



## A Study on the Teaching Reform of Teacher Writing Skills Courses for Teacher Trainees in Colleges and Universities

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**Abstract:** To promote the art of calligraphy and inherit the excellent traditional Chinese culture, it is necessary to strengthen calligraphy education in primary and secondary schools, expand the influence of Chinese character writing education, and comprehensively improve students' writing literacy. However, studies have found that primary and secondary school students' ability to write Chinese characters has weakened, which is naturally related to the weakening of pen-and-paper writing in the information age, but also to the insufficient understanding of calligraphy education in school education and the lack of effective guidance from teachers for students. Teachers' writing level has a profound impact on students, and the demand for teachers to teach calligraphy in basic education poses a challenge to the writing skills of teacher trainees in colleges and universities. However, the current writing skills courses for teachers in colleges and universities have problems such as unclear positioning of the curriculum, the overall quality level of teachers needs to be improved, the skills training of the courses is not prominent enough, and the assessment system is not sound. Accordingly, the path of teaching reform of teachers' writing skills course is proposed: first, adjusting teaching objectives; second, reconstructing teaching modules; third, improving assessment methods; and fourth, carrying out diversified teaching activities.

**Keywords:** Colleges and universities, teacher trainees, writing skills, teaching reforms

### Introduction

The art of Chinese calligraphy has a long and profound history, and is an artistic treasure with both practicality and aesthetics, showing the artistic charm of traditional Chinese culture and becoming one of the cultural heritages of the Chinese nation. The Opinions of the Ministry of Education on Carrying Out Calligraphy Education in Primary and Secondary Schools" (Teaching Fundamental II [2011] No. 4) points out that "at present, with the rapid development of information technology as well as the popularization of computers and cell phones, people's ways of communicating as well as learning have undergone great changes, and the ability of primary and secondary school students to write Chinese characters has been weakened, and for the purpose of inheriting and carrying forward the excellent traditional Chinese culture and improving the national quality, it is necessary to strengthen calligraphy education in primary and secondary schools." [1] Undoubtedly, the education authorities attach great importance to the writing requirements of students. The teaching process is a process of two-way interactive communication between teachers and students, and the process of teachers' writing is a process of creating beauty and modeling for students, and the writing level of teachers has a profound impact on students. However, it is an indisputable fact that teachers' writing level has declined. [2] For this reason, in the 2013 Notice of the Ministry of Education on the Issuance of the Guideline for Calligraphy Education in Primary and Secondary Schools (Teach Ki II [2013] No. 1), it was stated that "Teachers' colleges and universities should pay attention to cultivating the calligraphic education ability of teacher trainees." [3] This study focuses on the construction of the Writing Skills for Teachers course for teacher education majors, carries out comprehensive and in-depth theoretical and practical research, explores the curricular factors affecting the writing skills of teacher trainees, and puts forward pedagogical suggestions in the face of practical problems in the course, with a view to providing reference for the practical enhancement of the learning efficiency and quality of the Writing Skills for Teachers course.

### Literature Review

In recent years, in order to inherit the culture of Chinese characters, expand the influence of Chinese character writing education, and comprehensively improve students' writing literacy, how to strengthen the writing training in primary and secondary schools and institutions of higher learning has become a hot topic in the academic world. Some researchers have studied the current calligraphy education from the teacher's factor, such as Yue and Du [4] from the perspective of calligraphy teacher's identity on the reality of primary and secondary school calligraphy education dilemma, restricted factors and breakthrough path. Wang, Zhu, and Lian [5] drew on the theory of rootedness to construct a competency model for primary and secondary school teachers oriented to the education of Chinese character writing, which provides a reference for the construction of the calligraphy teaching force. There are also studies examining the current situation of calligraphy education in schools, such as Li, and Li [6] to address the current problem of the decline in students' writing level ability, analyze the reasons for the existence of the problem, and put forward countermeasures. There are also researchers Wu [7] from the perspective of calligraphy education in higher education teacher training program pointed out



that there are still many problems and shortcomings in the current calligraphy education, and put forward strategies to improve the quality of teaching.

