

# Research on the International Dissemination Path of Chinese Culture under the Global Civilization Initiative: Based on the Practical Perspective of Chinese University Teachers

Dong Wang

School of Marxism, Shanghai University of Electric Power, Shanghai, 201306, China

## ABSTRACT

The Global Civilization Initiative provides ideological guidance and practical framework for the international dissemination of Chinese culture. Based on the practical perspective of Chinese university teachers and in combination with the theory of new humanism, this paper conducts research from three dimensions: the collaboration of communication subjects, the innovation of narrative strategies, and the deepening of technology application. By analyzing specific cases of university teachers in cross-cultural course design, digital communication practice, and international cooperation projects, this paper reveals the problems existing in the current communication path, such as insufficient subject linkage, rigid narrative mode, and shallow application of technology. It also proposes optimization strategies such as building a collaborative communication mechanism of "university - government - society", creating immersive cultural narrative scenarios, and developing an AI-enabled precise communication system, aiming to provide theoretical references and practical paths for enhancing the international communication effectiveness of Chinese culture.

## KEYWORDS

Global civilization initiative Chinese culture international communication university teacher; Practical path

## 1 Introduction

Against the backdrop of the continuous deepening of the current globalization process, the international dissemination of Chinese culture is no longer confined to the primary stage of merely showcasing traditional cultural symbols such as opera and calligraphy. Instead, it is gradually taking on the strategic mission of systematically interpreting the development path of contemporary China and promoting equal dialogue among civilizations<sup>[1]</sup>. As the backbone force of cultural dissemination, the group of college teachers not only shoulders the important responsibility of cultural inheritance and upholding tradition in teaching practice, but also plays a key role in cultural innovation and development. Inheritance and innovation are both distinct from each other and intrinsically linked. Together, they form the bond of cultural exchange and also serve as the driving force for the development of civilizations. Under such circumstances, exploring the research on the international dissemination path of Chinese culture under the Global Civilization Initiative from the practical perspective of Chinese university teachers can more effectively promote the wide dissemination and in-depth exchange of Chinese culture on a global scale, thereby contributing to the building of a community with a shared future for mankind.

## 2 Practical Path: Innovative Exploration and Existing Problems of University Teachers

### 2.1 Classroom Practice: Design Innovation of Cross-cultural Courses

Through course reconstruction, university teachers have adopted a hybrid course model of "MOOC + micro-lesson + SPOC", embedding comparative analysis content of the English translation of "Dream of the Red Chamber" in the English reading module. Guided by the ESA teaching model, students' English reading ability has been enhanced, and they have gained a deeper understanding of the family ethics of "Redology", achieving remarkable results in promoting cultural dissemination<sup>[2]</sup>. However, universities also face problems in promoting cultural dissemination. First, the integration of ideological and political education into courses is rather stiff. Some teachers only add cultural pictures to their PPTS without establishing a deep connection between knowledge points and cultural values. Second, the evaluation system is lacking. 78% of universities have not included cross-cultural communication capabilities in the assessment indicators for teachers, which weakens teachers' motivation for teaching innovation. In conclusion, university teachers have both successful experiences and challenges. In the future, it is necessary to improve the curriculum design and evaluation system and give full play to the role of university culture dissemination.

## 2.2 Digital Communication: Strategic Optimization of New Media Platforms

College teachers actively utilize international social media platforms such as TikTok and YouTube to spread Chinese culture. A team of teachers from East China Normal University has created a series of short videos titled “The 24 Solar Terms”, which combine animation and live-action shooting to explain the philosophy of farming. The highest domestic single video has received 23 million views, and the overseas interaction rate is more than three times the industry average, demonstrating the global appeal of Chinese culture. However, college teachers also face problems when using new media to disseminate culture. One is that algorithmic dependence leads to a loss of focus on culture. Some teachers simplify or misinterpret cultural content for the sake of traffic, weakening the authenticity of culture. Second, the data feedback mechanism lags behind. Only 15% of universities have a complete communication effect tracking system. Most universities find it difficult to optimize content based on audience feedback, which affects the communication effect and depth.

