

# The Current Situation of "Three Strokes" Education in Normal Colleges and Its Solution

Dengman Song<sup>1</sup>, Ramir S. Austria<sup>2</sup>

<sup>1</sup>Zhaoqing University, Guangdong 526060, China

<sup>2</sup>University of the Cordilleras, Baguio 2600, Philippines

**Abstract:** The current state of education for students in normal colleges to write well in pen, chalk and brush (Abbreviated as "three strokes ") has always been a hotly debated topic, mainly due to the many problems encountered in the teaching of the three strokes. Firstly, the recruitment and training of teachers of the three strokes, which is of utmost importance; secondly, a reasonable curriculum; and thirdly, a sound assessment mechanism. Only when these problems are solved at the root of the problem will the other problems be solved.

**Keywords:** Three-stroke writing; Calligraphy education; Teacher training students; Calligraphy program.

## 1. Introduction

### (1) Background of the study

With the country's emphasis on traditional culture, calligraphy education has seen unprecedented development. However, the decline of people's writing ability has become a clichéd problem. The reason lies in the progress of society, where many electronic technology products have replaced writing, causing many people to forget their pen and become rusty in writing, not to mention the beauty of writing. The relevant departments are also aware of this problem and have formulated a series of measures. For example, in recent years, many teacher training colleges and universities have opened the "three strokes" course, which is bound to solve this problem at the root, which is of great significance to promote the development of calligraphy education, but at this stage, it has not achieved the expected results. From a micro point of view of the three strokes" course structure including curriculum, syllabus and other details. According to the course teaching program, the teaching effect of each lesson can reflect the reasonable structure of the calligraphy course system, which is closely related to the course system. The completeness, scientificity and accuracy of the construction of the course structure system of the "three strokes" in teacher training colleges and universities is an important guiding role for their teaching. (2018) The author summarizes the experience through the problems encountered in the teaching process of "three-stroke characters" in recent years, aiming to solve these problems at the root.

### (2) Literature Review

As early as 1992, the former State Education Commission issued the "Outline of Teaching Skills Training for Students in Higher Teachers' Training Institutes (for Trial Implementation)", which emphasized in "Part II: Training in Standardized Chinese Characters and Written Expression Skills" that "it is very necessary to further strengthen the training in standardized Chinese characters, writing skills, and written expression skills of students in higher teachers' training institutes, but these tasks are quite difficult and easily neglected"; and that "training in these three skills should begin in the first year of university". It is necessary to further strengthen the training of the three skills of standardized Chinese characters, writing skills and written expression for

the students of higher teacher training schools, but these tasks are quite difficult and easy to be neglected"; and it is pointed out that "the training of these three skills should start from the first year of the university". (1992)

As we all know, there is no such thing as a "three-stroke" teacher training program in the professional teaching corps that our country produces, so there is no such thing as a "three-stroke" teacher training. Where do these professional teachers come from? What is the professional standard of their teaching? How to test students' learning of "three-stroke characters"? This is a question that we need to seriously consider and address.

### (3) Theoretical Framework

The researcher has reviewed and collected many articles on the current situation of "three strokes" education in teacher training colleges and universities, but there are still a lot of problems. At the same time, the researcher, based on his own experience of teaching "three strokes" in colleges and universities as well as the problems encountered by his colleagues in the process of teaching, found that there are too many unresolved problems in the education of "three strokes" nowadays. Although all teacher training colleges and universities are responding to the national call for the establishment of the "three-stroke character" course, regardless of whether there are conditions for the opening of this course, as long as they are able to write a hand on the stage, they will be able to take the "three-stroke character" course, in this case, a lot of problems are directly exposed. Under such circumstances, many problems are directly exposed.

### Research Objectives:

Through interview and filming teachers's activities, this paper aims to:

1. Analyze the current status of training in "three-stroke" education;
2. Identify the problems that teachers have in the process of teaching "three-stroke characters"; and
3. Identify activities that can improve teacher-student interaction and optimize the behavior of teacher-student interaction in the teaching activities of "three-stroke characters".

Ancient China has always attached great importance to the education of writing skills. As early as the Yin and Shang

dynasties, there was training in writing skills, and the archaeological evidence of the "practice of carving oracle bones" refers to the teaching of teachers and disciples. Since then, writing education has been emphasized. The first impact on brush calligraphy was the "May Fourth" New Culture Movement, when water pens were introduced into China, but this did not really shake the people's understanding of the importance of writing, and both sides of the debate were our country's top cultural elites, who had received a very good education in traditional culture, and, on the contrary, calligraphy was also developed considerably during the debate. The development of calligraphy. (2014) in the rapid development of information technology in the 21st century, the popularity of a large number of electronic input, people through cell phones, computers and other transmission of information, text from one end of the keyboard to the other, less and less pen to write, the pen on the desk has been accumulating dust for a long time, the degree of weakening of the ability to write and the lack of attention to be imaginable, a typical example is the invisible email outlawed the exchange of letters, many people leave the campus on a Many people say goodbye to paper and pen as soon as they leave school.