In summary, the calligraphy education in primary and secondary schools is not optimistic, to play the role of the teacher's demonstration and guidance must improve the teacher's writing skills, and this literature also provides theoretical support and methodological guidance for the teaching reform of the "Teachers' Writing Skills" course in colleges and universities.

### **Description of the Study Area:**

#### ***The current situation of writing skills cultivation of teacher training students in colleges and universities:***

"If a worker wants to do a good job, he must first make good use of his tools." As a profession, teachers must have certain teaching skills. As a basic skill, "three words and one sentence" has been strengthened and highlighted in the century-old secondary teacher education, which has become an important means to cultivate and improve the teaching skills of teacher trainees, and it is also the highlight and feature that distinguishes secondary teachers, who are located at the bottom of the three levels of teacher education, from teacher specialties and undergraduates, but with the restructuring of teacher education and the abolition of secondary teacher education, this skill has become a major feature of teacher education. However, with the restructuring of teacher education and the abolition of secondary teacher education, this highlight and feature of education has gradually disappeared. The reason for this is not only the restructuring of teacher education, but also the impact of the new medium of education on teaching. In recent years, research studies on classroom teaching in basic education have found that with the widespread use of multimedia courseware in teaching, teachers' written presentations in classroom teaching have gradually been reduced, which tends to create a false impression that teachers can do without writing on the slate in the classroom, and that multimedia courseware can also be used to cover up all the ugliness. This weakens the teacher training students' awareness of the importance of Chinese character writing and leads to the tendency of marginalization of teachers' writing skills classes. In addition, from the teacher training program of colleges and universities, the nature of the course is more often defined as an elective course, with more than 32 hours of classroom time and large classes; the course is very scarce in terms of the main teacher's calligraphy specialty, which is far from being able to satisfy the practical training needs of teacher writing skills of teacher trainees.

#### ***Problems in Teachers' Writing Skills Program Teaching***

##### ***Inaccurate positioning of teachers' writing skills courses***

According to the Opinions of the Ministry of Education on the Development of Calligraphy Education in Primary and Secondary Schools and the development needs of basic education, the writing skills course for teachers should be a mandatory course for students majoring in teacher training in colleges and universities; the goal of the course is to improve the standardization of Chinese character writing for teacher training students, and then strive to make their writing beautiful, so as to get a glimpse of the art of calligraphy. At present, according to the curriculum of writing skills for teachers in colleges and universities, according to the different objectives of professional training, the objectives of the courses for each specialty are also different, with Chinese Language and Literature and Elementary Education majors focusing on writing standardized Chinese characters, and other majors focusing on the writing skills of Chinese characters. From the viewpoint of the training courses for teacher trainees in colleges and universities, the training courses for elementary school language teachers pay special attention to the training of students' skills in writing standardized Chinese characters, while other training courses have relatively lower requirements for teacher trainees' writing skills, and there is nothing wrong with such an arrangement. The problem lies in the implementation of the curriculum in the process of writing theory and writing skills training in the amount of grasp is not scientific, coupled with the insufficient arrangement of classroom time, "classroom teaching proportion is small, mainly relying on the second classroom inculcation, relying on the students to learn on their own" [7] resulting in the course is difficult to achieve the expected teaching goals.

##### ***Insufficient knowledge of teachers' writing skills in the new media environment***

In recent years, with a variety of new media involved in the teaching process, the traditional means of teaching has been seriously impacted, in the entire teaching process accounted for a lower and lower proportion, which creates the illusion that the teacher's language, writing, and other traditional teaching skills will be replaced by modern technology in the future, and that the teacher's teaching skills can be made up for the lack of modern technology. In fact, language and writing skills are an integral part of teachers' quality, which directly or indirectly affects the effectiveness of teachers' classroom teaching.

