

Research on the paths and methods of “telling Chinese stories well” in college English teaching

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Abstract: The reform and innovation of English teaching in colleges and universities, with the purpose of “telling Chinese stories well”, carries out the fundamental task of ideological and political education and moral education, which will promote students' knowledge accumulation, ability training and cultural application, and comprehensively improve the comprehensive quality of college students. The research on the path and method of “telling Chinese stories well” in college English teaching is gradually in-depth. First, the paper expounds the background of the idea of “telling Chinese stories well” and its important position in higher education. Further, it clarifies its positive role in transmitting Chinese culture, values and national image, and even in cultivating students' intercultural communication ability. Finally, it puts forward a series of effective paths and methods, hoping to reform the concept of teachers and students, truly “tell Chinese stories well”, and transmit excellent traditional culture, which is worthy of our in-depth exploration and practice.

Key words: Colleges and universities; English teaching; Telling Chinese stories well; The path; Method

Introduction

In today's increasingly globalized and informationized world, foreign language education, especially college English teaching, plays an important role in cultivating talents with international vision and intercultural communication ability. However, how to effectively spread Chinese culture, tell Chinese stories and enhance the world's understanding of China's historical tradition, social development and national spirit with the help of educational opportunities has become an era issue in China's higher education. “Telling Chinese Stories Well” is not only an important strategy for China's foreign communication, but also a new direction for the reform of English teaching in colleges and universities. It emphasizes that the rich excellent Chinese culture should be incorporated into the teaching content through English education, and the real image of China should be displayed in diversified forms, so that students can express and transmit Chinese values to the world in English while learning the language. The following is a detailed discussion on the path and method of “telling Chinese stories well” :

I. The origin of “Telling China's Stories well”

In the context of globalization, “Telling China's story well” is deeply rooted in China's new demand for foreign exchanges and cultural soft power enhancement. In the global cultural communication pattern, the story and image of a country are often shaped through media, education and cultural exchanges, and how to tell a true, three-dimensional and comprehensive China has become the key for China to take the initiative in the international discourse system and establish a good international image. Looking back at its historical context, the idea and practice of “telling China's stories well” can be traced back to the stage of increasingly frequent foreign exchanges after China's reform and opening up. With the rapid development of China's economy and the deepening of social changes, China's influence on the world stage is gradually increasing. However, the outside world's understanding of China is often misunderstood. In order to present the real face of China to the world and enhance the understanding and recognition of Chinese culture among people around the world, the Chinese government has begun to actively promote the transformation of its external communication strategy. In the 21st century, especially in recent years, the Chinese government has proposed to “tell China's story well and spread China's voice”, advocating a more vivid way to explain China's development path, values and changes in people's lives. It is not only reflected in the external publicity work at the national level, but also gradually permeated into various fields of English teaching in colleges and universities and English communication among students. In this way, it is also helpful to train national talents with cross-cultural communication ability, so that they can spread excellent traditional culture, national spirit and national wisdom on a global scale, and improve the influence of Chinese culture on the world.

II. The necessity analysis of telling Chinese stories well in college English teaching

1. Actively respond to the requirements of quality education

In the higher education system, quality education, curriculum ideology and politics and moral education have become the hot words of the year, playing a key role in education reform and innovation. It specifically emphasizes on improving students' comprehensive quality and innovation ability while implanting professional knowledge. Integrating Chinese stories and culture into college English teaching meets this requirement in many aspects: First, promoting the formation of cultural self-confidence and national identity. By telling Chinese stories, students can enhance their understanding of Chinese traditional culture, modern development achievements and values in the process of learning foreign languages, so as to cultivate their cultural self-confidence, which is also a key part of personality building in quality education. Second, to promote the formation of multiple perspectives and critical thinking. A good Chinese story not only contains positive content, but also covers the challenges and reflections of historical changes and social progress. The clever input or output of such content helps guide students to think from the perspective of international communication, cultivate their ability to objectively examine local culture, and learn to make in-depth and persuasive cultural expressions in English. There are many others like this, which can encourage students to think independently, explore independently and apply in practice, and drive Chinese culture to the world stage.

2. Promote students' cross-cultural competence

In the context of globalization, cross-cultural communication competence has become the core of the cultivation of high-end foreign language talents. The Chinese story element in college English teaching plays a significant role in improving the corresponding competence, which is reflected in the following aspects: First, promoting cultural exchanges and mutual learning. By carefully selecting and vividly displaying Chinese stories, students can understand and appreciate the unique charm of Chinese culture, and at the same time, they can compare the similarities and differences of different cultures to promote cross-cultural communication. Second, enhance the ability of cultural interpretation. Mastering how to accurately and artistically express Chinese stories in English will enable students to better play the role of disseminators of Chinese culture in their future work and life, and help Chinese culture to enter the world stage. In this way, students can develop their foreign language skills and become new era talents with deep national culture and global vision. With the deepening of the curriculum reform, this kind of teaching application will receive more attention and support, so as to continue to improve in theory and practice.

