Research on the Construction of a Three-Writing Teaching System for Normal Students in Higher Education Institutions and Its Practical Pathways

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Abstract: With the development of information technology, the cultivation of three-writing ability of normal students is facing challenges. In order to improve its writing level and improve the normal education system, this article studies the construction and practice path of the teaching system based on the theories of pedagogy, calligraphy aesthetics and writing psychology, using the methods of literature research and logical analysis. In the construction of teaching system, starting from the setting of teaching objectives, content selection, method system and assessment system, the objectives of each stage are defined, the practical content of the system is selected, and a multi-assessment system is constructed by comprehensively using various teaching methods. In terms of practical pathways, this study proposes to foster a campus culture of calligraphy by creating an immersive environment and organizing various calligraphy-related activities. Efforts should also be made to strengthen the teaching staff through measures such as providing professional training and introducing qualified personnel. Additionally, modern information technology can be utilized to support instruction, including the integration of online platforms and software resources. Through these approaches, it is expected to establish a scientifically sound teaching system, explore effective and feasible practical pathways, enhance the three-writing proficiency of normal students in higher education institutions, and provide valuable reference for teacher education.

1. Introduction

In the normal education system, three-writing ability is one of the essential basic skills for normal university student, and its importance is self-evident [1]. With the rapid development of modern information technology and the wide application of digital equipment in education and teaching, people's writing style has undergone tremendous changes, and keyboard input has gradually replaced traditional handwriting [2]. However, for normal university student, good three-writing ability is not only the requirement of inheriting the excellent traditional culture of the Chinese nation, but also the key accomplishment for their future education and teaching work.

From the perspective of educational practice, teachers' writing on the blackboard in class plays a leading role in demonstrating students' strokes. The standardized and beautiful three-writing can effectively improve the teaching effect, help students develop good writing habits and enhance their sense of identity with Chinese character culture [3]. From the perspective of cultural inheritance, Chinese characters, as an important carrier of Chinese culture, contain profound cultural connotations. Normal university student shoulder the mission of spreading culture, and a solid foundation of three-writing will help them to inherit and carry forward this treasure better.

At present, although some universities have realized the importance of three-writing teaching to the cultivation of normal students, there are still many problems in the actual teaching process [4]. For example, the teaching goal is not clear enough, the teaching content is not systematic, the teaching method is single, and the teaching assessment system is not perfect. These problems have seriously affected the improvement of three-writing skills of normal students.

In view of this, it is of urgent practical significance to study the construction and practice path of three-writing teaching system for normal students in universities. The purpose of this study is to build a scientific and reasonable teaching system by combing the relevant theories, and explore

practical paths, with a view to improving the three-writing level of college normal students and providing useful reference for improving the quality of normal education.

2. Theory of three-writing teaching for normal university students

Three-writing teaching for normal university student has a solid theoretical basis. From the perspective of pedagogy theory, teachers' professional skills cover many aspects, among which writing skills are an important part [5]. Good three-writing ability helps teachers to transfer knowledge better in teaching and enhance the intuition and appeal of teaching. Calligraphy aesthetic theory also provides strong support for three-writing teaching [6-7]. Chinese character writing pursues the beauty of structure, lines and artistic conception, etc. Integrating calligraphy aesthetic knowledge into teaching can enhance normal students' aesthetic appreciation of three-writing, so that their writing can not only stay at the normative level, but also reach the height of artistic beauty [8]. Writing psychology theory focuses on the influence of psychological factors in the writing process. Knowing the relationship between writing and psychology, teachers can adjust teaching methods accordingly, guide normal students to overcome psychological obstacles in the process of writing, improve their writing confidence, and thus master three-writing skills more effectively.

3. Construction of three-writing teaching system for normal university students

(1) Teaching goal setting

Teaching goal is the starting point and destination of teaching activities. For the three-writing teaching of normal university student, we should set clear goals according to the professional characteristics of normal university student and the demand for future education posts. In the basic stage, it is necessary to ensure that normal students are proficient in the basic strokes, stroke order rules and font structure of three-writing, and can write standardized and neat Chinese characters. In the promotion stage, normal students are required to choose suitable fonts for writing according to different application scenarios, and have a certain writing speed and aesthetics. In the expansion stage, normal students are expected to appreciate the charm of calligraphy art, have a preliminary understanding of calligraphy style and genre, and have certain calligraphy aesthetic and creative ability. For example, the following target system can be set (see Figure 1).
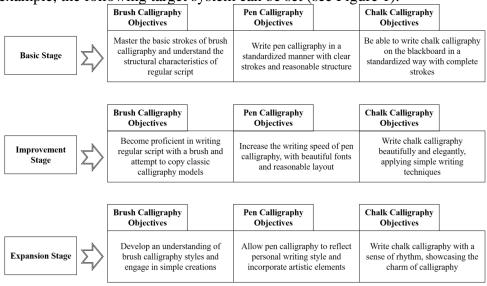

