

An Analysis of the Value and Path of Empowering Public Diplomacy through Youth Training Programs --From the Perspective of Embodied Cognitive Theory

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Abstract. In the continuous development of people to people exchange mechanisms between China and foreign countries, overseas youth training programs in China will provide a new educational field for students to understand China's development model and social governance situation through the "unity of knowledge and action" approach. Under the guidance of different training themes, Chinese and foreign partners endow the program with unique public diplomacy value through the emphasis on young individuals, the infiltration of the environment, and the setting of scenarios. The theory of embodied cognitive theory emphasizes the influence of physical state, environment, and specific situations on the cognitive process. This theory has strong theoretical guidance significance for the itinerary design and specific implementation of overseas youth training programs in China. Short-term training programs aimed at international young audiences should strive to promote the unity of embodiment, sociality, and situational aspects from program design to training arrangements. Relevant parties need to consider macro project design, cultural training arrangements, social and civil contact, and representative training topic selection comprehensively.

Keywords: Embodied cognition; people to people exchange; study and training programs in China; youth public diplomacy; cross-border educational mobility.

Youth training projects mainly refer to short-term cross-border learning mobility programs jointly promoted by Chinese and foreign education partners. They usually rely on cooperation mechanisms and platforms formed by Chinese and foreign official and social levels to carry out themed and diverse training activities. They are a combination of "travel" and "learning", inheriting and developing the traditional Chinese and foreign study tours from ancient and modern times. The embodied cognitive theory emphasizes the impact of physical state, environment, and context on cognition. When applied to the design and implementation of cross-border youth training programs, it can provide theoretical guidance from the design concept, module combination methods, and selection of training forms of specific programs. At the same time, achieving the effectiveness of cross-border training projects in education and exchange requires fully leveraging the subjectivity of young people, while also paying full attention to their generational and age characteristics. In the continuous promotion of China's education opening up to the outside world, the study and training program in China, promoted through the cooperation of relevant Chinese and foreign actors, is not only a form of cross-border learning mobility, but also an effective way to combine "going out" and "bringing in" for the dissemination of Chinese language and culture and the interpretation of China's governance model.

1. Youth Training Program and Public Diplomacy: An Interpretation from the Perspective of Embodied Cognitive Theory

In the context of deepening and expanding cultural exchanges between China and foreign countries, youth training programs can awaken "body consciousness" through cross-border "study tours", aiming to stimulate the initiative and enthusiasm of exploration in visits and research activities carried out in cross-cultural contexts.

1.1 Analysis of the Correlation between Youth Training Programs and Public Diplomacy

Public diplomacy is a new form of diplomacy inspired by the rise of public participation [1]. Both the domestic and foreign public should be considered, and overseas youth are undoubtedly the key audience for interpreting relevant information and policies. In the context of the complex international situation and the overlapping global issues, short-term training programs aimed at overseas youth, as a cross-border educational exchange activity, are also timely integrated into a multi-dimensional, multi-disciplinary, and multi-level people to people exchange system. With the development and improvement of institutional mechanisms, relevant public diplomacy practices and cases are also becoming increasingly rich. Youth, as an important subject and object of public diplomacy, participate in development issues related to both international and domestic dimensions. There is a saying that "if young people thrive, the country will prosper, and if young people are strong, the country will be strong". Internally, it emphasizes the role of young people in connecting the past and future development of the country and the nation; Youth is the future of a country and also the future of the world. At the same time, it is emphasized that youth's international mobilization and global governance capabilities for the international community also deserve attention. Correspondingly, youth is a strategically significant force in public diplomacy, and "youth and public diplomacy" has gradually become a meaningful research topic and practical field [2].

