Media, Emotions, and Daily Life: Learning Bloggers' Practice of Mediatization Emotions in Self-Presentation

Jinghan Wang [*]

Department of Journalism and Communication, Beijing Language and Culture University, No.15 Xueyuan Road, Haidian District, Beijing, China

*wjh13520767296@139.com

Abstract. Social media has extended the space of self-expression, thus becoming a virtual field for creating emotions, and even affecting the public's daily lives. With the increase in social structural pressure, more attention is paid to learning bloggers, who, through the learning status presented by videos, build emotional power featuring social support attributes under the media context. This study, from the theoretical perspective of mediatization theory and self-presentation theory, further explores the self-presentation strategies of digital learning bloggers through in-depth interviews with and participant observation of some bloggers, and reveals the emotional practices they put into this process and its impact on daily life. The research finds that learning bloggers realize the mediatization of self-presentation through symbolic scenes, disciplinary behaviors, emotional sounds, and perspective selection, thus creating emotions and maintaining the emotional practice community formed between them and the audience. It further expands the boundaries of self-presentation theory. Digital platforms blur the boundaries of "foreground" and "background" metaphorized by Erving Goffman, which makes emotional factors even closer link between them.

Keywords: Learning Blogger, Self-presentation, Theory of Mediatization, Emotional Practice Community, Emotional Support

1 Introduction

In the digital era, social media has become an important platform for information dissemination and personal expression. With the emergence of knowledge economy, more and more people hope to improve their competitiveness through learning, so as to achieve social mobility. In this process, learning bloggers provide audiences with an "immersive" viewing experience and emotional support by recording and demonstrating their own positive learning state and learning process. At the same time, some netizens also question why such hard-working learners of high workload and effective execution still fail to achieve the target? The evaluation of learning bloggers from different dimensions makes this group worth discussing. Learning bloggers are really helpful in providing virtual companionship, calming learning anxiety and other emotions, and providing learning experience and consultation. In essence, it is a space for

today's youth groups to release the structural pressure, and also a source of motivation in the state of exhaustion as the result of fierce competition. The live broadcast process of learning bloggers, in essence, is a mediatization practice of self-presentation. This requires us to further explore the characteristics of bloggers' self-presentation in the process of mediatization, as well as the cultural implications involved.

The existing research dimensions on media self-presentation can be divided into three categories. The first one studies the self-presentation strategies on social media, focusing on individuals' self-presentation strategies in media use experiences[1] and media use in transnational environments[2]. The second one focuses on the interactive practice of self-presentation on social media, paying special attention to the interaction between social media participants in the network field[3] and game players in the presentation of daily habits[4]. Attention is also paid to the relationship between self-presentation in interpersonal communication processes in online and offline Settings[5]. The third one focuses on the differentiation of self-presentation subjects in mediatization practice, with emphasis on the self-presentation of marginalized groups such as divorced women[6], the elderly group[7], and the disabled group[8], as well as the self-presentation of internet and new media practitioners, such as fashion bloggers[9], travel bloggers[10] and other groups. However, the study on learning bloggers is rarely mentioned in these studies.

Based on relevant mediatization practice, the research targets at those bloggers who only present their own learning process and learning status on social media, rather than those bloggers who share knowledge and learning methods with the audience online. This is designed to gain an in-depth understanding of bloggers who try to attract attention and build emotional connections through personal learning practices, their mediatization self-presentation strategies, and the role and influence of emotional factors in this process. In addition, emotions are a very important part of the process of self-presentation. Goffman believes that in the self-presentation of everyday life, every move conveys the emotions of the performer[11]. In turn, this emotion can also be transmitted to the participants, so that the participants and the performer can resonate and maintain a common emotional state. However, it also neglects the role of emotional factors in mediatized self-practice. However, compared with the embodied communication in the offline space, the communication of emotional factors in the virtual space is particularly important. In view of this, this study, based on the theory of mediatization and self-presentation, will explore the self-presentation of learning bloggers in social media and their emotional connection in this process through in-depth interviews with and online observation of learning bloggers.

2   Literature Review

Goffman (2002:9) believes that "When we allow that the individual projects a definition of the situation when he appears before others, we must also see that the others will themselves effectively project a definition of the situation", highlighting the performance nature of social behavior, viewing social interaction as a theatrical performance and daily life as a stage[12]. He believes that self-presentation refers to the important

way in which people construct their social identities and roles through their actions and expressions. The concept of "self-presentation" was first used to describe interpersonal communication in the era of mass communication. With the development of media technology, the has been wide variety of research on self-presentation. Self-presentation mainly focuses on high-profile subjects such as news anchors[13] and presidents[14]. However, self-presentation in today's social media era focuses more on marginalized groups such as the elderly[15], the disabled[16] and various types of anchors[17]. From the era of mass media to the era of social media, self-presenting subjects show the change from fixed communication subjects to multiple communication subjects, which embodies current social characteristics and social cultural concepts. However, the self-presentation of learning bloggers has rarely been concerned and mentioned in the above research. In today's age of social media, however, we are in the middle of social acceleration (Rosa), and it has become a goal for more and more people to get as much information as possible in a short period of time. In order to achieve this goal, the importance and urgency of learning has become increasingly prominent, and learning bloggers in social media happen to provide emotional connection and support required by the audience, and soothe the audience's anxiety and insecurity. Therefore, learning bloggers are the community that deserve special attention in the current era.