Figure 1 Objectives of the Three Writing Teaching Stage for Normal University Students

(2) Selection of teaching content

The selection of teaching content should follow the principles of systematicness, practicality, and cultural relevance. In terms of brush calligraphy teaching, it is advisable to start with basic strokes and radicals, then move on to the structure of characters and the layout of compositions. Meanwhile, classic regular script calligraphy models such as Yan Zhenqing's "Yan Qinli Stele" and Ouyang

Xun's "Inscription on the Sweet Spring Temple of Jiucheng Palace" should be chosen for copying and learning. Pen-and-ink teaching focuses on daily writing norms and skills, including practical contents such as different font characteristics, writing speed improvement and signature design. In addition to the basic writing norms, the teaching of chalk characters should also involve the design of blackboard writing and how to arrange the layout of chalk characters reasonably according to the teaching content. In addition, the cultural knowledge such as the evolution of Chinese characters and the history of calligraphy is integrated to deepen the understanding of the cultural connotation of three-writing for normal students.

(3) Teaching method system

Teaching method is indispensable in three-writing teaching. Teachers can make normal students have a rational understanding of three-writing by explaining the theoretical knowledge of writing, such as brushwork and structural principle. The demonstration method is particularly critical. Teachers demonstrate the correct writing posture and writing skills of brush, pen and chalk on the spot, so that normal students can intuitively feel the writing skills. Practice is the core of improving writing ability. Through a large number of targeted exercises, normal students can consolidate their knowledge and skills. Futhermore, group cooperative learning method can be introduced, and normal students can evaluate each other's books and write works in groups, communicate with each other and make progress together.

(4) Construction of teaching assessment system

Teaching assessment plays an important feedback and guiding role in teaching effect. This assessment system constructs a diversified assessment subject, which includes three dimensions: teacher assessment, student self-assessment, and student mutual assessment. The assessment methods should be diversified. In addition to regular writing tests, activities such as writing exhibitions and competitions can also be carried out to comprehensively consider the writing level of normal students. The assessment content is comprehensive, covering writing norms, aesthetic degree, writing speed, calligraphy aesthetics and other dimensions. For example, in a chalk writing test, we evaluated the standardization of strokes (accounting for 40%), structural rationality (accounting for 30%), overall aesthetics (accounting for 20%) and writing speed (accounting for 10%), so as to comprehensively and objectively reflect the three-writing learning achievements of normal students.

4. Three-writing teaching practice path for normal university students

(1) Create a cultural atmosphere of calligraphy on campus

The cultural atmosphere of campus calligraphy has a subtle influence on the improvement of the three writing ability of normal university students. Universities can create a strong cultural atmosphere by organizing various calligraphy activities. For example, regular calligraphy lectures are held, inviting calligraphy masters or senior teachers to provide in-depth explanations on calligraphy history, font evolution, writing techniques, and other topics, in order to broaden the understanding of calligraphy knowledge among teacher trainees. Calligraphy exhibition activities can showcase excellent calligraphy works, including masterpieces by ancient masters and outstanding works by teachers and students, thereby enhancing the aesthetic ability of teacher trainees. Calligraphy competition activities can promote calligraphy practice and stimulate the enthusiasm of teacher trainees to practice "three writing". For a detailed activity plan, please refer to the table below (see Table 1).

Table 1 Planning of Calligraphy Culture Activities in Universities

Activity Type	Activity Frequency	Activity Content
Calligraphy Lectures	Twice per semester	Invite famous calligraphers to give lectures on special topics such as calligraphy history and calligraphy creation skills.
Calligraphy Exhibitions	Once per semester	Display ancient calligraphy rubbings and excellent calligraphy works by teachers and students, covering brush, pen, and chalk writing.
Calligraphy Competitions	Once per year	Set up individual and comprehensive awards for brush, pen, and chalk writing, with preliminary and semi-final rounds.