The relevant training projects are included in the framework of people to people exchange and cooperation at the official level between China and foreign countries, and they carry a certain function of public diplomacy. The youth training program focuses on youth participation, while also places emphasis on cross-border thematic research and on-site visits. This process actually deepens the detailed observation and in-depth interpretation of the visiting country's national conditions, governance models, cultural customs, and other contents. The age characteristics and generational characteristics of young people determine that public diplomacy work aimed at young people needs to rely on communication mechanisms and channels in the field of education. The cross-border mobility of youth training projects, the diversity of training themes, the flexibility of project implementation cycles, and the established youth partnership network can all empower the development of public diplomacy related work. In addition, the iterative development of information technology, the flattening of social structure, the rise and widespread application of new media, and the emergence of a large number of youth organizations or online groups such as peers are all working together to increasingly highlight the trend of "post metaphorical culture". Therefore, the influence of youth power needs to be interpreted to a certain extent across vertical inter-generational dimensions. Looking into the field of diplomacy, striving for youth in international politics and relations activities, shaping the country's flexible influence and cultural soft power, is one of the important goals of modern national diplomacy that focuses on "spiritual politics"[3]. The implementation of cross-border youth training projects is beneficial for trainees to deepen their understanding and understanding of the political, economic, and socio-cultural governance models of visiting countries, as well as their interaction with local people, At the same time, it is also beneficial for overseas youth to overcome stereotypes about the visiting country.

1.2 Analysis of the Correlation between Youth Training Programs and Public Diplomacy

The theory of "embodied cognition" emphasizes that cognition relies on the physical body from various perceptual movements, and the individual's perceptual motor abilities and processes occur in a wide range of social, cultural, and psychological contexts [4]. Cognition is not a mental event that arises within the skull, but rather a relational existence that emerges from the dynamic coupling of the brain, body, environment [5]. Taking into account the context and context of the embodied meaning and the training process, we value the unique value of physical experience, which means that "the body is a tool for learning" and "the physical experience is also the learning process itself"[6]. Correspondingly, for different cross-border youth training programs, the achievement of research project objectives requires participants to have strong internal drive, activate the body's

cognitive schema, and attach importance to the role of physical experience in acquiring relevant knowledge and information. It can be said that there are high requirements for the module composition and design concept of specific training projects in China. Focused learning, immersive experience, thematic discussions, and proactive discovery are all dimensions worth paying attention to when carrying out training projects. Therefore, interpreting youth training programs in China and their public diplomacy value from the perspective of embodied cognitive theory has strong explanatory power.

From the perspective of embodied cognitive theory, the connection between youth training programs in China and public diplomacy mainly lies in the design and implementation of training programs that emphasize the setting of the environment and context, as well as the physical and mental participation of young students. In an "immersive" way, relevant policies and governance concepts in China are explained to overseas youth audiences in a "silent" way. Firstly, the cross-border learning and mobility process of "knowledge and action" in the youth training program in China requires active participation and interaction among students, and the training process is completed through "hands-on" study tours. Through immersive physical and mental experiences, participants naturally participate, directly affecting their overall understanding and cognition of the overall social environment and governance situation of the training places. Secondly, the implementation of youth training programs in China is a process in which students establish social connections with the people and environment involved in the visiting location. Whether it is with project officials from international partners, peer students, communication with visiting and research subjects, or communication and interaction with specific groups at the visiting site, it is beneficial to dispel the many "stereotypes", that participants have about the visiting places. Thirdly, the cognitive framework process of visiting students towards Chinese related knowledge occurs in specific contexts. By setting up training contexts that can evoke the themes, "cultural symbols", and expression forms of youth training, it is more conducive to connecting emotions at the domestic and foreign social and folk levels, and to arousing emotional resonance between young people.

2. The Value Implication of Promoting Public Diplomacy through Youth Study Programs in China

Generally speaking, overseas young students who participate in training programs in China have a certain foundation in Chinese language learning and have a certain understanding of Chinese society and culture. To improve their ability to apply and understand Chinese language, to conduct research on relevant topics on China, or to "travel" for the purpose of "learning", regardless of the demand driven motivation, physical and mental participation, and experience the interactive process of students, Provide new channels for relevant parties visiting places to engage in public diplomacy at home. In summary, the value implications of overseas youth promoting public diplomacy are mainly reflected in the following aspects:

2.1 Importance of Young Participants: Mastering Relevant Knowledge of the Visiting Places through Physical Embodied Training