Judging from the document issued by the State Education Commission in September 1992, the State has long been aware of this current situation and has formulated this program. Taking calligraphy as an example, it has strongly supported the development of calligraphy education, especially in institutions of higher learning, from the beginning when individual schools set up calligraphy majors to the present more than one hundred colleges and universities specializing in calligraphy. In terms of degrees, there is a well-established system of law education from the undergraduate, master's and doctoral levels. The same applies to primary and secondary schools, while the element of calligraphy has also been added to the secondary and university entrance examinations, requiring students to have a certain understanding of calligraphy and the ability to write. It is reasonable to say that the writing level of teacher-training students in colleges and universities should be improved compared with that of teacher-training students in the past, because several colleges and universities in recent years have opened "three strokes" classes for teacher-training students, and, in the last ten years, many colleges and universities in our country have trained a large number of bachelor's, master's, and doctoral degree holders specializing in calligraphy to fill up the team of calligraphy teachers of colleges and universities, but the result is not the same. In the last decade, many colleges and universities have trained a large number of undergraduates, masters and doctoral students in calligraphy to fill the teams of calligraphy teachers in colleges and universities. On the contrary, the overall writing level of college teacher trainees has dropped significantly compared to that of the 1990s, and the situation is not optimistic. (1997)

## 2. Design and Methodology

### (1) Research Paradigm

The main purpose of this study is to understand the current situation of "three-stroke writing" in teacher training colleges and explore the problems and reasons for them, and then make suggestions for improvement based on the results of the study, and formulate corresponding measures and methods to

solve these problems. The main contents of the study are as follows.

Firstly, we summarize the problems encountered in the teaching of "three-stroke characters" and the current situation, and make a careful observation of the teaching situation in the teaching activities of "three-stroke characters" to understand the basic situation of the teaching activities of "three-stroke characters". The basic situation of the teaching activities of "three-stroke characters".

Secondly, the problems and deficiencies of teachers in the teaching of "three-stroke characters" were studied in depth to help promote the teaching of "three-stroke characters" in the future. At the same time, a sample survey of teachers and students was conducted, which is more conducive to the identification of problems at this stage, so that the researcher can designate a program for improvement.

Finally, it summarizes the problems and factors affecting the teaching and learning of the three strokes, listens to the recommendations of the expert group, and formulates corresponding measures and plans to optimize the teaching and learning of the three strokes.

### (2) Design and Methodology

#### Problem Setting

The main purpose of this study is to analyze "the current situation of the education of "three strokes" in the teacher training colleges and its solutions", and to propose strategies to improve the teaching of "three strokes" in the light of the directives of the document No. 1992-39 (issued by the State Education Commission Teacher Training College in September, 199), as well as the problems that exist in the teaching of "three strokes" at the moment. In the light of Document 1992-39 (issued by the State Education Commission, Teachers' Training Center, September, 199), it also proposes strategies to improve the current problems in the teaching of "three strokes".

In order to complete this study, the interview survey outline in the appendix can be used to conduct the survey:

#### Study population and location

This study was conducted by observing the teaching behaviors of calligraphy teachers at the Beihai College of Art and Design in Beihai City, Guangxi Province. During a 17-week investigation, the researcher collected 17 videos of calligraphy teachers' classroom teaching during the "three strokes" teaching activities at the Beihai College of Art and Design.

#### Data collection tools

The primary data for this investigation came from the outline of the interview survey for teacher inquiries in the appendix, and the teachers' responses and thoughts were recorded through notes that served as the primary reality base for this paper.

This paper was further strengthened by videotaping the teaching activities of the "three-stroke" teachers and comparing the content of the interview data with the content of the existing survey.

#### Ethical considerations

The emergence of video recording as a tool can reveal many problems that traditional teachers fail to find in listening to a class, but it cannot be taken as a good or bad example of a teacher's lessons. For example, during classroom discussion and collaboration, the teacher walks off the podium and walks around the classroom; the teacher may speak, but does not give instructions. It is often impossible to tell from classroom videos alone.

Ethical considerations for video-based research are important and should be recognized and addressed. Consideration must be given to the impact of the presence of video equipment and its operators on the classroom environment with which they will inevitably interact. In addition, in order to provide a more adequate source of evidence for pedagogical analysis, it is advisable to use a variety of methods to collect information and develop a multi-faceted dataset, in addition to the much-needed issues of videotaping.

