Exploratory Research on the Construction of the Knowledge System of the Sense of Community for the Chinese Nation in Foreign Language Teaching

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Abstract: *In the context of diversified and integrated language education, constructing a knowledge system of the Chinese national community awareness in foreign language teaching has become an important issue in cross-cultural education. This paper systematically explores the construction mechanism and cognitive generation path of community awareness in foreign language classrooms from the three dimensions of language, culture, and cognition. By defining core concepts and analyzing their pragmatic expressions and instructional integration methods, it proposes strategies such as semantic embedding, thematic transfer, and module optimization, and constructs a cognitive model centered on conceptual input, cultural schema activation, and discourse negotiation. The study argues that foreign language teaching is not merely a process of language training but also a crucial arena for cultural identity construction. Building a clear and well-structured knowledge system of community awareness contributes to the coordinated development of language learning and cultural understanding.*

Keywords: *foreign language teaching; Chinese national community awareness; knowledge system; pragmatic construction; cultural identity*

Introduction

With the deepening of cross-cultural education, foreign language teaching is shifting from language skill training to the construction of shared values and cultural identity. As a deep cultural cognitive structure, the systematic knowledge construction of the Chinese national community awareness holds significant value for enriching teaching content and optimizing cognitive frameworks. However, current foreign language classrooms generally suffer from fragmented cultural content and the absence of value expression, which hinders the effective generation of community awareness. Centering on knowledge system construction, this study explores the semantic integration, instructional organization, and cognitive transformation path of community awareness in foreign language teaching, aiming to provide theoretical support and pedagogical strategies for the coordinated cultivation of language competence and cultural identity.

1. Dimensions of Knowledge Construction for the Awareness of the Chinese National Community

1.1 Definition of the Connotation of the Knowledge System and Its Adaptation in the Context of Foreign Language Teaching

As a cohesive cultural cognitive structure, the awareness of the Chinese national community possesses distinct value orientation and profound cultural depth. From the perspective of epistemology, this awareness is not a mere statement of a single concept but a composite body of knowledge composed of multiple images and semantic systems, including historical memory, cultural identity, ethnic relations, and spatial concepts. The system emphasizes the dynamic unity of "community" and "collective," constructed through multiple dimensions such as language, emotion, and cognition in a context of cultural heterogeneity. In the disciplinary context of foreign language teaching, it is necessary to transform this awareness from empirical descriptions into teachable content that is understandable, expressible, and assessable, thereby realizing an academic expression and structural embedding of cultural connotations.

Foreign language teaching is not merely a process of language symbol training; it also undertakes the integrative teaching function of language, culture, and cognition. However, the cultural knowledge embedded in the awareness of the Chinese national community is highly context-dependent and conceptually complex, which can easily lead to semantic ambiguity, cognitive distortion, and cultural disembedding during language transfer. Therefore, constructing a highly adaptive knowledge system requires systematic design in content selection and structural arrangement of language teaching. Specifically, based on the cognitive framework of foreign language learning, core categories of community awareness, such as "cultural integrity" and "shared destiny," should be transformed into teachable knowledge units. Supported by discourse examples, comparative analysis, and multimodal materials, this transformation enables the coordinated construction of cultural knowledge and language competence [1].

1.2 Cultural Representation Mechanisms and Narrative Reconstruction Pathways in Knowledge Construction

The construction of the awareness of the Chinese national community at the knowledge level relies not only on the transmission of cultural facts but also on the organization and reconstruction of cultural meanings through representation mechanisms. Cultural representation, as a mediating process of meaning construction, manifests in encoding collective experiences, value beliefs, and emotional identity into forms such as language, imagery, or narrative, thereby forming knowledge that is transmittable and shareable. In foreign language teaching, such cultural representation mechanisms are particularly crucial as they determine the comprehensibility and acceptability of cultural information in cross-linguistic contexts. Effective cultural representation should highlight the symbolic, metaphorical, and interpretable nature of knowledge to enhance learners' cognitive depth and emotional connection with the abstract cultural content of community awareness.

