

The Study of International Chinese Language Education Media from the Perspective of Communication Theory

Zhang Muhua

Fuzhou College of Foreign Studies and Trade, Fujian, China, 350000

Keywords: International Chinese Language Education; Communication Theory; Media

Abstract: Chinese international education is not only a simple teaching behavior, but also an international communication behavior. With the continuous development of society, communication and Chinese international education are more and more closely linked. Modern society is the era of new media. Various new media means emerge endlessly and change endlessly. Only by fully understanding the operation principle and communication law of each medium, can we achieve the best results in the international Chinese language education through the media. From the perspective of communication, this paper summarizes the types of current media. Combining with the current situation of Confucius Institute, this paper illustrates the vigorous development of international Chinese education. Finally, the paper puts forward some measures.

1. Introduction

Communication is a newly emerging discipline in the 20th century. Generally speaking, all human communication phenomena are the objects of communication studies. People use symbols to exchange information through a certain medium, which is called communication. Since entering the 21st century, China's position in the international community has been constantly improved. Chinese international education communication has been endowed with new meanings and has become a key link in China's strategic development. With the continuous evolution and development of modern media technology, the Chinese language has gradually spread overseas. Modern media technology not only increases the audience of Chinese language, but also provides a new way of thinking for the international Chinese language education.

2. Types of media in international Chinese education

2.1 Printing media

Printing media is one of the most frequently used and important media in Chinese education for a long time, including Chinese learning textbooks, dictionaries, Chinese newspapers, Chinese magazines and so on. Overseas Confucius Institutes have different choices of textbooks according to the characteristics of different countries or regions. Even according to the unique local cultural characteristics, the Confucius Institute organizes staff to compile textbooks suitable for local conditions. For example, the Chinese textbooks used by Confucius Institutes in Korea include Boya

Chinese, Annotations of Speech Chinese Idioms and Stepped Chinese, which are published in China. At the same time, there are Korean self-published "New Strategies of Chinese", "Duo Paradise Chinese Conversation", "301 Sentences" and so on. In Thailand, Experiencing Chinese, which is written jointly by China and Thailand, has been widely used.

2.2 Electronic Media

Electronic media include telegraph, radio, film and television, among which radio and television have been widely used in international Chinese education. All kinds of Chinese teaching radio and television programs provide Chinese fans with opportunities to contact and learn Chinese. So far, Confucius Institute has established 12 radio Confucius classrooms in Kenya, Bangladesh, Italy and other countries, which has developed a series of popular radio programs. Especially the "Daily Chinese" program, which is the signature program of the Broadcasting Confucius Institute. This program focuses on the resource advantages of more than 600 excellent foreign language talents and more than 100 foreign experts, and produces 38 foreign language radio programs.

2.3 Network Media

Network media is a highly integrated medium. It integrates words, pictures, sounds and images through computers and networks. It is a great synthesis of books, magazines, newspapers, radio, television and other mass media. Network media has not only the preservability and accessibility of print media, but also the freshness and timeliness of electronic media, as well as its own graphic and text reading and audio-visual. The network media breaks the limitation of traditional Chinese classroom teaching and transfers the teaching place to the whole network platform. It realizes the globalization of resources, individualization of teaching and autonomy of learning. Internet media is one of the most important media for Chinese International Education in China. China has invested tremendous manpower, material and financial resources to develop various Chinese education and resources websites, including comprehensive learning websites, learning resources websites, online courses, Chinese Character teaching websites, Chinese Language examination websites for Chinese learners, as well as including teaching resources websites, textbook compilation websites, Chinese Teacher training websites, etc. for Chinese teachers.

2.4 Mobile Media

Mobile media have become one of the most important means of communication in today's society with their portability, easy operation and fast dissemination, such as mobile phones, tablet computers and electronic readers. Mobile phones can no longer simply use communication tools, it has become an indispensable part of people's lives, such as communication, access to information, shopping, entertainment, learning, work, financial management, navigation, etc. Mobile phones can have so many functions thanks to a variety of applications. Among them, education APP makes more and more people like to use mobile phones to learn. For example, the "Netease Cloud Classroom" APP developed by Netease provides thousands of video learning courses, which can be viewed online or downloaded offline. Users can learn at any time by taking subway, waiting for bus and other debris time.

3. Current situation of international Chinese education communication

3.1 Current situation of Confucius Institutes

Among the numerous disseminators of Chinese international education, the national government is the most influential disseminator, which providing policy guidance for the dissemination process of Chinese international education. In order to promote the influence of Chinese language and Chinese culture, since 2004, China has set up an overseas educational institution, Confucius Institute. The statistics of Confucius Institutes in different continents are shown in Figure 1.

