

# *Integration Path of Calligraphy Education and Traditional Calligraphy Culture in the New Era*

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**Abstract:** With the advancement of education reform, the model of Chinese calligraphy education is also constantly being optimized. In response to the current dilemma of calligraphy popularization, it is increasingly important to study the integration path of calligraphy education and traditional calligraphy culture in the new era. In the study of the integration path between calligraphy education and culture, how to explore the internal relationship between calligraphy teaching and cultural literacy, and how to prove that calligraphy education has high cultural value are currently key issues that need to be urgently addressed. This article conducted research on the shortcomings faced in primary school calligraphy education, analyzed the development process of Chinese calligraphy culture, and combined the internal relationship between calligraphy training skills and calligraphy cultural literacy. Based on the data results, the following conclusions were drawn through discussion. This article proposed four paths for the integration of calligraphy education and culture: enriching calligraphy teaching methods, integrating traditional culture with multimedia, conducting writing activity competitions, and promoting cultural spirit through extracurricular practice. At the same time, through questionnaire survey analysis, calligraphy teachers rated all the strategies for integrating calligraphy education and calligraphy culture at over 90 points, and the average comprehensive evaluation score was around 94.6 points. This indicates that the four strategies for integrating calligraphy education and traditional calligraphy culture in the new era have achieved satisfactory results.

## 1. Introduction

The development speed of calligraphy education in the new era is constantly accelerating, and

people's research and discussion on it has entered a new stage. This paper is to analyze the path of calligraphy education and cultural integration through the analysis of the internal relationship between calligraphy training skills and calligraphy cultural literacy. Therefore, in the current situation of vigorously promoting high-quality calligraphy education, it is very important to study the integration path between calligraphy education in the new era and traditional calligraphy culture.

There are many research theories on calligraphy education and calligraphy culture in the new era. Liu Q explored the complete education system of contemporary Chinese higher calligraphy education at different levels, from associate's degree to undergraduate, master's, and doctoral degree. At the same time, he analyzed the imbalance of the calligraphy curriculum system and the imperfect level of teaching staff. This research aimed to study the higher calligraphy education model based on big data analysis, discuss the relationship with traditional culture, and then obtain the survey results through questionnaire [1]. Weiwei C, based on the fact that calligraphy, as a traditional art in China, carried a historical period of culture and development. In the current situation where calligraphy art is often overlooked, his study analyzed calligraphy in universities and proposed different development strategies for calligraphy teaching in universities in the multimedia era, hoping to provide ideas for the current reform of calligraphy teaching in universities [2]. Yang L analyzed the reasons and influencing factors of the "gap" in higher calligraphy education, and observed calligraphy discipline from the perspective of various contradictions in the development of higher calligraphy education. On this basis, he constructed a corresponding disciplinary system to transform contradictions into favorable conditions. He aimed to modernize calligraphy and proposed the concept of "calligraphy+" collaborative training mechanism, aiming to meet the practical needs of social calligraphy culture and calligraphy education [3]. Qingxing Y proposed that calligraphy teacher training is related to the growth of calligraphy teachers and the development of cultural undertakings. With the help of relevant policies guided by the government and led by universities, social participation and job driven training mechanisms are used as powerful means calligraphy education, which is in line with the actual situation of primary and secondary education in China and achieves the integration and development of calligraphy education and calligraphy culture in the new era [4]. Ziyang S proposed the following three solutions based on the unity of calligraphy as a manifestation of national cultural and artistic aesthetic values in the new era, combined with some challenges in current calligraphy education: to regard the people as the sharing subject for the inheritance and development of calligraphy education, to promote and inherit calligraphy education and promote excellent traditional Chinese culture, and to build a global exchange platform for Chinese calligraphy culture to expand the sharing of calligraphy culture [5]. With the further development of education, Siqi W explored many problems in the process of calligraphy education in universities, and briefly analyzed and elaborated on the ideas for calligraphy education and teaching in universities in the multimedia era from several aspects. In view of this, he concluded that universities should combine the development characteristics of the multimedia era to find new teaching models, so that calligraphy education can keep up with the times and enable students to deeply understand the connotation of calligraphy [6].

The combination of calligraphy education and the development of traditional calligraphy culture in the new era requires a re study of their integration paths in the field of education [7-8]. The above uses various research theories and methods to propose the internal relationship between calligraphy teaching and cultural literacy, and proves that calligraphy education has high cultural value, but lacks some analysis of the integration path between calligraphy education and culture.

