

# Research on the Innovative Mode of Civic and Political Education of Calligraphy in the Context of the New Era



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**Abstract:** In the context of the new era, the combination of Calligraphy and ideological and political education faces new opportunities and challenges. This paper discusses the innovative mode of ideological and political education in calligraphy, including the integration of teaching content, the innovation of teaching methods and the reform of teaching evaluation. By analyzing the combination of calligraphic works and the theme of ideology and politics, project-based learning and the application of modern technology, this paper points out that this combination can not only improve students' calligraphic skills, but also enhance their sense of cultural identity and values. At the same time, the importance of establishing a diversified system in teaching evaluation is emphasized in order to comprehensively assess students' ideological and political literacy and artistic performance. Finally, the direction of future research is proposed, aiming to provide reference for the reform and development of Calligraphy education.

**Keywords:** calligraphy; ideological and political education; innovative models

## 1. Background

In the context of the new era, the mission and goals of education are undergoing profound changes. With the development of society and the progress of science and technology, education is not only the transmission of knowledge, but also an important way to cultivate students' comprehensive quality, ideology, morality and cultural self-confidence. The state has repeatedly emphasized that education should serve the construction of socialist modernization and cultivate socialist builders and successors with all-round development in morality, intelligence, physicality, aesthetics and aesthetics. This requirement presents new challenges for educators, especially in how to combine ideological and political education with professional courses.

Calligraphy, as an important part of traditional Chinese culture, carries rich historical and cultural connotations. Calligraphy is not only an art form, but

also a symbol of the spirit and culture of the Chinese nation. It conveys emotions and expresses thoughts through pen and ink, reflecting the Chinese people's pursuit of beauty and identification with culture. In the context of globalization, the importance of Calligraphy has become more and more prominent, which is not only the carrier of cultural inheritance, but also an important means to enhance national self-confidence and cohesion. Therefore, the combination of Calligraphy and Ideological and Political Education not only helps to improve students' calligraphy level, but also enhances their cultural identity and values.

The purpose of this paper is to discuss the combination of Calligraphy and Ideological and Political Education, and to propose an innovative model of Calligraphy. The combination of Calligraphy and Civic and Political Education is an important way to realize the educational goals. Through the study of calligraphy, students can not only master the writing skills, but also accept the

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ideological and political education in a subtle way, and enhance the understanding and recognition of socialist core values. The historical stories and cultural connotations contained in calligraphy works can become vivid teaching materials for ideological and political education, helping students better understand and accept socialist ideas. Traditional calligraphy teaching often focuses on the teaching of techniques and neglects the integration of ideological and political education (Xiao, 2024; Li & Xiao, 2023; Tan, 2024; Wang, 2024). In order to adapt to the educational needs of the new era, the teaching mode of calligraphy needs to be innovated urgently (Pang, 2024). Through the introduction of project-based learning, interdisciplinary teaching and modern technological means, students' learning interest and participation can be effectively enhanced, so that the study of calligraphy is not only limited to the mastery of skills, but also becomes an important carrier of ideological and political education.

The study of the innovative mode of combining calligraphy and ideological and political education is not only a reflection on and improvement of the traditional education mode, but also a positive response to the educational mission of the new era. Through the innovative teaching mode, the organic combination of Calligraphy and Civic and Political Education can be better realized, and students' comprehensive quality, ideology and morality, and cultural self-confidence can be cultivated.

## **2. The Combination of Calligraphy and Civic Education**

The combination of Calligraphy and Civic and Political Education is firstly reflected in the integration of teaching content. Teachers can conduct in-depth analysis and discussion by choosing calligraphic works with historical and cultural values and combining the stories and ideas behind them. For example, famous sentences in calligraphic works often contain profound philosophies and values, and teachers can guide students to explore the ideas conveyed by these works, so as to enhance their understanding of socialist core values (Yang, 2024).

