Analysis of Propagation Results of School Motto Culture and Japanese Anime Culture Communication in Chinese Universities—Taking Northwest A & F University as an Example

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Abstract. In previous studies, we found that the school motto culture has similar communication basis with Japanese anime culture, but there is no same communication result. Through the data analysis of SPSS, we know that the difference is caused by different route of transmission, propagation force, propaganda way, and propaganda points. In these aspects, Japanese animation culture has important reference significance to the school motto culture.

1. Introduction

In previous studies, we summarized and analyzed the different living conditions of the school motto culture and Japanese anime culture on the campus, and drew conclusions: 1. Japanese animation culture and school motto culture are two different types of culture, which exist side by side on campus. 2. Japanese animation culture is more extensive, has greater influence among college students, and has stronger communication potential. 3. The college students are willing to accept and learn from the two cultures on campus and they have their own cultural identity. The gap between the living situation of the two cultures is caused by the gap of communication mode.

The reason for the different living conditions of the two cultures is not the difference in cultural connotation, but the gap in communication mode. Therefore, in terms of different communication modes, this paper mainly analyzes the differences between them in communication approaches, communication intensity, propaganda methods and propaganda points. We found the reason for the different living conditions of two cultures with the same transmission basis. And we summarize the reference significance of Japanese animation culture to school motto culture.

2. Methodology

2.1 Key Variable

In this paper, the main objects of the questionnaire are the communication results of the school motto culture and Japanese anime culture. And the variables influencing the communication results are divided into route of transmission, propagation force, propaganda way, and propaganda points by us. Through the differences among the four variables, the specific causes of the two different propagation results were analyzed.

2.2 Method of Investigation

For the investigation of research object and the main variables, we designed the questionnaire. The questionnaire included 2 open questions and 43 closed questions. Closed questions include 39 single-choice questions and 6 multiple-choice questions. After the questionnaire was completed, we issued 200 questionnaires in all colleges of Northwest A \& F University since December 2017. Questionnaire collection was conducted in January 2018. We recycle total of 195 questionnaires, 183 valid questionnaires and effective recovery rate was 91.5%.
2.3 Data Analysis Method

We entered the questionnaire into SPSS software for quantitative and qualitative analysis of the survey results. Firstly, we made a descriptive description of the communication results of the current school motto culture and Japanese animation culture, and then conducted correlation analysis and causality analysis of route of transmission, propagation force, propaganda way, and propaganda points. In the end, we reflect on the transmission patterns of the two cultures, and conclude the lessons and experience.

3. Results

3.1 The connotation of the school motto culture and Japanese anime culture is not good or bad, and there is also a certain basis for communication among college students, but there is a gap in the mode of communication.

3.2 The differences between the school motto culture and Japanese anime culture have resulted in different current living conditions, such as communication approaches, communication intensity, propaganda methods and propaganda points. And the successful communication method of Japanese animation culture has reference significance to the school motto culture.

4. Discussion

It is not the cultural connotation of the two cultures that causes the cultural communication effect of school motto culture to be inferior to that of cartoon culture. It is the difference in the way of communication, propagation force, propaganda way, propaganda points. These have caused the current situation. The success of the cartoon culture method has reference significance to school motto culture. The following we will make a concrete demonstration.

4.1 Route of Transmission

In the question of “who is the best representative of the spirit of the motto”, Zhouyao got the choice of most students (Figure1).

![Figure 1. Do You Think Who is the Most Representative of the Motto?](image)

Two of the other options are important people at school. Xinshuzhi is a famous professor and scholar in the history of the school. Sunqixin, the former President of the school, had a big influence for the school. There is a significant difference on selectivity, however. The reason is that every year in the freshman education requirements of seeing a play about Zhouyao. But there is no complete and formal propaganda about Xinshuzhi and Sunqixin. So, the way students learning the motto is by the teacher, but most teachers only occasionally impart knowledge and spirit in the classroom. More students can only adopt a self-understanding way to comprehend the spirit of the school motto. It leads to a small range of communication and not deep effect. Students have a personal interest, but there is no way. Thus, under the premise of spreading the foundation, proper transmission means is very important.