In teaching practice, narrative reconstruction serves as an essential strategy for the deep construction of cultural knowledge. Narrative is not only a linguistic form of expression but also a cognitive structure for organizing experiences, linking meanings, and guiding identity formation. Transforming the awareness of the Chinese national community into narrative-based cultural modules facilitates learners' systematic perception of cultural logic, historical experiences, and identity affiliation. In language teaching, it is necessary to construct a contextualized, coherent, and multi-perspective instructional narrative system through intercultural dialogue, the design of fictional scenarios, and discourse meaning negotiation, thereby guiding learners to build a cultural identity framework while understanding the language. Structured narrative-based teaching organization can effectively transition from language knowledge input to cultural meaning generation, enhancing the cross-contextual expressive tension and cognitive grounding depth of the awareness of the Chinese national community.

1.3 Pragmatic Paradigms for Pedagogical Knowledge Transformation and Discourse System Construction

For the knowledge system of the awareness of the Chinese national community to be effectively integrated into foreign language teaching, specific pragmatic paradigms must be adopted to realize the transformation of knowledge from cultural cognition to linguistic practice. Pragmatic paradigms not only determine the selection of linguistic forms but also construct the communicative field where meaning is generated. In instructional organization, pragmatic templates based on situational contexts, communicative purposes, and role relationships should be constructed to ensure that the content related to community awareness fulfills the dual function of semantic transmission and value guidance in language practice. This transformation process relies not only on the design of discourse content but also on contextual settings, alignment with communicative goals, and adjustments to evaluation criteria, thus forming a stable instructional operational pathway. Within such contexts, language learners negotiate meaning, acquire cultural cognition, and express identity, progressively constructing community awareness from knowledge input to the internalization of linguistic behavior [2].

The construction of a discourse system is a core mechanism for ensuring the stability of the foreign language expression of the knowledge system. In cross-linguistic and cross-cultural teaching contexts, a discourse system is not merely a combination of linguistic symbols but also a carrier of knowledge organization and value logic. Building a discourse system oriented toward the awareness of the Chinese national community requires forming a teaching discourse network led by thematic structures, connected by conceptual categories, and driven by language behaviors. By constructing a conceptual

terminology system, semantic association chains, and discourse construction norms aligned with academic language, the precision of expression and clarity of cognition in teaching content can be significantly improved. Furthermore, attention should be paid to the dynamic and adaptive features of the discourse system so that it reflects the developmental stages of language teaching and adapts to the cognitive structures of different learners. In this way, the efficient transmission and deep understanding of the awareness of the Chinese national community can be achieved in language teaching practices.

2. Mechanisms for Integrating Community Awareness into the Foreign Language Teaching System

2.1 Semantic Embedding and Cultural Integration Strategies in Teaching Content

The organization of foreign language teaching content is not merely a process of constructing a linguistic knowledge system but also a generative mechanism for the coordinated development of cultural connotations and cognitive logic. As a cognitively intensive cultural paradigm, the core semantics of the awareness of the Chinese national community cannot be simply added as supplementary content; instead, it should be organically integrated through permeative embedding at the semantic level, achieving a fusion of cultural imagery and linguistic expression. The essence of semantic embedding lies in implanting cultural information through the extension of lexical meanings, the reconstruction of grammatical structures, and the meaning orientation of discourse organization, thereby realizing cultural linkage and cognitive guidance within language teaching content. This embedding mechanism emphasizes a bidirectional mapping between linguistic forms and cultural concepts, avoiding the marginalization of culture as background knowledge and positioning it instead as a key driving factor in the generation of linguistic meaning.

Cultural integration strategies provide pathway support for systematically constructing the knowledge system of community awareness. In selecting and organizing teaching content, multilayered integration should focus on language elements with cultural triggering potential, such as symbolic expressions, metaphorical semantics, and context-specific pragmatic structures. Effective cultural integration depends not only on the cultural appropriateness of content selection but also on the cognitive guidance conveyed through its presentation. By introducing multimodal materials such as images, audio, and situational scripts, combined with discourse analysis and cultural discussions, it is possible to construct a teaching ecology with strong identity appeal and cultural resonance. At the same time, the practical orientation of language functions should be maintained to ensure that cultural construction achieves dual enhancement in language comprehension and cultural identity without compromising communicative goals.

