

Teaching Practice of “The Three Kinds of Handwritings” in Normal Universities

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Abstract: *The teaching of “The Three Kinds of Handwritings” is an important way to promote the educational and teaching skills of students majoring in teacher education. The teaching of “The Three Kinds of Handwritings” plays a very important role in the inheritance of traditional Chinese culture and aesthetic education, and has important practical significance. At present, although there have been multiple studies on the teaching of “The Three Kinds of Handwritings” in normal universities, there are still a series of problems. This article adopts the literature research method, aiming to explore the current situation of “The Three Kinds of Handwritings” teaching from various aspects of teaching, and analyze the challenges encountered in the current “The Three Kinds of Handwritings” teaching in universities. Thus, feasible strategies and measures are provided to enhance the effectiveness of “The Three Kinds of Handwritings” teaching in normal universities.*

Keywords: *Teaching of “The Three Kinds of Handwritings”; Teaching strategies and measures; Chinese characters*

1. Introduction

“The Three Kinds of Handwritings” refers to brush characters, pen characters, and chalk characters, which are the basic skills that normal school students must master in their future teaching work. For normal school students, to become a qualified teacher, in addition to possessing profound knowledge and professional ability to impart knowledge, they should also have good Chinese character writing skills. Yang (2014) pointed out that the “The Three Kinds of Handwritings” course mainly cultivates students' traditional culture, improves their aesthetic literacy and writing skills, and lays a solid foundation for becoming a qualified teacher. It is an important indicator for evaluating the quality of talent cultivation in universities.

According to Li (2020), “The Three Kinds of Handwritings” training can not only improve the writing ability of Chinese characters, but also improve students' quality. Enriching campus culture and cultivating excellent teachers is of great significance for improving the level of basic education.

Hao (2019) further pointed out that in the current context of the information age, with the widespread promotion of smartphones and electronic computers, the level of handwriting among college students has significantly decreased compared to past students. The phenomenon of forgetting characters while writing has become increasingly common, and there are even fewer students who can write standardized and beautiful Chinese characters. Therefore, how to carry out the teaching of “The Three Kinds of Handwritings” in universities and improve the writing skills of college students is an important issue that universities urgently need to think and research.

Through the teaching of “The Three Kinds of Handwritings”, it is helpful for normal school students to cultivate good writing skills, develop good writing habits, and absorb excellent traditional Chinese cultural wisdom. In order to improve personal writing skills and aesthetic abilities, and continuously improve oneself.

“The Three Kinds of Handwritings” course is an important component of improving students' writing skills and an important educational method for cultivating applied talents in normal universities. On the contrary, the lack of systematic and scientific “The Three Kinds of Handwritings” training will lead to the low level of students and non-standard writing habits, which will seriously hinder the cultivation of vocational skills and employment conditions of normal students in the future.

As an important component of the excellent traditional culture of the Chinese nation, “The Three Kinds of Handwritings” have played an important role in promoting traditional culture. Normal universities offer “The Three Kinds of Handwritings” course, with the aim of helping students develop good writing habits, improving their overall writing skills, enabling them to write standardized, neat, upright, and beautiful Chinese characters, thereby stimulating students' love for Chinese traditional culture and allowing them to experience the charm of Chinese traditional culture.

This article aims to explore the current situation of “The Three Kinds of Handwritings” teaching from various aspects of teaching, and analyze the challenges encountered in the current teaching of “The Three Kinds of Handwritings” in universities. Thus, feasible strategies and measures are provided to enhance the effectiveness of the “The Three Kinds of Handwritings” teaching in normal universities.

2. Method

This article points out the problems in the teaching of “The Three Kinds of Handwritings” in normal universities through literature review, and conducts relevant research on the promoting role of “The Three Kinds of Handwritings” teaching in education and teaching in normal universities. The conclusion is that the teaching of “The Three Kinds of Handwritings” has a huge promoting effect on improving students' writing skills, enhancing the vocational skills and comprehensive qualities of normal school students. In response to the problems existing in the teaching of “The Three Kinds of Handwritings”, this article proposes feasible solutions and attempts to promote the teaching of “The Three Kinds of Handwritings” through specific teaching practices, constructing a systematic, reasonable, and scientific education system.

3. Results and Discussion

The teaching of “The Three Kinds of Handwritings” is a complex and continuous process. This process involves a wide range of stakeholders, including teaching managers, teachers, and students.

