The Choice Between National Fashion and the Second Dimension - A Comparative Analysis Based on Students' Outfits

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Abstract：**With the rapid development of Internet technology and new media, cultural exchange has become an important channel for mutual understanding and acceptance between different countries and nationalities. The student group is at a critical stage of self-cognition and identity construction. Different cultural shocks may cause the student group to feel confused and struggle with cultural identity and identity. Starting from the dressing of the student group, this topic analyzes the current situation and reasons behind the selection of national fashion and two-dimensional dressing. [1]It is found that the student group shows a high degree of acceptance of multiculturalism, but there are also some differences and problems. Society and schools, families and students themselves should avoid cultural shame through systematic political education, diversified political activities, daily discussions and conversations, and continuously strengthen cultural identity, so as to ultimately ensure the comprehensive and healthy development of the student group.**

Keywords: Middle School Students; Two-Dimensional; Cultural Preference; Three-Dimensional

1. Introduction

1.1 Research Background

In the context of globalization, economic, trade and cultural exchanges are becoming increasingly close. As the world's second largest economy, China promotes multicultural cooperation and pays attention to the protection of traditional culture. In the face of cultural shock, the cultural identity and mental health of the student group are crucial. This study focuses on the choice of the student group between national tide and two-dimensional culture, and explores the current status of their cultural cognition, which is of great significance to promoting the healthy development of students and social harmony. [2]

1.2 Research Purpose and Significance

1.2.1 Research Purpose

This topic takes the student group as the research object and takes dressing as the breakthrough point to explore the impact and choice of national tide and two-dimensional. It is expected to achieve the following research objectives: First, by comparing and analyzing national tide and two-dimensional, we can understand the current situation of cultural diversity, that is, the current situation of students' acceptance of multiculturalism; second, taking the student group as the research object, we can deeply understand the cultural identity, value orientation and other reasons behind their dressing; third, based on data statistical analysis, we can provide suggestions for the establishment and development of students' political views, cultural views and values.

1.2.2 Research Significance

The research of this topic has certain theoretical and practical significance. From a theoretical perspective, the research field of this topic is relatively novel and can provide theoretical basis for related research. Although existing literature has focused on the research of related fields such as national fashion and two-dimensional fashion, there are not many research results on the difference research with students as the object. From a practical perspective, on the one hand, this topic can understand the current situation of multicultural integration in my country through in-depth investigation and provide empirical data for future cross-cultural exchanges. On the other hand, this topic takes students as the research object, which can not only help students adapt to and understand the challenges of multiculturalism, but also timely

discover the problems in the process of constructing cultural concepts and values of students, laying the foundation for correct guidance in the future.[3]

1.3 Concept Definition and Research Review

1.3.1 Definition of related concepts

"National fashion" is a phenomenon that combines Chinese traditional culture with modern trends, which not only shows cultural characteristics but also reflects young people's love for tradition. "Two-dimensional" originated from Japan and refers to the virtual world created by comics, animation, games, etc. Its dressing styles include Lolita, JK uniforms and Cosplay, which are derived from role-playing interests.[4]

1.3.2 Literature Review

This study focuses on the performance and choices of students in Guochao and ACG dressing, aiming to analyze students' attitudes and preferences towards these two styles through literature review and questionnaire survey. Guochao combines traditional culture and modern design and is loved by consumers; ACG dressing originates from anime culture and has unique personality. The cultural identity of students plays a key role in this process, but relevant research needs to be deepened. This project will fill the research gap and explore the cultural identity and dressing choices of students, which is of great value for understanding youth cultural trends.[5]

2. Research Process

2.1 Research Design

In order to systematically explore the current status and reasons of cultural identity of students, this project takes Guochao and ACG, which are currently of great concern to students, as a breakthrough point, and uses a questionnaire survey to explore the following two aspects: (1) The attitude of students towards cultural diversity, including their attitude towards Guochao clothing and ACG clothing; (2) The reasons why students hold the current attitude towards cultural diversity, and conducts in-depth research from multiple dimensions such as aesthetic differences, personality expression, and cultural shame.

