

Strategies for training college media students' ability to tell Chinese stories in English

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Abstract: College students in the new era should shoulder the mission of promoting the international communication of Chinese stories, especially for the college media students, who should use Chinese stories to achieve diversified cultural communication. Through the dissemination of Chinese cultural heritage and stories, we can promote cultural exchange and understanding, enrich the diversity of global cultures, and enhance China's international reputation and influence. As college students in the new era, we should use our knowledge and skills to contribute our own wisdom and strength to the world by telling Chinese stories. Based on this, this paper discusses how to develop the ability of college media students to tell Chinese stories well in English, and use it as a teaching tool to improve students' knowledge accumulation and cultural innovation.

Key words: college media students; tell Chinese stories in English; cultural communication

1 Introduction

Chinese stories are the carrier of Chinese national culture and Chinese national spirit. To tell Chinese stories well is to spread Chinese culture. Chinese stories are not only diverse in types, but also have connotation and profound meaning in subject matter. They include a variety of folk tales, stories of historical figures and revolutionary heroes, as well as China's path, China's system and China's development practice. These Chinese stories contain the wisdom of the Chinese nation and profoundly reflect the spirit of the Chinese nation. Whether it is the historical traditional story of "Yu Gong Removes the Mountains", or the story of "Red Culture Spirit", these stories have been spreading the wisdom of the Chinese people since ancient times, and are embedded with the contemporary values of the times. They deserve to be pondered, studied and learned from by everyone.

2 The necessities to train college media students to tell Chinese stories in English

The necessity of training college media students to tell Chinese stories in English lies in improving the international communication level of Chinese culture and promoting international exchanges.

First of all, with the rise of China and the accelerated process of globalization, the international community has an increasing demand for understanding China. As a media practitioner or media student, mastering English and telling Chinese stories in English will become an important skill. On the international stage, telling Chinese stories in English can break the language barrier and convey Chinese culture better, which will attract more international audiences and readers and increase their interests in Chinese culture [1].

Secondly, the necessity of telling Chinese stories in English lies in spreading positive images and values. As is known

to all, China has a long history and rich cultural heritage, but the differences between Chinese and Western cultures also bring certain difficulties in communication and understanding. By bringing Chinese stories to a global level in English, it can better show China's diversity, inclusiveness and innovation capabilities to the world. This can help break down Western society's misconceptions and prejudices about China, and build a more comprehensive and balanced image of the country.

In addition, the need to train college media students to tell Chinese stories in English is also to improve the international competitiveness of China's media industry. As an important player in the global media market, Chinese media organizations and media practitioners need to have an international vision and communication skills. Chinese stories narrated in English can attract more international readers and viewers, expanding the international influence and market share of Chinese media. They will also promote the further development and innovation of China's media industry.

It is necessary to train college media students to tell Chinese stories in English, because it can promote the international spread of Chinese culture, change the international perception of China, and improve the international competitiveness of China's media industry. It is of great significance to enhance international exchanges, promote cultural diversity and strengthen international cooperation.

3 The issues for college media students to tell Chinese stories well in English

Media students are not interested enough in learning English to tell Chinese stories. This may be due to a lack of awareness of the importance of English learning, or a lack of practical application scenarios and cases related to Chinese culture and history [2]. Media students tend to encounter difficulties in the process of learning English, and it is difficult for them to master English learning methods and skills. They may lack systematic knowledge of grammar and a wide vocabulary, and have no effective reading and listening skills, which makes their learning progress slow and affects their ability to tell Chinese stories. Despite their limited learning ability, media students have strong abilities to absorb new knowledge and information. Their interest in the media industry makes them willing to learn new things, and they can actively seek channels and resources to learn about Chinese stories. However, some media students lack dialectical thinking ability when telling Chinese stories in English. They may tend to view Chinese stories from a single perspective and lack the ability to examine and think comprehensively, thus affecting the quality of the article and the depth of their points of view. Media students may lack a deep understanding and recognition of Chinese culture and values. This makes it difficult for them to convey their true intentions and emotions when telling Chinese stories in English, which affects their ability to convey Chinese culture. Due to their limited learning ability and low interest in learning, media students' basic English skills are weak. They may face vocabulary and grammar problems, and have limited expression ability in speaking and writing, making it difficult for them to tell Chinese stories in fluent English.

