

Application and Analysis of the Constructive Potential of China's Digital Public Sphere Education

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Abstract

In the past decade, digital information technology has enabled the public to access information online and participate in public debates to a greater extent. This has led to the restructuring and transformation of public consultation. The public is interconnected and interactive within a broader scope and hierarchy. On the other hand, when examining its discourse construction and interactive methods in more detail, it is also found that the public is distributed discursively. This article analyzes the logic and patterns involved in constructing the digital public sphere. The article uses documentary and digital theory, as well as interview methods. Besides, it also explores public participation patterns, discourse contest, negotiation, and integration in the context of "discursive" distribution and hierarchical "connection," and proposes the potential of the digital public sphere and initiatives to address new challenges. Additionally, this paper uses qualitative research analysis and case analysis methods for analysis. Furthermore, the limitation of this article is that it relies heavily on document descriptions for analysis and qualitative descriptions. There may be a lack of some substantive cases, which is also a limitation. The main contribution of this article is to describe the content theme of digital public sphere education.

Keywords

Qualitative analysis, Digital Public Sphere, Discursive, Connected, Public Participation, Discourse Integration

1. Introduction

The introduction should provide background information that Digital communication technology has established a digital communication network covering nearly 5 billion people around the world. Digitization refers to the transmission of signals in digital computer language. The digital age relates to the fact that information exists in digital form more and more. Digital media education refers to the medium that records, processes, disseminates, and obtains information in computer language. These carriers include computer-based text, graphics, images and sounds, video images, and animations. According to Lasswell's "5Ws" model, digital media features diverse communicators, massive content, interactive communication channels, personalized recipients, and intelligent communication effects. Digital media is an increasingly mature platform for news production, information communication, and political participation, and a brand-new field of digital communication has been formed. As Du Junfei (2021) pointed out: "one of the essences of the digital age is the integration of people, information, media Many classical theories in the field of political communication, such as agenda setting, framing theory, and indexing theory, are mostly based on a common assumption: they are in a political community

with a country as the unit, and most citizens are in a common and consistent public sphere. The expansion of the public sphere and the development of media technology complement each other. As technology advances in newspapers, radio, television, and the Internet, more people are exposed to information. Fraser, N. (2020) noted the discourse struggle in the public sphere is a crucial component of people's everyday public life in a democratic society because the arrival rate of mass media information is extremely high (as cited in Fraser, N., 2020). This paper comprehensively investigates communication prospects in the digital media era. Moreover, it analyzes the public participation patterns, discourse contests, negotiation, and interpretation among different power levels in the public sphere. Its significance for the ideal public sphere is an imaginative topic.

2. Literature Review

Consequently, this study uses qualitative and document analysis methods to analyze and describe digital public sphere education in China. Subsequently, it established a broad impact after further elucidation by some digital firms in the 2020s (Vu, H. T., & Lynn, N., 2020). The public sphere education, as defined by Habermas, is regarded as a field of social life. Moreover, it is a breeding ground for public opinion. Habermas declared that the public sphere should be open to all citizens and is formed in every conversation in which individuals gather to form the public. Citizens privately participate in the public sphere, not acting on behalf of enterprises or private interests but participating in general interests to form it; no deterrent force exists behind the public sphere, and citizens are free to gather and unite to express their opinions; state power is "public power," which is legalized by the electorate, but the state and its power and practices are not part of the public sphere where opinions are formed. As a "network for exchanging information and opinions," the expansion of the public sphere and the development of media technology complement each other. Likewise, the development of newspapers, radio, and television media technology has brought more people into contact with public education. Moreover, the information formed public opinion. Likewise, the news media has constantly been the most powerful communication tool because it has access to a variety of economic and social resources. Today, the public sphere no longer refers to a specific place but becomes a metaphor, a combination of various online and offline, in more abstract environments. Public opinion is constructed through public discourse produced and copied by the media. A steady flow of mass media can bring people together in modern society. The digital space in the communication framework is the public sphere. Habermas's liberal public sphere model has normative ideas and points out what a public sphere should be in an ideal situation. On the other hand, different power relations and Resource allocations suppress the identity of the public as citizens and their willingness to participate in civic discussions, leading to "distorted communication." As consumers of media and videos, the public's status as participants in political and cultural discussions has been reduced. The public sphere and its related media research have attracted scholars' attention, research, and extensive influence. Habermas's definition of a public sphere is the first attempt to classify the formation of public opinion and the legalization of the state and democracy in Western society. It is also the most basic trigger point. It is widely accepted as a standard concept. However, with the continuous development of the concept of the public domain, it has also been widely challenged. The change in social structure leads to a change in understanding of the public sphere. Therefore, Researchers must understand what public opinions are and how they were most recently formed.