In the present existence of media, all subjects, including learning bloggers, participate in mediatization practice all the time. Nick Couldry and Andreas Hepp (2017:44) believe that medialization refers to both the quantitative expansion of mediated communication in time, space and society, and the qualitative changes in society and culture that result from mediated communication at a higher level of organizational complexity[18]. On this basis, mediatization practice refers to the activity process which is mainly characterized by media. Starting from the subject behavior of mediatization practice, existing studies are divided into the following three categories: The first category studies the narrative mode in mediatization practice, focusing on the relationship between national narrative and individual discourse[19] and the narrative mode of mourning on social media[20] . The second type of research focuses on the psychological characteristics of mediatization practice, the psychological characteristics of users in the process of using TikTok[21] and the mental health problems of the elderly in the process of using media [22]. The third category studies the self-presentation in mediatization practice, focusing on the self-presentation of young people in the space of micro-blog's burner account[23] and the self-presentation in social media application space[24]. At present, people generally regard the space of bloggers' mediatization practice as a kind of "rest area" or "service station ". Hartmut Rosa[25] (2013:11) believes that the social acceleration will bring about the acceleration of the pace of life, and thus time will become a scarce resource. Fortunately, the media rest space in this paper can bridge the rupture of life caused by social acceleration. In this space, the feelings of anxiety, urgency, loneliness and shame experienced by people in real life can be alleviated and soothed, and an emotional community about "identity" can be established[26]. These Spaces are generated through the mediatization practice of the bloggers, whose main content is their learning status and the visual symbols filled in the process, which is also the self-presentation process of character setting by the bloggers.

In essence, the mediatization of learning bloggers' self-presentation is the media activities carried out with the learning space and the playback interface of social media as the core places, so we should focus on these two categories. Erving Goffman (2002:249) points out that the ability of a scene to present a "dramatic" self is, to a certain extent, facilitated by the symbolism of the events taking place on the spot. And the scene creates a new meaning through the process of media mediation. In the learning space, for example, a countdown calendar placed in the learning scene of a video can emphasize and amplify emotions[27], causing a stronger sense of urgency. In the playback interface, the blogger takes "Study with me" as the title, calling on netizens to study together and provide companionship in the virtual space of the Internet to alleviate the loneliness of preparing for the exam alone.

Erving Goffman (2002:8) believes that in the process of presenting oneself, behavior needs to be controlled and manipulated in order to achieve the effect of "acting" on stage. Similarly, in their own learning and living space, bloggers usually show their own actions such as writing and revising efforts at the desk, playing a positive role and showing a "role model" image, thus motivating the audience in front of the screen to learn together. In fact, it is possible to suggest potential actions through the interaction of body, mind and ideas (Papacharissi, 2014:17). On the playback interface, the blogger interacts with netizens through the comment area, encouraging netizens to go on studying hard, so as to motivate himself or herself and the audience in a positive and steady manner.

Erving Goffman (2002:217) believes that the key to discipline in dramatic performance is the control of sound, which is a key test of one's ability to perform. However, learning bloggers are different from other bloggers in that their mediatization practice focuses on the process of learning, featuring less entertainment and less interaction [28]. In the learning space, most of the sounds are created by writing on paper or paper-like film and tapping keyboard, etc., which reflects the reality of learning behavior. In the setting of the playback interface, bloggers usually use wind, rain and other white noise to place the learning behavior in a natural and quiet environment, strengthen the awareness of common presence through sound, and develop a sense of belonging, thus attracting the audience's participation in the blogger's narrative (Papacharissi, 2014:56).

Erving Goffman mentions in *Encounters* that the diversion of sight is part of everyday contact, allowing the meaning of an event to become clear and sustaining some events (Goffman, 1990:43). The vast majority of learning bloggers focus their eyes on the study objects on the desk, or the upright computer or tablet, so they look down or horizontally. In the playback interface, the audience can see that the blogger is learning in similar manner. However, different from the learning space, the audience can see the whole picture of the blogger's learning scene from a "top-down" perspective, which can satisfy the audience's desire to "snoop" on other people's living conditions, while the audience can see the blogger's profile and part of the learning scene from a "head-up" perspective, which can create a sense of "learning together" of engagement and companionship. A sense of engagement is an emotional feature of an experience that makes the individual feel fulfilled, and social media can facilitate the acquisition of this sense of participation (Papacharissi, 2014:35).

With the affective turn in sociology, communication and other humanities and social studies, emotion research in mediatization practice has inevitably become the focus of current research. One is the research on the audience's emotional experience in this process, focusing on the audience's emotional consumption behavior of short videos about daily life, as well as the way and significance of integrating mediatization emotions into daily life [29]. In addition, there is the generation and expression of the news audience's emotion. The other type of research focuses on the interactive emotions between bloggers and audiences in the process of mediatization practice, pays special attention to the interaction between the blogger and the audience on the game live broadcasting platform, and attempts to understand how live games attract viewers by generating positive social emotions and quasi-social attachment to the group[30]. There are also studies on the emotional resilience of media audiences from a more specific and dynamic perspective [31]. From the perspective of the entire network, this paper explores the types of community interaction on social platforms from the perspectives of structure and emotion, and studies the interaction mechanism in network society[32]. These studies look at mediatization practice from an audience perspective, but the essence of mediatization practice is the active behavior of the disseminators, and the construction of their emotions should also be systematically examined from the disseminators' perspective, and their self-presentation provides a new perspective for the development of the research on mediatization practice.