Secondly, the innovation of teaching methods is also an important way to realize the combination of calligraphy and Civic Education. The traditional teaching of calligraphy is often teacher-centered, and students' participation is low. For this reason, project-based learning and practical activities can be used to let students experience the charm of calligraphy in practical operation. For example, activities such as calligraphy competitions and calligraphy exhibitions can be organized to stimulate students' interest and participation. In addition, the use of modern technological means also provides new possibilities for calligraphy teaching. Through online courses, virtual classrooms and other forms, teachers can combine calligraphy teaching with modern information technology to broaden students' learning channels (Pang & Xiong, 2024).

Finally, the innovation of teaching evaluation should not be neglected as well. The traditional evaluation often focuses on students' writing skills and ignores the cultivation of ideological and political literacy. Therefore, a diversified evaluation system can be established, including not only the technical evaluation of calligraphy works, but also the evaluation of students' participation and depth of thinking in the learning process. In addition, emphasizing process evaluation and results display can help students to continuously reflect and improve in their learning and enhance their comprehensive literacy (Yu, 2022).

## **3. The Construction of Innovative Mode of Calligraphy**

In the context of the new era, the combination of Calligraphy and Civic Education is more and more important. In order to better realize this goal, it is necessary to construct an innovative teaching mode, and carry out all-round reform and innovation from the three aspects of teaching content, teaching methods and teaching evaluation. The following will discuss in detail how to realize the effective integration of Calligraphy and Civic and Political Education through the innovative mode.

### **3.1. Innovation of teaching content**

### **3.1.1. Combining calligraphic works with the theme of ideology and politics**

The first step of innovative teaching content is to combine the calligraphic works with the theme of ideological and political education. Traditional calligraphy teaching often focuses on writing skills and techniques, but ignores the cultural significance and ideological education value contained in the calligraphic works. Therefore, in teaching, we should choose classic calligraphy works with the theme of ideology and politics, and guide students to understand the ideological connotation through the analysis and discussion of these works. For example, some masterpieces of ancient calligraphers can be selected, which contain traditional virtues such as loyalty, filial piety, harmony, etc., and combined with the students' life and social reality, they can be discussed and analyzed at a deep level.

In terms of curriculum arrangement, thematic courses can be designed to combine the analysis of calligraphic works with the relevant contents of ideological education. For example, courses such as "The Embodiment of Loyalty and Filial Piety Culture in Calligraphy" and "The Relationship between the Art of Calligraphy and Traditional Chinese Philosophy" can be offered to help students understand and accept the important ideas of Civic and Political Education from the perspective of the art of calligraphy. In addition, teachers can show the social thoughts and values expressed in calligraphic works of different historical periods through rich examples and cases, guiding students to appreciate the beauty of calligraphy while strengthening their identification with traditional culture and socialist core values.

### **3.1.2. Carry out interdisciplinary teaching**

Another important aspect of innovative teaching content is to carry out interdisciplinary cooperation, especially the integration of calligraphy with history, philosophy and other disciplines. In traditional education, there are often boundaries between disciplines, and the teaching of calligraphy is less related to other disciplines. However, calligraphy is

not only an art, but also an important medium to reflect history and culture.

For example, it can be combined with history courses to explore the development of calligraphy and the historical background behind it, so that students can learn about relevant historical events and figures while learning calligraphy. A theme such as "Wang Xizhi's Lanting Preface and the social background of the Eastern Jin Dynasty" can be explored, and students are asked to study the background information and express their understanding of this historical event through calligraphic creation. In the process, students not only improved their calligraphic skills, but also deepened their knowledge of history.

In addition, the combination of calligraphy and philosophy is also of great significance. Teachers can explain traditional Chinese philosophical thoughts, such as benevolence, righteousness, propriety and wisdom in Confucianism and inaction in Taoism, etc., through calligraphic works, and guide students to think about the relationship between the individual and society, and between the individual and nature. Through a philosophical perspective, students can be helped to understand the connotations of calligraphic works at a deeper level, thus enhancing their thinking ability and moral cultivation.

