

Research on Pathways for Improving Regular Script Practical Skills Among Students in College Calligraphy (Teacher Education) Major

Yu Wang^{1*}

¹ Hainan Normal University, Haikou, China

Email Address

812355386@qq.com (Yu Wang)

*Correspondence: 812355386@qq.com

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Abstract:

This paper focuses on enhancing the regular script practical skills of contemporary college calligraphy (teacher education) major students. Through investigating the mastery of regular script practical skills among graduating class students from multiple domestic universities in this major, it identifies problems existing in the process of regular script technique learning among college calligraphy (teacher education) major students. Through exploration, it aims to provide evidence for improving the regular script practical skills of contemporary college calligraphy (teacher education) major students, offering new perspectives for the teaching reform of regular script courses in colleges and the specific implementation of related courses, which will have certain promoting effects on enhancing the calligraphy subject literacy of calligraphy (teacher education) major students and improving the training quality of graduates.

Keywords:

Higher Education, Calligraphy (Teacher Education) Major, Regular Script, Practical Skills, Development Pathway

1. Introduction

Chinese calligraphy, as an excellent traditional culture of the Chinese nation, carries profound historical heritage and cultural value. In today's era of rapid scientific and technological development, the study of calligraphic art is not only an inheritance of the excellent traditional culture of the Chinese nation, but also an important pathway for cultivating primary and secondary school students' aesthetic appreciation abilities, cultural literacy, and high-level willpower and character. Chinese calligraphy includes seal script, clerical script, regular script, running script, and cursive script. Among these, regular script serves as the foundational script style in the daily learning process of calligraphy. With its characteristics of rigorous structure and easy readability, regular script occupies a crucial position in contemporary primary and secondary school calligraphy curriculum teaching.

As the primary source of calligraphy teachers for China's primary and secondary school calligraphy education, contemporary graduates of higher education calligraphy (teacher education) major mastery of regular script foundational knowledge and practical skills not only concerns their individual career development, but also directly affects the overall quality of China's primary and secondary school calligraphy education teaching workforce, relates to the high-quality implementation of primary and secondary school calligraphy education and teaching, and concerns the inheritance and development of Chinese excellent traditional calligraphic culture. Through investigations of higher education calligraphy (teacher education) major graduates' mastery of regular script practical skills, it has been found that higher education institutions still have certain problems in cultivating regular script practical skills among students in calligraphy (teacher education) major, such as inaccurate positioning of cultivation objectives in training programs, unreasonable regular script curriculum design, and room for improvement in course assessment and evaluation methods. The existence of these problems to a certain extent constrains higher education calligraphy (teacher education) major students' regular script practical skill development, and will also indirectly affect the effective implementation of contemporary primary and secondary school calligraphy education.

The National Standards for Undergraduate Professional Category Teaching Quality in General Higher Education Institutions issued by the Department of Higher Education of the Ministry of Education clearly mentioned: "Promoting the close integration of personnel training with regional economic and social development, industrial development and industry needs." [1] This paper aims to deeply explore the pathways for enhancing the regular script practical skills of contemporary calligraphy (teacher education) major students in higher education institutions. By identifying the problems that exist in these students' learning process of regular script calligraphy skills, it provides reference basis for improving students' regular script practical skills, while simultaneously enhancing students' comprehensive professional literacy and practical calligraphy skills, promoting the quality of contemporary primary and secondary school calligraphy education and teaching, and facilitating the inheritance and innovation of China's excellent calligraphy traditional culture. This research is closely integrated with domestic higher education calligraphy (teacher education) major graduating class students' mastery of regular script practical skills, attempting to provide calligraphy (teacher education) major students regular Script practical skills enhancement with practical and feasible implementation pathways, and contemporary primary, secondary and higher education calligraphy education teaching reform and development contribute a share of effort.

2. The Importance of Regular Script Practical Skills for Calligraphy (Teacher Education) Major Students in Higher Education

According to the main content of documents such as the "Guidance Outline for Calligraphy Education in Primary and Secondary Schools" and the "Notice from the Office of the Ministry of Education on Further Strengthening Standard Chinese Character Writing Education in Primary and Secondary Schools" released by the Ministry of Education, regular script as an important component of contemporary primary and secondary school calligraphy curriculum education and teaching content, its importance is mainly reflected in the following aspects:

First, regular script, as the foundational script style in the calligraphy learning process, occupies an important position in contemporary primary and secondary

school calligraphy curriculum teaching content due to its stylistic characteristics. According to the documents released by the Ministry of Education in the “Guidance Outline for Calligraphy Education in Primary and Secondary Schools” and “Notice from the Office of the Ministry of Education on Further Strengthening Standard Chinese Character Writing Education in Primary and Secondary Schools” requirements, calligraphy education at the primary and secondary school stage needs to emphasize foundational and normative characteristics, and the learning of regular script is precisely the prerequisite for achieving this goal. Students at the primary and secondary school stage are in a critical period for forming writing habits and aesthetic concepts. Regular script, with its characteristic straight strokes and rigorous structure, helps cultivate students’ good writing habits, foster students’ strong aesthetic interests, and stimulate students’ strong interest in calligraphy. For calligraphy (teacher education) major students, regular script carries profound cultural heritage and aesthetic meaning. Through studying regular script, one can deeply understand the essence of Chinese traditional culture and profoundly appreciate the unique charm possessed by calligraphy art, laying a solid foundational basis for inheriting and promoting excellent Chinese traditional culture in future calligraphy education positions.

