


Research Article

The Diversified Communication Methods of Chinese and Korean Cultural Education Based on New Media Technology

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In the current era of multicultural exchange and integration, the Chinese and Korean cultures have shown the ideal effect of cultural deep integration through interaction and exchange to promote cultural exchanges better, to view the diversified communication between Chinese and Korean cultures with correct cultural views, so as to better find the common points of effective integration of the two cultures, understand and respect the differences between Chinese and Korean cultures, and effectively improve the effect of the application of Chinese and Korean cultural integration by selecting appropriate integration perspective. Based on the understanding of cultural connotation and the analysis of the current situation of cultural education in China and South Korea, this study explores the mechanism of cultural and educational diversification exchange in China and South Korea under the cultural background and puts forward relevant optimization suggestions.

1. Introduction

China and South Korea are geographically adjacent and belong to the East Asian cultural circle. There are many similarities between Chinese and South Korean cultures. Therefore, it is of great significance to deepen the exchanges between them. Culture is a kind of fusion culture based on the value consensus [1]. Through the systematic analysis of the cultural communication process, all countries have a stable cultural state in different stages of development, and the effect and value of culture are systematic. Both China and South Korea belong to the greater Chinese cultural circle. At the same time, in the history of South Korea's development, they are deeply influenced by the cultural habits of our country and deeply influenced by the culture of South Korea. However, in modern times, influenced by historical factors, South Korea has been occupied by Japan and the United States, and Western culture has also been integrated into South Korea [2]. Therefore, to a certain extent, the current Korean culture is a cultural system with diverse contents and forms [3]. With the improvement of China's economic

strength and the expansion of openness and inclusiveness, the cultural exchange between China and South Korea has ushered in a new historical stage. Both the level of cultural exchange and the content of cultural exchange have changed substantially. When the cultural and educational exchanges between China and South Korea are diversified, the forms they present are also extremely diversified, such as joint education, international students in Colleges and universities, and even Confucius Institutes [4]. Through various forms of cultural exchanges, the level of cultural and educational exchanges between China and South Korea is comprehensively upgraded.

2. Diversified Communication Methods of Culture and Education between China and South Korea

2.1. Construction of the Characteristic System of Cultural Exchange between China and South Korea Based on New Media Technology. At present, there are many problems in

the educational activities between China and South Korea, such as the imperfection of ideas, the incomprehensibility of methods, and the insufficient integration of contents. For a long time, due to the influence of one-sided cultural exchange thinking, the value of foreign cultural exchange and cultural education has not been paid enough attention. In addition, the openness of the whole education market is not enough [5]. The public is more inclined to public education, and the cultural exchange between China and South Korea is more reflected in interest, understanding and nongovernmental exchange. Both the perfection of cultural exchange and the power of public participation are relatively insufficient. Therefore, the enthusiasm of cultural exchange between China and South Korea is relatively poor. In the era of increasingly diverse and three-dimensional cultural exchanges, the exchanges between cultures are increasingly showing an era environment of deep exchange and continuous integration [6]. With the development of new technologies, our ability to engage with people from all over the world has expanded our understanding of cultures. We have formed ties and common interests and ideals that are distinct from those of past generations as a result of the expansion of our contact circles made possible by digital technologies. Social media and other digital technologies have made it possible for us to exchange and interact in real time beyond conventional cultural barriers and across the globe. Nevertheless, the information technology can actually widen the gap between interconnected and non-interconnected societies. In the end, efficient communication is all about interactions between people. Therefore, the comprehensive innovation of the cultural exchange mechanism between China and South Korea has become a key demand to improve the use of various resources, optimize the cultural exchange system, and improve the talent training mode and specialty setting. In order to meet the diversified demands of public education today, in addition to the overall innovation of the whole cultural exchange system, we should also start from the value perspective of cultural exchange and mining, establish the era concept of cultural inclusion, strengthen the practice and application of culture, and promote the education and cultural exchange between China and South Korea, so as to achieve the most ideal effect [7]. On the basis of logical thinking of the analytical framework and according to the design principles of the index system, the four levels of the evaluation index system are taken as the first level indicators, which are the enhancement of national cohesion, the formation of a correct multicultural view, the reasonable integration of multicultural, and the safety of cultural exchange, and then refined into operable second and third level indicators one by one, which formed the following evaluation index system of cultural exchange security (Table 1).

The value of cultural exchange between China and South Korea is diversified. In addition to meeting the public's understanding of South Korea's culture, it also effectively exports China's cultural content and values to South Korea, which helps to enhance the value influence of China's culture and meet the demands of current multicultural exchange [8–10]. The diversified communication

mechanism of cultural education between China and South Korea can form a positive and effective guidance for students' cultural ideas. The transmission of ethnic cultures will be significantly impacted by increased educational diversity. The importance of the heritage of diverse communities within the globalization process is enhanced in light of the modern age and current societal changes. The richness of this cultural diversity benefits people's lives and their growth. Therefore, any nation's understanding of its native civilization and foreign cultures is extremely important. People are now concerned that the global communications stream may degrade each ethnic firm's rich and distinct culture. Regional, economic, cultural, and behavioral diversity are the main ways in which this diversified communication is expressed. In particular, there are many advanced contents in the current Korean culture, and the output power of Korean culture is extremely amazing [5]. If we cannot treat the differences and fusion values between Chinese and Korean cultures with a correct attitude, it is difficult to effectively play the advantages and influence of advanced culture. For the current education and training of students, in addition to actively guiding students to master knowledge content and practical skills, we should also pay full attention to effectively enlighten and reasonably influence students from the deep perspective of cultural concept. Recognizing and learning advanced culture is actually a manifestation of self-confidence [11–14]. Therefore, at present, the real purpose of the diversified cultural exchange activities between China and South Korea is to guide students to form a correct cultural mentality through cultural exchange and comparison, and "absorb" advanced cultural knowledge and thinking content from each other's culture, which is the effect that the normalized cultural exchange activities cannot achieve (Figure 1).