In response to the above research questions,

this project adopts the research method of questionnaire survey, refers to mature questionnaires, compiles questionnaires in the form of Likert scale (see Appendix), uses electronic questionnaires for research, and uses EXCEL and STATA17 to perform basic statistical analysis and regression analysis on the data.[6]

2.2 Material Preparation

This project mainly uses the Likert five-point scale to compile questionnaires. The scale consists of a group of statements. Each statement has five options: "strongly disagree", "disagree", "average" (or "uncertain"), "agree", and "strongly agree", which are scored as 1, 2, 3, 4, and 5 points respectively. For each question, this project compiled a series of questions for measurement, and finally conducted a quantitative analysis of the questionnaire scores, which improved the scientific nature of the research project.[7]

2.3 Research Procedures

Based on existing literature and mature questionnaires; after formulating the questionnaire scale for this project, the scale was entered into the Questionnaire Star platform for electronic research. Specifically, the researchers and parents distributed the compiled Questionnaire Star questionnaire to their classmates and friends through WeChat and other forms, and forwarded it to their friends through friends, so as to conduct a sampling survey. According to the age grouping determined by the World Health Organization, the student population mainly includes three categories, among which junior high school students generally refer to the age group of 13-15 years old, high school students generally refer to the age group of 16-18 years old, and college students mainly refer to the age group of 19-22 years old. Therefore, this project limits the effective subjects to the student group, that is, students in various stages of study.[8]

2.4 Subject Composition

A total of 206 questionnaires were collected for this project. Since this project is aimed at the student group, it is necessary to exclude the samples that choose "other" for the question "your age group" in the questionnaire, and obtain 127 valid samples. The

characteristic distribution of the questionnaire survey subjects is shown in Table 1.

In terms of gender distribution, 63 male students and 64 female students participated in the survey, and there was almost no gender difference.[9]

In terms of age distribution, this project is divided by grade, among which there are 4 junior high school students and below, accounting for 3.15%; there are 122 high school students, accounting for as high as 96.63%, and the remaining 1 is a college student, accounting for only 0.79%. Therefore, the "students" referred to in this topic are mainly limited to high school students, and the research scope is more focused.

In terms of monthly consumption level, more than 70% of the respondents (92 people) said that their monthly consumption level was below 1,000 yuan, 20.47% of the respondents (26 people) said that their monthly consumption level was between 1,000 yuan and 3,000 yuan, and less than 10 respondents had a monthly consumption level of more than 3,000 yuan. Overall, the monthly consumption level of the respondents was relatively concentrated, and individual high consumption levels would not affect the research conclusions.[10]

Table 1. Distribution of characteristics of survey respondents.

Features	Options	Qty	Scale
Gender	Male	63	49.61%
	Female	64	50.39%
Age	Junior high school students and below	4	0.64%
	Current high school students	122	96.63%
	Current university students	1	79.62%
Monthly consumption level	1000yuan below	92	72.44%
	1000yuan-3000yuan	26	20.47%
	3000yuan-5000yuan	3	2.36%
	5000yuan above	6	4.72%

3. Research Results

3.1 Analysis of the Current Situation of Students' Dressing

3.1.1 Choice of national fashion and two-dimensional dressing: current preference

This topic first analyzes the current situation of students' dressing to understand what preferences students have when facing the impact of national fashion and two-dimensional.

After understanding the attitude and preference of students towards the choice of national fashion and two-dimensional dressing, this topic continues to investigate the current situation of students' purchase of national fashion and two-dimensional dressing in the experimental group. Regarding question 5 in the questionnaire, "For the dressing (or related style) in the selected picture, how many pieces of the same clothes do you have in your wardrobe?", the statistical results show () that 39 respondents chose 0 pieces, accounting for 45.35%; the other 47 respondents chose 1 to 5 pieces. This result shows that even if students like national fashion or two-dimensional, their parents may not necessarily buy related clothing for them. Further analysis of the monthly consumption level shows that among the students who chose 0 pieces, some students had a corresponding monthly consumption level of more than 3,000 yuan; among the students who chose 1 to 5 pieces, some students had a corresponding monthly consumption level of less than 1,000 yuan. It can be simply inferred that among the student group, the purchase behavior of national tide and two-dimensional clothing has little to do with the monthly consumption level.[11]

3.1.2 Choice of national tide and two-dimensional clothing: current attitude status

For the questions in the questionnaire about how the respondents view national tide and two-dimensional clothing, namely, the questions "For the outfit (or related style) in the selected picture, do you think you can wear it for shopping on a daily basis" and "For the outfit (or related style) in the selected picture, do you think you can only wear it when participating in theme activities", this topic analyzes the experimental group of students and the control group of students respectively, and draws relevant conclusions through comparison.[12]

3.1.3 Choice of national tide and two-dimensional clothing: current behavior status

This topic studies students' preferences and current behavior status for national tide and two-dimensional clothing. Among the students in the experimental group, most people appreciate others' outfits but do not wear them often; the students in the control group have a low acceptance of these styles, and pay less attention to and appreciate them in daily life.

