

Research on writing enlightenment education under interest orientation

Fan Mo ¹, Siying Huang ², Yayu Mao ³, Jiamin Ying ^{4,*}

¹School of Fine Arts, Hangzhou Normal University, Hangzhou 310000, China;

²School of Foreign Languages, Hangzhou Normal University, Hangzhou 310000, China;

³School of Cultural Creativity and Media, Hangzhou Normal University, Hangzhou 310000, China;

⁴School of Jing Hengyi Education, Hangzhou Normal University, Hangzhou 310000, China;

Abstract

In the past ten years of curriculum reform, calligraphy teaching has been paid more attention by the national education department and primary schools in the compulsory education stage. Calligraphy is an excellent and precious cultural heritage that has been passed down for thousands of years in our country. The art of calligraphy is prominent in the long river of history. The calligraphy education for children is conducive to improving the comprehensive language capacity of children. Interest teaching is a teaching method which takes stimulating students' interest as the core. Modern psychological research shows that the level of learning interest directly affects the learning effect, achievement and interest degree. Enlightening children's handwriting teaching method under the guidance of interest makes calligraphy teaching more intuitive, vivid and entertaining. It is conducive to stimulating, cultivating and enlightening students' desire for knowledge, which is of great significance for optimizing calligraphy writing. Based on this paper summarizes on children's interest, cognitive development theory, writing enlightenment education and writing enlightenment education from the perspective of cognitive development theory.

Keywords

Cognitive development theory; writing enlightenment education; research review.

1. Research on interest orientation and writing enlightenment education

1.1. Overview of interest-oriented related research

Through literature search, the author finds that the domestic interest-oriented research mainly focuses on the purpose of learning to satisfy one's interest in a certain knowledge or skill. Under the control of the interest-oriented meaning view, people's learning behavior occurs not only in the workplace, but also in spare time and daily life, and shows the tendency of stability, continuity and consciousness. In teaching, interest teaching is a teaching method with the core of stimulating students' interest, emphasizing that teachers stand in the perspective of students and pay attention to using a variety of educational resources, activities and methods to enhance students' learning interest and initiative. The concept of interest-oriented teaching plays a very positive role in educational practice. The consciousness and initiative of learning come from interest. Thus replacing the traditional passive acceptance learning. In order to improve the teaching quality of students' personalized development, the key is to let students take the initiative and voluntarily conduct knowledge inquiry. Therefore, highly understanding and paying attention to the driving role of interest in the learning process is an important prerequisite for improving the quality of personalized development. On the one hand, driven

by students' interest, personalized education can be carried out steadily and continuously for a long time, and students will voluntarily and actively invest in the exploration of professional knowledge, so that their potential can be tapped to the greatest extent. On the other hand, the cultivation of learning interest also needs the coordinated development of each link in the teaching process, and the improvement and improvement of each teaching link should in turn help to better stimulate students' learning interest. Therefore, teachers should adopt flexible methods according to teaching objects and teaching contents, make use of students' curiosity, reverse psychology and novelty psychology, create a good learning atmosphere and stimulate students' thirst for knowledge. Enable students to receive knowledge and master skills in emotional pleasure in order to achieve the best teaching results. As the educator Mr. Ye Shengtao said: "Learning is the student's own business, no matter how well the teacher speaks, do not mobilize the enthusiasm of students to learn, do not let them study on their own, do not cultivate self-learning ability, is no matter how bad learning."

Around interest and education, especially the teaching process, after hundreds of years of continuous exploration and development, gradually formed a set of ideas, worthy of our attention: First, it is believed that the teaching process is a process of the unification of conscious psychology and unconscious psychology, attaching importance to the important significance and special role of interest in education, teaching and children's development, and striving to build corresponding teaching models, such as interest teaching, emotion teaching, understanding teaching, happy teaching, happy education. The second is to take interest in learning and happiness in learning as an important goal or even the highest realm of teaching. This view in China is based on the ideas put forward by Confucius and developed by Confucian scholars such as Ercheng and Zhu Xi that "those who know are not as good as those who are good and those who are not as happy" and "those who teach will not enjoy learning until they see its interest". In the west, it is based on Herbart, Spencer and Dewey's theory of multi-interest and happiness education. The third is to take interest as one of the main principles of teaching, requiring teachers to always pay attention to discover, develop and cultivate students' learning interests in the teaching process, and holding that the real teaching art and level is not to impart skills, but to inspire, awaken and inspire. The fourth is to emphasize the appropriateness of interest-oriented course organization and textbook compilation, requiring lively, interesting and intrinsically attractive teaching content to attract students and arouse their interest in knowledge. The fifth is to take whether to arouse interest in learning as an important indicator to evaluate the teaching plan and effect, but not to let students only do what they are interested in, but to be interested in doing what must be done. Sixth, pay attention to teachers' professional interest and teaching passion, which is considered to be an important way to develop and cultivate students' interest in learning, and emphasize the resonance and interaction of teachers' and students' interest. Thus, interest orientation plays an important role in the teaching process. By stimulating students' interest in learning, the classroom is transformed from "educator-centered" to "learner-centered", starting from students' own interests and needs. Make them understand what they have learned and deepen their memory. At the same time, personalized teaching programs are designed according to students' specialties and interests, and good teacher-student interaction is created. Students can realize the value of knowledge itself from sensibility to rationality, establish their own thinking system, and constantly open up a broader vision and development space, so as to achieve better learning results.

