

Exploring the Dynamics of Brand Communication for 'Study in China' from Demand View

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Abstract: As a localized brand of international study in China, the development and dissemination of 'Study in China' has strongly promotes the improvement of the training quality of international students, as well as the level of educational internationalization. From demand view, the diversified development needs of international students have created a unique education field. The internal driving force mechanism formed on the basis of the three dimensions of learning motivation, experience motivation and employment motivation deeply affects dissemination of the brand. Based on the questionnaire data of international students from more than 20 universities in China, the study conducted an in-depth research on the dynamic mechanism of brand communication for 'Study in China' through multiple regression analysis, explaining how the behavioral motivation of international students influences the brand communication. 'Study in China' needs to enhance its core competitiveness according to students' actual demands, improve the communication of Chinese national image and promote the construction of international discourse system by optimizing education services, enriching content and improving education quality.

Keywords: International Students; Brand Communication for 'Study in China'; Dynamic Mechanism; International Chinese Language Education

1. Presentation of the Issue

In recent years, the promotion and popularization of international Chinese language education has brought new development opportunities for international education. The diversified contents of international Chinese language education help attract more international students to study and work here. It not only carries the necessary mission of

people-to-people exchanges, but also is a significant way to spread the excellent culture and ideology of the Chinese nation. In the long run, the comprehensive promotion of international Chinese language education in non-Chinese speaking cultural environments is an important practice on the world stage. The main mission of this education model is to cultivate students' cross-language and cross-cultural communication ability, stimulate their interest in language learning and language application ability by cultural innovation experience, and constantly boost Chinese entry into the international market of higher education. Based on this, the formation and rapid development of 'Study in China' represents the improvement of China's higher education level and the status of international education, which have formed a bright business card for the international development of the higher education.

Nowadays, students are no longer confined to the local education system, but have more opportunities to go abroad and receive a diversified education. In order to attract international students, universities have launched highly distinctive education and teaching programme. The internationalization trend of educational resources is gradually prominent. China actively faces the increasingly competitive international education market, gives full play to the resources and main body advantages of international Chinese language education, and builds a brand of 'Study in China' with Chinese characteristics, so as to attract more outstanding students to study in China. In this process, how to effectively promote the effective dissemination of 'Study in China', effectively meet the actual needs of international students, and form a complete international education teaching system has become an essential hand in promoting the opening up of education to the outside world. Therefore, this study explores the dynamic mechanism of brand communication for 'Study in China' from

demand view, so as to enhance the competitiveness and attractiveness of our education brand.

2. Literature Review

Educational Needs and Evolution of International Students

Due to the differences in individual goals and orientation, the main demands of international students coming to China are not exactly the same. Based on academic goals, international students often have a high demand for learning Chinese language. With the evolution of the education model, students usually have a high desire for knowledge and motivation, putting forward high demands for improving their comprehensive language ability (Liu Yuhong, 2012). In terms of topic demand, the student group has a higher demand for improving their comprehensive language proficiency. In terms of topic demand, international students show obvious attention to daily life topics in study and work, and the demand for topics with high professional relevance also shows a significant upward trend, which indicates that international students pay attention to the improvement of practicality and pursue the deepening of professionalism in the daily communication process (Tian Peiyuan, 2022). In terms of practical demand, the change from a single learning goal to diversified needs is visual. In addition to traditional academic achievements, international students also begin to pay attention to the needs of cultural experience, social life, employment and other aspects. Most international students have strong cultural willingness, among which tourism culture and food culture are the most important, while the willingness to learn dialect culture and minority beliefs is low (Ke Qi, 2023). In terms of value demand, Anran (2008) found that East Asian students pay attention to academic research and creation, and have higher learning needs, and Southeast Asian students pay attention to life experience and have higher cultural needs, through comparative research and analysis of regional differences. In fact, behind the long-term increase in the number of Chinese language majors, it shows the vitality and potential of international Chinese language education in the international education market (Chen Li, 2018). These changes require educators to adapt to the diverse actual needs of international students, continuously optimize

education services, improve education quality, and contribute to the development of international education. With the deepening of cognition, more and more individuals begin to enhance unique cultural experience in the learning process, which is not only reflected in the active participation of international students in various cultural experiences and practices, but also in the gradual deepening of their emotional identification with Chinese culture.