## **3.2. Innovations in teaching methods**

### **3.2.1. Adopt project-based learning and practical activities**

In terms of teaching methods, project-based learning is a proven innovative approach. Project-based learning emphasizes students' active participation and promotes their in-depth learning and thinking under a specific topic through practical projects. In the ideological education of Calligraphy, a series of practical projects can be designed, such as the creation and display of calligraphy works, research on the calligraphy industry, calligraphy and social service, etc., so that students can exercise their abilities in practical activities.

For example, the "Calligraphy and Public Art" project can be organized, in which students can beautify the campus and the community by creating

calligraphic works, and enhance their cultural literacy as well as their sense of social responsibility and active participation. At the end of the project, a calligraphy exhibition is organized for students to display their works, share problems and solutions encountered in the process of creation, and improve their teamwork and communication skills. In addition, a “Calligraphy Pilgrimage” can be organized. Students are organized to go on field trips to major cultural sites and the studios of famous calligraphers to stimulate their enthusiasm for learning through close contact with traditional culture. At the same time, the school regularly holds exhibitions on the theme of “Calligraphy and Ideology and Politics” to show the elements of ideology and politics that students have incorporated into their creations, thus building a bridge between the study of calligraphy and ideological and political education.

In addition, we can also organize calligraphy competitions, calligraphy forums and other practical activities to stimulate students' enthusiasm and participation. In these activities, teachers can act as guides and organizers, guide students to think and discuss, and help them better understand the cultural connotation and ideological value of calligraphy. In practice, teachers can introduce students to historically significant works of calligraphy, such as Wang Xizhi's *The Lanting Preface* and Yan Zhenqing's *Manuscript of Offering to a Nephew*, and guide them to understand the traditional virtues of loyalty, filial piety and honesty by analyzing the artistic value and cultural connotations of these works. The course not only emphasizes the improvement of calligraphy skills, but also sets up thematic discussions on ideology and politics, so that students can realize effective interaction between discussion and writing.

### **3.2.2. Use of modern technological means**

With the rapid development of information technology, traditional teaching methods can no longer meet the needs of modern students. With the help of modern scientific and technological means, such as online courses, virtual classrooms, etc., will bring new possibilities for the ideological education

of calligraphy. The use of modern technology means can not only enrich the teaching content, but also improve students' learning enthusiasm and participation (Teng, 2024; Li, 2024; Huang, 2024).

For example, an online calligraphy course can be set up to record video explanations of classic works and demonstrations of writing skills for students to learn anytime and anywhere. Through the online classroom, teachers can utilize multimedia technology to demonstrate the details and techniques of calligraphy works, enhancing students' understanding and practical skills. In addition, nationwide competitions and exchanges of calligraphic works can be organized through the online platform to broaden students' horizons and stimulate their desire to explore in the field of calligraphic art.

The virtual classroom also provides new teaching scenarios and methods for calligraphy ideology education. Teachers can utilize virtual reality (VR) technology to let students experience the whole process of calligraphy creation, from the use of tools to the evaluation of works, to enhance the sense of practice and participation. In addition, by utilizing online forums and social media, students can share their creative journey and experience, make interactive comments, and form a good learning atmosphere.

## **3.3. Innovation in teaching evaluation**

### **3.3.1. Diversified evaluation system**

In terms of teaching evaluation, a diversified evaluation system should be constructed to comprehensively and objectively assess the development of students in calligraphy learning and ideological education. The traditional evaluation of calligraphy teaching usually focuses only on the technique and the quality of works, while ignoring the students' ideological connotation and personal development. Therefore, there is a need to improve the evaluation indexes and develop a comprehensive evaluation system that covers both calligraphic skills and artistic performance, as well as ideological and political literacy and cultural understanding.

