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# Investigation and Analysis of the Current Situation of Chinese Calligraphy Teaching in Primary Course

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**Abstract:** With the increasing promotion of international Chinese teaching, Chinese culture is more and more favored by many nations in the world. As an important part of Chinese culture, calligraphy exudes endless charm, attracting many foreign students to enter calligraphy classes to learn and explore this ancient Chinese art. At the same time, calligraphy teaching can also correct the mistakes of foreign students in writing Chinese characters and cultivate good writing habits, which is not only conducive to improving the level of Chinese, but also can effectively spread Chinese culture. Then how to implement calligraphy teaching in international Chinese class? This paper mainly explains the particularity of Chinese calligraphy in international Chinese teaching by comparing the differences of calligraphy teaching at home and abroad, then investigates and analyzes the current situation of elementary Chinese calligraphy classroom teaching. Foreign calligraphy courses can learn from domestic calligraphy teaching and other courses, and try to put forward corresponding solutions to provide reference for the calligraphy teaching of international students.

**Keywords:** Calligraphy Teaching; Teaching Chinese as a Foreign Language; Investigation and Analysis.

## 1. Introduction

Calligraphy is not only a rule for writing Chinese characters, but also a traditional art form that has been passed down for thousands of years. Calligraphy teaching has also become an important way for foreign students to understand Chinese culture, and it can also improve students' interest in learning Chinese characters. But we should also clearly recognize the shortcomings of foreign calligraphy teaching. This paper will make a simple explanation through observation method combined with specific teaching cases, and find the main problems in the current teaching of Chinese calligraphy as a foreign language.

## 2. Comparison of Calligraphy Teaching in Primary Stage at Home and Abroad

Calligraphy education in primary school is the enlightenment stage of calligraphy learning, the foundation stage of calligraphy inheritance, and the important stage of aesthetic cultivation. Chinese calligraphy teaching began in 2011. The Ministry of Education put forward the requirements of calligraphy (hard brush and brush) education for students in the compulsory education stage in the Chinese Curriculum Standards for Compulsory Education (2011 edition). in junior high school, students can not only write regular letters correctly, but also imitate the calligraphy of famous artists and appreciate the aesthetic value of calligraphy. The education department will include traditional Chinese calligraphy in the education curriculum, and combine calligraphy with the college entrance examination evaluation, in order to awaken the public's attention to calligraphy through these actions, and better inherit and promote the excellent traditional Chinese culture. It can be seen that calligraphy teaching occupies an important position in domestic primary and secondary school teaching. However, foreign calligraphy teaching emerged relatively late and encountered a series of problems in the process of development. In 2009, the International Seminar on Overseas Calligraphy Teaching and teaching Materials was held, which clearly pointed out the necessity and urgency of Chinese scholars to compile international calligraphy teaching materials. In 2012, the 8th International Conference on Chinese Calligraphy Education was held in the United States, and it was proposed that Chinese calligraphy overseas should combine theory with practice and combine calligraphy with more disciplines. It can also be seen that overseas calligraphy teaching has received more and more attention, and its teaching content and mode will be more abundant.

Through the careful analysis of teaching cases by observation method, it is found that when the teacher introduces the background knowledge of calligraphy to the students in class, the students show great interest. Then, in the specific calligraphy teaching, the teacher explained a lot of Chinese cultural knowledge about a specific word and showed a lot of pictures of calligraphy works in the course of teaching. If the students only looked at the relevant pictures, they could accept it, but when explaining, the students could not understand and began to whisper, especially when writing. It can be seen that in the face of such teaching phenomenon, the difference between domestic calligraphy teaching and foreign calligraphy teaching is also reflected in the teaching object. From the above-mentioned cases, it can be seen that the calligraphy teacher did not distinguish the domestic calligraphy teaching from the foreign calligraphy teaching objects, and the students' Chinese level was not able to accept such calligraphy classroom learning. The object of Chinese calligraphy teaching is Chinese students who have a Chinese foundation since childhood. There is no language barrier between the teacher and the students during the teaching, and the students can clearly understand the teacher's instructions. In addition, students have years of experience in writing Chinese characters, and their perception of strokes and structure of Chinese characters is much stronger than that of foreign learners. The Chinese calligraphy class as a foreign language teaches foreigners to learn calligraphy, and the particularity of the teaching object is the fundamental

difference between the Chinese calligraphy class as a foreign language and the Chinese calligraphy class at home. At the same time, there will be a certain language barrier in communication.