Multicultural communication is one of the important ways of multicultural integration and acculturation. It is called adaptive cultural communication, which is based on students' different cultural experience. It is connected with the multicultural curriculum. As one of the practice subjects of the multicultural curriculum and cultural exchange, teachers must carefully consider the relationship and main problems of their own cultural background and cultural exchange style, students' learning characteristics and style, curriculum, and teaching materials, and cultural exchange strategies and methods, so as to cultivate students' ability to choose between different cultures and form critical thinking [15–17] in order to deepen the understanding of multiculturalism to eliminate cultural bias. The concept of "cross-cultural education policy" refers to the policy related to cross-cultural education, which is based on the general meaning of "policy," highlights the special significance and value of cross-cultural education, and is the special expression of the general nature of policy in the field of cross-cultural education [18–20]. The benefits of the re-emergence of regional and national individuality on the axes of value diversification and multidimensionality of education are increased as a result of helping to promote an education policy for cultural diversity. This decreases the challenges that the higher education system continues to face, impliedly

TABLE 1: Safety evaluation index system of cultural exchange between China and South Korea.

First level dimension	Secondary dimension	Three level dimension
Correct multiculturalism	The cultural view of pluralistic and integrated culture	What is the cultural attitude of teachers and students towards “pluralistic integration”
	Cultural view of ethnic minorities	Is the attitude of teachers and students towards minority culture respect and tolerance
	Cultural view of overseas culture	Do border people selectively absorb foreign culture
National cohesion has been enhanced	The identity of Chinese culture	Language identity National identity Religious identity
	Identification of national culture	Customs identification
Reasonable integration of multiculturalism	The booster of multicultural integration: community education and family education	Active cooperation between the community and school education
	School education: the main front of multicultural integration	The subject of multicultural integration: teachers The carrier of multicultural integration: curriculum Multicultural integration channel: multicultural teaching

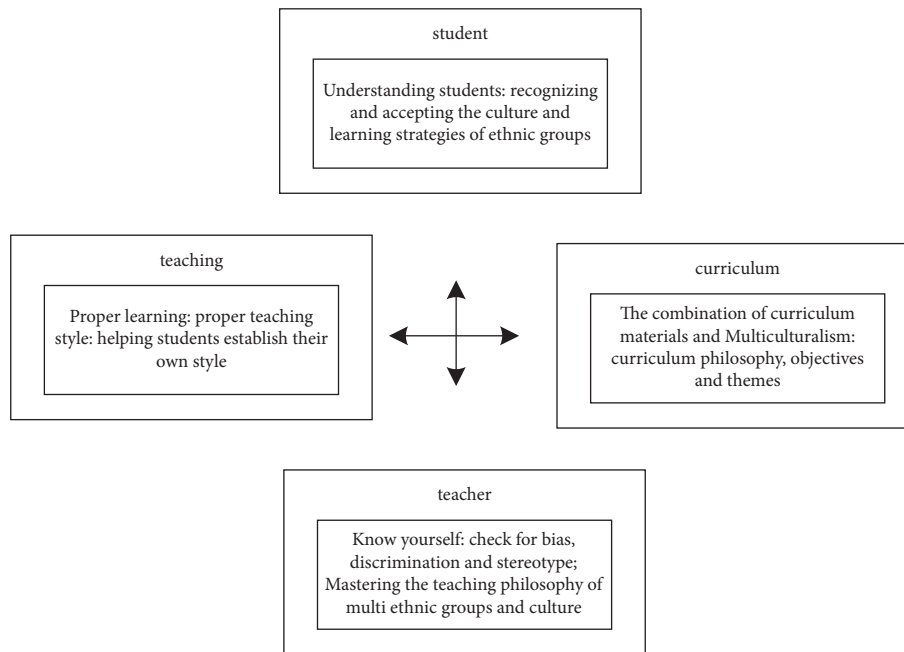


FIGURE 1: The relationship between China and South Korea in the field of multicultural exchange.

social challenges that insist on the value of cultural engagement and access for fostering democratic citizenship and community stability as well as being a key component of cultural diversity, interchange, and conversation. Intercultural education policy is one of the components of education policy, which should be treated as a subordinate concept of “education policy.” At the same time, the cultural policy also has an impact on cross-cultural education policy, which can be understood as the embodiment of cultural policy in the field of education. Therefore, the logical relationship among the four concepts of policy, education policy, cultural policy, and cross-cultural education policy is shown in Figure 2. Learning visits can help students gain the knowledge they need to better comprehend other cultures and people, the knowledge that is essential for developers working in today’s globally integrated society. Learners know more deeply

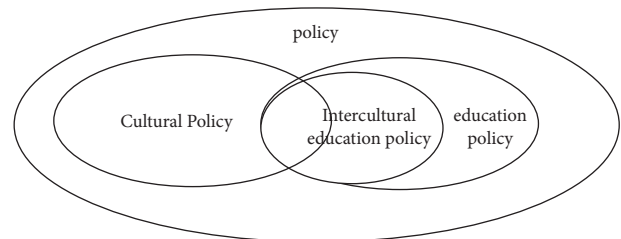


FIGURE 2: The logical hierarchy of cultural and educational exchanges between South Korea and China.

about the particular topic when collaborating and listening in a classroom with people from different origins and cultures. In addition, it helps learners how to participate in a diverse workplace using their unique skills and perspectives.