The application analysis of the internal connection between calligraphy training skills and calligraphy cultural literacy is a major focus of this paper. In this article, based on relevant research on the shortcomings faced in primary school calligraphy education, combined with the development

process of Chinese calligraphy culture and questionnaire survey experimental analysis, strategies for the integration of calligraphy education and traditional calligraphy culture in the new era are proposed. The final results indicate that the four strategies for integrating calligraphy education and traditional calligraphy culture in the new era have achieved satisfactory results.

## 2. Calligraphy Education and Calligraphy Culture

### 2.1 Calligraphy Education

Calligraphy art embodies the essence of Chinese culture, and it must be given due attention and inheritance in the context of cultural confidence and road confidence in the new era. Especially, as a new force in inheriting traditional culture, primary school students must attach importance to primary school calligraphy education, inherit and promote calligraphy culture [9-10]. With the decline of calligraphy education in the current Internet information age, the discussion of the difficult problems faced by calligraphy teaching using the Action research method is the first and key step in studying the path of integration of calligraphy education and calligraphy culture, laying a stable foundation for the next analysis of the relationship between calligraphy education and culture [11-12]. The Action research method is used for investigation and research. According to the development of calligraphy teaching for education majors, the defects and specific contents of calligraphy education in primary schools are shown in Table 1 below:

*Table 1. Defects faced in primary school calligraphy education*

Existence of problems	Specific Notes
Inadequate educational environment	Students in higher education have little knowledge of calligraphy and lack of awareness leads to low recognition and low motivation to learn calligraphy
Lack of attention	From the school's perspective, class time is limited and calligraphy requires long-term training to achieve results
Traditional teaching mode	Most colleges and universities are still teaching calligraphy in the traditional teacher-apprentice mode
Lack of calligraphy teachers	Most schools have language teachers who teach calligraphy part-time, and no real teachers specializing in calligraphy have entered the teaching force

From the above table, it can be seen that there are four main shortcomings in primary school calligraphy education: low recognition due to insufficient educational environment, limited teaching hours due to lack of attention, fixed thinking patterns in calligraphy caused by traditional teaching models, and insufficient teaching effectiveness due to a shortage of calligraphy teachers. In relevant research on calligraphy education, this paper explores the shortcomings faced in primary school calligraphy teaching, and proposes teaching suggestions for the integration of calligraphy skill training and calligraphy cultural literacy, in order to achieve the integration and development of calligraphy education and traditional calligraphy culture in the new era [13-14]. Therefore, based on the background of educational reform, it is of great significance to study the integration path of calligraphy education and subsequent analysis of calligraphy culture.

## 2.2 Calligraphy Culture

Calligraphy culture is the treasure of Chinese classical art, the foundation of Chinese folk culture, and the essence of traditional national culture. It has a long history through the evolution of art forms and Artistic language to become a unique art [15-16]. Chinese writing has developed a writing style that integrates the ideas and thinking of creators and can stimulate readers' aesthetic emotions. Chinese calligraphy can be divided into five basic calligraphy styles: regular script, official script, seal script, running script, and cursive script, which involve rich and colorful cultural content. Therefore, it plays an important role in traditional Chinese culture [17-18]. The specific content of the development process of Chinese calligraphy culture is shown in Figure 1:

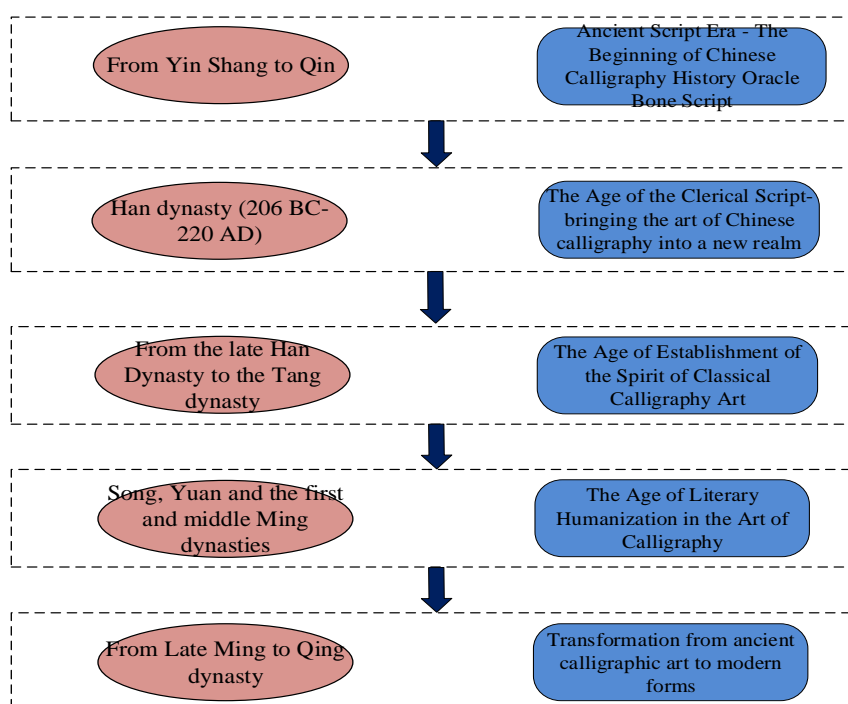


Figure 1. The development course of chinese calligraphy culture

In summary, the five major historical stages from the Yin Shang to the Qin Dynasty, the Han Dynasty, the late Han Dynasty to the Tang Dynasty, the Song Yuan and early Ming Dynasty, and the late Ming Dynasty to the Qing Dynasty constitute almost the entire development history of Chinese calligraphy culture. The historical civilization of China is a diachronic and linear process, and the art of calligraphy culture is also a transformation from the establishment of classical calligraphy spirit to the modern form of calligraphy through the literati era. The development of calligraphy culture is closely related to the promotion and inheritance of calligraphy education, so it is necessary to study the internal relationship between the two [19-20].

## 3. Calligraphy Education and Cultural Integration Path

### 3.1 Internal Relationship between Calligraphy Education and Culture in the New Era

In the "Suggestions for Implementing the Project of Inheriting and Developing Chinese Excellent Traditional Culture", it is emphasized that "the mechanism for inheriting and developing Chinese excellent traditional culture in 2025 has initially formed." When it comes to Chinese

excellent traditional culture, it is necessary to think of calligraphy. Accelerating the popularization process of calligraphy in the new era requires starting with basic education, and calligraphy education in the new era cannot be separated from the cultivation of calligraphy training models. By analyzing literature, this article analyzes and explores the internal key points between calligraphy training and calligraphy culture. The internal connections and contents of calligraphy training skills and calligraphy cultural literacy are shown in Table 2:

*Table 2. The internal relationship between calligraphy training skills and calligraphy cultural literacy*

Connections	Content
Cultural literacy is the foundation and source of calligraphy	Chinese calligraphy is supported by Chinese culture, and Chinese calligraphy makes Chinese culture shine with its formal beauty.
Cultural literacy requires that the process of learning calligraphy emphasizes both technique and path	Chinese calligraphy is the art of writing Chinese characters with a rich literary connotation, and Chinese calligraphy and Chinese culture have long been inseparable.
Innovation and development of the art of calligraphy depend on cultural literacy	Chinese calligraphy is transforming from a writing tool to a contemporary aesthetic, from a means of literary expression to a purpose of artistic expression
Cultural literacy is a visual manifestation of calligraphy training and creation	Chinese calligraphy uses line as a vehicle to reveal the literary qualities of the calligrapher through Chinese characters, and literary qualities give wings to the imagination of the calligrapher

Calligraphy training and calligraphy culture are interdependent and mutually reinforcing relationships, jointly promoting the prosperity, development, and inheritance of calligraphy as a unique art. Cultural literacy is the foundation and source of calligraphy, and the intuitive manifestation of calligraphy training and creation is cultural literacy, which proves that the integration of calligraphy skill training and calligraphy cultural literacy in education majors is urgent. Forming a complete research mechanism that integrates calligraphy training and calligraphy cultural literacy can make calligraphy education culture more diverse and colorful.