2.2 Knowledge Synergy and Thematic Transfer Mechanisms across Disciplinary Boundaries

The knowledge structure of foreign language teaching should not be confined to a system of linguistic symbol manipulation but should extend to cultural cognition and cross-disciplinary knowledge construction. Introducing the awareness of the Chinese national community into foreign language teaching requires breaking the isolation of disciplinary content and teaching resources, integrating language education with cultural studies. Its knowledge generation process involves multiple dimensions such as ethnic identity, spatial imagination, and historical memory, and it naturally shares theoretical compatibility with adjacent disciplines such as anthropology, sociolinguistics, and semiotics. In teaching organization, the "language–culture–cognition" triadic knowledge structure should be reconstructed, promoting the integrated application of discursive resources from different disciplines in the foreign language teaching context, thereby forming a teaching integration mechanism oriented toward cognitive synergy and cultural consensus [3].

Thematic transfer mechanisms provide structural support at the level of instructional logic and serve as key means for achieving cognitive flow and semantic transformation. Specifically, instructional design should revolve around cross-unit themes with strong cultural generality and cognitive tension, guiding learners to transition from mastering linguistic forms to constructing cultural meaning through conceptual extension and discourse coherence. In this process, themes such as "homeland imagery," "group boundaries," and "identity negotiation" can function as semantic hubs connecting different teaching modules and cognitive units. Supported by discourse generation tasks, scenario simulation training, and cognitive framework guidance, language learning activities can achieve thematic continuity and cultural progression, enhancing the cognitive salience and cultural appeal of community

awareness in the teaching process and realizing a systematic shift from surface-level language skill training to deep cultural cognition generation.

2.3 Hierarchical Structure of the Knowledge System and Reconstruction of Teaching Modules

Constructing a knowledge system of the awareness of the Chinese national community suitable for foreign language teaching requires a structured and systematic division of its hierarchical structure and a corresponding reconstruction of the logical sequence of teaching modules. This knowledge system should comprise three interdependent cognitive units: the conceptual level, responsible for defining core terms and categorizing concepts; the propositional level, constructing relational networks and value logic among different concepts; and the discursive level, responsible for the concretization and contextualization of cultural meanings. Teaching module design should be organized around this three-level structure, gradually guiding learners from basic cognition to deep cultural identity internalization.

The key to reconstructing teaching modules lies in reorganizing the instructional logic and cognitive gradients among knowledge nodes, breaking away from traditional unit divisions primarily based on language functions. A structure combining theme-driven and discourse-oriented approaches can be adopted, positioning the awareness of the Chinese national community as the core of knowledge generation and forming a cultural cognition chain through the progressive arrangement of teaching modules. Each module should specify its core concepts, linguistic objectives, and cultural connotations, and vertical continuity and horizontal connections between knowledge units should be achieved through multimodal and multi-contextual material organization. Furthermore, reflective mechanisms and meaning transfer interfaces should be incorporated between modules, enabling learners to continuously deepen their cultural understanding through cross-unit transfer and self-construction, thereby realizing the dual generation of the knowledge system and competence structure [4].

3. Research on the Teaching Mechanisms of Cognitive Generation of Community Awareness

3.1 Cognitive Model of Conceptual Input and Cultural Schema Activation

The teaching construction of the awareness of the Chinese national community should begin with conceptual input, activating learners' existing cognitive structures and cultural schemata to establish effective connections between new and prior knowledge. Conceptual input is not only a process of language transmission but also a triggering mechanism for the interaction between cultural symbols and cognitive models. In the context of foreign language teaching, core concepts of Chinese culture, such as "symbiosis," "harmony and integration," and "boundary cohesion," are often difficult to achieve cognitive equivalence through direct translation. They must be presented through conceptual metaphors, analogical paradigms, and contextual reconstruction to obtain structured expression and contextual support in the target language environment. The teaching process should employ multimodal input materials, such as visualized semantic networks, cross-cultural corpus comparisons, and conceptual maps, to enhance the psychological salience and semantic coherence of concepts, thereby promoting the deep cultural construction of community awareness.

Cultural schema activation is a key link for learners to achieve cultural cognitive transfer and construct identity affiliation. During language comprehension, learners often rely on existing cultural schemata to process information selectively and reconstruct meaning. Therefore, the teaching design of community awareness should focus on the structural differences and compatibility mechanisms between target schemata and native schemata, guiding learners to actively construct new cognitive frameworks through cultural reflection, semantic mapping, and identity inquiry. Based on cognitive schema theory, a "cultural prototype–language expression–value cognition" triadic cognitive generation model can be established, enabling learners to restructure concepts and develop emotional identification with the awareness of the Chinese national community in multiple cultural contexts, thus achieving a transition from language input to cultural internalization.