Indeed, the confrontation between a communication network and the internet is the confrontation of communication power. As Gamson (1988) noted, the discourse struggle in the public sphere is a crucial component of people's everyday public life in a democratic society because the arrival rate of mass media information is extremely high (Vu, H. T., & Lynn, N., 2020). This study posits that "The public exists merely as an illusion, a myth, and inevitably a phantom—the influence of public opinion. Politics is merely a device when one power in an interest group resists another power." Therefore, improving our understanding of the discourse struggle in political communication is helpful in the post-truth era. One of the most representative methods is dividing different forms of power into different framing levels and analyzing the flow of discourse between them." Classical theories on the direction of communication include agenda setting, multilevel communication, and framing theory. Regarding the influencing factors and structure of news frames, Larsen, H. (2023) put forward a "Hierarchical Influences Model," comprising five levels of influence on media content, from the macro to the micro levels: social systems, social institutions, media organizations, routine practices, and individuals. This study thinks that all social forces will participate in framing. When discussing the framing competition, he uses the metaphor of "David and Goliath" from the Bible story (Larsen, H., 2023). He thinks that the dominant party has significant advantages over the weak party in the quantity and quality of news reports. However, the weak party may still overcome these obstacles and use the news media to gain political influence.

In the discursive media environment, the media education framework undergoes constant modification, restatement, and dissemination across various levels. The vertical transmission mode increasingly intertwines with the horizontal

transmission mode, leading to multiple power dynamics that compete for cognitive resources and reshape cognitive structures in novel ways. With media fragmentation, framing competition expands to different shared environments, and the hierarchical structure is dynamic and overlapping. In the digital media environment, the network framework is "discursive" and "connected." On the one hand, the public can switch between private and public spaces at will, and elite stratification and grouping are intensified (Lafont, C., 2020). With the speed, width, and flexibility of online group alliances, traditional communication hierarchies can be broken down. The ability to construct top-level frameworks is no longer wrapped up, and public discourse is more likely to constrain top-level framework construction. Political elites need to adjust their rationality. On the other hand, in the discourse competition in the digital media era, discourse builders are more diverse but also more discordant. In digital media, the boundary among gatekeepers is unclear, and the accuracy of personal choice of media channels is increasing. This forms a more discursive and complicated situation. Media development is a creative process. In summary, to form a multi-link and cooperative media communication spectrum, to compete at all communication levels, to realize the natural balance, and to cultivate a moderate and diverse public, researchers should strike a balance between positive optimism and recognition of political, economic, and cultural inequalities. Besides, this paper is arranged as follows: Section 2 presents the literature review and research questions. Section 3 presents the theoretical basis and model, research hypothesis, and variable statements. Section 4 presents the method and interviews and context analysis. Finally, Section 5 presents the discussion, limitations, and conclusions. According to the research of this paper, the following research questions are proposed in this paper.

RQ1. What is the development history and current situation of China's digital public sphere education?

RQ2. What is the constructive potential of China's digital public sphere education?

RQ3. What are the challenges and difficulties in constructive aspects of China's digital public sphere?

RQ4. How do you deal with and resolve these challenges and difficulties? Compared with the digital public sphere in other countries?

RQ5. What are the unique features of China's digital public sphere education? What is the impact of China's digital public sphere on national and social development?

3. Research Methodology

3.1 Sampling and interviews methodology

This research adopts interview documentary methods in the China internet companies, The documentary research method involves analyzing documents containing information about the studied phenomenon (Ahmed, 2010). Moreover, this study interviewed some managers of the China company, taking the interviews with the business manager of the hotel department of Ctrip.com and the sales manager of the employment business of Meituan as examples.