4.2 Propaganda Way

In the survey, it showed that bilibili has higher hearing rate and utilization rate among students. But students are not addicted or dependent. (Figure2).
It can be seen that the influence of bilibili on students is more from persistent and chronic transmission. And this mode of transmission also fits with the relaxed, free and casual user experience of bilibili. The transmission is in sharp contrast to the students' daily intense study and life. Bilibili is not a burden, but an adjustment of life. Students will feel a sense of affinity to bilibili. It will lead to strong interest and influence students' behaviors unconsciously. In our opinion, it is not appropriate to take compulsory study and examination in the propaganda mode of the school motto culture. And it is not appropriate to use slogans such as advertisement spreading. School should be able to integrate the school motto culture with the amateur life of the student, in a stress-free environment. The school motto culture allows the student to actively understand, participate in it and the activities associated with it.

4.3 Propagation Force

In the investigation of bilibili, it shows students' strong interest and love for it. The reason is closely related to the good user experience and has cultural atmosphere (Figure3).

Compared with bilibili, the propagation path of the school motto is different. On the one hand, it is the simple and direct propaganda slogan on campus (Figure4).

On the other hand, it is the teacher's superficial teaching in class. Therefore, the school motto on campus spread only attention to the surface, not the connotation. Moreover, in the classroom with learning pressure and the teaching of the nature of the task, it cannot bring the students into the sense of substitution. It is very easy to produce the reverse psychology. But bilibili's transmission is a kind of more freedom, relaxed. It allows users to experience full of the sense, users actively involved in the culture. Under this, it exerts a subtle influence on the user. There are few activities that can make the same effect on the school motto culture. We believe that it is very important to increase the force of transmission.
4.4 Propaganda Points

The questionnaire involved two contrasting questions. The survey results of these two problems are obviously deviated from the current situation. The situation is that the school motto and bilibili reflected in the sample survey. Compared with bilibili, students have a stronger desire to publicize the school motto. But in the current situation of communication, the school motto is not as widely spread as bilibili. It couldn't help to doubt. In this question that the connotation of the motto is more concentrated in what word, we can see that students have no specific understanding of the spirit of school motto. (Figure 5).

![Figure 5. Which Word Do You Think Embodies the Connotation of the Motto?](image)

The school teachers have not imparted and guided the essence of the motto. Therefore, the spirit of school motto is only in slogans and slogans. But students have a clear tendency to browse bilibili. This shows that bilibili has certain appeal to students in certain aspects. (Figure 6)

![Figure 6. What Do You Often Watch in the Bilibili?](image)

Thus it can be seen that, although the school motto is stronger than the bilibili in the students' propaganda will, there is no obvious and attractive publicity point. The phenomenon leads to the school motto being inferior to bilibili in propaganda effect. We think that, the first thing you need to do is to capture the essence of the school motto and propagandize the motto through the essence. In addition, we should combine the school motto with contemporary culture and make it attractive for the contemporary college students, not boring and no sense of isolation.

5. Conclusion

The school motto culture has always maintained a high position in the communication process. It still follows the communication methods and patterns that have been consistent for decades. However, the animation culture has been adjusting its mode of communication all the time. So that it has found the best suit for itself. In our opinion, no two cultures in the world are superior or inferior, the school motto cultural and cartoon culture is more so. They both have different rich connotations. They both can enrich people's life and can have equally important influences on life. But, as Darwin said the survival of the fittest, Japanese animation culture is obviously the adaptor of the times. Adjusting and changing is the key to its development and expansion.

For the school motto culture, adjusting the attitude and action of change is obviously the key. It should be people-oriented, students oriented to find the most suitable for itself. It can not only change the predicament of the school motto cultural, but also make the spirit of the school motto go out of the school and go to China and even the world.
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References