Based on the above literature review, this study aims to answer the following questions. How do learning bloggers carry out the mediatization practice of self-presentation at the four levels of scene, behavior, sound and perspective? What kind of mediatization emotional practices are produced in their self-presentation? To what extent do these mediatization emotional practices sustain or change the existing daily lives of bloggers or audiences?

3   Research Method

The research object of this paper is learning bloggers, namely, bloggers aged 18-25. The selected bloggers are those who are preparing for college entrance examination, postgraduate entrance examination, the civil service examination or preparing to apply for studying abroad. The platforms where the interviewers are based are RED, Bilibili and TikTok, all of which focus on playing videos. The reasons for choosing these bloggers as research objects are as follows: First, young people between the ages of 18 to 25 years belong to a highly active user group and are generally more familiar with social media and online interaction. Therefore, selecting this group as samples can ensure the acquisition of rich data and a variety of self-presentation. Secondly, for people in this age group, the college entrance examination, postgraduate entrance examination, the civil service examination, or studying abroad are usually important turning points in their lives. These bloggers may share their rich experiences in terms of their emotional fluctuations, pressure handling, and successes verus setbacks in the learning process, which will help further explore how emotions play a part in shaping their mediatization practice of self-presentation. Finally, in terms of social and cultural

influence, this group not only presents itself at an individual level, but their activities may also have an important impact on the audience, contributing to the investigation of the emotional impact of these bloggers on the audience.

Table 1. Respondent Information

No.	Gender	Age	Video Content	Main Platform	Number of Fans	Interview Method
01	Female	22	Study IELTS	RED	1758	Online Voice
02	Female	21	A senior student preparing for postgraduate examination	Bilibili	44,000	Online Voice
03	Female	25	A library clerk preparing for civil service examination	RED	1866	Online Voice
04	Female	18	Preparing for the college entrance examination	RED	1386	Online Voice
05	Female	23	Preparing for postgraduate examination for the second time	RED	560	Online Voice
06	Female	23	Preparing for postgraduate examination	TikTok	47,000	Online Voice
07	Female	20	Preparing for IELTS	RED	312	Online Text
08	Female	22	Preparing for postgraduate examination	RED	88	Online Text
09	Female	21	Preparing for upgrading examination	RED	6356	Online Voice
10	Female	23	Preparing for postgraduate examination	RED	705	Online Text
11	Female	25	A postgraduate student preparing for civil service examination	RED	571	Online Voice
12	Female	22	A senior medical student	BiliBili	11,000	Online Voice

This paper, with such research methods as in-depth interview and participant observation, explores the mediatization practice of self-presentation by learning bloggers. By sending private messages to relevant learning bloggers on social media, the author selected respondents in a representative sampling way. Bloggers aged 18-25 not only have high internal homogeneity in the same field, but also have heterogeneity with other age groups or groups with different career goals. This provides many possibilities of comparison and contrast for analysis, helping to highlight the impact of specific factors on self-presentation strategies. In terms of the convenience of sample acquisition, young bloggers are generally willing to share their personal learning feelings and experiences on social media, so the relevant data is relatively rich and easy to obtain. Young bloggers are generally more sensitive to feedback and interact frequently, which makes it easy for researchers to obtain a large amount of interactive data, such as comments, likes and forwards. The main focus is on the aspects of self-presentation by learning bloggers. What role does emotion play in the mediating practice of their self-presentation?

Twelve respondents were selected for this article. The duration of each interview was 50 minutes, mainly semi-structured interviews, which focused on exploring the mediatization practice of self-presentation of learning bloggers in these fields and the role of emotion in media interaction.

4   Research Findings

Next, this paper will elaborate on the four paths of the mediatization practice of the learning bloggers' self-presentation, the emotional practice of mediatization in bloggers' self-presentation, and the influence of media context on the daily lives of bloggers and audiences.

4.1   Symbol, Discipline, Emotion and Thinking: The Four Paths of the Mediatization Practice of the Learning Bloggers' Self-Presentation

Scene, behavior, sound and perspective are the four paths of bloggers' self-presentation mediatization practice. From the perspective of scene, the scene is composed of different symbols, and the combination of meanings among different symbols constitutes the connotation contained in the scene[33]. The analysis of the scene in this paper is carried out from two dimensions: the playback interface and the daily life scene of the blogger. Whether it is the living space or the playback interface, the learning scene makes the symbolic meaning of the scene more prominent, and makes it the focus of the audience, shaping the definition of the universal and standardized learning status. In the real-life scene, most learning bloggers will put a thick pile of books and a countdown calendar on the desk, which becomes the component symbol of the such scenes as difficult tasks and tight deadline. When these scenes are practiced through media and presented in the playback interface, the symbols and meanings in the living space are amplified and focused, and the blogger's learning is also formed and developed in the fragmented symbols. Respondent 5 said: "Whenever I see the countdown on the desk, I feel so urgent that I try to seize the time for learning. Viewers sometimes notice the countdown and make such comments as "Go on, sister! For xx more days!" In the playback interface, the mediatized visual presentation adds a layer of "filter" to the learning scene, making the presentation of the learning scene clearer. Respondent 12 said: "I will adjust some parameters of the images, I pay more attention to sharpness and contrast in order to make the picture clearer, because I always write something."