### **3. Results and Discussions**

#### **3.1. Optimizing the Three Stroke's Teacher Group**

In 1999, the Plan of Action for the Revitalization of Education for the Twenty-first Century proposed that "teacher-training colleges and universities should continue to make speaking good Mandarin, writing good standardized characters, and improving language and writing skills an important part of quality education." In 2006, the Outline of the National Cultural Development Plan for the Eleventh Five-Year Plan period proposed that "Calligraphy, painting, traditional crafts and other courses should be offered in elementary school that are in a position to do so". This shows that the state attaches great importance to calligraphy education. (2020) Judging from the academic qualifications required for the recruitment of "three-stroke" teachers in our country, this group of people is mainly master's degree holders, and there are also doctoral degree holders. However, most of the teachers in teacher training colleges and universities who are engaged in the teaching of "three-stroke characters" do not all specialize in calligraphy, so there is a hidden danger in the recruitment of teachers, which leads to the phenomenon of maturity of the teaching of "three-stroke characters" has always existed.

#### **3.2. Establishing a reasonable and effective assessment mechanism for school level passing**

Nowadays, there are three main types of calligraphy examination certificates recognized by the state. First, the Chinese Calligraphy Level Examination Calligraphy Examination sponsored by the Beijing Education Examination Institute, which is for the training of art lovers nationwide. Secondly, the Calligraphy Level Examination sponsored by the Art Development Center of the Ministry of Culture, which is also available to people with art lovers. Third, the Calligraphers Association sponsored by the level of social calligraphy examination, the examination is approved by the Ministry of Culture of the nationwide professional examination, enrollment is a certain foundation of calligraphy enthusiasts, according to the different levels of each student, can be divided into primary, intermediate and advanced, the examination and evaluation are generally responsible for the Chinese Calligraphers Association. From the above, we can see that none of them is for the "three strokes" teachers and calligraphy professional set up the examination, it can be said that they are for the amateur calligraphy enthusiasts in the community set up a special examination mechanism. Therefore, we must be like a teacher's license, the calligraphy examination to have strict requirements, which is not only reflected in the academic qualifications, but also in the

calligraphy skills.

#### **3.3. Strategic research**

A grading system for elementary school writing instructors has been introduced. According to the writing instructor's calligraphy theory level, writing teaching knowledge, skills, teaching art and teaching effect of the writing instructor rating, and according to the different grades to give the appropriate treatment, to mobilize the writing teacher hard to practice the basic skills, self-study motivation. The "three strokes" pass the test, the test scoring content is divided into four categories: basic knowledge of writing, written (20%); writing skills (40%) (on-site writing, connoisseur scoring); the usual writing assignments (40%); teachers "three strokes" pass the exam The content of the examination is mainly based on the new characters in the language textbooks of the self-developed textbooks, with an appropriate amount of famous poems and sentences from ancient times. The results of daily inspection and evaluation are promptly recorded in the writing files. In order to rigorous training, practice results, assessment results are linked to rewards and punishments, merit and promotion. (2021)

#### **3.4. Reasonable increase in curriculum**

The curriculum of the "three strokes" for teacher trainees is decided by the school according to the requirements for the training of talents in the specialty, and only teacher trainees learn the "three strokes". In our study and life, fountain pen is used most often and is also the easiest to learn, while brush character can be said to be the hardest to learn among the three, usually, the course of the brush will be set up the most. The author is engaged in "three strokes" teaching in colleges and universities, and each level of new students will be offered two semesters of "three strokes" courses, with a total of 64 hours of classes. The first semester is a brush class with a total of 32 class hours, two class hours a week, and among these 32 class hours there are also midterm exams and final exams, so it can be said that there are less than 30 class hours available for lessons, and if holidays are added to this, the number of hours available for lessons is very few.

#### **3.5. Editing of practical "three-stroke" textbooks**

Teaching materials are the model for teachers, and it is absolutely impossible for teachers to teach without them. However, the "three-stroke character" editing materials are of different quality, which brings a lot of trouble to teachers' teaching. Therefore, it is urgent to edit one or more good teaching materials for three-stroke characters. "The "three strokes" include brush, chalk and pen characters. The teaching of "three strokes" should be the basic skill, and the goal of training is to meet the students' future needs in the field. However, the educational orientation of some schools has deviated, treating "three-stroke writing" as an art education program." (2018) Therefore, when editing teaching materials, they must be edited according to the curriculum set by that school, and at the same time, they should be edited with the core of adapting to the current teaching. As the curriculum of "three strokes" is relatively small, and the learning task is more, the pressure is higher. In the case of brush characters, for example, there are a number of different styles of brush characters, and each font includes a number of different styles, so it is important to understand these factors when editing the lessons, and to focus on basic introductory learning.