At present, with the deepening of cultural exchange Display and practice test, when conducting diversified cultural exchanges between China and South Korea, we should base ourselves on continuous innovation, in-depth exchanges, and help multicultural education and exchanges. For students, participating in diversified education of Chinese and South Korean cultures can enable students to understand and understand the specific differences between Chinese and South Korean nationalities and societies with a correct attitude, so as to form a correct cultural concept [21–23]. Through reasonable education and guidance, we can cultivate students' ability to judge multiculture. When students deal with and understand the relationship and substantial influence between their own culture and Korean culture with correct cultural attitude, they should develop correct cultural thinking to help students achieve all-round self-development. A good cultural exchange mechanism can help students realize the spiritual enlightenment and humanistic significance of culture to students' growth while learning knowledge and growing skills. The communication between Chinese and Korean cultures is of great significance to students [24]. A good cultural exchange mechanism not only enables students to better understand the development of other cultural systems but also broadens their horizons in this process [25]. Therefore, it is very important to respect the growth of students, care about students' cultural awareness, and guide students to form a good concept of cultural exchange and application ability by highlighting teachers' specific love and interest in the connotation of Chinese and Korean culture.

2.2. Evaluation Algorithm of Multiculture Communication between China and South Korea Based on New Media Technology. In the evaluation of multicultural exchange, the evaluators can be experts, teachers, students, etc., the evaluation method can adopt the combination of quantitative evaluation and qualitative evaluation, the evaluation period can be very long or very short, and the evaluation results can be displayed immediately or after a period of time [26]. The essence of the evaluation of multicultural exchange is the evaluation model. The evaluation model determines the evaluation content, evaluation relationship, and evaluation method. The evaluation content of the diversified evaluation model should be diversified, covering all aspects of cultural exchange, and the evaluation relationship should be diversified, including not only the normal evaluation relationship between teachers and students, but also the evaluation relationship between experts and parents [27]. The evaluation methods should also be diversified, using both quantitative and qualitative methods. The evaluation model of diversified cultural exchange is flexible. Different evaluation models should be established for different cultural exchange objectives [28]. The process of multicultural exchange evaluation is basically consistent with that of general cultural exchange evaluation, including three stages of evaluation preparation, evaluation implementation, and evaluation result analysis and processing, as shown in Figure 3.

The preparation of evaluation is the first step. The quality of preparation will directly affect the quality and effect of cultural exchange evaluation. The main tasks of this link are to determine the object and purpose of the evaluation, to determine the evaluation system, to establish an evaluation group, to formulate an evaluation implementation plan, and to train personnel. Among them, determining the evaluation system is a very difficult task and often requires senior education experts, using fuzzy mathematics or the AHP method, on the basis of the existing evaluation system to establish an evaluation model that meets the evaluation objectives and is suitable for the evaluation object [29]. An organized term to describe the current decision is using an AHP hierarchy. A group of variations or possibilities for achieving the goal are included, as well as a number of elements or characteristics that connect the possibilities to the overall goal. The key benefit of the AHP method is that it creates hierarchies of criteria by breaking down a decision-making problem into its component elements. Assessors can record both positivist and interpretivist evaluation measures for culture quality using AHP. In addition, the AHP approach offers a more organized assessment of a particular culture education quantitative performance measure. It might serve as a practical and quantifiable benchmark for evaluating progress [30]. The implementation of evaluation is the second link, which is directly related to the success of evaluation and the real effect. In this link, the main work includes ideological mobilization of evaluation, evaluation data collection, statistical processing of evaluation data, analysis, and evaluation, writing evaluation conclusions, etc. Among them, the workload of evaluation data statistical processing, analysis, and evaluation is very large, and many statistical charts need to be generated [31]. The evaluation relationship model is the abstraction and description of the evaluation relationship in the evaluation of multicultural communication. Evaluation relationship refers to who evaluates who, including the evaluator and the evaluated. The quantitative evaluation model, qualitative evaluation model, assessment evaluation model, and process evaluation model each have an evaluation relationship model corresponding to them. The data mining model specifies and describes the collection of mining data, the use of mining algorithms, and the display of mining results in the evaluation of diversified cultural exchanges. The quantitative evaluation model, qualitative evaluation model, assessment evaluation model, and process evaluation model each have a corresponding data mining model. The formal definition of the evaluation model is as follows:

$$\text{MTAM} = \{\text{ACM}, \text{ARM}, \text{DMM}, R_1, R_2, A_1, A_2, A_3, M\}. \quad (1)$$

Further, the evaluation characteristics of the evaluation examples of diversified cultural exchanges are standardized as follows:

$$\text{ACM} = \{C_0, C_1, \dots, C_n\}, \quad (2)$$

where $n = 0, 1, 2, 3, C_n \in \{\text{QutAM}, \text{QuaAM}, \text{CAM}, \text{PAM}\}, C_0, C_1, \dots, C_n$.