From the perspective of behavior, behaviors in daily interactions are restricted by social norms, and the final self-presented behaviors are the result of shaping by social norms[34]. In the mediatization practice of self-presentation, on the one hand, the behavior presentation of learning bloggers will be influenced by the similar behavior presentation of a large number of bloggers of the same type. For example, Respondent 1 said: "I find a lot of bloggers will record their daily lives in addition to studying. Under their influence, I will record my eating process, the alarm clock and the scenery when going out, so that I can make my video more interesting. This also makes the audience feel that my life was colorful even though I was preparing for the exam." On the other hand, it will be affected by self-presentation in media lens. For example, Respondent 8 said: "Before recording, I will always adjust my sitting posture for the best effect, and keep my desk clean." To a certain extent, the presentation of learning bloggers' behaviors can explain that under the influence of media, they present images and states that meet the audience's expectations through self-regulation and discipline

in different aspects, and therefore project the audience's imagination in the videos they create.

This paper will also explain the role of sound elements at the level of auditory perception and perspective elements at the level of observation in bloggers' self-presentation. In film and television works, the use of diversified audiovisual language is helpful for promoting the ritualized construction of film and television works and the expression of emotional transmission[35]. In the mediatization practice of self-presentation in learning videos, learning bloggers use audio-visual elements in the living space and playback interface to present cultural content in a more vivid and intuitive manner, and stimulate the audience's sense of participation and emotional resonance. In the living space, learning bloggers strengthen the reality of media scenes with sound, so that the audience can get a sense of companionship. Respondent 5 said: "I will record my own voice, probably because I like to talk, especially in front of the camera, always desiring to share something." In this seemingly natural and casual audio-visual language, the audience will be subtly comforted by the soul and generate full emotional energy. In the playback interface, the sound plays a beautifying role in the form of background music to create a more vivid and specific learning atmosphere. Respondent 12 said: "Because I think short videos should give the audience emotional points in a short time, so more stirring music is necessary, which will allow you to have that kind of imagination space." In the middle video, it can be a little lively, and I think it is a different kind of momentum, which is more quiet and soothing." To sum up, the intervention of voice makes the learning process of learning bloggers more three-dimensional and real, and the emotional feelings carried by this presentation can be transformed into real power that can helps promote the learning process of bloggers and audiences.

In terms of perspective, perspective represents the way to know and judge things, but also reflects a way of thinking. From different perspectives, different scenes can be seen, which will result in different meanings[36]. In the mediatization practice of learning bloggers, most bloggers will consider the connection between their shooting angle and the audience's participation status. When recording videos, Respondent 6 will take into account the significance of different perspectives to the audience. He said, "The close-up shot can allow them to intuitively feel like they are really learning from my perspective." The sense of company in the head-up perspective, the sense of control and the sense of peep in the top-down perspective are all different feelings caused by the change of perspective. This paper finds that in the four paths, emotional factors always run through the above four aspects of self-presentation, and produce a connection between learning bloggers and audiences. Therefore, the following paragraphs will focus on emotional factors to study the mediated emotional practice of bloggers' self-presentation.

4.2 Creating Emotions: The Mediated Emotional Practice of Bloggers' Self-Presentation

For bloggers themselves, the self-presentation of bloggers is an endogenous emotional projection of their ideal state[37], and this emotional projection connects the real situa-

tion with the self-presented imagination, strengthening the ideal state of learning and the hope for themselves. Respondent 02 said: "My nickname is 'Powerful Niuniu'. I am not very powerful yet, but I want to be so." Learning bloggers express their expectations for their learning status or personal development through the self-presentation of personal information in social media, and the reflection of this self-presentation on themselves also affects the mediatization practice of bloggers. For example, Respondent 12 said: "Because I wrote in my profile that I am working hard to prepare for the postgraduate entrance exam, this actually plays a role in motivating me to learn more, which also encourages me to upload more videos." Therefore, learning bloggers' endogenous emotions can prompt them to adjust their real learning and living conditions and obtain the endogenous motivation to continue learning.

According to the interaction between bloggers and audiences, the exogenous emotional factors in the interaction between video content and comments establish the connection between bloggers and audiences, which is the hub between bloggers and audiences. Exogenous emotion usually refers to the individual emotional response caused by external environment or situation. Exogenous emotion factors can be external stimuli such as social events, cultural background, media content and social interaction, which can affect the emotional state and behavioral response of individuals. The influence of emotion on the self-presentation of learning bloggers is a double-edged sword, which has both positive and negative effects. On the one hand, the emotional factors in the interaction of bloggers can make the video creation of bloggers be recognized and gain the power of spiritual transmission, so that they can be more focused on learning. Respondent 9 said, "I think my audience brings me a sense and ability to create, and I can express some potential ideas and convey some spirit in the learning process by shooting videos and editing footage." On the other hand, in some cases, it also means interference and trouble to the blogger's learning life. Respondent 2 considered herself to be a person prone to "internal friction", and she said: "I care a lot about negative comments. What I remember most is that somebody curses me for no reason. I thought it was funny and frustrating, but it really had some effect on my mood."