##### ***Insufficient teachers' qualifications, overall quality needs to be improved urgently***

Teachers in colleges and universities, professional teachers writing skills course teachers are mostly teachers of calligraphy enthusiasts part-time, the proportion of teachers who have been professionally trained in calligraphy is relatively low, so the problem of teachers is mostly a lack of professional ability in calligraphy education and teaching, a lack of theoretical knowledge of calligraphy teaching and cultural cultivation, due to the large gap between the teachers, some part-time teachers have a low level of calligraphy skills, standardized writing teaching awareness is not strong and so on. The problem is that some part-time teachers do not have a high level of calligraphic skills and a strong sense of teaching standardized characters due to the large teacher shortage. Therefore, it is imperative to raise the awareness of the course among teachers, strengthen the construction of calligraphy teachers, and provide standardized writing skills training for teacher training students.

##### ***Skill training is not prominent and the course evaluation system is not sound***

The long-standing problem in the teaching of teachers' writing skills courses is the disconnection between teaching and training. According to relevant information, the actual situation of calligraphy skills of non-art majors: more than 80% of the students have not been posting, basically no concept of "running the pen" [8]. Teachers in the classroom teaching both theoretical explanations and skills training. On the surface of this teaching method seems to be a perfect combination of theoretical learning and skills training, but do not know that the level of students vary, large class size, no fixed calligraphy classroom, classroom instruction time is limited, and other factors resulting in poor classroom teaching, writing skills course has been highly criticized. How to assess this course has been plagued by the construction of the course, the traditional way of course assessment can not mobilize students' enthusiasm, and it is difficult to make an objective and fair evaluation of the teacher's classroom teaching.

***The path of pedagogical reform of the writing skills course for teachers :***

Problems in the implementation of the curriculum are certainly worrying, but they also provide us with insights into the path of teaching reform. On the basis of recognizing the significance of calligraphy education in basic education, insisting on strengthening the calligraphy education in the curriculum system of teacher training to become a logical component of the development of calligraphy education, calligraphy education in teacher training should be based on adhering to the traditions of teacher training combined with the needs of the new era and modern teaching resources to achieve innovative development, and to build a practical training system of writing skills teaching that is suitable for the requirements of the professional training objectives. The implementation of curriculum teaching reform and the reform of teaching objectives, teaching content, teaching methods and teaching evaluation in the course of curriculum teaching can really improve the effectiveness of teacher writing skills training for teacher trainees [9].

***Timely adjustment of teaching objectives :***

Calligraphy teaching has always been one of the important contents of language classroom teaching in primary and secondary schools in China, in fact, under the background of the influence of exam-oriented education, calligraphy teaching many schools have not been given due attention, and students not only do not get systematic and effective training before they are promoted to colleges and universities, but also develop a lot of bad habits, which also brings a lot of obstacles to the calligraphy training of teacher training students in colleges and universities. The Notice of the Ministry of Education on the Issuance of the Guideline for Calligraphy Education in Primary and Secondary Schools (Teaching Basic II [2013] No. 1) states that "a team of calligraphy teachers should be formed gradually with language teachers as the main body and a combination of full-time and part-time teachers," and "the modeling role of teachers should be brought into full play. Teachers of all subjects are required to play an exemplary role in board writing, homework correction and daily writing," [3] "The teaching goal of the writing skills class for teachers is to cultivate the ability to write Chinese characters in a beautiful and standardized manner, and to be able to initially form a set of methods of writing Chinese characters in a gradual and orderly manner, from easy to difficult, so as to prepare for the work of teachers in the future." [10] The implementation of calligraphy courses for teacher education majors should be "differentiated between majors, layered teaching", and majors such as Chinese Language and Literature, which train future language teachers, should receive systematic training in the theory and skills of calligraphy, focusing on the improvement of the professional ability of calligraphy education and teaching, while other majors should pay attention to the training of writing skills and be able to write standardized Chinese characters, with a focus on improving their own writing level. The other majors should emphasize writing skills training to be able to write standardized Chinese characters, focusing on improving their own writing level. In view of the differences in the writing level of students before they enter school, calligraphy learning should be tailored to the needs of the students, and a training plan should be formulated for each student to realize hierarchical teaching.