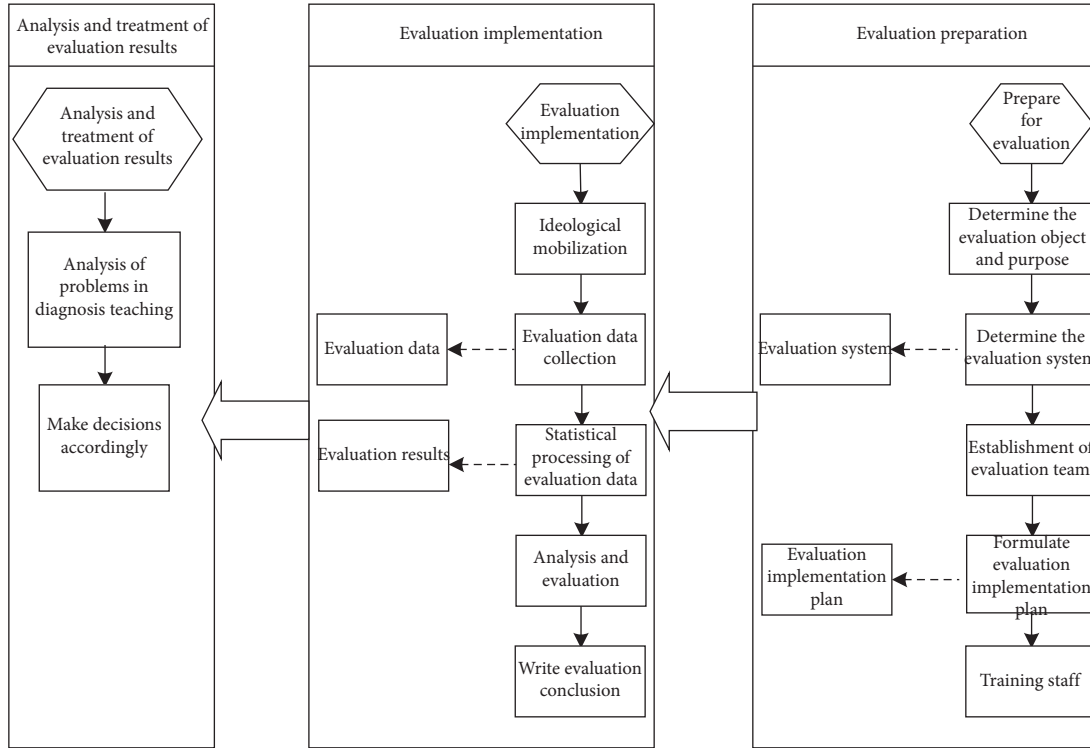


FIGURE 3: Information processing flow of diversified education exchange.

Indicators usually refer to the provisions reflecting the characteristics of a certain aspect of the target. It is a concrete, measurable, behavioral, and operational goal. In essence, the evaluation index of cultural exchange is the symbol of one aspect of the goal of cultural exchange and the decomposition of the connotation of cultural exchange. The evaluation index system is a systematic and closely related index group formed by the integration of individual indexes. In general, the tree structure is used to explain the link between each index, and the weight is used to define the importance of each index in the system. The following is the quantitative evaluation raw data MOC gathering methodology: Prior to determining the score, the specific evaluation relationship is determined in accordance with the evaluation relationship model that corresponds to the quantitative evaluation model. Each attribute selects the nomenclature of its own scheme and the terminology for Maintenance of Certification (MOC) is always changing. The motivation of cultural evaluation metrics should accurately reflect the theories and precepts that serve as the foundation for cultural programs, the fundamental rules for the development of educational culture, the fundamental traits of the interpreting trends as a guidance, and the cultural process. The essential components of the appraisal must therefore be highlighted, but other components could be disregarded. The key component of evaluation work is the evaluation index system. This component influences assessment results, which in turn influences how accurately schools are evaluated. Then, the evaluators in the evaluation relationship score the evaluation objects one by one according to the quantitative evaluation index system, and the software

system calculates the score of nonleaf node index items according to the formula. Finally, the original data of quantitative evaluation are stored in the database.

$$ps = MTAM \sum_{i=1}^n \frac{cs_i \times w_i}{ACM}, \quad (3)$$

where ps is the score of the parent node and cs_i is the score of the child node. The real number between the specified maximum score, w_i is the weight value of the child node, and the value range is a real number between 0 and 1. The original data of quantitative evaluation of the same evaluation object are summarized. For each evaluation index item, the highest score and the lowest score are removed, and the average score is calculated as the final score of the evaluation index item. The final fractal of all evaluation index items is the quantitative evaluation result. Sometimes, experts will adjust the quantitative evaluation index system, change the weight value of some or all indicators, and re-process the original data of quantitative evaluation to form a new quantitative evaluation result. According to the evaluation model, the specific evaluation relationship is determined, that is, who should fill in the original data of the evaluation. Then, according to the evaluation system, the evaluation objects fill in the evaluation content with their actual work or learning results. Finally, the software system stores the original data of the evaluation in the database. The processing method of original data MOA is as follows: summarize the original data of the same evaluation object, calculate the workload of the evaluation object in each evaluation according to the formula, and then add the

workload of each evaluation to get the total workload, thus forming the evaluation result.

$$w = \sum_{i=1}^n w_i \times q_i - ps. \quad (4)$$

Among them, w is the workload of an evaluation object in an evaluation system, w_i is the workload of an evaluation object in an evaluation raw data, q_i is the workload coefficient of this evaluation raw data, which is defined in the evaluation standard, and w_i and q_i are positive real numbers. Furthermore, the scale of the judgment matrix and its meaning are explained in Table 2.

After normalization, the eigenvalue problem of the judgment matrix A is the ranking weight of the relative importance of the corresponding factors at the same level to a factor at the upper level. This process is called hierarchical single ranking. By breaking down the same ranking categories of elements into sub-levels till every sub-level just contains a single object, the aggregated rating is created hierarchically. Hierarchically, the ranking aggregate is performed with the uncertain elements at the bottom. It combines various level ranks based on the criterion. In order to test the consistency of hierarchical single sorting, it is necessary to calculate the value of consistency index CI and average random consistency index RI, which meet the requirements of Table 3. An indicator of how well a specific character matches on a phylogenetic analysis is the consistency index. It is computed by taking the relatively small number of steps that can be taken and reducing it by the actual series of phases. Furthermore, the mean consistency indexes of a set of random number pairwise comparisons are calculated using the average random consistency index.

If the consistency index of some factors of level B for a single ranking is CIA, and the corresponding average random consistency index is CRS, then the random consistency ratio of level B total ranking is RI, and its calculation method is shown in the formula. When $RI < 0.10$, it is considered that the ranking result of the hierarchy is consistent, otherwise, the element value of the judgment matrix needs to be readjusted.

$$RI = \frac{\sum_{j=1}^m a_j CI_j}{\sum_{j=1}^m a_j CR_j}. \quad (5)$$

When the random consistency ratio $CR = CI/RI < 0.10$, it is considered that the result of the hierarchical single sort has satisfactory consistency, otherwise, it is necessary to adjust the element value of the judgment matrix (Table 4).