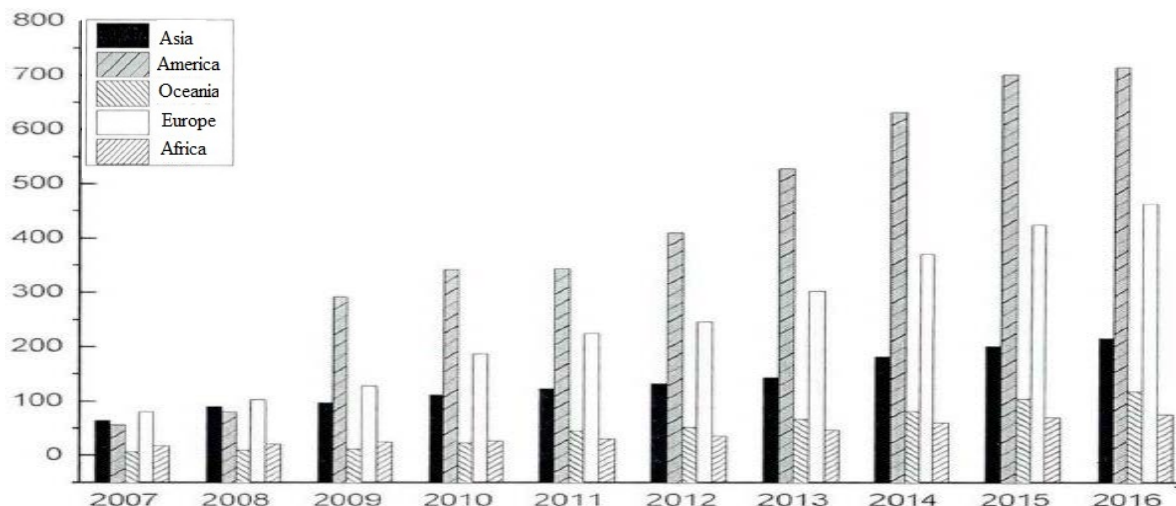


Figure 1 The statistics of Confucius Institutes in different continents

3.2 Single interaction mode

In the past, the interaction between traditional media and audiences was mainly through telephone or letter writing. However, with the popularity of the network, e-mail, online message, social networking site interaction and other emerging media interact with the audience in the network, the main way of interaction is basically to send text messages. The process of interaction is nothing more than "you ask me and answer", which is very simple, boring and time-consuming.

3.3 Imperfect feedback system

With the improvement of the audience's subjective consciousness, the teaching concept has changed from traditional "inculcation" to "interaction". People are increasingly pursuing the realization of "teaching" and "learning" in equal interaction. Through the mass media, in order to adapt to the new situation, we must also ensure that the media and the audience can achieve full interaction. However, there is a general embarrassment of insufficient interaction among the mass media commonly used in the international promotion of Chinese in China. The obsolete and single interactive channel exposes the imperfection of the Chinese International Education media feedback system. Without a perfect feedback system, the audience will not be able to feedback. Even feedback is not responded to, so it is no longer feedback.

4. Establishing good interaction between international Chinese education media and audience

4.1 Emphasizing the interactive demand of the audience

Audiences usually contact the media to meet their own two needs. One is the need for information, the other is the need for expression. The audience has the right to express their opinions and opinions, and whether the media can win the audience depends on knowing the audience well and meeting the needs of the audience. Therefore, Chinese international educators must fully recognize the importance of the audience and meet the needs of the audience.

4.2 Widening interactive channels

The development of Internet technology and digital technology has brought us into the era of media convergence. Different forms of media show a trend of mutual integration and complementary advantages. A new form of communication emerges as the times require, which includes text, audio-visual, network, communication and other means of communication. The media can realize multi-channel and multi-platform publishing of disseminated content. Which covers a wider range of people and satisfies the reading habits of different audiences. This has greatly promoted the effective transmission.

5. Conclusions

The media is an important driving force of Chinese education, which provides a huge impetus for the international Chinese communication. In today's innovative development of media, we must firmly grasp the advantages and disadvantages of various media, only in this way can we give full play to the advantages of each media. We must ensure that the media contributes to the international Chinese education, only in this way can we fundamentally enhance our influence in the world.

References

- [1] Sun Li, Lin Zonghao. *The explanatory power of the 7W model on the coordination of translation communication elements [J]. Foreign Language Audiovisual Teaching*, 2016, 1:67-72.
- [2] Wang Juan, Kong Liang. *Research on the construction of excellent resources sharing course from the perspective of information dissemination [J]. China Distance Education*, 2015, 4:49-55.
- [3] Ge Yaojun, Zhang Yean. *Identity of Chinese traditional sports culture from the perspective of communication science [J]. Journal of Beijing Sports University*, 2017,4:139-145.
- [4] Jiaofei. *Deconstruction of Teaching Chinese as a Foreign Language from the Perspective of Communication [J]. Journal of Shanxi Agricultural University*, 2011, (10)