In the teaching case, for foreign learners at the primary stage, the teacher would show them the specific structure and brushwork of a certain Chinese character at the beginning of the class. However, since the students rarely touch the Chinese character, they would be afraid of difficulties at the beginning and start to escape and lose their attention to the class. After making a brief introduction to this character, the teacher entered into the specific writing teaching of calligraphy, and showed the regular script calligraphy works corresponding to the specific characters to be learned in the teaching process, and personally explained the writing. Such teaching and explanation aggravated students' fear of difficulty. When students were asked to try to write, the teacher gave instructions to students to write correctly and in a standardized way, which increased the psychological pressure of students who first came into contact with the writing of Chinese characters. The teaching process is based on the previous teaching methods in China, from the structure of Chinese characters to the specific strokes and writing precautions of each step, from brush to hard brush. Moreover, the continuous emphasis on requiring foreign students to write standard characters makes students nervous and depressed in class. Thus, it can be seen that the teacher in this case did not correctly understand the purpose and content of teaching Chinese calligraphy as a foreign language, as well as the single teaching method of the course. Chinese calligraphy teaching objects are Chinese students, teachers can use the Chinese students familiar with the teaching method, which is not too difficult for Chinese students. However, it is very difficult for foreign learners, mainly because they have poor control over the thickness and direction of strokes when writing, so the structure of the characters is unreasonable, and there are also big problems with stroke order. The most important point of teaching Chinese calligraphy as a foreign language is its interest, which can activate the classroom atmosphere, stimulate learners' interest in learning, and increase foreign students' understanding of Chinese culture and calligraphy art during the teaching process, which is one of the purposes of teaching Chinese calligraphy as a foreign language. Therefore, in the process of teaching Chinese as a foreign language, teachers should pay attention to the teaching content and rely on the text and vocabulary, and do not advocate teaching a strange Chinese character suddenly, which will easily lead to the phenomenon of students' fear of difficulties at the beginning.

The main goal of Chinese calligraphy teaching is to require students to write beautiful characters, and learners with higher degrees also need to raise calligraphy learning to the art level, while the teaching of Chinese calligraphy as a foreign language is mainly to stimulate foreign learners' interest in learning Chinese. Foreign calligraphy teaching and Chinese character teaching are mutually complementary, and foreign students can understand traditional Chinese culture through calligraphy classes. Therefore, the teaching content of foreign calligraphy teaching should combine the basic knowledge of calligraphy with the experience of Chinese culture to achieve better results. Thus, they can learn more about Chinese history, culture and customs. In this way, foreign learners not only increase their cultural knowledge, but also reduce their fear of learning Chinese characters and enhance their interest in learning Chinese characters, thus improving their learning efficiency and more conducive to the spread of Chinese culture.

# 3. Principles of Foreign Calligraphy Teaching

Liu Xun pointed out that the principle of second language teaching is to guide the whole teaching process and all teaching activities based on the knowledge of the rule of language, the rule of language learning and the rule of language teaching. Therefore, as a part of teaching Chinese as a foreign language, calligraphy teaching not only embodies the basic principles of teaching Chinese as a foreign language, but also has its own characteristics. Most foreign learners learn calligraphy from their interest and desire to understand Chinese culture. It can be seen that the purpose of foreign learners to learn calligraphy is different from that of Chinese students. They mainly rely on calligraphy to learn Chinese characters, so as to increase learners' understanding of the strokes and structure of Chinese characters and further improve their Chinese character writing ability. In addition, by showing students excellent calligraphy works and teaching calligraphy cultural knowledge, teachers can deepen foreign learners' understanding of Chinese culture and help them better carry out cross-cultural communication. Therefore, in the process of teaching Chinese calligraphy as a foreign language, we should pay attention to the following teaching principles.

## 3.1. The Teaching Principle of Individualized Teaching

First, the teaching principle of individualized teaching. The principle of individualized teaching means that teachers can flexibly choose teaching methods according to different teaching objects. Students' nationality, age and mastery of Chinese are all factors that affect the teaching method. Teachers should conduct different teaching according to the level of students' Chinese level. For most students in the primary stage, it is not necessary to master advanced skills, but to understand the basic knowledge of calligraphy, master the basic brushwork skills, and preliminarily appreciate the common sense. In the face of students with high Chinese level, in addition to teaching calligraphy skills knowledge and calligraphy culture knowledge, it can also cultivate students' ability to appreciate calligraphy works and improve their feeling of the beauty of calligraphy. While students master the skills of calligraphy, they should be more involved in calligraphy culture knowledge, improve students' interest in learning calligraphy, and stimulate their motivation to learn calligraphy. Only when teachers teach students according to their aptitude in teaching, can students accept the knowledge taught in class faster, and calligraphy class can achieve better learning results.

## 3.2. The Teaching Principle of Elaboration and More Practice

Secondly, the teaching principle of elaboration and more practice. Whether it is the skill of wisdom or the skill of movement, it is achieved through repeated practice. The mastery of any skill is inseparable from practice, especially in the learning process of calligraphy, which is a strict requirement and high standard. In the teaching process, teachers need to pay attention to the content of explanation

should be targeted, and carefully choose the content to teach according to the teaching object. The explanation of strokes and structure of calligraphy should be simplified as far as possible, and the demonstration and guidance instructions given by teachers should also be simplified, and the teaching time should be more focused on calligraphy practice. Chinese characters are considered to be the biggest difficulty in Chinese learning, which highlights the importance of calligraphy teaching. Because Chinese characters are difficult to write, remember and recognize, they can only be mastered through repeated practice. By repeatedly writing and trying to understand Chinese characters, students can deepen their understanding of Chinese characters, which can also reduce the rate of incorrect characters in Chinese writing and cultivate students' sense of accomplishment in learning Chinese. In the specific teaching process, we should also pay attention to interesting teaching, in the face of boring learning content, learners will inevitably have a conflict of learning psychology. Therefore, teachers must pay attention to mobilizing the classroom teaching atmosphere, teaching content and teaching forms are diverse and interesting, in order to better attract learners, make students participate in the classroom, and better promote the continuation of the teaching process. In teaching activities, the interaction between teaching and student practice, and the interaction between students and students, teachers should face all students, fully mobilize the enthusiasm, initiative and creativity of each student, so as to make the teaching form vivid, teaching atmosphere harmonious and pleasant.

