridge the fracture of the communication chain, and cultivating professional talents to make up for the gap of ability development, it is committed to building a theoretical and practical framework for intercultural education communication and promoting the transformation of international education from superficial knowledge transfer to deep value resonance, to help multiculturalism realize the ideal pattern of equal dialogue, intergrowth and co-prosperity in the digital communication space.

KEYWORDS

Media Convergence Era; international education; Cultural Communication; intercultural communication

Digital technology has deeply rewritten the paradigm of information dissemination. Cultural exchange in international education has long broken through the one-dimensional content output framework in the traditional model. In the interweaving social media communication network, short video platforms and intelligent terminals, a complex cultural communication ecology with multi-agent collaborative participation, multi-modal interaction and integration, and multi-dimensional penetration and diffusion has been gradually constructed. However, under the surface of prosperity empowered by technology, the deep texture of cultural communication is still trapped in the internal division of civilization roots, and it is not easy to realize the deep dialogue of the spiritual core of different civilizations. In this regard, how to find the adaptation path between the communication change spawned by technological progress and the deep texture required by cultural inheritance and break through the potential tension between technological instrumental rationality and cultural value rationality has become an important issue that must be faced and solved in the field of international education in the era of media convergence.

1 The Significance of Cultural Communication in International Education in the Era of Media Convergence

1.1 promoting the Exchanges and Mutual Learning Between Civilizations and global understanding

In the era of media convergence, international educational and cultural communication has broken through the time and space boundaries of traditional communication by relying on the cross-platform integration ability of digital technology, letting the value system, thinking paradigm and life prospects of different civilizations be presented in the field of education in three dimensions. When international education audiences encounter heterogeneous cultures through multi-media courses, virtual cultural experience projects, real-time interactive communication platforms and other carriers, they no longer stay at the superficial cognition at the symbolic level. They can deeply perceive the historical evolution logic and social structure texture behind cultural phenomena in dynamic and scene-based communication. This mode of communication helps to eliminate cultural prejudices and cognitive barriers; as learners observe the ritual details of exotic traditional festivals through documentary lenses or listen to the perspectives of scholars from different cultural backgrounds collide in cross-border online seminars, cultural differences can be transformed into perceptual and conversational cognitive material, and then build a cognitive basis for understanding and respect among educational subjects. Its deep significance lies in cultivating talents with cultural empathy for the era of globalization so that individuals can not only adhere to their cultural roots but also understand the value of equality of multiculturalism with an open and inclusive attitude. Finally, it forms the consciousness of a community of shared future for humanity that transcends geographical limitations.

1.2 Strengthening the effectiveness of cultural communication and the construction of national soft power

Media Convergence Technology reconstructs the mode of information dissemination and makes international education a key field of cultural soft power output. Different from the traditional one-way cultural communication, international educational communication empowered by media convergence has unique advantages: analyzing the cultural acceptance preferences of audiences in different countries with the help of algorithm technology, educational content can be transformed into expression forms that fit the local cultural context and enhance the affinity of communication content; relying on social media, short video platforms and other carriers, it can transform abstract cultural ideas into visual and story-based educational products, and enhance the memory and communication of cultural symbols^[1]. This communication mode helps enhance the country's soft power in two ways. The cross-border dissemination of high-quality educational content directly manifests cultural attraction. For example, when learners from other countries study Chinese traditional culture courses through the Umoocs platform system or participate in Chinese-led scientific research projects in virtual laboratories, the cognition of Chinese culture will be upgraded from fragmented information to systematic understanding and then form a positive cultural identity. International educational communication in the era of media convergence also has the effect of "Two-way empowerment." In showing the local culture to the world, the cultural communication strategy is optimized according to the audience's feedback, and a virtuous circle of "Communication—cognition—identity—re-communication" will be formed. Finally, a cultural communication system with discourse power will be constructed in the global education market.

2 The Dilemma of Cultural Communication in Current International Education

Media convergence has brought unprecedented, profound changes to cultural exchanges and communication in international education^[2]. However, cultural communication in international education still faces some difficulties.