3.1 *The Problems and Challenges Faced in the Teaching of “The Three Kinds of Handwritings”*

3.1.1 *Unclear Teaching Objectives*

At present, the reason why the teaching of “The Three Kinds of Handwritings” in higher normal universities is not satisfactory is fundamentally due to the unclear teaching objectives, which leads to a lack of scientific and targeted teaching content and methods. This indicates that teaching methods have a significant impact on the teaching objectives of “The Three Kinds of Handwritings” course during the teaching process.

Yi (2017) pointed out that teaching objectives are specific requirements for teachers to conduct teaching in the classroom, but due to the constraints of the teaching environment and students, there is a lack of stability and standardization. In school education, teaching objectives should be achieved through specific courses and teaching, with curriculum teaching objectives in between. The general educational objectives should be transformed into specific requirements and standards, and reflected in teaching.

Zhang (2015) pointed out that the teaching objectives of “The Three Kinds of Handwritings” course must meet the talent cultivation requirements of normal students in order to reasonably arrange students for systematic and standardized learning. The teaching objectives of “The Three Kinds of Handwritings” course are the main basis for curriculum implementation and teaching activities, which to some extent determine the direction of the “The Three Kinds of Handwritings” course and teaching.

The teaching objectives have always been one of the core issues in the teaching of “The Three Kinds of Handwritings” in normal universities. The key to cultivating students in normal universities as qualified teachers lies in the scientific and rational setting of teaching objectives. This directly affects the implementation level of “The Three Kinds of Handwritings” teaching in normal universities, affects the goal of talent cultivation, and ultimately achieves the training effect.

3.1.2 *Unscientific Teaching Methods*

The outdated teaching mode cannot achieve the original intention of “The Three Kinds of Handwritings” teaching. In response to the unique characteristics of the teaching of “The Three Kinds of Handwritings”, we should not only retain excellent traditional teaching methods, but also timely

introduce modern educational technology into calligraphy classrooms. The continuous development of modern information technology and network technology has injected new vitality into traditional teaching. It can greatly stimulate students' enthusiasm for learning calligraphy and effectively improve teaching quality and effectiveness.

Shi (2020) pointed out that currently, "The Three Kinds of Handwritings" curriculum is mainly conducted through teacher guidance and student imitation training. The teaching methods are stylized and simplified, and repetitive imitation training is relatively dull, which cannot effectively stimulate students' enthusiasm and initiative for independent training, thereby affecting the effectiveness of practical training.

Wang (2022) pointed out that currently, "The Three Kinds of Handwritings" curriculum is mainly conducted through teacher guidance and student imitation training. The teaching methods are stylized and simplified, and repetitive imitation training is relatively dull, which cannot effectively stimulate students' enthusiasm and initiative for independent training, thereby affecting the effectiveness of practical training.

The current teaching method of "The Three Kinds of Handwritings" does not reflect flexibility. The teaching methods of many normal universities are very "old-fashioned", completely following the traditional, single, and outdated traditional methods. These are not conducive to the implementation of "The Three Kinds of Handwritings" course and greatly affect the teaching effectiveness. So in the process of carrying out the teaching of "The Three Kinds of Handwritings", flexibility in teaching should be reflected, so as to help students form open and divergent thinking.

3.1.3 Insufficient Teaching Resources

Teaching resources refer to various factors such as human, material, and financial resources used in the teaching process. The role of teaching resources is multifaceted, as it can make teaching more standardized and change the differences in the quality and quantity of information transmission caused by differences in teachers or regional cultural development levels in the past. These resources can help teachers better complete teaching tasks and improve the quality of education. Teaching resources are the fundamental guarantee for the implementation of the entire teaching process.

Chen (2018) pointed out that teacher strength can directly affect the level of curriculum teaching. Some teachers engaged in the teaching of "The Three Kinds of Handwritings" have almost never received formal training, and to some extent, they are unable to shoulder the heavy responsibility of teaching "The Three Kinds of Handwritings" in normal universities. At the same time, most of these teachers are part-time rather than full-time, and their teaching objectives and requirements for "The Three Kinds of Handwritings" are not very clear, which determines that they cannot invest more time and energy in researching this course to make up for the shortcomings in the future.

Zhou (2021) pointed out that the provision of curriculum infrastructure is an important material guarantee for the development of education and the improvement of quality. Many normal universities have outdated and outdated teaching venues, equipment, and tools. There is a problem of insufficient investment in the infrastructure of "The Three Kinds of Handwritings" course. For example, many normal universities generally carry out "The Three Kinds of Handwritings" teaching in ordinary classrooms, without specialized "The Three Kinds of Handwritings" classrooms, lacking a learning atmosphere, which to some extent affects students' interest in learning "The Three Kinds of Handwritings".