***Reconstructing rational teaching modules :***

Primary and secondary schools "calligraphy course teaching first requires teachers to have a high writing ability, can use the hard pen to write standardized, beautiful regular and running script, and can use the brush to copy the ancient classic tablets and posters." [11] Based on this, calligraphy teachers in teacher training programs should strengthen their research on the Guidelines for Primary and Secondary School Calligraphy Education and primary and secondary school calligraphy education to ensure the coupling of writing skills courses for college teachers with primary and secondary school calligraphy education. Curriculum construction should build different teaching modules with elements such as calligraphy theory, teaching methods, writing tools, character learning content, learning progress, teaching objectives, etc., following the law of students' cognitive learning, and implementing the principles of gradual progress, from easy to difficult, from simple to complex, in accordance with the order of character learning, and forming the teaching content of different majors through the combination of modules, realizing the teaching content of "differentiated majors" Teaching content. In the setting of class time, according to the teaching content, the difficulty of skill practice is arranged in stages to ensure the quality of students' training and achieve the desired teaching effect. The improvement of writing skills can only be acquired through repeated action practice, so we should solve the relationship between "teaching" and "practice", this course should formulate a plan for writing skills training, step by step organization and implementation, so that word study becomes an integral part of the learning life of the students majoring in Teacher Education, to achieve the goal of learning inside and outside the classroom. This course should formulate a writing skills training plan, organize and implement it step by step, make word study become an integral part of teacher education majors' learning life, realize the

organic combination of learning inside and outside the classroom, and stimulate the enthusiasm of students to participate in writing skills training.

#### ***Improvement of writing skills assessment methods :***

In order to achieve the teaching objectives of the writing skills training course for teachers, it is necessary to develop scientific and reasonable assessment methods. In view of the special nature of the course learning, to achieve the purpose of assessment for training, to develop a writing skills training assessment program focusing on the learning process assessment, to achieve the normalization of the evaluation of calligraphy teaching. Can draw on the successful experience of the Putonghua level examination, English level examination, according to the composition of the course module classification design assessment standards, the standard should reflect the hierarchy, so as to facilitate the assessment of different levels, different learning stages of students. The assessment of the course implements dynamic management and pass system, students can choose to participate in the assessment of different learning modules at different levels according to their own learning situation, when students meet the requirements of the training objectives, they can obtain the certificate of passing the teacher's writing skills, and at the same time, they can obtain the credits of the course.

#### ***Diversified teaching activities :***

The implementation of teachers' writing skills program is not limited to classroom teaching, but should build an open classroom, penetrate into the learning life, and deal with the relationship between lecturing and practicing, learning and using, inside and outside the classroom. Calligraphy teaching emphasizes practice, and classroom teaching should implement the teaching strategy of precise lectures and more practice. Teachers should introduce students to the door of practice in the classroom, let students know how to practice in class, and open up both inside and outside the classroom. Encourage students to learn calligraphy in practice and apply calligraphy in life. Schools should build a strong atmosphere for learning calligraphy, set up calligraphy clubs, hold calligraphy lectures, organize calligraphy competitions, visit calligraphy exhibitions and related activities to stimulate students' enthusiasm for writing Chinese characters and expand the space for learning calligraphy, so that students can improve their calligraphy level in the activities. <sup>[6]</sup>

#### **Conclusion**

The problem of Chinese character writing among adolescents has become apparent and has attracted the attention of all sectors of society, and teachers play an intermediary role in solving this problem. Therefore, we need to strengthen the training of Chinese character writing skills for in-service teachers, and at the same time improve the writing course in the pre-service training of future teachers. As a comprehensive practical course for teacher education majors, the writing skills course for teachers integrates scientific, artistic, ideological and practical aspects, and is an important carrier for cultivating future teachers' professional skills and literacy education. It plays an important role in passing on the unique and excellent culture and art of the Chinese nation, cultivating students' aesthetic and cultural qualities, improving students' humanistic qualities, stimulating students' consciousness of cultural inheritance, and promoting and developing the traditional culture of the motherland.

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