3.2 Construction of Cultural Identity Pathways in Discourse Comprehension

As a highly integrated carrier of cultural information, discourse in foreign language teaching fulfills multiple functions, including conceptual organization, emotional arousal, and identity construction. The effective communication of the awareness of the Chinese national community requires a

three-dimensional integration of value guidance, cognitive shaping, and cultural embedding at the discourse level. In discourse comprehension, learners not only receive information but also reconstruct meaning and identity relations within semantic chains and narrative logic. Teaching design should focus on the cultural intentionality and cognitive structurality of discourse selection, guiding learners to establish stable cultural positioning in the process of discourse meaning generation by adjusting narrative perspectives, semantic foci, and situational tension, thereby constructing affiliation schemata and emotional structures related to community awareness [5].

Constructing cultural identity pathways in foreign language teaching requires moving beyond surface-level comprehension and focusing on the value frameworks and cultural orientations underlying discourse. By introducing diverse discourses that incorporate shifts in narrative perspective, cultural context conflicts, and value negotiation elements, learners can activate implicit cognition and mobilize experiential schemata during interpretation, which in turn generates emotional responses and value affiliation to the identity mechanisms inherent in the awareness of the Chinese national community. In teaching evaluation, discourse comprehension should not only assess the mastery of language skills but also focus on the depth of cultural connotation understanding and the effectiveness of cognitive transfer. Constructing a discourse teaching loop centered on "understanding–interpretation–response" helps enhance learners' cultural cognitive ability and identity integration, enabling them to gradually achieve dual internalization of cultural identity and linguistic expression of community awareness.

3.3 Mechanisms of Meaning Negotiation and Value Internalization in Teaching Interaction

Teaching interaction serves as an important situational field for the cognitive generation of community awareness, characterized by high generativity and contextual construction. In foreign language teaching, meaning formation does not rely solely on teacher input or text transmission but is continuously realized through negotiated understanding and semantic reconstruction in multi-directional interactions among teachers, students, and discourse. Guiding the generation of the awareness of the Chinese national community in teaching interaction requires constructing a dialogic teaching environment, promoting the co-construction of meaning through problem-oriented tasks, role-playing, and group inquiry. Through situational simulations and multi-perspective participation, learners not only reorganize language expressions but also explore and redefine cultural values, facilitating the gradual overlap of cognitive models and cultural identity.

The operation of the value internalization mechanism depends on triggering cognitive conflicts and establishing cultural assimilation pathways. During meaning negotiation, learners screen, evaluate, and reconstruct heterogeneous cultural elements, and based on this process, they transform their recognition of the core values of the awareness of the Chinese national community. This process is highly individualized and context-dependent, requiring reinforcement through reflective dialogue, emotional connection, and identity exploration in teaching. Teaching strategies should guide learners to position and reconstruct their cultural identity, establishing a dialogic mechanism between individual experience and collective memory, thus achieving the dual goal of language competence development and cultural value internalization in foreign language teaching. Teaching interaction is no longer a field of one-way information transmission but a dynamic process of cognitive generation and cultural integration, constituting an indispensable generative mechanism in constructing the knowledge system of the awareness of the Chinese national community [6].

Conclusion

This study focuses on the construction of a knowledge system for the awareness of the Chinese national community in foreign language teaching, conducting systematic analysis and theoretical construction from the mechanisms of cultural concept input, the structural integration of teaching content, to the cognitive generation pathways. A multidimensional strategic system of cultural semantic embedding, discourse system reconstruction, and identity mechanism generation is proposed. The study points out that internalizing community awareness into cognitive units and cultural values in the process of language learning requires not only systematic reconstruction at the levels of discourse, pragmatics, and module structure but also meaning negotiation and value internalization in teaching interaction. Future research may further expand the mechanisms of knowledge transfer across different linguistic disciplines, deepen the exploration of construction rules of cultural prototypes and conceptual metaphors in cross-cultural teaching, and build dynamic teaching models through artificial intelligence

and corpus-driven methods to enhance the dissemination effectiveness and cognitive generation accuracy of the awareness of the Chinese national community in multilingual teaching systems. By continuously optimizing teaching content and discourse systems, it is expected to promote the deep integration of language education in cognitive construction, cultural transmission, and value guidance, providing a well-structured and content-rich knowledge support system for foreign language teaching in the new era.

Fund Projects

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