

New Thoughts on the Cultivation of Calligraphy Talents under the National Strategy of Traditional Culture Revival -- Take Calligraphy Undergraduate Education of Guizhou Minzu University as an Example

Rongqian Chen

The Arts College of Guizhou Minzu University, Guiyang, Guizhou Province, China

Abstract: *As a characteristic discipline, calligraphy education cannot be innovated without inheritance. Losing the root of tradition, innovation will become an illusion and a tree without roots. How to reform, innovate and implement the reform and education of calligraphy undergraduate course under the new situation of the 19th National Congress of the Communist Party of China has important methodological significance.*

Keywords: *Calligraphy education, Native characteristic, Reform and innovation*

1. Introduction

General Secretary Xi clearly pointed out in the *Report to the 19th National Congress of the Communist Party of China* that cultural self-confidence is a more basic, deeper and more lasting force in the development of a country and a nation. It indicates that China must promote the creative transformation and innovative development of its excellent traditional culture, and better build the Chinese spirit, Chinese values, and Chinese power, and provide spiritual guidance for the people.

As an important part of Chinese traditional culture, it is significant to make Chinese calligraphy emit new light [1]. In the good situation of national development, it is a major issue faced by colleges and calligraphy teachers to combine Guizhou's actual conditions to cultivate senior calligraphy professionals who are not only suitable for Guizhou, but also meet the development needs of Chinese new situation [2]. This paper combines some explorations and practices of Guizhou Minzu University, and talks about some new thoughts on transformation and training about it.

2. Find the Correct Orientation

Discipline orientation should be accurate, which is the premise of discipline construction and development. If the orientation is not accurate, the focus will not be found in the process of specific teaching, management, construction and implementation. People will never be able to form their own discipline characteristics and discipline advantages. Taking the major of Calligraphy of Guizhou Minzu University as an example, the goal of setting the major is to cultivate comprehensive and practical professionals. Therefore, in terms of curriculum, in addition to conventional professional courses such as seal script, clerical script, regular script, running script, and cursive script, Chinese calligraphy history, theories of calligraphy, calligraphy aesthetics, seal cutting, traditional Chinese painting, mounting, etc., more courses such as calligraphy pedagogy, classical poetry appreciation and creation, exhibition planning, research on cutting-edge calligraphers, investigation of steles and historical sites are added in order to increase employment opportunities. After the students being trained, they won numerous awards in national and provincial exhibitions, and are widely praised by employers in social teaching and practice. All of these achievements benefit from accurate discipline orientation. In order to strengthen the construction of the teaching team, when hiring teachers, the school insists the principle of each with its own expertise, each with its own strengths, good complementarity and common development. Reasonable arrangements are made in terms of age, subject, expertise, etc., to ensure the continuity, rationality, and continuity of the teaching team. Therefore, in the process of transformation,

when the orientation is not accurate, the work is not easy to carry out in place, and the teaching is difficult to achieve results.

3. Combine with Local, Highlight Characteristics

When examining a discipline, it is not only a comparison among universities in the province, but more importantly, a competition of the same discipline across the country. In this way, the discipline can be better reviewed, supplemented, adjusted and improved. Only in this way can the school achieve the goal of both bringing in and playing out. Calligraphy higher education is a relatively young subject, but after decades of development and integration, a complete and mature discipline system has been formed. In this context, whether it has characteristics has become one of the important indicators to measure the vitality of the discipline. Compared with the colleges and universities in the north area and southern area of the Yangtze River, Guizhou obviously has no advantage in cultural accumulation. However, Guizhou is a concentrated area of ethnic minorities, and the script of ethnic minorities provide people with important inspiration and material. The Calligraphy major of Guizhou Minzu University seized this opportunity. Relying on and integrating the well-known experts of Shui script from Guizhou, it creatively developed and researched the five styles of Shui script [3], including seal script, clerical script, regular script, running script, and cursive script, in order to try developing new writing styles, which immediately attracted widespread attention across the country and was well received.

4. Based on Domestic, Spread Abroad

The charm of Chinese calligraphy lies in its tradition and uniqueness. Because of this, it has won the favor of foreigners. However, from a national perspective, there are very few universities and calligraphy majors that can meet the aesthetic, educational and consumer needs of foreigners at home and abroad. The main reason for this is that language ability, cultural integration and presentation skills have failed to form a scientific, systematic, efficient, and comprehensive communication and education model [4]. In order to make up for this huge regret, Guizhou Minzu University and its Department of Calligraphy are actively preparing teachers, abilities, languages, and research programs. The conception and development of these tasks are important performances and decisions of the Department of Calligraphy of Guizhou Minzu University which is dare to explore, use for innovation, seize opportunities, and quickly implement in the process of transformation.