The ranking weight of the relative importance of all factors at the same level to the highest level (overall goal) is calculated to be the overall ranking of the level. This process is carried out layer by layer from the highest level to the lowest level, so as to ensure the accuracy and effectiveness of the evaluation results.

2.3. Diversified Communication Strategies of Culture and Education between China and South Korea. Because the meaning of culture itself has diversity, the definition of

multiculturalism is different. Although people from different countries and backgrounds have different understandings of multiculturalism, the existence of culture has both existential and externality. This is a consensus among scholars. Based on this, this study holds that multiculturalism mainly refers to the society in which a country or a nation exists. In many cultures, except for the mainstream culture, other cultures have common and equal development. Among them, “many” is embodied in the dialectical unity of “one” and “many,” that is to say, “cultural diversity” takes “unity” as the premise and “unity” and “diversity” as the basis, thus forming the dialectical unity of cultural unity and diversity. It contains a kind of pluralistic values and also a kind of cultural openness, tolerance, and equality, through education to improve cultural identity, respect different nationalities, cultures and promote the understanding and harmonious unity between cultures. The core of global security lies in “people,” including people’s needs, religious customs, national beliefs, ideas, etc., which are closely related to all kinds of education at all levels. Education is not only about people’s basic rights, but also a kind of security. Based on this, this study analyzes the association rules of education security, as shown in Figure 4. A broad concept that has received considerable attention in recent cultural heritage arguments is cultural security. It provides suggestions on how to develop and include economic and cultural safety modules in a range of higher education programs.

With the advent of economic integration and information globalization, the process of China’s modernization is constantly advancing. The degree of education opening is deepening, the international exchange and cooperation of cultural exchange are becoming more frequent, and the degree of mutual influence and interdependence with neighboring countries is constantly improved. The internationalization of education has become the trend of cultural exchange and development. In this process, China and South Korea in the border areas face double challenges: first, how to adapt to the challenge of globalization under the macro background, and preserve the diversity and nationality of culture; second, how to adapt to the challenges of the overall modernization of the country under the background of the Chinese view, and realize the protection and inheritance of Chinese and Korean culture. In such challenges and adaptations, China and South Korea have been experiencing a series of problems such as cultural reconstruction, psychological gap, personality conflict, survival pursuit, and value mutation. In order to survive in the border areas full of the multicultural atmosphere, they should choose multicultural, which means they should learn the mainstream culture and inherit multi-ethnic culture. Therefore, it is an inevitable choice to grasp and develop cultural exchange from the perspective of multiculturalism. So far, individual experience gradually accepts all aspects of the host country culture and loses its original cultural characteristics more and more. In this mode, assimilation is considered to be an inevitable and one-way result, but the stage of maintaining national culture and accepting mainstream culture is only a temporary feature, and its final result must be consistent with the mainstream culture. This theoretical model

TABLE 2: Scale of judgment matrix.

Scale	Meaning
1	The two factors are equally important
3	The former is slightly more important than the latter
5	The former is more important than the latter
7	The former is more important than the latter
9	Compared with the two factors, the former is more important than the latter
2, 4, 6, 8	The median value of two adjacent judgments
1, 1/2, ..., 1/9	If b_{ij} is obtained by comparing factor i with j , then $b_{ji} = 1/b_{ij}$

TABLE 3: The value of RI.

Matrix order	1	2	3	4	5	6	7	8	9
RI value	0.00	0.00	0.59	0.91	1.13	1.25	1.34	1.42	1.45

TABLE 4: Total ranking of levels.

Level A	A_1	A_2	...	A_m	Total sorting weight of level B
Level B	a_1	a_2	...	a_m	
B_1	b_{11}	b_{12}	...	b_{1m}	$\sum_{j=1}^m a_j b_{1j}$
B_2	b_{21}	b_{22}	...	b_{2m}	$\sum_{j=1}^m a_j b_{2j}$
...
B_n	b_{n1}	b_{n2}	...	b_{nm}	$\sum_{j=1}^m a_j b_{nj}$

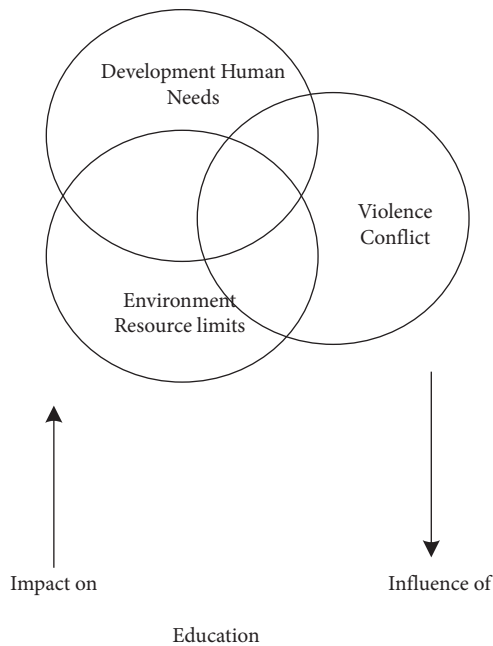


FIGURE 4: Safety association rules of transnational cultural and educational exchanges.

emphasizes the objectivity and necessity of assimilation, but neglects the subjective and active role of cultural adaptation, which is not enough to summarize the whole connotation of the process of cultural adaptation, which is one-sided (Figure 5).