3. Research Design and Implementation

The power source of brand communication for 'Study in China'

Learning Motivation

Learning motivation is one of the main items for international students to spread the brand for 'Study in China'. It is the fundamental driving force for individuals to choose Chinese higher education system, effectively promoting international cultural exchanges and cooperation. Second language acquisition theory points out that learning motivation is the most necessary factor in the current language learning process, which has a high impact on the enthusiasm of Chinese learning for international students. It serves as the primary force in assisting them to comprehend the cultural connotations. As a form of achievement-oriented motivation, the long-standing development among international students can significantly contribute to enhancing the 'Study in China'.

On one hand, learning motivation is the externalization and embodiment of actual demands for Chinese language learning. With the continuous improvement of Chinese international education level, more and more overseas start to pursue learning Chinese, which provides a giant opportunity for the dissemination and development for 'Study in China'. On the other hand, the increased learning motivation helps to promote deeper understanding of Chinese education, stimulates their enthusiasm and initiative in language learning. It can not only improve the language practice ability of international students, but also strengthen their willingness to choose 'Study in China', which makes an important contribution to the communication and development of the brand.

Experiential Motivation

Experiential motivation provides an essential opportunity for international students to spread the brand, which is a strong proof of the

increasing international status of traditional Chinese culture. Experiential motivation always takes traditional cultural experience as the main goal, enhancing their in-depth understanding of China by experiencing Chinese traditional history, culture and social customs. Actually, experiential motivation is a kind of integration motivation, which not only shows the aspiration of international students to integrate into Chinese social life, but also reflects their emotional identification with Chinese culture. Therefore, it lays a good emotional foundation for brand communication.

Employing Motivation

Employing motivation is a necessary practical way to promote the brand. It is an important driving force to deepen the cooperation between worldwide universities and enterprises and the joint construction of resources. The self-determinism points out that individuals motivation to engage in a certain activity is deeply rooted in their internal needs and pursuit of value realization. When the environment is changing, the needs of individuals interact with the situation and stimulate a series of motivational behaviors. That is why the employment motivation of international students will be generated and deduced.

From the perspective of internal needs, Chinese learning reflects their high recognition and actual needs, and is an important way to realize their self-value during their study abroad. On the contrary, the rapid development of the external environment has laid a solid foundation for Chinese learning. With the continuous development and growth of economic and educational strength, more and more international students choose to stay and work here after graduation. The demand of social work environment will force them to further improve their Chinese communication ability. Based on this, the employment choice and career development path of international students provide cheaper opportunities for economic and educational cooperation and exchanges, which is conducive to the further development of the brand communication.

Research Hypotheses

Learning motivation, experiential motivation and employing motivation are the main ways of practice for 'Study in China', which are inseparable from the rapid spread and development of the brand.

Based on learning motivation, choosing 'Study

in China' is a necessary way for international students to efficiently obtain international Chinese education resources. The underlying logic of language and culture learning lies in understanding and mastering the cultural connotation behind Chinese culture. It not only helps the international students to do well in the simple accumulation, but also an important guarantee for the establishment of cross-cultural adaptation and communication ability. 'Study in China' provides a high-quality education, teaching and cultural exchange platform for students, which helps to meet the actual demands of cross-language cultural learning, and further promotes the continuous expansion of brand influence. As a kind of practical motivation, learning motivation effectively stimulates the enthusiasm of international students to learn Chinese culture, and injects vitality into the dissemination of the brand. Based on this, the following research hypotheses are proposed.

H1: Learning motivation of international students positively influences the brand communication behavior for 'Study in China'.

Based on experiential motivation, choosing 'Study in China' is an important practice platform to experience the charm of Chinese culture. The brand is committed to creating a highly integrated international education platform, adhere to the student-oriented, quality-first education concept, providing a strong guarantee for overseas. The brand is also an important practical means to promote sino-foreign cultural cooperation and cross-cultural adaptation, and helps the international students in China to rapidly improve their cross-cultural adaptability and truly realize cultural exchange and integration. Based on this, the following research hypotheses are proposed.

H2: Experimental motivation of international students positively influences the brand communication behavior for 'Study in China'.

Based on employing motivation, choosing 'Study in China' is an effective practical tool for international students to stay in China after graduation. On one hand, the brand provides abundant information and resources for students. Through high-quality and high-level education, students can timely understand the market dynamic demand in employment and career selection, which helps them to continuously improve their employment competitiveness in

the process of study. On the other hand, through participating some activities related to the brand, individuals may have a deep understanding of the current social culture and economic form, making important contributions in finding employment. 'Study in China' has played a positive role in promoting the employment. It is a profound understanding and practice of the employment motivation needs of international students. Based on this, the following research hypotheses are proposed.