5. Take Employment as the Guide, Find a Way out for Students

Employment is the foundation of people's livelihood. Higher education should make the practical and effective training and guidance for college students. Otherwise, it is difficult to reflect the importance and special value of higher education in fierce social competition. In terms of theory and feasibility, the employment direction of students major in Calligraphy generally includes calligraphy associations at all levels, government agencies, schools, propaganda, companies, new rural construction, publishing, editing, professional calligraphers, and so on [5]. Therefore, in the training process, letting students learn multiple subjects, practice multiple abilities, adapt to multiple positions, and quickly get into the learning condition have become an important focus in the education and teaching of the Department of Calligraphy of Guizhou Minzu University. The graduates from Guizhou Minzu University always get these comments: professional, excellent in teaching, able to plan exhibitions, and able to research frontier projects. These all come from the keen capture of the market and employment and the teaching efforts of the Calligraphy major of Guizhou Minzu University in the process of transformation.

6. Take History of Chinese Calligraphy as the Leading Course, Comprehensively Promote the Development of the Discipline

There are many problems in the teaching of calligraphy history at present, which are closely related to the lack of current calligraphy history teaching materials [6]. After sorting out the teaching, discovering the problem, and finally solving the problem, the author found that the teaching of calligraphy history is of great significance. According to the current incomplete statistics, there are more than fifty kinds of calligraphy history books (monographs or textbooks). They can be used as

textbooks to give students a view of the relative history, but at the same time there are problems with unclear systems and unclear rationale. In this case, breaking conventions, putting forward new teaching ideas, and teaching in a way that is more in line with the laws of calligraphy history has important exploration and practical significance. From the perspective of the internal context of the history of calligraphy, there are four divisions in teaching: one is the evolution of orthographic norms and the history of calligraphy; the second is the evolution of inheritance genealogy; the third is the evolution of calligraphy review; the fourth is the evolution of “skill” and “principles” in calligraphy. It is of great significance to the current higher calligraphy education to sort out these problems of in teaching. Through four semesters of learning different branches, the history of calligraphy history can be comprehensively understood from the four dimensions: characters, calligraphers, styles and skills and principles. In view of this, the research on the teaching of calligraphy history branches has the significance of exploring the demands of professional, generous and efficient teaching. It is hoped that this will effectively improve the humanistic quality of students and lay a solid foundation for the further construction and development of calligraphy in the future. Of course, there are also shortcomings and shortcomings in off-line teaching, and the problems and shortcomings in this one need to be further studied, resolved, refined and deepened. In fact, it is difficult for all disciplines to break through history teaching itself, because its divisions are difficult to integrate, and there are bound to be duplications or omissions. After exploration and practice, the teaching of *History of Chinese Calligraphy* has been well received in the industry, and the course will be rated as a first-class course in Guizhou Minzu University in 2020.

7. Encourage Teachers to Fully Adapt and Actively Explore and Practice Modern Calligraphy Teaching

The modernization process has brought all-round convenience in work, study and life. Therefore, to adapt to the modern teaching of calligraphy, it can be said that all calligraphy teachers are responsible. Any “modernized” teaching and reformation of teaching methods are to fully integrate with the society and technological progress [7]. The ultimate and fundamental purpose of any new teaching method is to achieve the progress of teaching and better cultivation of talents. Guizhou Minzu University requires calligraphy teachers to perform their duties seriously and understand their responsibilities. As a calligraphy teacher, since the COVID-19 epidemic has entered into a regular defense, only by actively adapting to the needs of online teaching can the teacher make progress and solve difficulties. Some teachers who are not proficient in operating electronic equipment can let young teachers or students handle and solve the operation problems of modern technology and tools on their behalf, so that their teaching content and skills can be presented in a way that is more acceptable to students. Some young teachers should actively explore new ways in the context of integrating media, compare different media and platforms, integrate resources, learn more successful calligraphy teaching methods on the Internet, and fully realize the modern teaching of calligraphy [8]. Regardless of the speed of transmission, the breadth of influence, and the depth of teaching, “integrating media” has one or more aspects that are worth learning from teachers [11]. Therefore, teachers should combine their own professional characteristics and students' interests, repeatedly compare and integrate, and strive to find the most effective and suitable media platform and resources [12].

8. Comprehensively Improve Students' Cultural Literacy

Calligraphy students need to have not only proficient writing skills, but also high cultural literacy [9]. The level of cultural literacy almost determines the future level of students in calligraphy art. Therefore, improving the cultural literacy of students is not only a long-term process, but also an important indicator in the process of calligraphy teaching and training in Guizhou Minzu University. Taking online courses in recent years as an example, teachers have strengthened communication with students by taking advantage of online teaching opportunities, giving students more cultural learning cases and opportunities. The university require teachers to set an example and take the lead in online communication. Even during the teaching, teachers are required to be meticulous in the use of punctuation marks. Therefore, in daily homework review, even if it is a simple text chat, the university also require teachers to standardize the language expression, whether it is in reviewing homework issues or life guidance. Teachers are asked to both check students' homework and educate students by character demonstration. Only in this way can the teaching be comprehensive, fully covered, and fully effective.