1.2. Write an overview of research on enlightenment education

Domestic scholars have studied extensively on the enlightenment education of calligraphy, but less on the enlightenment of "writing" (i.e. the basic stage of calligraphy).

1.2.1. The current situation and problems of writing education

Thoughts on Chinese Character Writing Education of Primary and Secondary School Students by Zhang Fenglong discuss the current situation and problems of Chinese character writing education of primary and secondary. He pointed out that the ability of primary and secondary school students to write Chinese characters has gradually declined under the background of continuous technological progress and changes in the way characters are input. This paper makes a detailed analysis of the reasons for this phenomenon, including the development of science and technology makes students reduce their writing time, the computer input of Chinese characters replaces many students' handwritten Chinese characters, and the lack of social attention makes students' awareness of writing fade. On this basis, the author puts forward a series of suggestions to improve the Chinese character writing education of primary and secondary school students. He proposes that it is the common task of all teachers to strengthen Chinese character writing and cultivate students' good writing habits, constantly enhance the interest of Chinese character writing, guide students to learn and feel, give play to the comprehensive educational function of Chinese character writing, and set up Chinese character writing test levels.

This article systematically points out the strategies to improve the current students' writing ability of Chinese characters, provides profound insight and valuable suggestions for primary and secondary school students' writing education of Chinese characters, and has important guiding significance for improving students' writing ability of Chinese characters.

1.2.2. Writing Status and Teaching Strategies of Primary School Students

Li Mei in "Writing Standard Chinese Characters, Inheriting Chinese Civilization -- Discussion on Writing Status Quo and Teaching Strategies of Primary School Students". She took 60 students' assignments at random and observed their handwriting. By reviewing the 60 assignments one by one, she found a series of problems with pupils' handwriting. For example, they held the pen too close to the tip, and only about 50% of the students wrote correctly. In addition, two-fifths of students sit incorrectly, with problems such as tilting their body and putting their head too close to the book, and these problems have formed a habit. Some students also have some problems in the stroke of new Chinese characters. In general, the font structure of students is unreasonable and irregular; Some students copy wrong characters, add characters, subtract characters; The volume is not clean enough, frequent use of correction fluid; The formatting of the transcribed passages is also wrong.

Li Mei summed up five reasons for this, which are: first, the teacher's Chinese character skills are not solid enough; Second, the implementation of writing teaching is not in place; Third, the negative impact of early family education; Fourth, the influence of writing tools on writing quality; Fifth, the amount of writing training is insufficient.

By reading Li Mei's article, we can understand the basic writing status of students. This article is very detailed and provides a good reference value for research. However, due to the small sample size and limited scope of the survey, it cannot accurately reflect the general status of the problem.

1.2.3. Methods and techniques in the investigation, collect and analyze data

Kou Xue-chen, Bi Fangfang, Yang Yin-bo and Zhang Shi-wen adopted a variety of methods and techniques in the investigation, including questionnaire survey, observation and teaching practice, to collect and analyze a large amount of data. They investigated the goals, methods and effects of handwriting teaching, assessed the teaching level of teachers and the writing level of students, and documented the problems and challenges in detail. By analyzing the findings, Their research topic of social science development in Hebei Province in 2010 was "Investigation and Countermeasures on the current situation of Chinese Character writing Education for primary and secondary School Students" in a series of the status quo of Chinese

character writing education of primary and middle school students. For example, teachers lack professional knowledge and skills in writing teaching. Only 28.10% of the 34 primary and secondary schools in Hebei Province have fixed calligraphy classes every week, and there are no professional teachers for calligraphy classes, most of them are Chinese or art teachers, and most of the content is to write new Chinese characters or copy texts. In addition, they also investigated students' understanding of Chinese calligraphy culture, parents' and teachers' attitudes toward children's writing, students' own attitudes toward Chinese writing, students' participation in extracurricular calligraphy learning, the influence of writing posture on students' strength, students' needs for Chinese writing, factors affecting students' writing quality, and tests on Chinese writing fluency. The countermeasures are put forward.

