

Analysis of Aesthetic Education Infiltration in Calligraphy Appreciation Class in Universities in the New Era

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Abstract: This article aims to explore the aesthetic education infiltration strategy and its effect assessment system in calligraphy appreciation class in universities under the background of the new era. Through various strategies such as theoretical infiltration, emotional infiltration, practical infiltration and cross-border integration, this article deeply analyzes the important role of calligraphy appreciation classroom in aesthetic education. At the same time, this article makes a comprehensive investigation on the setting, instructional content, instructional methods and students' learning status of calligraphy appreciation class. The results show that through the implementation of aesthetic education infiltration strategy, students' calligraphy appreciation ability, aesthetic taste and humanistic quality have been significantly improved. At the same time, this article also constructs a scientific, comprehensive, developmental and operable assessment system of aesthetic education infiltration effect, which provides a powerful tool for assessing the aesthetic education effect of calligraphy appreciation class. Generally speaking, calligraphy appreciation class is an important way to implement aesthetic education, and students' aesthetic quality and humanistic quality can be effectively improved through diversified infiltration strategies.

1. Introduction

With the arrival of the new era, the educational reform is being promoted in the global scope at an unprecedented speed and depth [1]. This reform is not only related to the teaching of knowledge and skills, but also focuses on the cultivation of students' comprehensive quality, especially the improvement of aesthetic and humanistic quality [2]. Aesthetic education, as an important part of the education system, has become increasingly prominent. Aesthetic education can not only cultivate students' aesthetic taste, improve their artistic appreciation ability, but also stimulate creativity and promote physical and mental health, which plays an irreplaceable role in shaping an all-round personality [3]. Under the background of the new era, facing the rapidly changing social environment and diversified cultural needs, strengthening aesthetic education has become the key to enhance the country's cultural soft power and cultivate internationally competitive talents [4].

This study focuses on the calligraphy appreciation class in universities, and discusses how to effectively realize the infiltration of aesthetic education in the new era. The specific objects include the instructional content, instructional methods, students' learning situation and course assessment system of calligraphy appreciation course in universities. The research content covers the aesthetic characteristics of calligraphy art, the value of cultural inheritance, and how to promote students' aesthetic ability and humanistic accomplishment through calligraphy appreciation teaching. At the same time, this study also pays attention to the challenges that may be encountered in the implementation process, aiming at providing strategic suggestions for optimizing calligraphy appreciation teaching in universities.

2. New requirements and challenges of aesthetic education

2.1. The present situation of aesthetic education in universities

Aesthetic education in the new era emphasizes student-centeredness, focusing on cultivating

students' aesthetic perception, aesthetic judgment and aesthetic creativity, aiming at guiding students to establish correct aesthetic concepts and form noble moral sentiments and sound personality through art education [5]. At present, although some progress has been made in aesthetic education in universities, there are still many shortcomings. On the one hand, the curriculum of aesthetic education is not systematic enough, lacking coherence and depth; On the other hand, the distribution of aesthetic education instructional resources is uneven, and high-quality resources are concentrated in a few universities, which affects the popularization and promotion of aesthetic education. In addition, some universities do not pay enough attention to aesthetic education, which leads to the marginalization of aesthetic education courses and is difficult to meet the growing aesthetic needs of students [6].

2.2. The unique value of calligraphy art in aesthetic education

Calligraphy art, as a treasure of China traditional culture, not only carries profound historical and cultural heritage, but also contains unique aesthetic ideas and artistic spirit [7]. Through the appreciation and study of calligraphy, students can not only appreciate the beauty of Chinese characters, but also deeply understand the cultural implication behind calligraphy, thus enhancing cultural self-confidence and improving aesthetic accomplishment. With its unique charm, calligraphy has become an indispensable part of aesthetic education in universities.

