Afterword

The Need for Implicit Cognition Research in the Developing Field of Social Psychology in China

I have directed my school’s scientific research and foreign affairs for many years, participating in long-term partnerships with American, Canadian, and French universities. I feel that an important sign that a country is modernizing is that people become more important than physical objects. In recent years, the governments of many countries have begun to emphasize “people-oriented” governance principals.

From an academic perspective, “people-oriented” governance demands psychology research. For example, “a country located in eastern and central Asia and on the western Pacific Rim whose southeastern border reaches the ocean and northwestern border extends into the interior” is a statement of geographical fact. However, if the country is China, this knowledge may fall within the scope of cognitive psychology. Without human thought and consciousness, the natural world itself is essentially meaningless. For thousands of years, Chinese culture has emphasized the relationships between man and others, environment and society. These relationships are not only the objects of social cognition but also of human cognition more broadly. However, I believe that social cognition, especially implicit cognition, has not yet received widespread attention in China. Though implicit cognition research began to be conducted only recently in China, it is undergoing rapid development.

Dr. Zheng Jin is my colleague at Zhengzhou Normal University. He has been devoted to the study of social cognition and language cognition for many years, despite his young age. He is the editor of this book, which selectively discusses issues related to implicit cognition and gathers the latest research findings in this field from more than ten countries. The contents of this publication cover many topics, including implicit learning, implicit research methods, implicit attitudes and education information technology, and reflect the latest developments in the field of implicit cognition. This book is an important resource for Chinese scholars who want to understand the research findings related to implicit cognition. It is designed not only to help Chinese people who desire to study and apply implicit cognition theories understand the cutting-edge research in the field but also provides a critical reference for the development of cognitive psychology and social psychology in China. This publication is suitable for students and researchers in the field of social psychology. In addition, the development of social cognition is a key measure of the education standards of teaching colleges and plays a decisive role in discipline construction. I sincerely hope that this edited book contributes to the improvement of Zhengzhou Normal University’s international influence in the field of psychology.

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Lizhu Jiang, professor at Zhengzhou Normal University, is also the vice-president of this university. She oversees the development and administration of Foreign Affairs and Scientific Research schemes. She was also for many years involved in the management of the Academic Committee. She appears frequently as a senior visiting keynote speaker at universities in America, Canada, and abroad, including recent addresses in Australia and the United Kingdom.