Specifically, in learning bloggers' videos and interaction with comments, both disseminators and recipients establish a connection between them by providing each other with emotional exchange and emotional support. In the video content, some learning bloggers will present the on-going events and the current mood in the video to the audience by the means of post-dubbing method. Some bloggers also use subtitles to show what they want to say to the audience at the bottom of the video. Respondent 11 used to add their own monologues to videos. She said: "My monologue is mainly designed to have such an interactive process with the people who can follow my videos. I hope that they can finish watching my videos, and I also hope that everyone can talk about their study or life status." Respondent 2 displayed his innermost thoughts or "self-talking" in the form of text at the bottom of the video. She said: "I hope to record the current events and psychology in addition to recording learning, so that I can better interact with the audience." Learning bloggers provide emotional support through the disclosure of self-emotion, calling on as many audiences as possible to resonate, and

inviting the audience to participate in the construction of self-image and emotional exchange, so as to get the emotional support of the audience. In the comment interaction, it will have a diversified impact on learning bloggers. Some comments can promote learning bloggers and audiences to form a community of common progressive emotional practice[38]. Respondent 1 said: "Sometimes I want to sleep longer, but then I think about my video today. If I don't get up to learn, today's video may have little content." And there will be the audience waiting to watch and learn with me, which will push me to learn more." The audience's comments can become a mechanism to learn the self-motivation of bloggers, and the audience's emotional expectations are transformed into the motivation for bloggers to improve themselves. On the other hand, there are also some comments that have a negative impact on the mood of learning bloggers. For example, Respondent 12 said, "Sometimes I feel that narrowing the distance may have some bad effects because audience will want to interfere with the content of my updates. This will somewhat disrupt my train of thought, because I have my own ideas about creation." Based on the close emotional connection with the blogger, the audience will express their own ideas on the blogger's videos, which in turn weakens the emotional connection between the blogger and the audience.

Furthermore, the impact of emotional interaction on learning bloggers is not limited to just positive and negative effects. In some cases, the negative effects of the audience on learning bloggers will be transformed into self-regulation of learning bloggers. In the "over-connected" Internet, due to the fatigue and pressure of interaction, some learning bloggers will choose "anti-connection", that is, to disconnect from the factors that produce pressure and negative emotions in a certain situation, so as to restore their ownership and control of private space, time and personal freedom[39], which encourages learning bloggers to reflect on themselves., so as to gain a clearer self-awareness. Respondent 3 said: "At first, it must be somewhat uncomfortable to see negative comments, but I later realized that I just wanted to record my learning process and life of preparing for the civil service examination regardless of the likes or dislikes of audience."

4.3   Media as a Mirror: Media Contexts Shape the Daily Lives of Bloggers and Audiences

The mediated emotional practice of self-presentation truly affects the learning practice of bloggers and audiences. Under the mediating influence of social media, learning bloggers present their learning status to the audience and become the "benchmark" for the audience to follow in their learning life. Bloggers also adjust their mediatization practices through audience feedback. According to Joshua Meyrowitz, "the generalized elsewhere" nurtured by electronic media, unlike geographical regional cultural characteristics, becomes a key element of social interaction[40]. This media context not only creates a pseudo-environment that enables individuals to present and interact with themselves in a virtual space, but also this presentation and interaction in turn influences and shapes the individual's real life and identity[41]. In the media environment, individual self-presentation is no longer limited to face-to-face interaction, but extends to the virtual space created by electronic media. This gives individuals more opportu-

nities and ways to manage their own images, so the individual's self-presentation in the virtual space will be influenced by the target audience or the imagined audience. Therein, media technology constructs a relationship of scene integration and interacts in virtual space and real-life space[42]. Respondent 7 said: "I sometimes mention in the video subtitles that I am not in a good state recently. When I read the comments of some fans who say that they will work hard with me, I feel very moved. I am not learning alone, and with their company, I am also more motivated to study." In addition, Respondent 8 is a blogger who shares the experience of the overseas study examination, and she also mentioned in the interview the impact of her videos on the audience, "They (fans) said that after watching my learning videos, they feel that they can do a few more readings." Therefore, the virtual presence in social media also affects the real daily life of learning bloggers and audiences.

The media context constructs the daily life of the blogger, and the mediatized self-presentation becomes a part of the real life. The emotional ability generated internally and externally in the mediatized self-presentation satisfies the real needs of the blogger, making it a reference for daily life practice. Social media is an important tool for interpersonal communication, enabling users to initiate new social relationships that are editable, highly accessible, and allow for selective social contextual cues[43]. In the process of the bloggers' mediatized emotional practice, digital media has created a new emotional mode. The original emotional interaction mode only stays in the emotional resonance generated by consciousness and spirit, but now the emotional mode not only changes how we define ourselves, but also affects the way of emotional communication. Respondent 8 said: "I feel that fans and I have formed a 'digital schoolmate' relationship. If we have problems, we will discuss them in the group, and if we have good learning materials, we will share with each other, which is really helpful for my study." The emotion aroused by the new emotional model not only highlights the subjectivity of the individual, but also closely connects the individual with the wider community through the language and symbol system, so that bloggers and audiences form a community of emotional practice in the daily learning[44].