### 3.3. The Teaching Principle of Student-Centered and Teacher-Led

Student-centered and teacher-led teaching principles. "The leading role of teachers is mainly manifested in organizing, motivating, demonstrating, participating and guiding." This is explicitly mentioned in the teaching principles of second language teaching. As a purposeful and planned school education, teachers should play a leading role in any case. Teachers should give full play to their role in organizing classroom teaching, mastering the course progress, encouraging students in time and demonstrating guidance. At the same time, teacher should fully observe the learning situation and difficulties of students in the learning process, adjust their teaching plan and rhythm according to the actual acceptance ability of students, and actively guide students to better accept knowledge. However, the success or failure of teaching activities is fully reflected in the learning effect of students. Students are the main body of the learning process, so the arrangement of the whole class content should be set according to the learning needs of students, which can not only fully mobilize the enthusiasm of students in calligraphy learning, but also achieve the multiplier effect. The best way to make students truly understand and master calligraphy skills is to lead them to practice, which is an important way of teaching Chinese in the context of life. Teachers should encourage students to participate in the design of teaching activities, respect and listen to students' reasonable opinions, establish a good relationship between teachers and students, and create a relaxed and pleasant learning atmosphere.

## 4. Methods of Foreign Calligraphy Teaching

“Teaching method refers to the method used in teaching activities to complete certain teaching tasks.” In the process of teaching, teaching method plays an important role, it will directly affect the degree of teaching objectives and the final result of teaching. In accordance with the teaching principles of Chinese calligraphy class, through the observation of teaching cases and the reference of previous studies, and fully considering the particularity of teaching objectives, teaching objects and teaching contents, the author tries to extract the teaching methods suitable for calligraphy class.

### 4.1. Adopt Interesting Teaching Methods

In the teaching process, teachers should pay attention to the method of interesting teaching, through the use of vivid language, interesting materials, rich activities to arouse students' interest in learning. This teaching method can optimize the relationship between teachers and students, change the traditional calligraphy course students accept the dull theoretical knowledge mode, and create a relaxed and harmonious classroom atmosphere. Teachers can attract students' interest by making teaching materials more interesting. For example, when teaching a specific Chinese character, they can explain the origin and creation of Chinese characters, and analyze the cultural stories behind Chinese characters. There are many pictograms on oracle bone inscriptions, and teachers can show the specific development and evolution of a Chinese character. Secondly, teachers can adopt diversified teaching methods, make full use of pictures, audio and video to enhance students' interest in learning, and combine teaching with entertainment. In the calligraphy class, the video of handling methods and skills of specific characters can be played through multimedia, so that students can watch and learn, and teachers can observe the dynamics of students, so as to better standardize the learning movements, so that students can easily master the method of writing Chinese characters and improve their writing ability. Flexible use of multimedia technology can improve students' learning efficiency, but also strengthen students' understanding of calligraphy skills, students can get greater progress.

### 4.2. Adopt Heuristic Teaching Method

Secondly, adopt heuristic teaching method to guide students to master the knowledge actively and consciously. Heuristic teaching requires teachers not only to impart knowledge to students, but also to cultivate students' ability. Only by combining the two, can students not only impart knowledge of calligraphy techniques, but also cultivate students' ability to write Chinese characters and understand Chinese culture. In the process of specific calligraphy teaching, teachers can use specific and familiar things to describe the strokes and images of calligraphy, and supplement them with intuitive pictures to transform abstract into concrete, guide students to make comparison, and deepen their understanding of Chinese characters in comparison. Through such heuristic teaching, students can be guided to master more Chinese writing points and form good writing habits.

## 5. Conclusion

Calligraphy teaching can improve the enthusiasm and initiative of foreign students to learn Chinese characters, so as to improve their ability to learn Chinese characters, and at the same time, they can have a deeper understanding of Chinese culture, reflecting the dual role of language and cultural communication. However, through the specific classroom

observation, it is found that there are many problems in the teaching process. It is hoped that in the future teaching process, theory and teaching can be combined, and specific teaching experience can provide valuable strategies for calligraphy teaching to improve the teaching effect. With the wide spread of Chinese language in the world, calligraphy courses in Chinese teaching are becoming more and more extensive, and calligraphy is also an important tool to spread Chinese culture to foreign students. It is necessary to actively carry out research, sum up previous teaching experience, and jointly promote the development of international Chinese teaching.

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