The results show that although the student group appreciates the national trend and the two-dimensional style, they are still hesitant in actual wearing, and their acceptance needs to be improved.

3.2 Reasons Behind Students' Outfit Choices

This topic analyzes the reasons why students choose national trend and two-dimensional outfits, and finds that personal aesthetics is the main factor, followed by wearing experience and cultural identity. Among the students in the experimental group, although aesthetics and cultural identity affect their choices, the phenomenon of "cultural shame" makes them unwilling to wear national trend in daily life. Multiple regression analysis shows that cultural identity and personal aesthetics have a significant impact on dressing behavior, and students who like national trend have significantly lower cultural identity than students who like two-dimensional. This shows that cultural identity plays an important role in national trend and two-dimensional outfits, but there are differences.

4. Discussions of Results

4.1 The Student Group Has a High Degree of Acceptance Of Multiculturalism

The survey results of this topic show that among the student group, some students like Chinese dressing style, such as traditional Hanfu; while other students like Japanese dressing style, including JK, Lolita style, Cosplay clothing style, etc. Compared with the student group who do not like either, more than 67% of the respondents made a clear choice.

Further analysis shows that among the student group who have no obvious preference for national trend and two-dimensional dressing, most of the respondents did not deny the daily use of related dressing. In addition, some respondents said that when he saw national trend or two-dimensional style dressing in daily life, he would appreciate it.[13]

This statistical result and the comparative analysis results show that the student group is still in a relatively young stage, with an open mind and willingness to accept new ideas. They are curious about different cultures and will not reject them because of cultural differences.

4.2 There are Differences in the Acceptance of Multiculturalism Among Students

As for the national fashion, with the continuous development of my country's economy and the continuous improvement of its world status, a sense of national pride has arisen spontaneously, which is reflected in all aspects of daily life. Among them, the most common clothing has gradually been accepted by students. National fashion represents the local culture and design craftsmanship of China, and also shows the combination of traditional Chinese elements and contemporary aesthetics. As for the two-dimensional fashion, with the continuous advancement of globalization and the continuous opening of social media, the two-dimensional culture has gradually entered the vision of students through animation, games and other channels.

The survey results show that among the students with dressing preferences, more than 40% of the respondents clearly expressed their love for national fashion, which is slightly lower than the 58.14% who like two-dimensional fashion, reflecting the differences in the acceptance of multiculturalism among students at the level of preference and attitude. From the perspective of the current status of behavior, the degree of daily use of national fashion and two-dimensional fashion is not high, but the degree of daily use of two-dimensional fashion is significantly higher than that of national fashion. The difference between the two may be due to cultural recognition.

4.3 Research on the Reasons why Students Accept Multiculturalism

Students are influenced by various factors when deciding their daily outfits. Faced with the choice between national fashion and the second dimension, the survey results of this topic show that cultural identity factors, individual aesthetics, wearing experience, price factors, etc. will all have an impact on the daily outfits of students.

Through comparative analysis, it can be further found that among students who like national fashion or the second dimension, cultural identity factors play a greater role. Since the students are still young and have been exposed to more animation and games,

their recognition of the second-dimension culture has increased accordingly. In contrast, since traditional Chinese culture has less penetration in the student group, students who like Chinese style often lack the courage to use it as their daily outfit.

5. Conclusion

5.1 Conclusion

This topic takes the student group as the research object and uses a questionnaire survey to investigate and analyze the choice of national fashion and the second dimension. A total of 127 valid questionnaires were received in this survey, including 36 respondents who like national fashion, 50 respondents who like the second dimension, and 41 respondents who have no obvious preference. Through data statistics and comparative analysis, this study found that in terms of attitude, students have a higher acceptance of national trends or the second dimension, and they do not hate multiculturalism; in terms of behavior, students are less accepting of national trends than the second dimension, and there may be a certain cultural shame phenomenon; analyzing the reasons behind it, it can be found that cultural identity, personal aesthetics, wearing experience, price factors and other factors will have an impact on the daily wear of students, but the results of comparative analysis further verify the hypothesis of cultural shame. This is where we need to focus on in future student education.[14]

5.2 Countermeasures and Suggestions

The development of globalization and information technology has made multiculturalism affect students, especially middle school students. The study found that some students lack confidence in national trend culture. Society, schools, parents and students themselves should take measures to strengthen political education and activities, instill correct cultural identity, and strengthen understanding of traditional culture. Parents need to pay attention to students' political dynamics, guide independent thinking, and avoid wrong political identity. Students should cultivate cultural confidence, promote Chinese culture, and enhance international influence.

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