

Multi-Mode Discourse Comparative Analysis of Multi-Country Flower Mulan Children's Picture Books

Chunyan Liang *

China Academy of Art, Hangzhou 310000, China

* Corresponding author Email: ansuart@hotmail.com

Abstract: Children's picture books are multimodal texts that contain cultural ideology, and children's picture books that tell traditional Chinese stories also play a role in cultural communication. Among the many traditional cultural stories, the image of Hua Mulan, as a representative of my country's outstanding traditional character stories, is widely spread in different cultures in the world. This study takes two Mulan children's picture books from three different cultures in China and the United States as the research object, and compares the performance of the graphic and text modes of the two picture books in the three levels of multimodality, in order to evaluate the background behind the traditional Chinese stories. The spread effect of cultural connotation in other cultures.

Keywords: Transnational; Hua Mulan; Children's Picture Book; Multimodality; Comparative Analysis.

1. Introduction

Inheriting China's excellent traditional culture is an important historical mission for contemporary youth. As children's enlightenment books, traditional Chinese culture and original children's picture books have played a complementary role. First, traditional cultural themes carry the input of moral, aesthetic and intellectual education in original children's picture books, while original children's picture books serve as carriers for inheriting excellent traditions. Culture provides rich resources and diverse forms of artistic expression, which determine the direction of the spiritual value of picture books. In recent years, with the rapid development of original children's picture book creation in China, the children's picture book market is gradually facing a state of going abroad, which also reflects the importance of mutual exchanges between civilizations and cultures of various countries to a certain extent. As creators and disseminators of domestic original children's picture books, they must not only keep up with the pace of the times and continuously improve their personal cultural accomplishment, so that the creation of original children's picture books with traditional cultural themes meets the development and needs of children in their country, but also stand at a higher level. From the perspective of our country, we will show our country's great culture to the rest of the world, tell Chinese stories well, and convey China's voice, so as to realize the export of my country's excellent traditional culture to the country in a more brilliant way. This paper uses two Mulan children's picture books from two different cultures, China and the United States, as the research object, and compares the performance of the graphic and text modes of the two picture books in three levels of multimodality, and finds that different cultures have different effects on the same picture book. There are differences in interpretation. Therefore, the multimodal comparative analysis of the two children's picture books "Mulan" helps to reveal the effectiveness of the international communication of Chinese culture.

2. Research on the Composition of Traditional Culture in Children's Picture Books and the Story of Mulan

2.1. Composition of Traditional Culture in Children's Picture Books

To disseminate excellent traditional culture, we first need to re-analyze and examine traditional culture in a modern context, which is the basis for inheriting excellent traditional culture. The so-called traditional Chinese culture generally includes double connotations, that is, ancient cultural traditions and the May 4th Movement, and the socialist cultural traditions that came into being after the New Democratic Revolution. Chinese traditional culture can be roughly divided into three parts: material culture, spiritual culture and social life culture. The continuation of traditional Chinese culture is not only in the form of historical references based on material culture, cultural relics of dynasties and monuments, and laws and regulations, but also in the form of ideological cognition concepts and thinking models, social morals and ethics and standards, etiquette systems, and customs. Habits, aesthetic ability, national beliefs and other ways of inheritance. Under a certain political and cultural background, based on the breadth and depth of public cognition, modern interpretation and definition of traditional culture is carried out. At present, the inheritance methods of my country's traditional cultural content contained in original children's picture books in my country can be roughly divided into the following two types.

One is to borrow the form of picture books to reproduce the material elements and ideological forms of traditional culture, and use children's picture books as a carrier to interpret and enlighten children on traditional culture. This form of expression focuses on finding inspiration points suitable for children to absorb from traditional culture. Creators need to have the ability to excavate and reproduce traditional cultural elements. After a deep understanding of traditional culture, they use new content to express the core of traditional culture.

The second is to integrate traditional cultural elements into picture books in the form of color, pattern, and character images, and decorate the content of picture books with different artistic styles and creative techniques such as Chinese painting, paper-cutting, and clay sculpture. Or extend the traditional material culture and spiritual culture as a certain "Chinese element", such as auspicious clouds, Chinese knots, etc., through the dismantling and reorganization of element symbols, and use non-verbal techniques to highlight the connotation of traditional culture.

2.2. Mulan Story

Mr. Cai Gao created the work "Mulan" for six years. In the picture book, he did not interpret "Mulan Poetry" with stereotyped modern explanations, but directly used the poem itself, and illustrated the simple heart of Hua Mulan in the form of illustrations. It is portrayed, and the simplicity she insists on in her heart is rendered in a contrasting way. Hua Mulan didn't kneel down when she was appointed an official and a noble, she just stood still and looked into the distance. Neither the title nor the official position was what she was after, but the moment she faced her hometown, she knelt down without hesitation, in front of the ancient well Simple as a grass by the road, a pile of soil in the field, she deeply understands that she can go home and fulfill her filial piety. When she went out to fight for her father and fought against the enemy, she put on a military uniform with a heroic appearance and determination in her eyes; when she returned home after the war, Hua Mulan put on her clothes in a very solemn way. Mr. Cai Gao used the same picture structure to draw twice, through the change of clothing before and after sets off the character's ability to go up and down. This spirit is commendable. Through ingenious design and conception, the author presents Hua Mulan's bravery and gentleness like a movie lens. The large-page format reproduces the scenes of war and family reunion, allowing young readers to understand the stories of historical figures. With empathy experience.