Secondly, the improvement of regular script practical skills is crucial for enhancing the professional practice abilities of calligraphy students in university calligraphy (teacher education) major. The study of fundamental knowledge in regular script and the enhancement of calligraphy practice skills help students in this major consolidate their professional foundations during their academic journey, deepen their understanding of brush techniques, structure, and compositional layout in calligraphy, and contribute to the improvement of calligraphic creation abilities. Through the study of regular script, students can cultivate their appreciation and connoisseurship of calligraphic art, which facilitates the learning of other script styles. The enhancement of aesthetic ability not only contributes to the artistic cultivation of teacher-training students in this major, but also holds significant importance for graduates in guiding students to develop personalized writing styles in their future positions as calligraphy educators.

Furthermore, the improvement of regular script practical skills is irreplaceable in the professional development of graduates from university calligraphy (teacher education) major. With economic development and continuous advancement in science and technology, contemporary society increasingly values Chinese excellent traditional culture, and calligraphic art, as part of Chinese excellent traditional culture, is receiving growing attention from people. The popularity of calligraphy education in primary and secondary schools is also increasing, and correspondingly, the demand for excellent calligraphy teachers in these schools is growing steadily. By combining the teaching content of primary and secondary school calligraphy curricula, a solid command of regular script practical skills enables calligraphy teachers in primary and secondary schools to demonstrate techniques, correct assignments, and provide one-on-one guidance in calligraphy classes, thereby effectively improving students’ writing proficiency. The enhancement of teaching practical ability is an important guarantee for teacher-training students to achieve success in future calligraphy education positions. As society increasingly emphasizes calligraphy education, teacher-training students with solid regular script practical skills will possess stronger competitiveness in job seeking and professional development. They can not only serve as calligraphy teachers in schools, but also engage in calligraphy education and

promotion work in various calligraphy training institutions, cultural centers, and other venues. Having a solid grasp of the fundamental knowledge and practical skills of regular script is self-evidently important for students in university calligraphy (teacher education) major. The enhancement of regular script practical skills holds significant importance for the smooth implementation of primary and secondary school calligraphy teaching content, and exerts far-reaching influence on the professional development and career advancement of calligraphy students in universities.

The paper “On the Connection between Calligraphy Teachers in Primary and Secondary Schools and Calligraphy Undergraduate Education in Normal Universities: Problems and Countermeasures” mentioned: “In reality, the curriculum of calligraphy specialty in normal universities and colleges can not fully meet the needs of calligraphy teachers in primary and secondary schools.” [2] Therefore, universities should emphasize the revision of talent cultivation plans in the process of training calligraphy (teacher education) major students, highlight the setting of courses related to regular script, attach importance to cultivating students’ practical skills in regular script, and through more systematic and reasonable course design and high-quality course implementation, better assist students in mastering solid regular script practical techniques, thus laying a firm foundation for better adapting to their future roles in primary and secondary school calligraphy education.

3. Current Status of Regular Script-Related Course Teaching in University Calligraphy (Teacher Education) Major

With economic development, the emphasis on Chinese excellent traditional calligraphy culture has been increasing. More and more higher education institutions are enrolling students in calligraphy (teacher education) major. How to develop well-designed curriculum frameworks for calligraphy (teacher education) major, properly set up relevant courses for professional teaching implementation, and cultivate high-quality graduates have increasingly become matters of concern. Bai Xinxia mentioned in the paper “On the Integration of Higher Education Calligraphy and Basic Calligraphy Education from the Perspective of Teaching Staff”: “The combination of higher calligraphy education and basic calligraphy education is the key to truly solve the problem of teachers. Only in this way can we solve the problems in calligraphy education in primary and secondary schools and promote the all-round development of middle and small law education.” [3] As regular script is an important component of calligraphy teaching content in primary and secondary schools, the mastery of regular script practical skills by graduates of calligraphy (teacher education) major in higher education directly affects whether they can successfully undertake calligraphy teaching tasks in primary and secondary schools after graduation. By benchmarking against the actual needs of contemporary primary and secondary school calligraphy teachers for regular script practical skills and related foundational theoretical knowledge, combined with the actual situation of contemporary higher education calligraphy (teacher education) major graduates’ mastery of relevant skills and knowledge, we can clearly see that students in this major still face certain problems in learning regular script practical skills during their time in school, which mainly manifest in the following aspects:

First, in conjunction with OBE teaching philosophy, in the process of developing curriculum frameworks for this major, the setting of training objectives and graduation requirements need to be benchmarked against the actual demands of contemporary primary and secondary schools for calligraphy teachers’ teaching

abilities, and the cultivation of regular script practical skills needs to be further optimized and emphasized. The paper “Curriculum Construction of Normal Specialties under the OBE Certification Concept” sums up: “At present, OBE has become the core reform concept of the country to promote the quality assurance of teachers’ major, which will have a profound impact on both the talent cultivation in colleges and universities and the connotation construction of teachers’ major.” [4] The unreasonable setting of training objectives and the disconnect from the actual needs of primary and secondary school calligraphy teachers represent a relatively obvious problem in the cultivation of contemporary higher education calligraphy (teacher education) major students. The development of curriculum frameworks for calligraphy (teacher education) major in higher education needs to conduct thorough research into primary and secondary school calligraphy teaching’s actual demands for faculty, and the cultivated teacher candidates in this major need to adapt to contemporary primary and secondary school calligraphy course teaching scenarios. This not only relates to the employment prospects of graduates from this major, but also facilitates calligraphy teaching tasks in primary and secondary schools, and further promotes the inheritance and development of Chinese excellent traditional culture. According to the Ministry of Education’s “Guidelines for Calligraphy Education in Primary and Secondary Schools” and “Notice from the Office of the Ministry of Education on Further Strengthening the Education of Standardized Chinese Character Writing in Primary and Secondary Schools,” regular script technique learning occupies an important proportion in primary and secondary school calligraphy teaching curricula. Higher education calligraphy (teacher education) major need to emphasize the cultivation of students’ regular script practical skills in both curriculum framework development and course design.

Second, the teaching content of regular script courses should be optimized and enhanced in a targeted manner by combining it with the regular script components in contemporary primary and secondary school calligraphy curricula. As the foundational script style in the calligraphy learning process, the importance of regular script is self-evident. However, in the curriculum design of some universities’ calligraphy (teacher education) major, the emphasis on regular script courses is clearly insufficient, such as limited class hours and insufficient attention to cultivating students’ practical abilities in regular script creation. These problems will directly affect graduates’ mastery of fundamental theoretical knowledge of regular script and practical calligraphy skills. The regular script related courses involved in current university calligraphy (teacher education) major often have overly broad content lacking targeted focus. This requires us to optimize the teaching design of relevant courses, not only focusing on training in the basic brushstrokes and structural components of regular script, but also combining the realities of primary and secondary school calligraphy teaching, strengthening the cultivation of this program’s teacher-training students’ regular script practical abilities, teaching organizational skills, and classroom management capabilities. Additionally, we can enhance students’ practical experience and teaching abilities by introducing primary and secondary school calligraphy teaching cases and organizing teacher-training students to conduct simulated teaching.

Third, regular script courses should reference concrete content from contemporary primary and secondary school calligraphy teaching in their practical application. While focusing on enhancing practical abilities in regular script techniques, they should also emphasize the transmission of fundamental theoretical knowledge related

to regular script. Practice is the sole criterion for testing truth. For university calligraphy (teacher education) major students, the enhancement of regular script practical skills is indispensable; however, the transmission of related fundamental theoretical knowledge is equally important in actual teaching practice. In the practice of regular script courses, we need to closely integrate the enhancement of professional practical skills with the transmission of related fundamental theoretical knowledge based on the content taught by primary and secondary school calligraphy teachers. This requires us to not only focus on teacher-training students' practical skills such as regular script writing techniques and brushstroke application but also guide students to deeply understand the cultural connotations, aesthetic characteristics, and educational value of regular script. Additionally, we can enhance their theoretical literacy and research abilities by organizing teacher-training students in this program to conduct related calligraphy theoretical research and write calligraphy teaching papers.

In summary, contemporary calligraphy education programs in higher education institutions face numerous challenges. In order to cultivate more excellent primary and secondary school calligraphy education professionals, we need to align with the actual needs of primary and secondary schools for calligraphy teaching staff, and re-examine and adjust the training objectives and graduation requirements of the existing training programs, continuously optimize the existing curriculum and gradually improve it, strengthen the cultivation of teaching abilities and practical skills of teacher trainees, only then can we better inject new vitality into the future development of contemporary calligraphy education. Improving the regular script practical skills of calligraphy education majors in higher education is a systematic project that requires us to undertake comprehensive and in-depth reforms from three aspects: curriculum design in training programs, curriculum content arrangement, and curriculum practice. Only in this way can we cultivate excellent teachers who truly meet the needs of calligraphy education in primary and secondary schools and contribute to the sustained development of calligraphy education in our country.