Therefore, media students have some problems in the process of telling Chinese stories well in English, such as lack of interest in learning, poor learning ability, strong acceptance ability but weak dialectical thinking ability, unclear value orientation and weak basic English skills. To solve these problems, appropriate education and training measures should be taken to enhance students' interest and ability, and enable them to tell Chinese stories well in the international media [3].

4 Strategies for college media students to tell Chinese stories well in English

Colleges and universities can carry out ideological and political education for media students. Only in this way can we effectively encourage students to tell Chinese stories well in English and enhance their positive awareness of spreading Chinese culture.

4.1 Deepening ideological education

For college media students, it is necessary to cultivate their broad vision, so that they can master foreign languages,

understand culture and tell Chinese stories. In order to cultivate students' broad vision and rich cultural background, teachers can create diversified teaching environment, for example, they can organize students to visit the places of traditional Chinese culture, such as museums, historic sites and so on. In this way, students can have a better understanding of Chinese history and culture through practice and personal experience. Teachers can also guide students to conduct independent research and let them choose topics they are interested in, such as traditional Chinese festivals, historical figures, literary works and so on. Students can use the library, the Internet and other channels to get in-depth knowledge, explain and share the relevant knowledge. In this way, students can improve their understanding and expression of Chinese stories through independent learning.

Teachers can use multimedia technology, such as PPT, video, etc., to present vivid and interesting teaching content. By showing beautiful pictures and recording interesting video clips, they can attract students' attention and help them better understand and remember the story. At the same time, teachers can also encourage students to use multimedia tools to make works for exhibition, so as to train their creativity and expression skills. In order to make students tell Chinese stories fluently in English, teachers can organize oral practice activities, such as role play and group discussion. Through interaction and communication with classmates, students can get real-time feedback and guidance, and gradually improve the fluency and accuracy of oral expression. Through assessment, teachers can evaluate students' learning outcomes and performance. Oral speech competition, writing competition and other forms of assessment can be organized, which can not only stimulate students' interest in learning, but also promote their continuous improvement. And finally they can tell Chinese stories well in English. At the same time, teachers can provide specific feedback and suggestions to help students better identify their own problems and make improvements.

4.2 Optimizing the construction of teaching staff and strengthening their guidance to students

Colleges and universities need to build a more complete teaching team, improve teachers' own cultural accomplishment and enhance teachers' ability to teach and educate people, so as to truly promote the spread of Chinese stories.

Firstly, teachers should deeply study and understand traditional Chinese culture, including ancient Chinese literature, history, philosophy and other aspects of knowledge. Only with sufficient cultural knowledge reserve can teachers accurately guide students to tell Chinese stories well, spread Chinese culture, and stimulate students' interest and love for Chinese stories [4].

Secondly, teachers should regularly organize lectures or discussions outside class to provide a stage for students to show themselves and tell Chinese stories. Teachers can invite some professionals who are good at telling stories to give lectures on campus, and encourage students to participate in discussions and share their understanding and perception of Chinese stories. In this way, students can not only listen to the story, but also join in it, appreciate it and actively express their opinions.

Thirdly, teachers can enrich teaching resources by means of multimedia technology, such as audio-visual materials and the Internet. In class, teachers can play relevant videos, audio and other materials to vividly tell Chinese stories, attract students' attention and improve students' learning interest and initiative.

Besides, teachers should train students' ability to express themselves more in class. By organizing group discussions and debate competitions, teachers can make students participate in the narration and interpretation of Chinese stories, and cultivate their oral expression ability and teamwork ability. Teachers can also provide students with the opportunity to give impromptu speeches or write relevant articles, allowing students to show their understanding and perception by telling Chinese stories.