## 2.3 International Cooperation: A Collaborative Communication Network Among Industry, Academia and Research

Universities have achieved remarkable results in expanding international communication channels through jointly building research centers and joint training programs. For instance, in the “Belt and Road” Cultural Laboratory project, universities have used AR technology to present the features of ancient city sites along the route. The achievements have been recognized by universities in both countries and are permanently exhibited in museums, enhancing the international influence of Chinese culture. In addition, Fudan University and the University of Cambridge in the UK have launched a project titled “Comparative Study on Environmental Policies between China and the UK”, and the results have been submitted in bilingual reports to the Secretariat of the United Nations Framework Convention on Climate Change, enhancing the international voice of Chinese youth<sup>[3]</sup>. However, the international communication of universities is confronted with the following problems: First, the distribution of resources is uneven. The special funds for international communication of 985 universities are 5.8 times that of local universities, which restricts the development of local universities. The second issue is intellectual property disputes. The usage rights of cultural symbols in some international cooperation projects are ambiguous, which affects the cooperation and the development of the projects.

# 3 Optimization Strategy: Building a Communication Ecosystem Under the Global Civilization Initiative

## 3.1 Subject Collaboration: Build a “University - government - society” Communication Matrix

First, in terms of policy support. The relevant entities should actively establish a “Special Fund for International Communication of Universities” to provide strong financial support for various innovative projects. The specific measures include providing a 1:1 matching grant to the selected projects to ensure their smooth progress and efficient implementation, thereby stimulating the innovative vitality of universities in the field of international cultural communication and promoting the wide dissemination of Chinese culture worldwide. Second, in terms of platform co-construction. Universities can take the lead in collaborating with museums, publishing houses, and related enterprises, among other parties, to jointly build a “Digital Resource Library of Chinese Culture”. This library should systematically integrate various cultural data to form a comprehensive and open digital platform, and provide open API interfaces to facilitate convenient access by global users, thereby promoting international exchanges and sharing of Chinese culture.

## 3.2 Narrative Innovation: Building a “Micro story - macro value” Dissemination Chain

First of all, in terms of scenario-based narrative. University teachers may suggest drawing on the successful model of “real-scene teaching in Suzhou Gardens” to build “Chinese Cultural Experience Centers” overseas. Through immersive scenes such as tea ceremony performances and calligraphy workshops, the essence of traditional Chinese philosophy like the “Doctrine of the Mean” is vividly conveyed, allowing overseas audiences to experience the charm of Chinese culture firsthand. Secondly, in terms of data-driven narrative. University teachers should make full use of big data to analyze the cultural preferences of overseas audiences and tailor cultural products for them. Finally, in terms of anti-narrative strategies. Relevant entities can encourage university teachers to design “deconstructive courses”. By analyzing reports on China in Western media such as The Wall Street Journal, they can guide students to critically consider their vocabulary choices and narrative techniques, reveal the ideological biases behind them, and thereby establish a more objective and comprehensive understanding of China.

### 3.3 Technological Deepening: Develop an “AI+ Culture” Precise Communication System

The first aspect is the generation of intelligent content. University teachers can achieve automatic adaptation and personalized generation of cultural content by deeply training multi-modal large models. For instance, when a user inputs the keyword “Confucius”, the system can generate customized communication plans based on the cultural background and audience demands of different regions. Specifically, for the Arab region, the system will focus on demonstrating the commonality between the concept of “benevolence” and Islamic doctrine, emphasizing the convergence point between the spirit of benevolence in Confucius’ thought and the concept of compassion advocated by Islam. In the Latin American region, the system will place particular emphasis on the alignment between the concept of “harmony” and Indian culture, highlighting the similarities between the harmonious coexistence in Confucius’ thought and the natural harmony in Indian culture. The second aspect is the blockchain rights confirmation system. The relevant entities should establish a cultural content copyright protection platform based on blockchain technology to ensure that the intellectual property rights of university teachers in international cooperation projects are effectively protected and they receive reasonable benefits.

## 4 Conclusions and Prospects

The Global Civilization Initiative offers strategic opportunities for the international dissemination of Chinese culture. As the main practitioners, university teachers need to continuously innovate in terms of concepts, methods and technologies. In the future, the group of university teachers should further enhance their interdisciplinary collaboration capabilities, establish a dynamic feedback mechanism at the practical level, regularly evaluate the communication effect and iteratively optimize strategies. At the same time, efforts should be made to cultivate “cultural communicators” with a global perspective. By setting up special training programs, their comprehensive capabilities in cross-cultural communication, new media operation, and international rule-making can be enhanced.

## References

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