When the mainstream ethnic groups tend to adopt a strategy of allowing them to integrate into the mainstream ethnic groups based on the cultural recognition of the nonmainstream ethnic groups, and at the same time, it is

consistent with the cultural orientation of the nonmainstream ethnic groups, it may produce a harmonious ethnic relationship. On the contrary, if the strategies adopted by the mainstream ethnic groups are inconsistent with the orientation of the nonmainstream ethnic groups, and at the same time, the mainstream ethnic groups do not recognize the nonmainstream ethnic culture or allow them to integrate into it, it may lead to problems or conflicts between ethnic groups. On this basis, the researchers further pointed out that education is one of the important factors affecting cultural adaptation. The deliberate adjustment of an evidence-based treatment or interventions procedure to take languages, culture, and context into account in order to make it consistent with the client’s cultural norms, meanings, and values is known as cultural adaptation. It may encourage more interest and involvement in an organization. Among them, the focus of cultural integration is the primary principles of culture, and the fundamental values and actions embodied in these principles. Its starting point strength comes from each individual’s choice, exclusion, and modification of culture with his own subjective judgment. The various forms of cultural integration directly or indirectly affect how education makes use of its own conditions to carry out cultural integration. In education, there are three ways of integration: horizontal, vertical, and historical, but it reflects more on the integration of history. That is to say, through the transmission of the cultural tradition of the previous generation, the educated can consciously or unconsciously achieve a relative balance between tradition and reality. So that culture can achieve harmony between “unity” and “diversity.” The deliberate adjustment of an evidence-based treatment or interventions procedure to take languages, culture, and context into account in order to make it consistent with the client’s cultural norms, meanings, and values is known as cultural adaptation. It may encourage more interest and involvement in an organization.

To sum up, in order to realize the harmony, stability, and long-term development of the border, the education representing the mainstream culture should adopt the multicultural cultural strategy, adhere to the multicultural value orientation, recognize the value of multiculturalism and make it fully integrated into the mainstream culture, while meeting the educational needs of the local people so that the ethnic cultural groups can adopt the corresponding integration strategy. It can produce the best result of cultural adaptation, avoid inducing ethnic conflicts and insecurity, form harmonious and United ethnic relations, and ultimately promote the border education security. Cultural

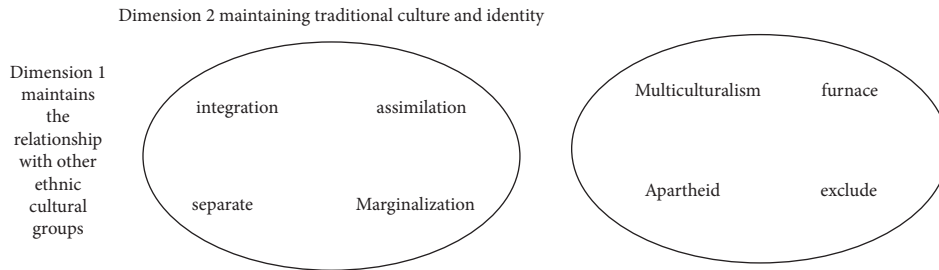


FIGURE 5: Information management strategy of educational and cultural exchanges between China and South Korea.

harmony is bound to pursue the identification, adaptation, and integration of multicultures. Therefore, cultural identity is the cultural foundation of the harmonious coexistence of different cultures and the energy cornerstone of coordinating social well-being. The accurate multicultural view advocates seeking to coordinate the same and seek common ground while reserving differences on the premise of respecting differences. This kind of energy of seeking new “harmony” of coordinated growth provides a favorable thinking basis for the fair integration of multicultures and the coordinated coexistence of multicultures. Improving cultural identity and enhancing national cohesion are the cornerstone of ensuring the security of cultural exchanges and promoting social stability and harmony in border areas. The correct multicultural view advocates that we should respect differences and cherish the bribe guidance, so as to better guide cultural action. Through school teaching and enhancing the integration of school teaching with community and family, it is difficult for multicultural integration to be fair. The inevitable cultural integration mode forms a kind of coordinated cultural energy and achieves unity, education, and peace. After all, the national unity and society in the United areas will remain unchanged, and there is a progressive relationship between them. Based on the above analysis, the author takes national cohesion, correct multicultural view, and reasonable integration of multiculturalism as the first level indicators of the analysis framework, and determines the logical schematic diagram of the analysis framework of cultural exchange security around these core factors, as shown in Figure 6.

In the aspect of the integration of justice of multiculturalism, the integration of culture in education includes two aspects: the integration of the internal education system and the integration outside the education system, community culture, and regional culture are closely related to the culture of China and South Korea. Therefore, we can conclude that cultural integration in education includes the integration of school education itself and community culture in order to actively participate in the training of multicultural education and carry out multicultural education. The curriculum is the carrier of multicultural integration. The course of multicultural integration is essentially a reflection and re-study of a specific culture. The special geographical environment in border areas requires the border people to face multicultural and excellent achievements of ethnic culture with an open mind and compatible position. And we should take a broad view of our national traditional culture, and the

contemporary cost of fair interpretation of traditional culture is to establish a curriculum concept of cultural diversity, integrate the cultural essence or characteristics of China and South Korea into the existing curriculum of China and South Korea, and actively adopt multicultural integration channels to teach multicultural, in order to reflect the concept of cultural diversity. To integrate the multicultural dialectically and impartially. In addition to the active role of school education, the integration of multiculturalism is also a booster of community cooperation. School education should actively form a benign cooperative relationship with the community and family, advocate the cooperation of schools, families, and communities, comprehensively utilize the family resources of the community and promote the integration of multicultural. In terms of cultural exchange security, through the above analysis of the concept and characteristics of cultural exchange security, it can be concluded that the connotation of cultural exchange security includes the healthy development of education in border areas, which requires improving cultural exchange identity, ensuring the quality of cultural exchange and further developing cultural exchange undertakings. At the same time, it emphasizes the realization of cultural exchange function, including social function, economic function, and cultural function of cultural exchange, especially the function of inheritance and integration of national culture.

3. Analysis of Experimental Results

In order to verify the feasibility of the diversified communication method of culture and education between China and South Korea based on new media technology, the border areas of China and South Korea were selected as the investigation area, and some students, teachers, and parents were selected for investigation and analysis. In order to ensure the validity of the experimental results, first of all, the data samples of the participants are counted, and the specific illustrations are shown in Table 5 and Figure 7.