3. The current situation of calligraphy appreciation classes in universities

3.1. Curriculum and instructional content of calligraphy appreciation

At present, the curriculum of calligraphy appreciation in universities is scattered and lacks a unified standard and system (Figure 1). The instructional content focuses on the introduction of theoretical knowledge such as calligraphy history and calligraphy techniques, but it is insufficient for the aesthetic appreciation of calligraphy art and the excavation of cultural connotation [8]. In addition, there is diversity in the selection of teaching materials, which leads to uneven teaching quality.

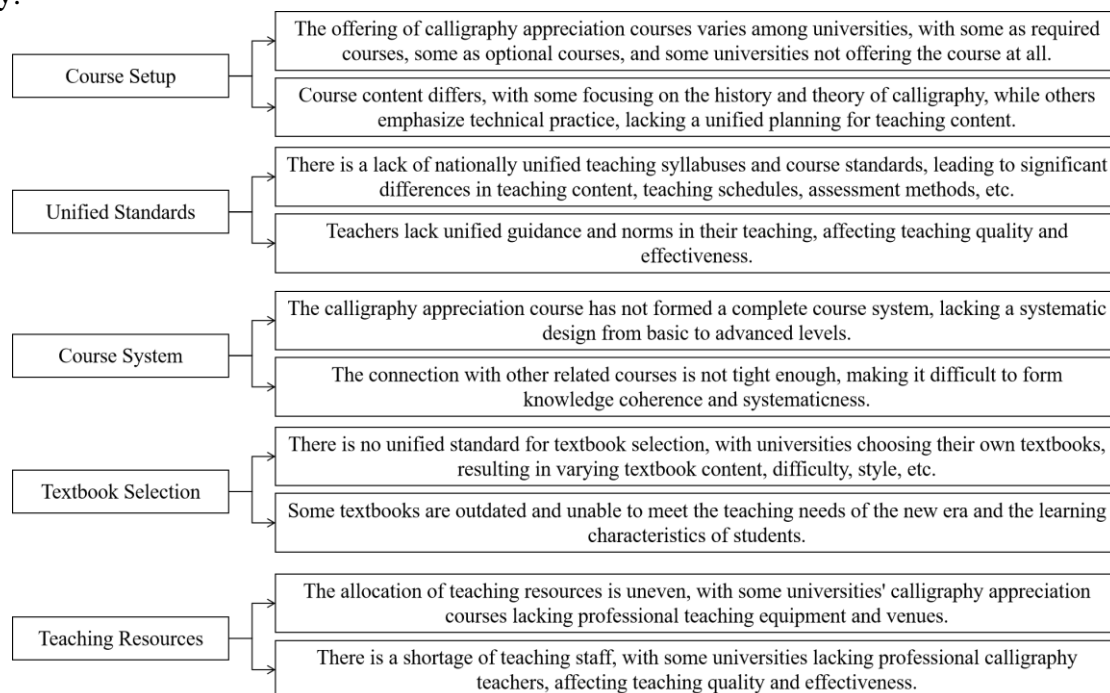


Figure 1 Current situation of calligraphy appreciation courses in universities

Traditional instructional methods are often based on lectures, lacking interactivity and practicality, and it is difficult to stimulate students' interest in learning. With the rapid development of information technology, although some universities have begun to try to integrate new media technology into calligraphy teaching, they are still in the exploration stage as a whole. How to

effectively combine online and offline resources and innovate instructional methods has become an urgent problem to be solved.

3.2. Investigation on students' learning status quo

The investigation results of the current situation of calligraphy appreciation and learning of university students are shown in Table 1:

Table 1: Survey Results on the Current Status of Calligraphy Appreciation Learning among University Students

Survey Content	Current Situation Description
Students' Interest in Calligraphy Art	Varies, with some students having strong interest, while others have moderate or weak interest
Learning Foundation and Guidance Situation	Some students have weak foundations in calligraphy and lack effective learning guidance, making it difficult to delve deeper into learning
Understanding of Calligraphy Appreciation Courses	Some students believe that calligraphy appreciation courses are disconnected from real life and lack motivation to learn
Achievement of Aesthetic Education Effects	The aforementioned issues directly affect the achievement of aesthetic education effects in calligraphy appreciation classes

Through the investigation of the current situation of calligraphy appreciation and learning of university students, it is found that students have different degrees of interest in calligraphy art, and some students find it difficult to study deeply because of weak foundation or lack of effective guidance. At the same time, some students don't know enough about calligraphy appreciation course, and think it is out of touch with real life and lacks learning motivation. These problems directly affect the realization of aesthetic education effect in calligraphy appreciation class.