3. A Comparison of Modal Discourses in Multi-Country Hua Mulan Children's Picture Books

3.1. Multimodal Discourse Analysis

Modality refers to the medium used in communication that can be perceived by human sensory organs and has a certain meaning. In this study, the visual, auditory, tactile and other modalities are mainly analyzed, each of which contains different modal resources.

"Multimodal discourse analysis" is developed from the concept of "discourse analysis", which was first proposed by van Leeuwen and Jewitt in 2002. They believe that the main task of multimodal discourse analysis lies in the study of modal types, modal meanings, and functions, while focusing on exploring the collaboration and collocation of different modalities. Zhang Delu pointed out that the focus of multimodal discourse analysis lies in the study of the collaboration between modalities and how to match modal resources to achieve meaning.

3.2. Analysis of Picture Books based on Multimodality

As shown in Figure 1 and Figure 2, the picture books of Hua Mulan in the United States and the picture books of Mulan in China are displayed respectively.

3.2.1. Analysis based on Pictures

The style of characterization provides a ready index of the nature of the book and how the reader can be expected to engage with it. MulanUS is more realistic in detail and character drawing. Following the narration of the text, it depicts the image of Mulan weaving cloth, which also reveals how foreigners perceive Chinese people. MulanUS' color palette is generally on the darker side, with more shades of gray and brown accentuating the epic feel of Mulan March. Another important red area is used to symbolize the sacrifice and seriousness of the war, highlighting the fierceness and cruelty of the battle, and distinguishing it from other wars. In other versions, the scene of Mulan fighting on the battlefield is replaced by Depicting the scene with ease. First of all, the contradictory atmosphere gives readers a stronger sense of opposition and has a more profound impact on the image. Secondly, by using a single element to paint the background with color, it conveys the author's sense of majesty and seriousness running through the colors of the battlefield.

In the Chinese picture books of Mulan, the description is more vivid, and Hua Mulan's anger is well displayed. Readers can focus on discovering more details by reading the pictures. Each sentence corresponds to a small image, allowing young readers to understand the image of the weapon in Hua Mulan's hands, as well as the description of some martial arts movements.

3.2.2. Analysis based on Sound

The auditory mode of video can help to create various language situations in the practice of language output. In the teaching of picture books, the proper use of video mode can train students' ability to output accurate language in combination with the context.

When conducting language output training, using the video mode can on the one hand create a more vivid language output environment for students, and on the other hand, use video to expand the content of picture books. Learn picture books through audio and feel the emotions in different situations, so that you can have a deeper understanding of the knowledge that picture books want to convey.

3.2.3. Analysis based on Text



Figure 1. "Mulan" in American picture books

On the whole, it can be seen that the Chinese Mulan picture book is the most widely expressed in words and the most complete in scene expression. More moving stories are presented to readers in the form of text. The two Mulan picture books in China and the United States are not particularly intensive in terms of painting, and some scenes are described in words. Explain in detail what the character thinks at the time. On the level of text description, the illustrations complement each other, and the Chinese Mulan picture book is mainly in the form of text. On the contrary,

American Mulan is mainly in the form of pictures, trying to use pictures to show the storyline. The pictures are mainly displayed, so naturally there is a lack of descriptions such as cultural backgrounds. Therefore, the corresponding national sentiments will be lacking in showing readers through picture books. But these two picture books both reflect the logic and flexibility of the narrative, the combination of various forms of graphics and text.



Figure 2. Chinese picture book Mulan

4. Conclusion

This paper mainly studies the dissemination of original children's picture books with Chinese traditional cultural themes. With the continuous improvement of the national quality of our country, parents pay more attention to the enlightenment education of children. Integrating my country's excellent traditional cultural content into children's picture books is of great significance to the inheritance of traditional

culture. Through the interpretation of Mulan picture books in China, the United States and the United Kingdom, this paper finds that different background cultures have different interpretations of the same picture book. Therefore, when using children's picture books for cultural communication, it is also necessary to strengthen the creation of core cultural meanings. Even in the face of multiple interpretations in cross-cultural communication, the core and original connotation will not be lost in the communication.

References

- [1] H. Yu, J. B. Song. (2022) Social symbolic construction of ecological meaning in children's picture books from a multimodal perspective. *Journal of University of Science and Technology Beijing (Social Science Edition)*, 38(06):667-676.
- [2] F. F. Qi. (2022) Visual narrative study of traditional art in China's original picture books under multimodal discourse analysis. *Publishing Science*,30(03):43-50.
- [3] H. M. He. (2021) Status and trend of research on multimodal discourse in Chinese translation of English children's picture books. *Culture Industry*, (14):32-33.
- [4] M. Gao. (2023) A study of multimodal metaphors in Mexican children's picture books. *Comparative Research on Cultural Innovation*,7(05):1-6.
- [5] J. Chen. (2022) Analysis of multimodal emotional metaphors in the Chinese children's picture book Reunion. *English Square*, (33):35-38.
- [6] M. H. You. (2023) A study of out-of-school children's picture book programs that return to the literacy orientation. *China Out-of-School Education*, (S1):78-80.