### **3.2 Exploration of the Integration Path of Calligraphy Education and Calligraphy Culture**

In the context of the new era of information technology, seizing the development opportunities of education reform and technological innovation, this article analyzes the integration path of calligraphy skill training and cultural literacy using calligraphy teaching as a research carrier, aiming to optimize the teaching content of education majors to promote the innovative development of calligraphy education. Therefore, based on the relevant research on calligraphy education and calligraphy culture, combined with the internal connection between calligraphy training and literary literacy in the new era, the integration path of calligraphy education and calligraphy culture is shown in Figure 2:

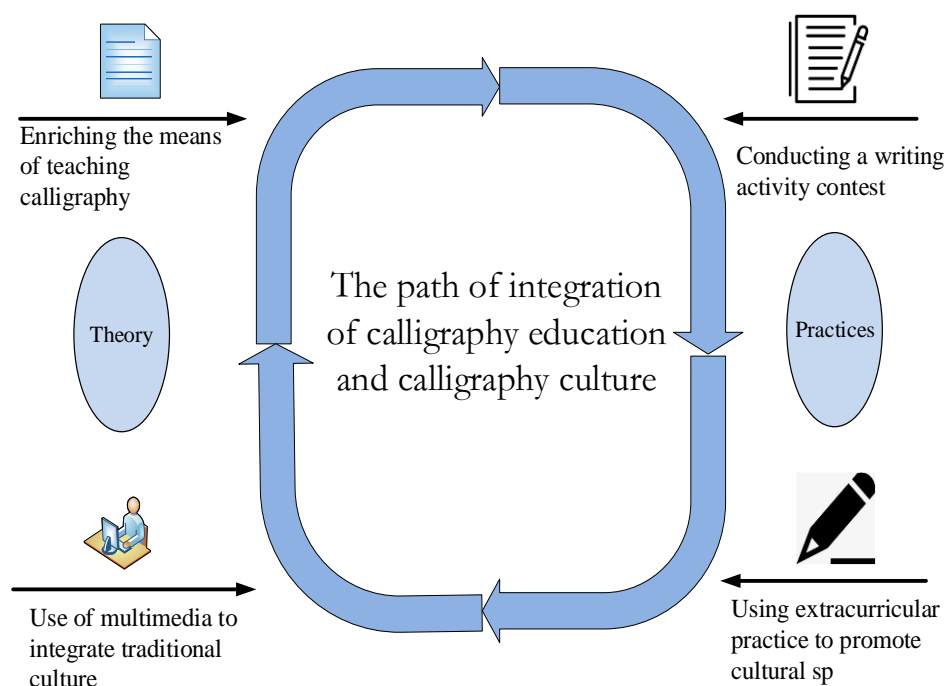


Figure 2. The integration path of calligraphy education and calligraphy culture

As can be seen from the above figure, the strategies for the integration of calligraphy education and calligraphy culture are mainly divided into two parts: theoretical and practical. In terms of theory, calligraphy teaching methods should be enriched and multimedia should be used to integrate traditional culture. In terms of practice, more writing competitions should be held and extracurricular practice should be utilized to promote cultural spirit.

#### 4. Questionnaire Survey Experimental Results

After completing the analysis of the shortcomings faced in primary school calligraphy education in the new era and the development process of Chinese calligraphy culture, based on the internal connection between calligraphy training skills and calligraphy cultural literacy, a systematic study was conducted on the integration path of calligraphy education in the new era and traditional calligraphy culture, guided by theory and practice. In order to ensure the efficient implementation of measures for improving calligraphy education in the future and promote the innovative development of calligraphy teaching, this summary uses the research method of questionnaire survey to conduct empirical research on the strategies for the integration of calligraphy education and calligraphy culture.

Firstly, seven calligraphy teachers from the school were selected as samples for the entire calligraphy education and cultural integration path experimental questionnaire survey. To facilitate practical research and ensure a balance between professional titles, gender, and other factors, a random sampling method was used. Subsequently, the integration path of calligraphy education in the new era and traditional calligraphy culture was explored as variables, including enriching calligraphy teaching methods, utilizing multimedia to integrate traditional culture, conducting writing activity competitions, and promoting cultural spirit through extracurricular practice. The average satisfaction rating of teachers on these four paths was taken as the result for exploration. The basic information about calligraphy teachers surveyed through a questionnaire is shown in Table 3:

Table 3. List of basic information of calligraphy teachers through questionnaire survey

Number	Title	Year of teaching	Calligraphy teaching methods
A	Junior	Two Grade	Part-time
B	Senior	Fifth Grade	Full-time
C	Intermediate	Third Grade	Full-time
D	Senior	Fourth and Fifth grade	Full-time
E	Junior	First Grade	Part-time
F	Intermediate	Fourth Grade	Part-time
G	Senior	Fifth Grade	Full-time

After analyzing the basic situation of seven calligraphy teachers, a questionnaire survey experiment was continued. The average satisfaction rating of A-G calligraphy teachers towards the four integration paths of calligraphy education and traditional calligraphy culture in the new era mentioned above is shown in Figure 3:

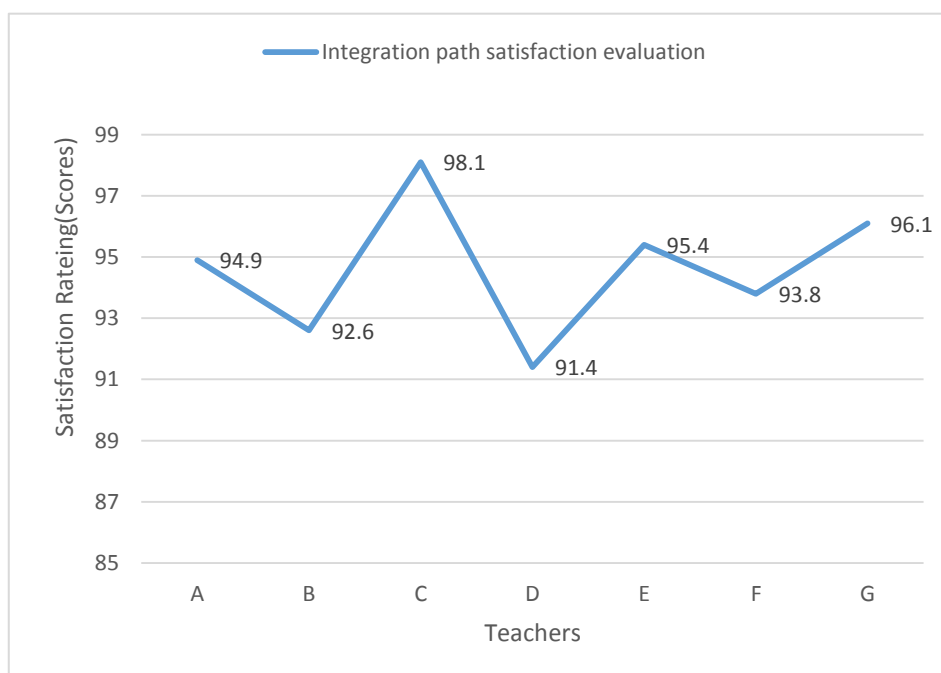


Figure 3. Satisfaction evaluation of teaching teachers on the strategies for the integration of calligraphy education and culture

Among them, the blue line represents the comprehensive evaluation of calligraphy teachers' satisfaction with the four strategies for integrating calligraphy education and traditional calligraphy culture in the new era. It can be seen that the calligraphy teacher (C) has the highest evaluation of the strategies for integrating education and culture, with a comprehensive score of 98.1. At the same time, all strategies for integrating calligraphy education and calligraphy culture scored above 90



points in the evaluation, and the average comprehensive evaluation score was around 94.6 points. This indicates that the four strategies for integrating calligraphy education and traditional calligraphy culture in the new era have achieved satisfactory results.

## 5. Conclusions

In the context of the current education reform and technological innovation in the new era, the demand for Chinese calligraphy education and the inheritance of calligraphy culture is increasingly high, and it is highly valued in the field of education aimed at cultivating high-quality calligraphy art talents. Based on the analysis of the development process of Chinese calligraphy culture and the shortcomings faced in primary school calligraphy education, this article discussed the strategies for the integration of calligraphy education and traditional calligraphy culture in the new era, and conducted a questionnaire survey experiment. It was concluded that good satisfactory results have been achieved among calligraphy teachers in the new era context. Through the use of literature analysis, Action research and other methods, this paper made a quantitative analysis of the problem of literariness to form a concrete calligraphy education problem. At the same time, the modern education reform were firmly grasped, and the feasibility, practicality and effectiveness of the integration of calligraphy skills training and calligraphy cultural literacy in education majors were analyzed. The fundamental purpose is to promote the sustainable development of calligraphy education, achieve the inheritance and promotion of traditional culture, and improve students' calligraphy art appreciation ability, basic writing skills, and comprehensive literacy, laying a good foundation for their development. Due to the fact that the selected sample of calligraphy teachers is only limited to primary school education, and the analysis of the internal relationship between calligraphy training skills and calligraphy cultural literacy is not perfect, the proposed path for the integration of calligraphy education and traditional calligraphy culture in the new era has many shortcomings and deficiencies. Further improvement and improvement would be made in future research.

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## Data Availability

Data sharing is not applicable to this article as no new data were created or analysed in this study.

## Conflict of Interest

The author states that this article has no conflict of interest.

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