4. Strategies of aesthetic education infiltration in calligraphy appreciation class

(1) Theoretical infiltration

Theoretical infiltration is the basis of aesthetic education infiltration in calligraphy appreciation class. In this link, teachers need to dig deeply into the historical origin, genre style, technical characteristics and cultural philosophy behind calligraphy art, and guide students to deeply understand the artistic charm and cultural connotation of calligraphy through vivid and interesting explanations. In order to enhance the effect of theoretical infiltration, teachers can use multimedia instructional methods, such as showing high-definition pictures of famous calligraphy works and playing videos of calligraphy creation process, so that students can feel the charm of calligraphy more intuitively. At the same time, students are encouraged to read relevant books and documents after class, broaden their horizons and deepen their understanding of calligraphy art.

(2) Emotional infiltration

Emotional infiltration is the key to aesthetic education infiltration in calligraphy appreciation class. In this process, teachers should pay attention to stimulating students' emotional experience and guide them to feel the emotion and artistic conception contained in calligraphy works by appreciating them. By organizing students to visit calligraphy exhibitions and inviting calligraphers to give live demonstrations, students can get close contact with calligraphy and have emotional resonance. In addition, teachers can also guide students to try to express their feelings and thoughts with calligraphy, and deepen their understanding and perception of calligraphy art through creative practice.

(3) Practical infiltration

Practice infiltration is an important part of aesthetic education infiltration in calligraphy appreciation class. Teachers should pay attention to cultivating students' practical ability, and let students experience the charm of calligraphy by organizing activities such as copying and creating calligraphy. In practice, teachers should give students necessary guidance and encouragement to help them overcome technical difficulties and improve their calligraphy level. At the same time, teachers can also combine calligraphy practice with other disciplines, such as literature, history, philosophy and other disciplines, so that students can fully understand the connotation and value of calligraphy art in practice.

(4) Cross-border integration

Cross-border integration is an innovative way of aesthetic education infiltration in calligraphy appreciation class. Teachers can try to combine calligraphy with other art forms, such as music, dance, painting, etc., and broaden students' artistic horizons and cultivate their comprehensive artistic literacy through cross-border cooperation. For example, we can organize cross-border activities between calligraphy and music, so that students can try to express the rhythm and rhythm of music with calligraphy; Or organize cross-border activities between calligraphy and painting, so that students can explore the similarities between calligraphy and painting in composition and change of ink color.

5. Assessment system of aesthetic education infiltration effect

5.1. Assessment principle

When constructing the assessment system of aesthetic education infiltration effect, we should follow the principles of scientificity, comprehensiveness, development and operability, as shown in Table 2:

Table 2: Principles for Constructing an Assessment System for Aesthetic Education Immersion Effects

Principle Name	Principle Description
Scientific Principle	Assessment indicators and methods should have scientific basis and rationality to ensure the objectivity and accuracy of assessment results.
Comprehensive Principle	The assessment content should cover all aspects of calligraphy appreciation classes, including knowledge mastery, skill improvement, aesthetic taste, humanistic qualities, etc., to comprehensively reflect the aesthetic education immersion effects of students.
Development Principle	The assessment should focus on the growth and development process of students, pay attention to their potential and progress, and encourage their active participation and continuous development.
Operability Principle	Assessment indicators and methods should be feasible and practical, convenient for teachers to operate and assess, and ensure the smooth implementation of the assessment system.