III. The paths and methods of “telling Chinese stories well” in college English teaching

1. Emphasis on cultural training and innovation in educational concepts

In college English teaching, “Telling Chinese stories well” is not only a language practice, but also a combination of cultural inheritance and international communication. In the design of English courses, Chinese cultural elements should be systematically integrated into the teaching syllabus, including but not limited to history, literature, art, philosophy, social customs and other diverse fields. Teachers can choose representative Chinese stories, classic works or modern cases for in-depth analysis, translate them into English, and guide students to accurately and vividly express the connotation of Chinese culture in English through comparison and discussion. In the classroom practice, practical activities with the theme of “Telling Chinese stories well” are carried out, such as role play, simulated news release, micro film creation, etc., so that students can personally experience how to tell Chinese stories in English, and improve their cross-cultural communication ability in the process, and enhance their confidence and identification of Chinese culture. In addition, a combination of online and offline approaches is adopted to integrate rich multimedia resources and digital technologies, such as virtual reality and online course platforms, so as to present Chinese culture in a novel and intuitive form and attract students to take the initiative to participate in the English telling of Chinese stories. Finally, the author believes that the corresponding evaluation mechanism should be optimized to encourage students to create their own English version of Chinese stories from the practical level, and demonstrate their understanding and interpretation ability of Chinese culture through project-based assignments, oral reports and written works. To sum up, the innovation of education concept is not to shout slogans, but to go deep into curriculum design, teaching process and multiple evaluation, implement cultural training through comprehensive teaching reform, cultivate international talents with excellent foreign language ability and profound Chinese culture, and let the world listen to the voice of China.

2. Delve into the content of teaching materials to meet students' needs

The design of college English textbooks includes Chinese culture content, which lays a solid foundation for the practice and innovation of “telling Chinese stories well”. With its unique perspective and simple narration, the textbook successfully reveals the essence of Chinese culture and aims to spread the profound cultural deposits of our country. The book is carefully arranged into 15 chapters, covering multiple dimensions such as geography, history, language and literature, philosophical systems, religious beliefs, and artistic traditions, so as to ensure that students can enjoy the vast and profound Chinese culture from multiple angles and more comprehensively. To be specific, the text is concise and easy to understand, and the writing style is fascinating, and the organizational structure takes into account the systematic and educational nature of knowledge. Undoubtedly, it is an excellent model for telling Chinese stories in English. For example, in the discussion of the philosophy chapter, the core values of Confucianism and its far-reaching influence on various fields of society can be explained in depth, detailing its historical evolution, contemporary inspiration and long-term influence, so as to stimulate students' enthusiasm for learning traditional Chinese culture. At the same time, by presenting the concept of harmonious coexistence between man and nature advocated by Confucianism, students' ideological and political quality and moral cultivation can be strengthened, and further discussions can be conducted based on social hot topics, so as to cultivate their sense of identity and cultural confidence in traditional Chinese culture. Another example is to provide Confucian classics and famous sayings based on the textbooks, and collect high-quality courseware and micro-lesson resources on the Internet. Although the use of Chinese to introduce key concepts, it also plays an auxiliary role, and promotes students' understanding of practical knowledge and their ability to translate Chinese characters into English fluently. In this way, vivid stories can be used to attract students' active participation and enhance their motivation for independent learning. At the same time, it can deepen students' cognition of knowledge points and strengthen their ability to translate Chinese into English through Chinese-English comparison. In a word, the key to meet students' demand for knowledge and promote teaching reform is to delve into high-quality textbooks and content, extract and present representative Chinese stories in college English classes.

3. Focus on the students' main body and optimize the classroom mode

In college English teaching, the important position of students should not be ignored. Although promoting excellent traditional Chinese culture and guiding the telling of Chinese cultural stories, we should also strive to build a more efficient teaching mode and improve the overall teaching efficiency. First of all, with the introduction in Chinese as the foundation, to ensure that the students have an intuitive and profound understanding of representative elements such as Lantern Festival, Embroidery, Double-Ninth Festival and Paper Cutting. After that, the teacher encourages the students to switch to the English environment for discussion and exchange, by asking questions such as

“Which traditional Chinese cultures are you familiar with?” “or” Can you share any stories or customs related to traditional Chinese culture in English?” To guide students to express their experience and understanding of Chinese culture in English. In the interactive session, teachers arranged dictation exercises timely and selected key words closely related to traditional culture to ensure that students could master the English expressions of these words in practical application. Although college students may have a certain understanding of the above festivals and traditional crafts, they may encounter difficulties when describing them in English. In order to fill this gap in language conversion, teachers play a key role, including providing accurate definitions, assisted teaching with multimedia and micro-lessons, and facilitating interaction with students, which will truly help more people overcome the challenges of language conversion from their mother tongue to English. As students build up their vocabulary, they will be able to express their views in English more confidently and fluently in subsequent class discussions, sharing their own unique perspectives on Chinese culture. The author believes that the teaching method combined with specific cultural content not only improves the students’ English practice ability, but also subtly realizes the goal of “telling Chinese stories well”. This suggests that in the future education and teaching, we should respect the students’ main body, tolerate individual differences, and use various means to achieve the classroom effect of teacher-student interaction and student-student interaction, optimize the teaching mode and improve the efficiency and quality, so as to get out of the characteristics of The Times and rich connotations of college English education.

Concluding Remarks

In conclusion, college English teaching is not only the cultivation of language skills, but also an important platform for ability training, quality development and cultural exchange. “Telling Chinese Stories Well” relies on cultural training, concept and model innovation, and reconstructs the English teaching process and links, which will achieve the effect of educating people with half the effort. With long-term accumulation, we believe that more and more college students will show the charm of Chinese culture in cross-cultural communication, and confidently display China’s history and modern style on the international stage, and truly grow into a new generation of foreign language talents with a global vision and feelings of home and country. Therefore, continuing to explore and improve the effective ways and methods to tell Chinese stories well in college English teaching is of far-reaching significance for promoting the internationalization of China’s higher education and enhancing the overall understanding of China in the international community.

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