Shi (2020) pointed out that it is very necessary to establish a sound supervision institution for curriculum implementation funds, strengthen supervision functions, prevent the misappropriation and waste of education funds, and make the best use of curriculum implementation funds. Further strengthening the management of curriculum implementation funds in normal universities, reasonable budgeting, and scientific allocation of school resources are the basic guarantees for schools to carry out teaching.

Educational resources, accompanied by educational practice, constantly accumulate, expand, and enrich their spiritual and material connotations, and are the foundation for the survival and development of the education industry. In practice, due to the objectivity of education, educational resources exhibit a characteristic of diversity.

3.1.4 Unscientific Teaching Evaluation

The process evaluation system is also an important component of curriculum construction. In the

modern school management system, the main role of schools in teaching quality evaluation is increasingly increasing, and the importance of self-evaluation mechanisms in schools is increasing. The continuous and regular evaluation mechanism of teaching quality has become an important driving force for leading the high-quality development of schools. The teaching evaluation of “The Three Kinds of Handwritings” course is not sound enough to adapt to the development of the times and changes in the teaching environment, and teaching evaluation still needs to be strengthened.

According to Tan (2014), during the process of guiding students to learn Chinese characters, teachers should constantly grasp and evaluate the teaching effectiveness by observing movements, asking questions and analyzing, and conducting flexible group exercises and assessments. By providing timely feedback on the evaluation results, students can continue to consolidate their acquired writing knowledge and skills in the next step of practice. Enable students to shift from passive learning to active pursuit, fully reflecting the teaching principles of individualized teaching and individualized teaching.

Tian (2022) pointed out that the assessment of “The Three Kinds of Handwritings” course is mostly carried out by the teacher, and the assessment method is homework or on-site writing. The writing content is too simple, making it difficult to conduct a comprehensive assessment of students. The existing assessment method can be called the fast food type, which has the characteristic of one-time consumption, that is, after the course assessment is completed, there is no other supporting management. This can easily lead students to deal with it in a formal manner, which is not conducive to the development of writing habits and the improvement of writing skills.

Zhong (2021) found in his research that according to research, the assessment method for “The Three Kinds of Handwritings” course in various normal universities is relatively single, with the assessment mainly based on on-site writing or post class writing. The assessment standards are arbitrary, and students are evaluated immediately after the course is over. The level of students varies, and the teacher does not have clear standards in their hands. Teachers evaluate and score based on personal opinions or abilities. Usually, teachers provide grades while ensuring basic qualifications. Students do not know what is good and what is not.

The teaching evaluation of “The Three Kinds of Handwritings” course is not scientific enough to adapt to the development of the times and changes in the teaching environment, and teaching evaluation still needs to be strengthened. This also fully demonstrates that the assessment system for “The Three Kinds of Handwritings” course in normal universities has not been established yet, and they do not attach importance to course evaluation.

3.2 Establishing Practical Teaching System for the “The Three Kinds of Handwritings” Course

3.2.1 Building a Scientific Teaching Objective System

Yin (2015) pointed out that in the teaching of “The Three Kinds of Handwritings”, pen and chalk writing should be the main teaching methods. As the teaching of “The Three Kinds of Handwritings” in normal universities, from the perspective of modern life and student practicality, pen and chalk calligraphy has a wider and wider application range than brush calligraphy. Therefore, in practical teaching, pen writing and chalk writing should be the key points in the teaching process. When students have a certain foundation in writing brush calligraphy, they should also increase their training in pen and chalk calligraphy.

Chen (2018) pointed out that the teaching of “The Three Kinds of Handwritings” must reflect the dominant position of teaching content with pen and chalk characters, systematically discuss the characteristics, methods, and training methods of hard pen writing skills, better grasp the modern trend of writing teaching development, scientifically analyze the similarities and differences between “The Three Kinds of Handwritings”, and objectively handle the teaching relationship between each other.

The teaching of “The Three Kinds of Handwritings” is obviously different from ordinary calligraphy teaching. As an important component of teachers' professional skills, it highlights the characteristics of serving teaching. Normal universities should effectively clarify the teaching objectives of “The Three Kinds of Handwritings” course to ensure compliance with the development needs of normal students.

3.2.2 Building an Effective Teaching Method System

Xu (2013) pointed out that the targeted teaching of “The Three Kinds of Handwritings” refers to using different teaching methods and means according to the different situations of students to achieve better teaching results. For example, for beginners, you can start with basic strokes and gradually increase

the difficulty; For students who have already mastered basic strokes, they can improve their writing skills by practicing commonly used words and phrases.