9. Comprehensive Reform of Evaluation Methods

In previous teaching evaluations, we mainly focused on teachers' academic evaluations of students. But in fact, this approach is slightly unilateral, and students should also have the power and desire to evaluate teachers [10]. It is a common practice for most colleges and universities to evaluate teachers through the Internet. In some schools, even students must first evaluate the teacher on the Internet, otherwise they cannot check the results of the course. On this issue, Guizhou Minzu University also took it for reference and improvement. The way students evaluate teachers' teaching can be supervised and managed by three levels: university, college, and department [13]. In addition, in addition to being able to fairly and earnestly evaluate teachers' teaching, the university fully respect students' willingness to learn. If students have other reasonable needs, their feedback should be specific and new requirements can be put forward. This also facilitates teachers' thinking from the overall curriculum, teaching preparation, demonstration choices, which can ensure that the specific needs and wishes of most students are met.

At the same time, the university also pays more attention to teachers' evaluation of students and the corresponding supervision. With the help of modern Internet and media platforms, teachers can digitally present students' growth files, and display their growth trajectory in a more dynamic and detailed way, such as students' cultural studies, technical practice, competition and exhibition results, and ideological trends, to fully present the growth process of students' professional culture, techniques, and ideas [14]. In addition, after each course, the university request that there should be a solemn and serious conclusion of the course. Teachers can edit and push the conditions of course teaching, student work or other assignments on a suitable platform or WeChat official account.

10. Conclusion

In short, if the orientation is not accurate and the direction of efforts is not clear during the transformation process, teaching will not be easy to produce results [15]. General Secretary Xi clearly pointed out in the Report to the *19th National Congress of the Communist Party of China* the direction to continue to promote traditional culture [16]. The Department of Calligraphy of Guizhou Minzu University has made some explorations and attempts on inheriting the tradition and purity of calligraphy, reviving undergraduate education of Calligraphy. The university has also put much effort on innovating in reforms, and constantly making calligraphy more grounded and more vigorous in the innovation, so as to cultivate talents who are in line with national development needs, conform to the trend of the times, and demonstrate the local characteristics of Guizhou. Of course, in the process of transformation, the university will still face many problems in the future. However, as explorers and practitioners of higher professional education, the experts and teacher of Guizhou Minzu University can only find effective ways to transform education by seizing opportunities, innovating and implementing step by step. Only in this way can contemporary higher professional educators live up to their lives and live up to the expectations and trust of the times.

References

- [1] Yicheng Huang. *On the education of ancient Chinese calligraphy* [J]. *Journal of Dandong Teachers College*, 24(z1), pp.78-79, 2002.
- [2] Yan Liu. *Research on the construction of higher vocational art education talent training model* [J]. *Education for Chinese After-school*, 12, pp.273-274, 2006.
- [3] Xuguang Du. *A textual research on the style of Yan Zhenqing and his family study* [J]. *Journal of Henan Normal University*, 34(5), pp.238-239, 2007.
- [4] Ming Hong. *On the changing modes of cultivating artistic teaching personnel in higher academies in the development of modern economy* [J]. *Studies in National Art*, 06, pp.30-32, 2007.
- [5] Kaisheng Liu. *Preliminarily on calligraphy education in normal universities* [J]. *Journal of Mianyang Normal University*, 10, pp.149-151, 2013.
- [6] Hong Wang. *On the basic construction of calligraphy education in colleges and universities -- From the perspective of Yunnan calligraphy education* [J]. *Yihai*, 02, pp.106-108, 2014.
- [7] Xuejun Zang. *Higher art education personnel training mode and international development research* [J]. *Journal of Bohai University*, 05, pp.129-134, 2015.
- [8] Kangmei Hu. *Calligraphy education as art education -- Calligraphy crisis in the 20th century and the development of contemporary calligraphy education* [J]. *Chinese Calligraphy*, 06, pp.156-162,

2016.

[9] Xiangming Gu. *On the importance of calligraphy art education for the cultivation of humanistic quality of college students* [J]. *Art Evaluation*, 23(4), pp.161-162, 2016.

[10] Dong Wu. *Discussion on the ideological characteristics and educational management countermeasures of students majoring in art* [J]. *Science & Technology Education*, 01, pp.163-164, 2017.

[11] Siyin Zhu. *Establishment of talent training system integrating innovation and entrepreneurship education with professional education* [J]. *Pioneering with Science & Technology*, 09, pp.46-48, 2017.

[12] Rong Ju. *An exploration of the education mode of folk-art talents training in colleges and universities and the integration of regional folk resources in Hebei Province* [J]. *Education Modernization*, 02, pp.93-95, 2017.

[13] Linlin Ji. "Technique" and "art" in higher calligraphy education [J]. *Chinese Calligraphy*, 06, pp.164-166, 2016.

[14] Bo Hu. *On the cultivation of "art + foreign language" compound talents in ceramic art against the background of "One Belt One Road"* [J]. *Journal of Jingdezhen University*, 04, pp.99-104, 2017.

[15] Wenlong Chen. *Innovation and practice of internationalized talent cultivation model for higher calligraphy education--A case study of Lanting Calligraphy Art College* [J]. *Chinese Calligraphy*, 02, pp.150-152, 2017.

[16] Jinping Xi. *Report to the 19th National Congress of the Communist Party of China* [C]. *the 19th National Congress of the Communist Party of China*, 10, 2017.