(2) Strengthen the construction of teaching staff

Teachers are the key to three-writing teaching. Universities should focus on improving the three-writing teaching ability of existing teachers, encourage teachers to participate in calligraphy professional training and academic seminars, and improve their calligraphy professional quality. The introduction of calligraphy professionals can effectively enrich the teaching staff. The establishment of a teacher communication platform helps promote the sharing of teaching experience and innovation in teaching methods. The establishment of a three-level writing assessment mechanism for teachers can regularly assess their writing level and teaching ability, thereby motivating them to continuously improve their professional competence. The specific measures are as follows (see Table 2).

Table 2 Measures for Building the "Three-Writing" Teaching Staff in Universities

Construction Measures	Specific Contents	Expected Effects	Time Plan
Professional Training	Organize teachers to participate in calligraphy training camps during winter and summer vacations to study cutting-edge calligraphy teaching concepts and skills	Significantly improve teachers' professional literacy in calligraphy and teaching ability	Every winter and summer vacation
Talent Introduction	Recruit 1-2 teachers with a master's degree in calligraphy or rich experience in calligraphy teaching every year	Optimize the teaching staff structure and inject new teaching vitality	Every recruitment season
Exchange Platform	Hold 1 on-campus "three-writing" teaching experience exchange meeting every semester to share teaching cases	Promote experience exchange among teachers and drive innovation in teaching methods	Mid-term of each semester
Assessment Mechanism	Evaluate teachers' "three-writing" level and teaching effects every year, and link the results with performance	Encourage teachers to continuously improve their own abilities and ensure teaching quality	Every year-end

(3) Utilizing modern information technology to assist teaching

Modern information technology has provided new avenues for three writing teaching. Universities can use online teaching platforms to upload three writing teaching videos, courseware, and other resources, making it convenient for normal students to learn anytime and anywhere. Introducing calligraphy teaching software, through the software's stroke demonstration, writing assessment and other functions, enables normal students to have a more intuitive understanding of writing skills and discover their own problems in a timely manner. In addition, utilizing multimedia classroom equipment to display high-definition calligraphy pictures and video materials in the classroom enhances the intuitiveness and fun of teaching. Table 3 shows an example of information technology assisted teaching resources.

Table 3 Information Technology-Assisted Resources for "Three-Writing" Teaching

Resource Type	Resource Name	Functional Features
Online Teaching Platform	Normal University Calligraphy Online School	Contains systematic course videos, after-class assignments, and a teacher-student communication forum
Calligraphy Teaching Software	Moqu Calligraphy (Ink Interest Calligraphy)	Provides a vast collection of copybooks, stroke writing demonstrations, and writing assessment functions
Multimedia Resources	High-Definition Calligraphy Image Library, Calligraphy Documentaries	Enrich teaching materials and enhance the intuitiveness of teaching

By creating campus calligraphy culture atmosphere, strengthening the construction of teaching staff and using modern information technology to assist teaching, the three-writing ability of college normal students will be comprehensively improved, which will lay a solid foundation for their future education and teaching work.

5. Conclusions

This article makes an in-depth study on the three-writing teaching of normal students in

universities, aiming at solving the problems existing in the current teaching, improving the three-writing skills of normal students, inheriting the Chinese character culture and enhancing their education and teaching quality.

On the theoretical level, by combing the relevant theoretical basis of pedagogy, calligraphy aesthetics, writing psychology and so on, the important position and theoretical support of three-writing teaching in normal education are clarified, which provides a solid basis for the construction of teaching system.

In the construction of the teaching system, the teaching objectives are formulated in stages and at multiple levels to ensure that the objectives meet the professional characteristics and educational needs of normal universities. The selection of teaching content pays attention to the combination of systematicness, practicality and culture, covering three-writing skills, classic copybook copying and calligraphy culture knowledge. The teaching method system comprehensively uses teaching method, demonstration method, practice method and group cooperative learning method to meet different learning needs. Furthermore, a teaching assessment system with diversified assessment subjects, diversified assessment methods and comprehensive assessment contents is constructed, which comprehensively and objectively reflects the teaching effect.

In the exploration of practical approaches, efforts should be made to create a campus atmosphere of calligraphy culture, and rich calligraphy activities should be organized to stimulate normal university students' interest in learning. The construction of the teaching staff should be strengthened from such aspects as professional training, talent introduction, the building of exchange platforms, and the establishment of assessment mechanisms, so as to improve teachers' teaching ability. Modern information technology should be used to assist teaching, online and offline resources should be integrated, and learning channels should be expanded.

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