2.1 Cultural difference makes it difficult to match the communication content with the audience's cognition accurately

Cultural Differences, such as the deep division of value systems, thinking paradigms, and symbol systems, constitute a natural barrier to the spread of international educational culture. There are fundamental differences in the cognition of the nature of education among different civilizations. Eastern cultures focus on knowledge inheritance and collectivism cultivation, while Western cultures emphasize critical thinking and individual value realization; this difference makes the communication content easy to produce "Meaning loss" in the cognitive framework of the target audience. If the communication subject constructs content with its cultural logic and ignores the audience's cultural presupposition and acceptance psychology, educational information will fall into the "Cultural discount" dilemma. This weakens the affinity of content and may lead to cultural misunderstanding, making international education a pile of surface symbols. It makes it difficult to touch the deep structure of cultural identity and hinders the equal dialogue and value resonance between different civilizations.

2.2 In the context of media convergence, information fragmentation affects the systematicness of cultural communication

Culture is an organic whole composed of historical traditions, values, lifestyles and other elements. Its communication needs to rely on a coherent narrative framework and in-depth interpretation of meaning. However, the "Information Cocoon Room" spawned by social media, short video platforms and other media forms constantly destroys the logical chain of cultural communication. When the cultural content is divided into fragmented knowledge fragments, it is difficult for the audience to construct a complete cultural map at the cognitive level, which leads to the understanding of different cultures only at the surface; it is difficult to cultivate the holistic vision and deep insight required for cross-cultural understanding.

2.3 The lack of intercultural communication professionals restricts the effectiveness of communication

As the core force connecting different cultural systems, the ability of intercultural communication professionals directly defines the boundaries of the effectiveness of international educational and cultural communication. However, there is a gap in the current talent pool. The fundamental reason lies in the disconnection between the educational training system and the needs of communication practice: traditional international education often focuses on teaching language skills and professional knowledge but ignores the innovative training of communication strategies in the media convergence environment. This makes practitioners unable to cope with the complex task of cultural decoding and encoding^[3]. When

the communicator lacks an in-depth understanding of the cognitive framework of different cultures or cannot transform abstract cultural ideas into concrete communication content, it is easy to cause an "Imbalance between the supply and demand" in cultural communication. This talent gap not only limits the quality of content but also makes it difficult for international education to strike a balance between technological empowerment and humanistic adherence; it hinders cultural communication from simple information transmission to the deep level of value identification.

3 Cultural Communication Strategies in International Education in the Era of Media Convergence

3.1 Demassifying content production based on the cultural background of the audience

The key to realizing the production of demassification content is to create a precise adaptation system of cultural decoding and make the communication content a narrative carrier with cultural affinity by systematically constructing the audience's cultural map. The communication team needs to build a cross-cultural cognitive assessment framework and use cultural dimension theory and other tools to carry out quantitative and qualitative research on the cultural values of the target audience. It forms a three-dimensional audience portrait covering regional cultural circles, educational background levels and media usage habits. A "cultural translation" mechanism should be established in content production, inviting educators, media professionals, and ordinary audiences from the target cultural group to participate in content co-creation, making adaptive adjustments regarding conceptual abstraction, narrative structure, and symbol selection^[4]. At the same time, a dynamic feedback mechanism should be established to timely capture the audience's cultural acceptance obstacles and refine the content through social media public opinion monitoring, online course learning behavior analysis and other means, a closed-loop production mode of "Cultural characteristics research—hierarchical content design—multi-agent collaborative translation-effect reverse optimization" is formed to fundamentally solve the problem of content adaptation caused by cultural difference.