The media context constructed by learning bloggers portrays the living state of this group of audiences, and it is also the state they pursue. This state originates from real life but extends beyond real life, and is an ideal learning status. The emotional, group, physical and other information provided by the media context is highly matched with the needs of the audience, and they can further adjust their daily life and learning from the inside out. Learning bloggers' videos have a "supervisory" effect. In mediatization practice, the state of concentration and self-discipline shown by bloggers can prompt audiences to self-reflect, evaluate and adjust their learning behaviors and states. Advocating time management and efficiency in this manner is not only about scheduling skills, but also reflects a life attitude. They use the video to send a message: through effective time management, we can better control our lives and achieve personal goals. This kind of information transmission inspires the audience to think about how to optimize their daily schedule to improve life quality. Respondent 6 said: "Some of them (the audience) would clock in with me, or clock in by sending me a personal message." For example, someone told me that he previously he didn't begin writing his summer homework until the last day before the new semester. However, after watching my

video, he tried to finish all the summer homework a few days before the new semester. Therefore, the media context constructed by the blogger, that is, the mediatization emotional practice of self-presentation, has become the object for the audience to learn and emulate, and truly affects their daily life.

5   Discussion and Summary

5.1   The Connected "Front-End" and "Back-End"

Through semi-structured interviews, this paper finds that there is no clear distinction between the front-end and the back-end of the self-presentation of learning bloggers, and learning bloggers generally connect the front-end and the back-end of the self-presentation. The emotional factors involved, both the endogenous emotion of self-initiative and the exogenous emotion supported by others, are the "components" that connect the front-end and the back-end. In stereotypes, learning vloggers are thought of as actors, the differentiated roles played by subjects in the front-end and back-end office that Erving Goffman (2002:17) describes. There is a difference between the mediatization self-presentation and the image in reality. This difference comes from the consumption of symbols for the purpose of obtaining benefits. The consumer society uses a kind of seductive symbol to create symbols and meanings, so that we are manipulated and controlled by symbols, which results in virtualization of consumption and demand, and thus the simulatization of social development[45]. Learning bloggers have their particularity. On the one hand, driven by self-efficacy, they discipline their behavior with the mediatization practice of self-presentation, becoming the object of gaze and showing their true selves. Nick Couldry and Andreas Hepp (2017:45) believe that mediatization describes the changes that society undergoes through media, and the process by which social structures become more complex and interconnected. In today's society, the subjects who carry out mediatization practice in self-discipline are mainly concentrated in the groups with clear education or employment goals (such as post-graduate entrance examination, the civil service examination and studying abroad). The bloggers who show the real learning process are especially prominent in the fields of postgraduate entrance examination and the civil service examination, which reflects the influence of both individual and social factors. From the individual level, they have less pressure, most of them have not got married, and they do not bear greater economic and social responsibilities. Therefore, they can focus on specific goals such as postgraduate entrance examination and the civil service examination, and have more time and energy to create content and attract the attention of the audience by continuously recording their learning process. This transparent learning process meets the audience's needs for authenticity and companionship, and also enhances their communication influence in cyberspace. From the social level, the current social structural pressure has intensified the competition of postgraduate entrance examination and the civil service examination. Around 2002, China's birth rate was at its peak with a large population base. This leads to the imbalance between supply and demand in the current job market, and the structural contradictions in China aggravate the pressure of individuals on career choice. In this context, by sharing their

exam preparation process, bloggers are actually responding to social structural anxiety, attracting a large number of audiences who are also facing the dilemma of choice, thus forming a wide range of resonance and communication effects.

On the other hand, in the context of liquid surveillance, the surveillance culture incorporates the observer and the object into the social interactions of daily life [46]. This kind of social interaction is not only the dialogue between the blogger and the audience, but also the dialogue between the group under social pressure and the social environment (Goffman.E, 2002:242). In addition, because the goal pursuit of learning bloggers and their audiences is consistent, and digital communication gives this interaction process stealth and transience, so the social burden is weakened. Therefore, the interface comments and bullet screens played in learning bloggers' videos play is not only a kind of monitoring, but also a kind of emotional support and companionship.

5.2   Summary

This paper explores how learning bloggers present themselves through social media platforms in the context of the emergence of knowledge economy and social media, and how emotional factors affect the daily lives of bloggers and their audiences. The study found that learning bloggers carried out the mediatization practice centered on self-presentation through the use of symbolic scenes, disciplined behaviors, emotional sounds, and the perspective of showing thinking. In this process, emotion becomes the core of their self-presentation mediatization practice, and bloggers and audiences form a community of emotional practice in the interaction. Through in-depth interviews, this paper finds that ritualized mediatization practices can influence or shape the imagination of bloggers and audiences about learning practices, and can really affect their daily lives. Erving Goffman believes that social behavior has the nature of performance, and daily life is a field of social interaction (Goffman, 2008:7), which is confirmed in this study. On this basis, this paper extends the self-presentation theory to a wider range of research on Internet communication, expanding the scope of application of self-presentation theory. In addition, Couldry and Hepp (2017:45) believe that mediation can lead to social and cultural changes in organizational complexity. Through this study, it is found that mediatization practice of self-presentation can have a real and practical impact on daily life, extending the research depth of mediation theory. On the other hand, this study provides a profound insight into the role of emotion in building social media interaction in the digital age, and provides strategic guidance for bloggers and platform operators to effectively use emotion factors in content creation and community management, and also helps to study the role of emotional insight, emotional arousal and emotional resonance in the formation and development of interest-related groups.