4. Measures to Enhance Students' Regular Script Practical Skills in Calligraphy (Teacher Education) Major

Based on the current calligraphy (teacher education) major in higher education during the existing practical problems, through comprehensive research, in order to better improve the training conditions of graduates in this major and enhance graduates' comprehensive quality and professional development capacity, we have summarized the following specific optimization measures:

4.1. Align with the actual calligraphy teaching staff needs of primary and secondary schools, and optimize the training objectives of the calligraphy (teacher education) major

Higher education institutions should actively strengthen communication and cooperation with primary and secondary schools, and gain a deep understanding of their actual needs for calligraphy teachers, on which basis to formulate clear training objectives, and on the basis of clarifying training objectives, optimize and adjust graduation requirements, ensuring that graduates can fully meet the actual teaching needs of calligraphy in primary and secondary schools and enhance graduates' ability to adapt to future work positions.

4.2. Optimize regular script calligraphy course curriculum design and further improve teaching content

The paper “On the Connection between Current Higher Calligraphy Education and Calligraphy Teacher Training in Primary and Secondary Schools” puts forward: “The calligraphy major in colleges and universities should further consolidate the professional connotation and improve the curriculum system; Strengthen the training of teachers’ teaching skills and methods.” [5] Wang Zhijie mentioned in the paper “Construction of the Curriculum System for Calligraphy Majors in Current Higher Normal Universities”: “The establishment of the curriculum system of Calligraphy Law Major should fully respect the development law of calligraphy art.” [6] In response to the practical problems of insufficient class hours in regular script courses and the need for optimization of teaching content, it is necessary to appropriately increase the course hours for regular script and optimize course teaching arrangements, improve relevant teaching content, strengthen technical practice training in regular script calligraphy, provide current students with more practical opportunities and classroom teaching guidance, promote students to fully master practical techniques and fundamental theoretical knowledge of regular script, and work to enhance current students’ practical skill level in regular script calligraphy.

4.3. Strengthen and improve faculty team construction and enhance existing classroom teaching level

Attach importance to the development of faculty for calligraphy (teacher education) major, enhance the teaching ability and professional skills of current teachers, organize relevant skill training to improve the professional quality and teaching level of existing professional teachers, and through recruiting outstanding calligraphy instructors with advanced degrees and senior titles and other measures, continuously enhance the overall strength of the faculty team in this program to provide current students in this major with better teaching and guidance.

4.4. Establish and improve an evaluation system to promote the comprehensive and multidimensional development of students in this major

Universities should establish a sound evaluation system to conduct comprehensive and systematic assessment and evaluation of the teaching implementation of teachers in this major and the learning situation of students in this major. Drawing on the OBE educational philosophy that is student-centered, emphasizes continuous improvement, and is outcome-oriented, universities should timely adjust training plans based on authentic evaluation results to ensure the continuous realization of training objectives. Additionally, universities should strengthen political and ideological education for teacher education students, guide students to establish correct educational concepts, enhance the professional competence and sense of responsibility of teacher education students through organizing thematic lectures and social practice activities, and enable students to better fulfill the responsibilities and mission of teachers.

In summary, in response to the existing problems in the cultivation process of students majoring in Calligraphy (teacher education) major in universities, we need to further clarify training objectives, improve graduation requirements, optimize curriculum design, strengthen faculty team building, and establish a sound evaluation system, so as to comprehensively enhance the comprehensive quality and professional development capacity of graduates in this major.

5. Conclusions

Through an in-depth analysis of the current state of student cultivation in university Calligraphy (teacher education) major, we can clearly recognize the practical problems that exist in the implementation of regular script calligraphy teaching in the current cultivation process and the reasons for their occurrence. Regarding the cultivation of students majoring in Calligraphy (teacher education) major in universities, it is necessary to further optimize training objectives, improve curriculum design, strengthen faculty teams, construct a scientific evaluation system, and enhance the comprehensive professional competence of graduates in this major.

The cultivation of calligraphy (teacher education) majors' in higher education institutions is a systematic and long-term process that requires joint efforts to continuously deepen exploration in order to contribute to contemporary calligraphy education's prosperity and development with more wisdom and strength. This research focuses on the contemporary higher education calligraphy (teacher education) major students' cultivation process and existing problems. Through investigation, an in-depth analysis and exploration of current issues was conducted. It is hoped that through this study's exploration of the issue of enhancing regular script practical skills in calligraphy (teacher education) major in higher education institutions, more calligraphy higher education educators will pay attention to the talent cultivation of normal education students in this major, and jointly promote the improvement of teaching quality for calligraphy (teacher education) major students cultivation in higher institutions, contributing to the cultivation of more excellent primary and secondary school calligraphy education talents.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

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