Students' calligraphy learning can be assessed in all aspects through a combination of process and summative evaluation. Teachers can set up observation record sheets to record students' performance, participation and creative ideas in the learning process during project-based learning and practical activities. At the same time, stage-by-stage display and feedback can be carried out to encourage students to evaluate and suggest to each other, and to promote learning exchanges and enhancement. Eventually, through the summative evaluation, combined with the students' actual performance and works, a comprehensive learning evaluation is formed, reflecting the students' development in the art of calligraphy and ideological and political literacy.

### **3.3.2. Emphasize process evaluation and results display**

In innovative teaching evaluation, process evaluation not only focuses on students' final works, but also emphasizes their progress and efforts in the learning process. Teachers should encourage students to reflect on and summarize each step in the creation of calligraphy, record their learning notes and insights, and form personal learning files. This not only helps students better understand their creative process, but also provides an important basis for teachers' subsequent personalized instruction.

In addition, the display of results is also an indispensable part of the evaluation system. Allowing students to display their learning achievements through calligraphy creation exhibitions and work conferences not only enhances their self-confidence, but also motivates them to further explore the art of calligraphy. Such display activities not only focus on the performance of calligraphic skills, but also encourage students to show their thoughts and emotions, so that the audience can feel the thoughts and values of the creators through the works.

Through the above innovations in teaching content, teaching methods and teaching evaluation, a complete innovative model of ideological and political education in calligraphy is constructed,

which is of great significance in enhancing students' cultural confidence and strengthening their ideological and political literacy. Calligraphy is not only a carrier of cultural heritage, but also an important form of ideological and political education. By integrating the art of calligraphy and ideological and political education, it can not only improve students' calligraphy skills, but also deeply understand and practice the core socialist values, and cultivate socialist builders and successors who are all-rounded in morality, intelligence, physicality, aesthetics and labor. In the educational context of the new era, the implementation of this innovative model will provide a new impetus for the inheritance and development of Calligraphy and open up new paths for the cultivation of high-quality talents.

## **4. Summary**

In traditional calligraphy teaching, it often focuses on the teaching of skills and artistic expression, and lacks attention to ideological and political education. The innovative model of ideological and political education in calligraphy proposed in this dissertation emphasizes the combination of the art of calligraphy with socialist core values and traditional cultural education. Both in the design of teaching content and the application of teaching methods, the proposed innovative model shows a high degree of feasibility.

There still exists a wide range of research and practice space in the future, such as (1) deepening interdisciplinary research. In the future, the ideological education of calligraphy can further strengthen the integration with other disciplines such as history, philosophy and art. For example, in-depth exploration of the relationship between calligraphy and Chinese philosophical thinking and art concepts can help students understand the cultural background and social significance of calligraphy more comprehensively. At the same time, through interdisciplinary cooperation and practice, students can cultivate the problem-solving ability of multi-dimensional thinking. (2) Expand the forms of practical activities. For example, we can explore the

curriculum design that combines calligraphy and social service, encourage students to participate in community cultural activities through calligraphy creation, and enhance their sense of responsibility and mission to the society. Meanwhile, more social practice activities can also be carried out through cooperation with enterprises and calligraphy clubs to enrich students' extracurricular experience. (3) Focus on the application of information technology. With the development of information technology, future ideological education in calligraphy can further make full use of modern technological means, such as artificial intelligence and big data analysis, to optimize the teaching strategy and evaluation system. Through the application of online courses and virtual reality technology, a more immersive learning environment is created, so that students are exposed to calligraphy and culture in a broader perspective, while also improving the flexibility and adaptability of teaching.

In conclusion, the innovative model practice of ideological and political education in calligraphy provides students with a diversified learning platform and promotes the benign interaction between the art of calligraphy and ideological and political education. In the future educational research, we should continue to pay attention to the development of ideological and political education in calligraphy, and constantly improve its value and significance in the new era of education by deepening the research content and expanding teaching strategies. This will not only help to improve the overall quality of students, but also provide an important support to promote the inheritance and development of Chinese excellent traditional culture.

#### Conflict of Interest

The author declares that she has no conflicts of interest to this work.

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