This paper has the following shortcomings, which need to be further supplemented and improved in the follow-up research. First of all, this study mainly focuses on the analysis of video content, without in-depth discussion on live broadcast, a more interactive and real-time form of communication. However, live broadcasting is a more direct field for observing the process of self-presentation. As a form of digital communication with strong immediacy and spontaneity, live broadcasting can more di-

rectly show the self-presentation process of bloggers, and audience feedback (such as bullet screens and comments) has more immediate impact. This is quite different from the process of post-recording video editing and release. Secondly, this paper takes the bloggers who are preparing for college entrance examination, post-graduate entrance examination, civil service examination and overseas study as the research object, which may lead to the limited interpretation of the conclusion. (As shown in Table 1) While this group is representative of the contemporary society, there may be limits to the extensibility of its conclusions. The group preparing for post-graduate entrance examination and civil service examination was unique to certain extent in terms of behavior pattern and social background, with its audience target being relatively concentrated, and the social pressure and motivation being relatively unitary. In order to improve the wide applicability of the research, the future research should be expanded to more diversified groups and content fields, such as career bloggers and lifestyle bloggers, etc. Through cross-group comparative analysis, the universality and explanatory power of the conclusions will be enhanced, and academic discussions on self-presentation and digital communication will be further enriched. In order to further study the emotional practice of self-presentation of bloggers, we should explore how bloggers balance the control of video content by platform algorithms and the self-encouragement of video production from the perspective of platform capitalism.

References

1. Choi, Sukyoung, Dmitri Williams, and Hyeok Kim. "A snap of your true self: How self-presentation and temporal affordance influence self-concept on social media." *New Media & Society* (2020): 1461444820977199.
2. Yang Tian and Zhang Fang. "The Cross-cultural reverse effect of relation-motivated self-presentation strategies: An empirical study of social media use among Chinese expats in the United States." *International Press* (06) (2021),73-97.
3. Thompson, John B. "Mediated interaction in the digital age." *Theory, Culture & Society* 37.1 (2020): 3-28.
4. Li Biao and Gao Linxuan. "Do game characters affect players' perception of real social roles? - Research on the interactive relationship between players and online game characters from the perspective of technological mediation theory." *Journalists* 05 (2021): 67-82.
5. Dredge, Rebecca, and Lara Schreurs. "Social media use and offline interpersonal outcomes during youth: A systematic literature review." Mass Communication and Society 23.6 (2020): 885-911.
6. Shen Yishan and Chen Sheng. "Self-presentation and post-feminist discourse practice in short Videos about Chinese women's divorce: An ethnographic observation of RED." *News Lovers* 07 (2024): 64-67.
7. Pera, Rebecca, Sarah Quinton, and Gabriele Baima. "I am who I am: Sharing photos on social media by older consumers and its influence on subjective well-being." Psychology & Marketing 37.6 (2020): 782-795.
8. Zhang, Kexin, et al. ""it's just part of me:" understanding avatar diversity and self-presentation of people with disabilities in social virtual reality." Proceedings of the 24th international ACM SIGACCESS conference on computers and accessibility. 2022.

9. Yang Taolian. "Weibo communication and fashion identity." *Contemporary Communication* (06) (2015), 76-77+108.

10. Duffy, Andrew, and Hillary Yu ** Kang. "Follow me, I'm famous: Travel bloggers' self-mediated performances of everyday exoticism." Media, Culture & Society 42.2 (2020): 172-190.

11. Erving Goffman. *Encounters* (translated by Xu Jiangmin and Ding Hui). Beijing: Huaxia Publishing House (1990).

12. Goffman, Erving. "The presentation of self in everyday life. 1959." *Garden City,* NY 259 (2002).

13. Finneman, Teri, Ryan J. Thomas, and Joy Jenkins. ""I always watched Eyewitness News just to see your beautiful smile": Ethical implications of US women TV anchors' personal branding on social media." *Journal of Media Ethics* 34.3 (2019): 146-159.

14. Sigelman, Lee. "The presentation of self in presidential life: Onstage and backstage with Johnson and Nixon." *Political Communication* 18.1 (2001): 1-22.

15. Zhao Hong and Wu Xiaoqing.. "A study on the practice and structure of influential factors in the use of Meipian essays for the elderly: Based on the actor network theory." *Contemporary Communication* (04) (2023),105-108.

16. Bitman, Nomy. "'Which part of my group do I represent?': Disability activism and social media users with concealable communicative disabilities." *Information, Communication & Society* 26.3 (2023): 619-636.

17. De Fina, Anna, and Jungyoon Koh. "Vlogger, storyteller or character? Chronotopic identity shifts and multimodal resources in COVID-19 vlogs." *Discourse, Context & Media* 59 (2024): 100788.