Teachers are the key factor in the development of education in border areas, and the construction of a good teaching staff is the premise and guarantee for the development and improvement of education in border areas. To this end, the state, autonomous county, and local governments have adopted a variety of policies and measures to improve the level of cultural exchanges, and encourage and attract teachers from other regions to teach in border areas. The implementation of these policies and measures has

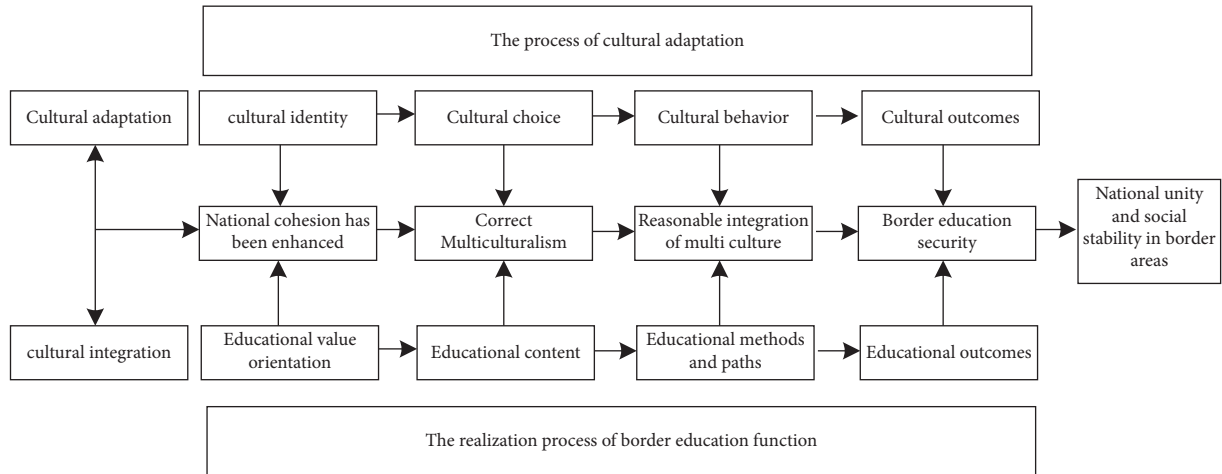


FIGURE 6: Management system of cultural and educational exchanges between China and South Korea.

TABLE 5: Collection of basic information of inspection samples.

High school			Junior middle school			Primary school		
Enrollment rate	Consolidation rate	Graduation rate	Enrollment rate	Consolidation rate	Graduation rate	Enrollment rate	Consolidation rate	Graduation rate
40.8	60.57	38.1	97.62	82.45	45.05	99.52	92.29	72.93
38.5	59.37	32.5	98	91.25	44.2	99.43	93.32	74.79
43.6	51.15	36	95.02	80.12	40.5	99.45	93.33	80.13

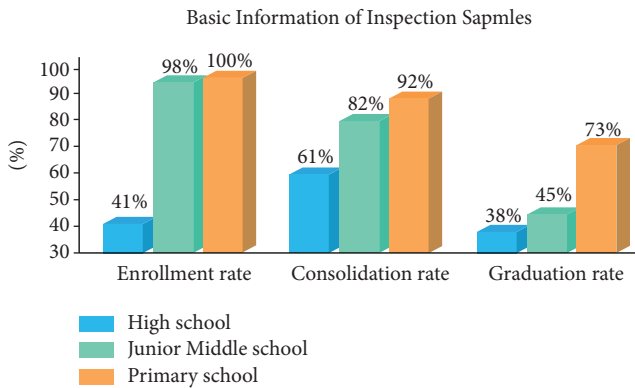


FIGURE 7: Survey results of collected inspection samples.

promoted the development and growth of teachers in border areas and improved the quality of teachers. However, there are many unreasonable phenomena in the structure of teachers. For example, the subject structure, age structure, and ethnic structure of teachers need to be constantly optimized (Table 6).

According to the Ministry of education’s “primary and secondary school staff establishment standard,” the teacher–student ratio of primary schools in counties and towns is 1 : 21 And 1 : 23 respectively, while that of secondary schools in counties and towns is 1:16 And 1:18, respectively. Among them, the average ratio of teachers to students in middle schools is 1:7.9, and the number of teachers in border areas is sufficient, reaching the basic national standard. However, there is a shortage of teachers in some

subjects, such as music, natural science, physical education, English, and so on. Identifying with the mainstream culture of a country is an indispensable part of educational security, including identifying with the country’s religious beliefs, political ideals, and core values. A country’s education security must begin with the desire to learn and understand its national culture and tradition, and be able to firmly believe that national culture and tradition should be protected. Therefore, the identification of national culture is the primary condition to ensure the safety of cultural exchange, and the low identification of national culture is the primary threat to the safety of cultural exchange. According to Fei Xiaotong’s cultural theory of “pluralistic integration” and the special geographical location of the border area between China and South Korea, the ethnic cultural identity we emphasize here includes two aspects: one is the identity of Chinese national culture. On the other hand, it is the identification of the national culture. The theory gives a broad conceptual overview of how cultural education is formed and how it is structured. It shows how a united, multiethnic country is formed and developed in reference to the relationship between nation and state. It engaged in extensive, systematic current discussions on the emergence and growth of multiculturalism unity in a variety of fields, including ethnic hypothesis, ethnic background, ethnography and ethnography, and global nationalities, thereby advancing the main objective of fostering a real sense of community. Therefore, we investigate and analyze the students, teachers, and parents’ cultural identity of the Chinese nation, Chinese traditional cultural identity, and national cultural identity. This part of the survey uses the Likert 5-

TABLE 6: Statistical table of the teacher-student ratio of various schools.