H3: Employing motivation of international students positively influences the brand communication behavior for 'Study in China'. Meanwhile, the research tried to build a hypothetical model.

4. Questionnaire Design and Research

The research focuses on the perception and feelings of international Chinese language education students and explores the mechanism of their behaviors at the level of their demands. Therefore, the research designs questionnaires from three aspects: learning motivation, experimental motivation and employing motivation. And take them as the main dependent variables to explore the relationship with the brand communication for 'Study in China'. Based on this, the evaluation index system affecting the brand is constructed (as shown in Table 1). On this basis, specific measurement items are further designed for each detailed index, and finally a survey questionnaire is formed.

First of all, learning motivation is the foundation of the brand communication for 'Study in China'. As the core driving force for international students to participate in Chinese language learning and cultural exchanges, learning motivation enables individuals to generate conscious behavioral tendencies when facing learning tasks, and to maintain a high degree of motivation and autonomy in the long-term learning process. With in-depth learning, they tend to acquire a more unique sense of cultural participation on the emotional, behavioral and spiritual levels, transforming from initial curiosity and exploration to fondness and imitation, and ultimately forming a positive and proactive attitude towards learning and spreading Chinese culture. It is this strong learning motivation that provides a continuous impetus for the wide dissemination of the education brand, and also contributes to the

formation of a close interactive relationship. Learning motivation pushes international students to participate more actively in Chinese language teaching activities, and the positive feedback formed in the process further enhances the popularity and reputation of 'Study in China', which helps to further open up the international market and attract more international students to study in China. The positive feedback in the process further enhances the awareness and reputation of the brand, which helps it to further open up the international market and attract more overseas to receive higher education in China.

5. Conclusions

Efficiency of International Chinese Language Education in Promoting 'Study in China' Brand Communication

The comprehensive promotion of international Chinese language education in non-Chinese speaking cultures is an important practice on the world stage. International Chinese Language Education With the main mission of cultivating students' cross-linguistic and cross-cultural communication ability, education effectively stimulates students' interest in language learning and language application ability, which provides solid support for the dissemination of brand image. The brand further opens up the international study abroad market.

Firstly, international Chinese language education provides a course for international students to learn and exchange knowledge. From a practical point of view, the curriculum design of education always focuses on the professional level of Chinese language application for international students. During the long-term evolution of the higher education system for international students, the curriculum includes not only learning programs focusing on Chinese language learning, but also cultural liberal arts and so on. Through learning Chinese language and culture, international students can not only master Chinese language knowledge efficiently, but also have a more in-depth understanding of China's traditional culture, historical development background and social life and other far-reaching cultural connotations.

Secondly, international Chinese language education provides a platform for cultural experience and integration for international students coming to China. Language is the expression of culture and an important

experience of culture. Chinese language and culture education is an effective practical way for international students in the process of language learning, which provides valuable opportunities and conditions for improving international students' cultural way of thinking and cultural values. A diversified platform for cultural experience and integration is a key means for the development of international Chinese language education. Based on this, international Chinese language education is committed to creating an all-round and multi-disciplinary Chinese language and culture learning environment for international students. It not only accelerates international students' experiential integration into the Chinese language and culture, but also enhances the diversified development on the world stage.

Multi-motivation synergies to enhance brand communication effect

At present, strengthening the synergy of multi-motivations has gradually become the main strategy and means to promote the communication of 'Study in China'.

Through in-depth understanding and grasping the actual demands of international students, the organic combination of Chinese learning, cultural experience and employment constitutes the internal motivation system for them to choose to study in China. The coordinated development of multiple motivations has injected a strong internal impetus into the brand. Learning motivation stimulates in-depth participation and strengthens the brand dissemination effect of 'Study in China'. Under the background of international Chinese language education, the content is undergoing a profound change and expansion, transforming

from purely teaching language skills to comprehensive education covering language, culture, history and other disciplines. This transformation not only meets the growing learning demands, but also stimulates their enthusiasm for in-depth participation. Based on the differences in China's historical and cultural resources, as well as the diversity of regional cultural resources, it attempts to put forward a learner-centred cultural teaching model and improves international students' awareness and emotional recognition of the brand.

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