### 3.6. Participation in calligraphy competition activities

In order to promote the development of calligraphy education, participation in appropriate calligraphy competitions is an essential activity, which is most helpful for the development of calligraphy education today. Calligraphy competitions include commercial exhibitions as well as exhibitions centered on governmental organizations. Nowadays, the government and the core of the calligraphy exhibition competitions are mainly county and competitions, municipal competitions, provincial competitions and national and competitions, the larger the level of the competition is higher, the number of participants is also the largest, and at the same time is also the most professional. In recent years. With more and more activities organized calligraphy exhibitions, which also directly contributes to the development of calligraphy education, and even certain government agencies and schools in the recruitment notice, clearly stipulated that the recruitment of personnel into the national exhibition of personnel priority. From the social adult face, this makes these exhibitions and competitions have been recognized by certain units, but from the professional level, the recruitment of teachers even to the community as a group as a condition of recruitment, which is unfair.

### 3.7. Conducting teaching practice

The current information resources that teacher trainees rely on for reflection on education and teaching include diary cases, classroom observations, field interviews, and so on. Teacher trainees' information comes more from communication and discussion with their instructors and classmates. First, we should do a good job of preparing the tools and contents needed for information collection. Do a good job of collecting video and audio materials, and understand and prepare for the issues to be exchanged and discussed in advance, so that the exchanges and discussions are more mutual; secondly, do a good job of organizing the information, record the relevant information in a timely and accurate manner, and promote the understanding of the depth of the problem. In particular, with the deepening of educational practice and learning, teacher training students' educational and teaching ability is gradually improved, and their understanding and views of the problem will continue to deepen, and the organization of information will facilitate further reflection and sorting out of the problem. Through action research on the problems encountered in education and teaching, their level of theory-guided practice can be improved, so that they can be quickly integrated into the practice of education and teaching reform in the new era and really improve their professionalism.

## 4. Conclusions

Based on the results of the survey, the following conclusions can be drawn:

1. From the founding of New China to the establishment of the Calligraphy Program in 1963, to the present day when calligraphy has become a first-rate discipline, a full 60 years have elapsed. Under the unremitting efforts of our forefathers, the calligraphy program has reached unprecedented development.

2. Through 11 years' practice of calligraphy education in the society and her own teaching experience, the researcher

summarizes that there are many problems in the "three strokes" calligraphy education in teacher training colleges and universities: the lack of corresponding teaching materials for calligraphy; the small number of courses and the large number of contents to be learnt; the insufficiency of the teaching ability of the calligraphy teachers; the lack of corresponding activities and exchanges between the teachers and the teachers; and the lack of corresponding activities and exchanges between the teachers and the teachers. There are many problems in calligraphy education: lack of teaching materials; fewer courses but more contents to learn; insufficient teaching ability of calligraphy teachers; lack of corresponding calligraphy competitions and exchanges in class.

3. More mutual evaluation and exchange between students, teachers also participate, which can not only improve the level of students' calligraphy, but also help to improve the students' motivation to learn calligraphy, which is more conducive to the teaching and learning between teachers and students.

4. Calligraphy and "three strokes" course is imperative, not only for calligraphy students, but also to help teacher training colleges and universities, "three strokes" development, only such a combination of Chinese calligraphy culture can be better carried forward and inheritance.

## 5. Recommendations

Based on the above findings and conclusions, the following recommendations are made:

1. Teachers must raise and solve any problems in teaching and learning in a timely manner if they find them during the teaching process.

2. Teachers should be student-centered in the teaching process, care more about students' learning, and take the initiative to communicate with students.

3. Students must communicate with their teachers in a timely manner when they encounter problems they do not understand.

4. Teachers and students should participate in more appropriate calligraphy activities.

## References

- [1] Outline of Professional Skills Training for Teachers for Students of Higher Teacher Training Schools (Trial) (Teachers' Department 1992-39) (Teachers' Department of the State Education Commission 1992-9) (promulgated in January)
- [2] Wang Manai. The current situation of elementary school teachers' three-stroke writing and countermeasures[J]. Teacher Training in Primary and Secondary Schools,1997(X4):19-20.
- [3] Liu Ning, Li Xuan, Deng Ping. Analyzing the problems and solving strategies of teaching three-stroke characters in basic education in China[J]. Knowledge Base,2018(03):33-35.
- [4] Zhou Zhongliang. Study on improving elementary school teachers' skills in practicing and applying "three-stroke characters" under the new situation[J]. Teaching and Learning, 2021(11):32-34.
- [5] Qin Wenwen. Constructing the structure system of writing skills courses in higher teacher training colleges [J]. Art Education Research,2018(13):158-159.

- [6] Tan Xuenian. Problems and coping strategies in the teaching of "three-stroke character" for teacher training students in colleges and universities[J]. Journal of Hunan First Normal College, 2014,14(06):77-79.
- [7] Jia Tao. Research on the Transformation and Development of Calligraphy Education in the Republican Period [D]. Nanjing Normal University,2020.DOI:10.27245/d.cnki.gnjsu.2020.002559.