The theory of embodied cognitive theory emphasizes the subjectivity of human cognition, emphasizes the participation of the body in the cognitive process, encourages the participation of the body perception motor system, and believes that the dynamic interaction between perception and learning environment, as well as the situational experience during the learning process, are the key to the generation of embodied cognitive theory [7]. The implementation of youth training programs is actually an "immersive" learning process of relevant knowledge in the visited location. In addition, overseas youth training programs in China are usually short-term, organized in groups during winter and summer vacations, which can provide more opportunities for mutual observation and companionship between Chinese and foreign youth peers. The behavior, attitude, and approach of role models may also have a certain impact on peers through the phenomenon of embodied

simulation - indirect cognitive experience. Therefore, in order to achieve corresponding training results, differentiated training themes and research methods can be adopted for different populations, fully mobilizing positive factors such as emotions to promote students to actively participate in the specific training environment. Through micro and accessible cases, students can master relevant knowledge of the research site. For training projects in China, this is the micro foundation for promoting overseas youth to objectively understand and understand China.

Faced with the trend of foreign language education at an early age, especially in Chinese education, relevant educational actors should pay special attention to the overseas youth population and promote the brand of learning mobility projects for relevant populations, especially the construction of project clusters. Whether in the development of domestic and foreign training projects or the research and supply of supporting learning resources, full consideration should be given to the age characteristics of young people, and attempts should be made to introduce interactive and interesting teaching methods such as Chinese songs into the teaching process of Chinese language courses. In addition, targeting different groups of international youth, such as young officials, young leaders, and college students from different majors, conducting various forms and themed training programs in China is not only conducive to cultivating the Chinese language learning needs of overseas youth, but also provides new perspectives for students to understand China's governance model and experience Chinese culture.

2.2 Infiltration of Training Environment: Cultivating Youth's Multicultural Understanding through Field Visits and Research

The embodied cognitive theory holds that individual cognition arises during the interaction between the body and the environment, and cognition occurs in a certain social and cultural context. Under the promotion of Chinese and foreign education partners, youth training programs in China are guided by training tasks, especially a series of on-site visits, using various combination methods such as thematic discussions, dialogues, and cultural experiences, Further enhance the cross-cultural communication and multicultural understanding of young learners. For example, in conducting research on the development of China's cultural industry, visits to the Ministry of Culture and Tourism of the People's Republic of China and its affiliated units can be arranged. Through communication and dialogue with relevant policy makers, students can understand the main policy considerations of China's cultural industry policies and encourage comparative analysis of Chinese and foreign policies; Arrange on-site research by cultural industry institutions to understand the latest developments in the industry; It is also possible to cooperate with "discovery style" interviews and research on relevant cultural and creative industry blocks, encourage students to research cultural and creative industries related to youth cultural expression, and encourage participants to try to understand the evolution trajectory and main causes of cultural trends at home and abroad or the cultural expression methods of young people in their own country from the perspective of multicultural understanding.

In the implementation of overseas youth training programs, one or more training topics can be chosen as the main theme, providing opportunities for students to comprehensively understand the industry situation from multiple dimensions as much as possible. Therefore, the supply and arrangement of relevant training environments is particularly important. In the implementation of the project, attention is not only paid to the multi-level nature of the training involving visiting research units, but also to the two-way interaction of the training process. Dialogue and discussion between China and foreign countries are encouraged, and in the exchange and interaction, young students are promoted to understand the governance situation of each other's multi-level policy fields, and cross-cultural communication and understanding are enhanced in thematic discussions and dialogues. Therefore, a micro and easily perceivable approach is chosen to promote the understanding of China's development related issues among young students coming to China, especially under the guidance of training topics and tasks. The implementing party may appropriately provide a context for detailed observation and in-depth exchange of various factors

such as relevant policy frameworks, development concepts, governance practices, prominent cases, key actors, etc, to deepen our understanding of the main achievements and policy evolution logic of governance in relevant fields in China.