18. Couldry, Nick, and Andreas Hepp. The mediated construction of reality. *John Wiley & Sons*, 2018.

19. Zeng Xiangmin and Weng Xudong. "Bridging national narrative and individual discourse: The practical logic and action method of mediatization of excellent traditional culture." *Journalism and Writing* (02) (2024), 14-24.

20. Giaxoglou, Korina. A narrative approach to social media mourning: small stories and affective positioning. *Routledge*, 2020.

21. Montag, Christian , H. Yang , and J. D. Elhai . "On the Psychology of TikTok Use: A First Glimpse From Empirical Findings." *Frontiers in public health* 9 (2021):641673.

22. Jiang Qiaolei, Zonghai, Zhang Zizhong and Wu Yibo. "Healthy aging and media aging: Effects of media exposure on mental health of the elderly." *Journalism and Writing* 08 (2024): 5-18.

23. Zhang Jie, Ma Yikun. "Private emotion expression, multiple self-management and situational creativity: Emotional work and self-practice based on microblog in youth groups *The International Press*, 2023,45(12):65-80.

24. Dou, Gloria Yan. "Toward a non-binary sense of mobility: insights from self-presentation in Instagram photography during COVID-19 pandemic." *Media Culture & Society 2015*(2021): 43(8), 1395-1413.

25. Rosa, Hartmut. Beschleunigung und Entfremdung: Entwurf einer kritischen Theorie spätmoderner Zeitlichkeit. Suhrkamp Verlag, 2013.

26. Xu Hongzhi and Jin Tianyu. "Emotional Community in the Digital Age: How do "Fans" assemble into "fans circle"?" *The Journal of Humanities* (05) (2024), 106-116.

27. Papacharissi, Zizi. Affective publics: Sentiment, technology, and politics. *Oxford University Press*, 2015

28. Cai Jianfang. *Reinventing Learning: Learning Practice and Cultural Interpretation in Live Learning* (Master's Thesis, Yunnan University). (2022) Master

29. Sun, Yuxin. "The flow and extension of mediated emotion: A case study of Vlog of daily life type." *Journalism and Writing* (06) (2024): 104-109.

30. Ma, **aozhen, et al. "Weibo "Super Topic Community": Virtual Community from the Perspective of Interactive Ceremony Chain." 7th International Conference on Social Science and Higher Education (ICSSHE 2021). *Atlantis Press*, 2021.

31. Cavalcante, Andre. "Affect, emotion, and media audiences: The case of resilient reception." *Media, Culture & Society* 40.8 (2018): 1186-1201.

32. Gu Chudan. "A study on the interactive ritual chain of social platform communities from the perspective of social networks: A case study of fan communities." *The China Youth Research* (02), (2022), 37-43+29.

33. Wang Sheng, Chen Yuanyuan and Ren Lijuan. "Self-presentation of librarians' images in short video platforms." *Library Science Research* (01) (2024),59-67.

34. Uski, Suvi, and Airi Lampinen. "Social norms and self-presentation on social network sites: Profile work in action." *New media & society* 18.3 (2016): 447-464.

35. Li Guanghui and Xiao Ying. "The Road of "Breaking the Circle" of Slow Variety's "Let's Read Together"." *China Radio and Television Journal* (05) (2024): 112-115.

36. Tseëlon, Efrat. "Self presentation through appearance: A manipulative vs. a dramaturgical approach." Symbolic Interaction 15.4 (1992): 501-514.

37. Dong Jinquan and Luo Xinyu. "Webcast from the perspective of "Emotion" - Based on in-depth interviews with 30 young anchors and fans." *The China Youth Research* (02), (2021): 90-96.

38. Tian Hao. "Eliminating Digital Segmentation: The possibility and feasibility of building cross-cultural emotional community." *Journalism and Writing* (01) (2024): 36-44.

39. Peng Lan. "Connection and Disconnection: The pendulum of Internet Law." *International Press* 02(2019): 20-37.

40. He Mengyi. "Media Situation Theory: A Restudy of Joshua Meyrowitz's Communication Thought. *Modern Communication*" (Journal of Communication University of China) (10), (2015): 14-18.

41. Brennen, J. Scott, Philip N. Howard, and Rasmus K. Nielsen. "What to expect when you're expecting robots: Futures, expectations, and pseudo-artificial general intelligence in UK news." *Journalism* 23.1 (2022): 22-38.

42. Zhou Yong and He Tianping. "The "autonomous" situation: A contemporary representation of live broadcasting and the construction of social interaction: A re-examination of Joshua Meyrowitz's Situation Theory." *International Press* (12), (2018): 6-18.

43. Schreurs, Lara, and Laura Vandenbosch. "Introducing the Social Media Literacy (SMILE) model with the case of the positivity bias on social media." *Journal of Children and Media* 15.3 (2021): 320-337.

44. Yuan Guangfeng. "Community of Feelings: Emotional Circulation and Identity Construction in Digital Media." *Journalism and Writing* (01) (2024), 5-13.

45. Shi Xianwei. "The "Implosion" of the Technological Age: From Marshall McLuhan, Jean Baudrillard to Donna Haraway. *Journal of modern transmission* (*Journal of Communication University of China*) 05 (2023), 21-29+36.

46. Lyon, David. "Digital citizenship and surveillance| Surveillance culture: engagement, exposure, and ethics in digital modernity." *International Journal of Communication* 11 (2017): 19.