Shi (2020) pointed out that in the new era, the teaching of “The Three Kinds of Handwritings” in colleges and universities should focus on the integration of interesting content, and at the same time, fully draw on the teaching thinking of “Flipped classroom”, “hierarchical teaching”, “mixed teaching”, and innovate teaching methods and teaching models. Teachers and students can interact through communication methods such as email, WeChat, QQ, etc. Teaching scenes can be saved in the form of videos for students to review after class. Teachers can also set up task completion games based on classroom teaching content, fully mobilizing students' enthusiasm to participate in classroom teaching activities.

By utilizing the Internet and information technology to build a teaching platform for “The Three Kinds of Handwritings”, we aim to deepen students' mastery of professional knowledge and skills related to “The Three Kinds of Handwritings”, and improve teachers' teaching effectiveness and students' learning efficiency.

3.2.3 Building a Comprehensive Teaching Resource System

Li (2020) pointed out that the strength of teaching staff can directly affect the level of curriculum teaching. Schools can hire some professional calligraphy teachers to carry out “The Three Kinds of Handwritings” teaching, and can also provide teachers with opportunities for further learning and continuing education, systematically learning and mastering the laws of Chinese character writing. Improve the ability level of teachers, create a high-quality teaching team, and improve teaching.

Tian (2022) pointed out that setting up a separate “The Three Kinds of Handwritings” classroom to create a good writing atmosphere can help enhance students' interest in learning. In addition, teachers can use multimedia to showcase excellent “The Three Kinds of Handwritings” works to students, guiding them on how to appreciate them; You can also post works on the wall of the classroom to allow students to experience the charm of Chinese character writing, thereby improving their aesthetic and appreciation abilities.

Shi (2020) pointed out that it is very necessary to establish a sound supervision institution for curriculum implementation funds, strengthen supervision functions, prevent the misappropriation and waste of education funds, and make the best use of curriculum implementation funds. Further strengthening the management of curriculum implementation funds in normal universities, reasonable budgeting, and scientific allocation of school resources are the basic guarantees for schools to carry out teaching.

The construction of a teaching resource system has a very significant effect on the development of normal universities, especially in improving the teaching ability of teachers and the integration and intersection of academic qualifications, disciplines, and majors, providing sufficient educational space, and meeting professional development needs, which has played a positive role in promoting the development of normal universities.

3.2.4 Building a Reasonable Teaching Evaluation System

Zhou (2018) pointed out that strengthening the research on classroom teaching of “The Three Kinds of Handwritings” and exploring the quality oriented mode of classroom teaching are the focus of teaching and research activities. Construct a teaching model with teachers as the lead, students as the main body, and practice as the main line, with the basic framework of “introducing new courses - demonstrating and imitating - practicing while speaking - evaluating and consolidating”.

Li (2020) pointed out the establishment of a curriculum plan for “The Three Kinds of Handwritings”. Implement the “Three Ones” dynamic management of teaching quality, namely “correcting one homework every day; evaluating homework after class every two months to meet standards; and conducting teaching effectiveness testing every semester”. Through the dynamic management of the “Three Ones”, grasp the learning situation of each student and improve the scientific nature of learning.

The evaluation system of the course is crucial for the teaching of “The Three Kinds of Handwritings”. Therefore, the cultivation of talents in normal universities should first establish a correct cultivation concept, formulate a reasonable curriculum teaching system and assessment standards. We need to establish a standardized, effective, long-term, and practical new assessment mechanism. Only in this way can we ensure that students can effectively apply the knowledge they have learned to the next step of education and teaching.

4. Conclusions

The teaching of “The Three Kinds of Handwritings” has become a topic of educational research. This study mainly explores the problems and corresponding measures in the teaching of “The Three Kinds of Handwritings”, hoping to provide assistance to relevant educators. In fact, if we want to significantly improve the quality of the teaching of “The Three Kinds of Handwritings”, we need the cooperation of society, schools, and teachers and students. Relevant departments and universities should work together from top to bottom, especially to improve and improve the corresponding systems, to make the teaching system more reasonable. Teachers should also comprehensively reflect on this, in order to achieve satisfactory results in the teaching of “The Three Kinds of Handwritings” in universities. Satisfactory results have been achieved in the teaching of “The Three Kinds of Handwritings”, which is of great help to students' growth, and universities need to attach importance to it.

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