2.3 Setting of Training Scenarios: Promoting the Formation of a More Rational and Objective Overview of China's National Situation Through Communication and Interaction

The participation of overseas youth in the program is also a process of gradually adjusting their understanding of China's national image and national conditions. The research and feedback on the content and form of relevant training topics by Chinese and foreign partners before, during, and after the implementation of the training project can incorporate the design goal of "knowing and studying China". "In the new context of world multipolarity, economic globalization, cultural diversity, and deep interaction of social informatization, a country's public diplomatic resources and communication abilities in information transmission, concept expression, patient listening, and attracting attention are becoming increasingly crucial"[8]. Therefore, in the new era, the requirements for two-way interaction, joint construction and sharing from the public to the public, such as direct engagement and contact, have gradually become prominent. Emphasis is placed on the setting of training scenarios, By combining various forms of training and carefully arrangements, both international and domestic people can be regarded as co creators and disseminators of meaning and information for overall planning.

Expanding to the international dimension, only by focusing on the training needs of young people in specific regions and countries can we gain widespread support from local society. The generation characteristics, age characteristics, and important role of young people in national development determine that in the process of building international communication capacity for Chinese language and Chinese culture, special attention should be paid to the cultivation of overseas young talents, and the understanding of Chinese related knowledge modules should be integrated into training programs in a more open and interactive manner. On the one hand, in selecting topics for the training, it is necessary to try to choose common issues and related hot topics faced by global governance. During the training process, attention should be paid to analyzing the commonalities of governance concepts and models, while encouraging young participants to actively investigate the uniqueness and internal and external influencing factors of different national governance models from a comparative analysis perspective. In the creation of relevant training scenarios, more formal forms such as youth round tables, simulated international negotiations, training sharing sessions, and special seminars can be arranged, and appropriate methods such as classroom observation and talent display can also be introduced. In terms of expanding the training team, the related project coordinator can arrange for Chinese young students to join and promote in-depth communication and interaction between Chinese and foreign youth through team or group training.

3. The Practical Path of Promoting Public Diplomacy through Youth Training Programs in China from the Perspective of Embodied Cognitive Theory

From the perspective of embodied cognition, relevant education partners in China can combine the needs of opening up education to the outside world and building a system of people to people exchange with the outside world, and provide certain ideas for youth training projects to promote public diplomacy practice from macro perspective, such as the design concept of training projects, immersive cultural training arrangements, expanding contact with society and the public, and emphasizing the selection of global governance related issues.

Firstly, within the framework of people to people exchange between China and foreign countries, through rich and diverse training arrangements, we could aim to promote the rational understanding of contemporary Chinese foreign policy and national governance among overseas youth. Under the framework of language and cultural exchange between China and foreign countries, through

international education cooperation, we can facilitate the creation and operation of relevant training projects in China, promote participants to further understand China through "tours", and innovate international Chinese language education models through the reconstruction of practical systems. On the basis of inter-school cooperation between China and foreign countries, on the one hand, rich cultural training content such as classroom lectures, investigation and research can be designed around the teaching objectives of "learning China", "reading China", and "thinking about China". On the other hand, through the construction of highly digitized educational platforms, relevant training projects can be promoted, and a virtual exchange platform can be built for cooperation and training between Chinese and foreign youth, enriching the supply of related training resources, breaking through the limitations of geographical space and time latitude and longitude on language and cultural exchanges between Chinese and foreign youth. Under the guidance of embodied cognitive theory, relevant parties' "cascade" arrangements to understand China's governance and development model can be decomposed into multiple content modules such as China's economic, social, political, and diplomatic governance at the practical level, and connect the main line of China's governance and development evolution through micro case studies.