3.2 The business manager of the hotel department of Ctrip.com chats

"The public sphere Education of political communication and whether "distorted communication" has improved are concerns of scholars. This paper holds that the development of digital media has increased the connection and dialogue between spreading both strong and weak powers. This phenomenon is resistance to bureaucracy and the inequality of political power. It realizes the potential of the public sphere, that is it produces common ground and consensus through the selfless exchange of views and weakens the traditional boundaries between groups. In digital media, the goal is to restore complete and undisturbed communication and to reconstruct a connected framework in the public sphere of Education."

3.3 The sales manager of the employment business of Meituan chats

"In the digital media environment, the boundary between private and public "double Consciousness" in the public sphere education is further blurred. Generally, scholars agree that the idealized public sphere should be based on the rational organization of "public," "private," and "dual roles," which leads to a virtual sense of virtual unity rather than division. Owing to the rise of post-modernism, the public sphere has become an ideologically challenged area: the dominant force in the public sphere stipulates what can and cannot be discussed, and it equally stipulates what can or cannot be clarified in personal identity. In the era of digital media, the boundary between private and public "double consciousness" in the public sphere is further blurred. The public can simultaneously keep the "true and credible self" and "self in the public domain." Network technology can overcome the time and space barriers between public places and private places, and they can be infinitely close. The public does not need to be forced to violate an ID in the online public sphere but can

insist on keeping their identity. The ability of the capitalist system to regulate issues has declined. From this perspective, Digital media has contributed to the transmission of "fidelity" self-opinions, forming many decentralized and highly politicized discussion areas. Second, the knowledge background map of participants in the public sphere education has grown rapidly, in the context of digital media."

4. Results and Discussion

Furthermore, the digital public sphere education can simultaneously keep the "true and credible self" and "self in the public domain." Network technology can overcome the time and space barriers between public places and private places, and they can be infinitely close. The public does not need to be forced to violate an ID in the online public sphere but can insist on keeping their identity. The ability of the capitalist system to regulate issues has declined. From this perspective, Digital media has contributed to the transmission of "fidelity" self-opinions, forming many decentralized and highly politicized discussion areas (Vu, H. T. & Lynn, N., 2020). Second, the knowledge background map of participants in the public sphere has grown rapidly. in the context of digital media. It has opened ideological and cultural significance ranges that were previously more unified and narrower. In the public sphere, there are professionals and the public at large. Besides, digital media provides a public forum for the public, coordinates all kinds of criticism, and structurally promotes consensus among all parties. It involved Freedom of communication has been made possible by digital media. All citizens in a country can sit by the fireplace and chat as a family, which was impossible in the past. The third refers to consultation and debate. Habermas believes that mass media should be an ideal platform for public debate. The media must promote the expression of different political and social interests to achieve an effective compromise between negotiating positions (Lafont, C., 2020). Gaining the right to speak is a constant priority in triggering consultations and debates. The political agenda and election process will be influenced by all kinds of control and power, which are not only in the media but rooted in human culture. This situation is not unique to the United States.

5. Conclusions

In this paper, this study explores and analyzes the constructive potential of China's digital public sphere in education. With the rapid development of technology, the digital public sphere has become an important platform for information exchange and knowledge dissemination, greatly promoting the development of education (Fraser, N., 2020). This paper first introduces the concept and characteristics of the digital public sphere and then analyzes its application in education, including its positive impact on promoting education fairness and accessibility, improving teaching quality and efficiency, and facilitating learning and communication. At the same time, this paper also points out some challenges and problems in the application of the digital public sphere in education. The definition of "discursive" in English refers to "rambling and non-hierarchical," which is suitable for expressing different categories of things and linking different categories of things. together. In the field of communication, scholars have used the word "discursive" in a variety of fields. After all, This paper argues that in the early classification and description of the public domain, the word "discursive" combined communication with a more appropriate connotation. In the discussion of the public sphere of modern democracy, public sphere theory is often divided into four models, namely "representative liberal," "participatory liberal," "discursive," and "constructionist" (Fraser, N., 2020). All in all, it is not easy to draw a clear line between "participation freestyle" and "discourse". Both models advocate equal acceptance by the public, in the public sphere. In contrast, "discourse" emphasizes that daily decisions should be accepted only after extensive public discussion, and independent actors communicate in different ways and respect different views.

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