Lastly, teachers should actively encourage students to participate in social practice activities, such as visiting museums, historical sites, etc., to personally contact and understand the historical background and cultural connotation of Chinese stories. Through practice, students can deeply experience the charm and value of Chinese stories, which can further enhance their sense of identity and love for Chinese culture.

4.3 Using new media to carry out graded teaching

Formulating graded teaching plan: According to students' English level and expression ability, the corresponding teaching content and teaching form are designed. Students' English levels can be categorized as elementary, intermediate and advanced, and then targeted teaching is carried out according to their ability.

Using textbooks suitable for different levels: Choose the right textbooks for each level of students, and make sure that the content of the textbooks is in line with students' English level and expression ability and then stimulate students' interest in learning through rich and diverse materials such as stories, pictures and videos.

Introducing interactive learning tools: Teachers can use new media technologies to provide students with interactive learning tools, such as online learning platforms, learning apps, etc. These tools can provide a variety of learning methods, such as listening, speaking, reading and writing exercises, etc., which can better meet students' learning needs.

Creating situations and increasing interactivity: Teachers can use new media to create story situations and let students participate in them to improve students' learning enthusiasm and participation. Chinese stories can be presented in the form of video and audio, so that students can learn and use English in real situations [5].

Encouraging students to express themselves through multimedia: In the teaching process, students are encouraged to use multimedia to express themselves. As media majors, they are good at making PPT, cartoons, videos, so teachers should encourage them to tell Chinese stories in various forms, which can cultivate their creativity and expression skills as well.

Providing personalized study guidance: Through new media, students can be provided with personalized study guidance. Students can communicate with teachers online anytime and anywhere to solve doubts and improve learning.

In a word, using new media to carry out graded teaching can better improve students' ability to express and tell Chinese stories in English. Through the reasonable formulation of graded teaching plan, the selection of appropriate teaching materials and interactive learning tools, the creation of situations, the encouragement of multimedia expression, and the provision of personalized learning guidance, students can effectively improve their English expression ability and tell Chinese stories well.

4.4 Enriching English campus activities

Universities can regularly hold English corners or international exchange activities to encourage students to communicate in English, and invite foreign teachers, international students or other native English speakers to participate. Such activities can provide students with a chance to communicate with foreigners face to face, give them a chance to tell Chinese stories in English, and improve their oral English skills. Colleges and universities can organize English speech competitions or storytelling competitions to encourage students to make speeches or tell Chinese stories in English. In this way, students can cultivate their oral English expression ability and stimulate their enthusiasm for English learning through the competition. Colleges and universities can use campus media platforms, such as school websites, school newspapers, school magazines, etc., to publish articles written by students in English on Chinese stories or record related videos. This provides students with the opportunity to demonstrate their English speaking and writing skills, while also promoting Chinese stories. Colleges and universities can regularly hold cultural festivals or themed activities that focus on Chinese culture and stories, and encourage students to present Chinese stories in English. For example, students can perform traditional Chinese stories through dance, drama, music and other forms, thereby improving their skills and abilities in

English expression. Colleges and universities can set up English corner courses to provide students with additional opportunities to practice English. In such courses, students can tell Chinese stories through activities such as role playing, group discussions and speeches, and receive guidance and correction from professional teachers. This can be targeted to improve students' skills in telling Chinese stories in English. Through the above countermeasures, colleges and universities can provide diversified opportunities and platforms for students, stimulate their interest and ability to tell Chinese stories well in English, and promote the development of their comprehensive language ability.

5 Conclusion

To sum up, the combination of the above teaching methods can effectively promote students to tell Chinese stories well in English. The focus is to create a diversified teaching environment, guide students to research and share independently, use multimedia to assist teaching, cultivate oral expression ability, and evaluate students' achievements and performance. In this way, students can be well-rounded and make visible progress in telling Chinese stories in English.

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Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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