Secondly, awaken the "body consciousness", the related organizer could emphasize the use of both hands and brain, and fully participate, arranging immersive Chinese cultural experiences. In terms of cultivating cross-cultural awareness and understanding, China's "intangible cultural heritage" can provide young people who come to China for short-term research with an equal exchange of cultural topics for "intangible cultural heritage research". The diversity, regionality, and cross-cultural nature of "intangible cultural heritage" not only enable overseas young people to experience the unique charm of Chinese culture through immersive cultural experiences, but also to view the characteristics of Chinese culture and differences between different cultures through empathy and interaction. At the same time, it is conducive to overcoming certain cultural stereotypes and biases. Facing the training needs of young people from different regions and countries, the implementing party can choose different categories of "intangible cultural heritage", such as traditional music, dance, sports, medicine, traditional skills, etc., which are rich cultural teaching and experience materials. Of course, in the cultural experience process, professionals are arranged to not only have a display style cultural experience, but also supporting cultural point explanations are provided to increase in-depth understanding of the cultural points. In the interaction, overseas youth are also encouraged to analyze and discuss relevant content of their own traditional "intangible cultural heritage". In addition, with the iterative upgrading of information technology, attention is also paid to the selection and application of relevant intelligent technologies in cultural experience to increase the acceptance of cultural training.

Thirdly, integrating into the social life practices of the Chinese people, the training process promotes communication and interaction between students and diverse actors at the social level. For training programs aimed at overseas youth, relevant parties can adhere to the concept of "people" as the center, which not only includes paying attention to the training needs of "young" students, providing them with sufficient training environments and contexts, but also creating opportunities for overseas youth to contact with more social actors in China as much as possible. When conducting research on the education situation in China, foreign youth can be arranged to visit schools in China. For example, when researching the content of China's education situation, foreign young people can be arranged to go to Chinese schools, such as through a "foreign language observation class", so that they can personally feel the classroom atmosphere and the interaction between teachers and students, or visit a middle school, and interact with the Chinese students with the help of the local volunteers; for example, when investigating China's health culture, foreign young people can not only go into China's urban parks and feel the entertainment and fitness ways of ordinary people, but also arrange learning sessions such as Tai Chi and eight Duan Jin, and learn the philosophical thoughts and effectiveness of different moves from the professionals; games such as street interviews and cultural street shopping competitions can be arranged, so that students have the opportunity to enter the social life circle of China through "games" and "contests" and other

"edutainment" methods, of course, the design, arrangement and location of such activities must be carefully planned in advance, in order to achieve the established study objectives.

Fourthly, pay attention to global governance issues and promote Chinese and foreign youth to deepen their understanding of each other's national governance concepts through training and interaction. In the global development perspective, youth are the most dynamic and creative group in the social structure, and are participants, beneficiaries, and promoters of political stability, economic development, social progress, and cultural innovation [9]. Global governance related issues are usually interconnected internally and externally, and require collective action from the international community to achieve corresponding governance outcomes. For young people, low-carbon and environmentally friendly lifestyles, climate and environmental governance, endangered language protection, and other cultural heritage protection are all hot topics that can encourage them to give advice and suggestions. Focusing on the topic of global governance, participants can share topics through round tables. Based on sharing their own governance concepts, policies, and cases, they can summarize experiences and lessons that can be promoted internationally, increase interactive sharing sessions, and invite Chinese youth to participate. This will enable Chinese and foreign youth to understand each other's governance models and major policy considerations in a collaborative learning and exchange environment, and encourage students to form a global governance "solution" around the topic based on sufficient communication, and promote systematic thinking and training summary among young participants in the form of task output.

4. Conclusion

Under the guidance of embodied cognitive theory, relevant parties should fully consider the youth training needs of regional and national training programs in China, and provide students with an "educational space" to understand and understand China from cognitive, emotional, and behavioral dimensions. This process is not only a process of explaining the Chinese language and culture at home to overseas youth, but also conducive to in-depth communication and interaction between Chinese and foreign youth. In summary, overseas youth training programs have rich public diplomacy value implications, and relevant project implementers need to be guided by embodied cognitive theory concepts, combined with the needs of people to people exchange between China and foreign countries, pay attention to the coordination of internal and external training resources, and encourage multi-level and diverse actors from both Chinese and foreign officials and the public to participate in the joint construction. On the basis of fully drawing on relevant international experience, full attention should be paid to individual youth training and the infiltration of the training environment and the setting of training scenarios, to help overseas youth to have a more comprehensive and in-depth understanding of China's modernization development process and governance model.

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