3.2 Integrating multi-media resources and building a three-dimensional communication system

Constructing a three-dimensional communication system requires eliminating the limitation of single media, dividing the functions and planning collaboratively according to the communication characteristics of different media, and creating a clear and logical cultural narrative network. The key is to construct the matrix structure of "Core media anchoring + peripheral media penetration": taking the exclusive platform of international education as the core of in-depth content, it carries long-form content such as cultural theory courses, academic lectures and documentaries, builds the basic framework of cultural cognition; using social media platforms as a focal point for topic diffusion, customizing lightweight content such as cultural knowledge cards, interactive questions and answers, and short video challenges for Generation Z audiences, and creating cultural memory logos in fragmented communication; taking professional vertical media as a carrier for in-depth interpretation, policy analysis, academic papers, case studies and other in-depth content are launched for the subdivision groups such as educational decision-makers and cultural researchers to enhance the ideological depth of cultural communication. At the same time, it is necessary to design the narrative thread that runs through different media forms and connect the fragmented content through unified cultural themes, such as launching documentaries in core media around specific cultural themes, making animated shorts on social media, developing dialogue programs on audio platforms, and creating experiential scenes on VR/AR platforms allow the audience to build a complete cultural cognition in different media contacts gradually. We should establish a content diversion mechanism between media to integrate scattered cultural information into a traceable narrative chain employing hyperlink jump, Quick Response Code exchange, cross-platform topic linkage and other technical means to guide the audience from fragmented browsing to systematic learning^[5]. In addition, we should pay attention to the adaptability design of mobile terminals, aiming at the shallow reading habits of mobile terminal users. On the premise of ensuring the professionalism of content, the use of modular knowledge units, visual mind maps, interactive timelines and other presentations makes cultural communication fit the characteristics of information consumption in the era of media convergence and adhere to the inherent systematicness and integrity.

3.3 Strengthen the cultivation of intercultural communication ability and build a professional team

Cultivating cultural communication talents in the era of media convergence urgently needs to build a dynamic ability model, which takes cultural decoding ability as the core, media narrative ability as the framework, and cross-scene transformation ability as the extension. The curriculum system should break through the traditional one-way output model of education and revolve around the communication logic of "conflict—fusion—reconstruction": Cultural interpretation courses (such as intercultural semiotics and communication psychology) focus on deconstructing the deep meanings of culture, while media skills courses (such as integrated media narrative workshops and multi-modal content

production) concentrate on the adaptability of technical tools to communication scenarios. Through simulating multi-cultural scenarios, the virtual simulation laboratory enables learners to refine the accuracy of cultural translation and communication effectiveness while tackling tasks such as deconstructing the challenges of digital dissemination of intangible cultural heritage and adjusting the cognitive biases of transnational audiences. The training model needs to break through the boundaries of the classroom and establish a collaborative mechanism of a "dual-track mentoring group" (academic theoretical mentors + industry project mentors) and an "immersive growth chain" (overseas field research—internships in international organizations—multinational collaborative projects). Through practical scenarios such as decoding cultural taboos in real cases and responding to multilingual public opinion, it aims to activate talents' cultural sensitivity and flexibility in communication strategies. The evaluation dimension should shift from single knowledge assessment to communication efficiency tracking, focusing on the ability of symbol re-creation in the non-native language context, the ability of product iteration in cross-circle communication, and the ability to balance cultural conflict. A micro-accredited continuing education system should be set up for the on-the-job staff, incubated with cross-border collaborative programs through modular thematic studies (such as cultural algorithm ethics and Generation Z communication psychology), promote the continuous evolution of talents in the dynamic cultural ecology, and eventually form a communication talent echelon with both cultural thickness and technical sharpness.

4 Conclusion

The problems of cultural adaptation, system construction, and talent reserve found in this study stem from the interaction between technological iteration and educational reform, and they also reflect the deep-seated contradiction between cultural identity and identity construction in the process of globalization. The strategy of demassification, three-dimensionalization, and specialization proposed by the research is the application of innovation in communication technology and a return to the essence of education. Only based on cultural subjectivity, respecting the characteristics of communication objects and giving full play to the connection value of media convergence can international education truly become an important channel for different civilizations to learn from and appreciate each other.

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