On campus students	High school		Junior middle school			Primary school		
	Full time teacher	Teacher-student ratio	On campus students	Full time teacher	Teacher-student ratio	On campus students	Full time teacher	Teacher-student ratio
712	41	1:17.4	3077	386	1:7.9	26730	1696	1:15.7
3165	174	1:18.2	10034	671	1:14.9	26028	1482	1:17.6
1822	111	1:16.3	10187	621	1:16.4	7534	652	1:11.6

TABLE 7: Attitudes towards Chinese cultural identity.

Evaluation project	Attitude (%)					Mean value	Standard deviation
	Totally disagree	Basically disagree	Indifferent	Basically agreed	In full agreement		
I am proud of Chinese traditional culture	4.4	36.6	11.9	10.4	36.7	2.41	0.76
I understand Chinese traditional culture	13.5	41.2	2.7	7.5	35.1	2.66	1.03
I have a strong interest in learning Chinese	15.2	25.6	7.4	15.3	36.5	2.33	1.05
I like to speak Chinese	3.2	6.4	11.5	14.6	64.3	1.75	0.86

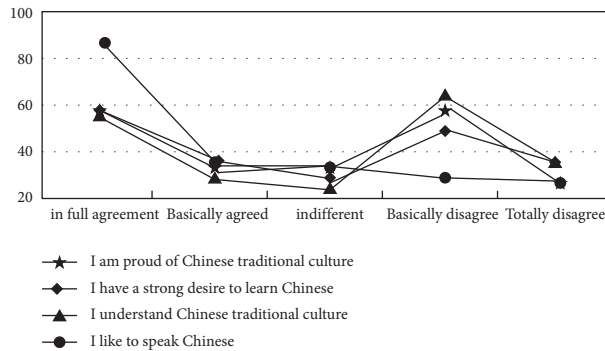


FIGURE 8: Survey results of the identity of Chinese cultural diversity.

TABLE 8: Views on the effect of the diversified exchange of overseas culture and education.

Evaluation project	Attitude (%)					Mean value	Standard deviation
	Totally disagree	Basically disagree	Indifferent	Basically agreed	In full agreement		
I think overseas education and culture can enter China	11.8	11.0	14.2	43.6	19.5	1.89	1.25
I will resist the bad culture abroad	20.9	27.8	15.4	21.2	14.6	3.19	1.37
I think foreign culture will have a bad influence on us	25.7	30.1	9.8	20.7	13.4	3.15	1.34

point scoring method to set the attitude options as “completely agree,” “basically agree,” “indifferent,” “basically disagree” and “completely disagree.” Both surveyed managers and participants will have no trouble using the 5-point Likert scale. Compared to higher-point measures, it requires less time in completing and monitors superior. There are options for responders without overwhelming the evaluating activities. The results are shown in Table 7.

The research results are further plotted in Figure 8.

From the chart, we can see that the students have a low sense of cultural identity of the Chinese nation and basically express their disapproval. On the issue of “like to speak Chinese,” the students agree, but 25.6% of them have no strong desire to learn Chinese. On the issue of “understanding Chinese traditional culture,” the average value is 2.66, which indicates that most of the students do not know much about Chinese traditional culture, and even 41% of the students are not proud of Chinese traditional culture.

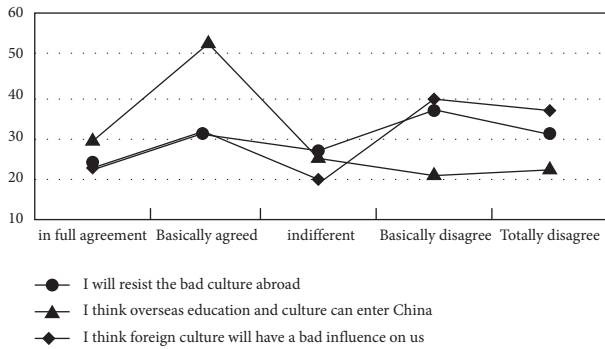


FIGURE 9: Survey results of Korean cultural diversity communication identity.

According to the survey results of students, parents, and teachers' views on overseas culture, the average value is taken and consolidated into the following statistical chart. The results are in Table 8.

We further draw the statistical results in Figure 9.

It can be seen from the table that the border people are too tolerant of foreign culture and lack the concept and consciousness of absorbing foreign culture. 55.7% of the border people think that foreign culture will not have adverse effects on themselves, 63.1% of the border people think that foreign education and culture can enter China, especially 48.7% of the border people say that they will not resist foreign bad culture, and the average value of this item reaches 3.19. From the picture, we can see that there are many problems in the outliers' view of overseas culture. Most of the outliers say that they basically disagree with or completely disagree with "I think overseas culture will have a bad impact on us" and "I will boycott bad overseas culture," and "I think overseas education and culture can enter China," they all agreed.

4. Conclusions

Today, with the increasingly comprehensive and perfect cultural exchange system, integration and application has become the theme of cultural exchange activities. Therefore, mining the value connotation of different cultures between China and South Korea, enriching cultural concepts, and changing cultural exchange thinking have become the key demands of diversified cultural and educational exchanges between China and South Korea. In addition, the richness and application value of cultural content also provide positive significance for the construction of the current diversified communication mechanism. In fact, it has gradually become a new requirement for the society to realize its best responsibility in cultural exchange activities. From the objective performance of culture, the content is diverse and hierarchical. In the future, personal exclusion and even space-time constraints decided to bring on by pandemic, reconfigure the information sharing the ecological balance of cultural heritage, and genetic makeup and use the treasured riches left to humanity in the future, digital communication subject matter of cultural heritage

displaying the qualities from real and virtual interconnection of cultural heritage in a fully integrated media landscape.

Data Availability

The datasets used and/or analyzed during the current study are available from the corresponding author on reasonable request.

Conflicts of Interest

The authors declare no conflicts of interest.

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