This table presents four principles that should be followed when constructing the assessment system of aesthetic education infiltration effect, including scientific principle, comprehensive principle, developmental principle and operational principle, and describes each principle in detail.

5.2. Design and implementation of assessment index

According to the assessment principles, a series of specific assessment indicators can be designed (as shown in Table 3). These assessment indicators should be specific, clear and quantifiable, which is convenient for teachers to assess and give feedback.

Table 3: Specific Assessment Index System for Aesthetic Education Immersion Effects

Assessment Dimension	Specific Assessment Index	Description of Assessment Index
Knowledge Mastery Level	Calligraphy Theoretical Knowledge	Students' mastery of basic concepts, terminology, and styles in calligraphy
	Knowledge of Calligraphy History	Students' understanding of the development process, important schools, and representative calligraphers in calligraphy
Skill Improvement	Mastery of Calligraphy Techniques	Students' proficiency and application ability in brushwork, ink application, and composition
	Creative Ability	Students' ability to independently create calligraphy works, including conception, layout, and completion
Aesthetic Taste	Appreciation Ability for Calligraphy Works	Students' appreciation and understanding ability for calligraphy works of different styles and schools
	Aesthetic Judgment Ability	Students' ability to judge the artistic value of calligraphy works and the formation of personal aesthetic preferences
Humanistic Qualities	Understanding of Traditional Culture	Students' cognitive depth and understanding of Chinese traditional culture, especially calligraphy culture
	Enhancement of Cultural Self-Confidence	Students' enhancement of identity and self-confidence towards Chinese traditional culture during the learning process

Table 3 lists the specific assessment index system of aesthetic education infiltration effect in detail, including four assessment dimensions: knowledge mastery, skill improvement, aesthetic taste

and humanistic quality, as well as the specific assessment indicators and descriptions under each dimension. These assessment indexes are concrete, clear and quantifiable, which is helpful for teachers to comprehensively and objectively assess and feedback the students' aesthetic education infiltration effect. In the implementation of assessment methods, a combination of various assessment methods can be adopted, including quantitative assessment and qualitative assessment, process assessment and result assessment. Through the combination of various assessment methods, the effect of aesthetic education infiltration can be assessed more comprehensively and accurately.

6. Challenges and countermeasures

In the process of aesthetic education infiltration in calligraphy appreciation class in universities, there are many challenges. In view of these challenges, the following countermeasures and suggestions can be put forward. First of all, we should increase investment, optimize the allocation of instructional resources and improve the coverage of high-quality instructional resources and teachers. Secondly, we should pay attention to teaching students in accordance with their aptitude and carry out personalized teaching according to their interests and basic level. In addition, we should innovate instructional methods and means, introduce new media technology and interactive teaching elements, and enhance the interest and interactivity of the classroom. At the same time, we should strengthen the integration and cross-border cooperation with other disciplines to broaden students' artistic vision and comprehensive quality.

7. Conclusions

This article systematically discusses the strategies of aesthetic education infiltration in calligraphy appreciation class in universities under the background of the new era, including theoretical infiltration, emotional infiltration, practical infiltration and cross-border integration. Through the comprehensive use of field research and other research methods, this article deeply analyzes the unique value of calligraphy appreciation classroom in aesthetic education and the challenges it faces. The results show that the implementation of aesthetic education infiltration strategy can significantly improve students' calligraphy appreciation ability, aesthetic taste and humanistic quality. At the same time, the assessment system of aesthetic education infiltration effect also provides a scientific basis for assessing the aesthetic education effect of calligraphy appreciation class.

The practical significance of this study lies in providing concrete and feasible strategies and suggestions for the teaching reform of calligraphy appreciation course in universities. By optimizing the allocation of instructional resources, innovating instructional methods and means, and strengthening interdisciplinary integration, we can further improve the aesthetic education effect of calligraphy appreciation class and cultivate students' comprehensive quality and cultural self-confidence. In addition, this study also provides reference for other art education fields, which is helpful to promote the all-round development of aesthetic education.

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