However, the article does not clearly explain the specific level of students' writing ability and the root of the problem, only a preliminary investigation of some students' writing phenomena, and put forward some suggestions for improvement, but fails to specify how to deal with these problems. In fact, students' writing problems involve many aspects, including educational environment, social environment and educational methods and other factors, and it is definitely not only the school has no relevant courses or fewer courses, parents are not enough attention, and students are not interested enough. Therefore, these issues should be considered more comprehensively in order to develop a more realistic improvement plan.

1.2.4. The current situation of many students' handwriting

Qin Bocheng in Writing [Status and Countermeasures of Primary and Middle School Students] pointed out that the current writing situation of primary and secondary school students mainly has "bad writing habits, eight basic strokes are not proficient, the structure of the principles of Chinese characters are unfamiliar, the handwriting is not legible, can not write, writing attitude is not good".

From Mr. Qin Baicheng's article, we can clearly see the current situation of many students' handwriting, which can arouse the resonance of most primary and secondary school teachers, but he did not mention the problem of time. The author believes that writing time is an important factor affecting writing proficiency, and sufficient and moderate writing amount can improve students' writing proficiency and thus improve their writing level.

1.2.5. The investigation and analysis of Chinese character writing quality

Zheng Meng's paper on the primary school middle period of the investigation and analysis of Chinese character writing quality "It is an academic achievement of in-depth investigation and research on the writing quality of Chinese characters in primary school students. This paper makes a comprehensive analysis of students' writing motivation, writing will, writing speed and writing accuracy, probes into the reasons that affect students' writing quality, and puts forward corresponding countermeasures. The analysis content of the paper is very comprehensive, covering all the key factors in the writing process. Through the investigation and statistics, the researchers draw some meaningful conclusions and put forward some suggestions to improve students' writing quality.

However, it should be pointed out that the practical operation mentioned in the paper has some difficulties in some aspects. Although it is very important to conduct a comprehensive analysis of students' writing quality, the writing process may face some challenges in practice because it involves many factors such as individual differences and environment.

2. Methods of writing enlightenment education under guidance of interest

2.1. Designing and writing games

The Guide to Learning and Development for Children aged 3-6 points out that "Children's learning is based on direct experience and is carried out in games and daily life". Play plays an

important role in children's learning and growth. Games are the key to help children improve their abilities and an important way to implement early childhood education.

Game teaching method aims to improve the fun of teaching, integrates games with learning content, and plays an important role in activating the learning atmosphere and enriching the learning experience. As a result of the limitation of age, the game is the main form of children's learning and activities. From the perspective of children's nature, games are activities that children enjoy. The use of games in education and teaching can successfully stimulate children's initiative and enthusiasm in learning activities, and then subtly enhance children's learning awareness and exploration ability in games. Using game teaching method to carry out children's writing enlightenment education can maximize the guiding role of "child-oriented" thought and stimulate and protect children's writing interest. In view of the neglect of children's writing interest in some kindergartens, teachers can start from the design and organization of writing games. On the one hand, attention should be paid to the influence of children's age on the understanding of rules; on the other hand, attention should be paid to the cultivation of good writing habits and writing awareness during the game process, so as to promote the synchronous development of children's ability and literacy. For example, teachers can design a "hopscotch" game for children, drawing a large rectangular house on a piece of paper. While keeping the rules of the game unchanged, present the small grid in the house in the form of Mig, guide the child to observe the characteristics of the rice grid during the game, encourage the child to try to write in the process not to go beyond the scope of the rice grid, guide the child to have a preliminary understanding of the characteristics of the rice grid, and cultivate the interest in writing.

In addition, the "you draw and I guess" game is also suitable for writing enlightenment, children can be divided into different groups, the teacher to the first member of the group to convey a need to describe the object, the small members in turn on the paper to describe the object, can use lines, symbols, shapes, simple fonts and other forms, and finally guess the object of the group to win the game. This activity can well stimulate children's interest in writing.

2.2. Implement life-oriented teaching

Tao Xingzhi proposed that "life is education", and believed that only the education obtained from life is useful and real education. Education should be carried out in life, and life should be carried out in education. Dewey proposed that "education is life", and believed that the best education is to learn from life and learn from practice. Both educators believe that education and life are inseparable.

Early childhood education should pay attention to children's life, use the materials in children's daily life as teaching content, and guide children to achieve independent development in daily life. Children's life-oriented teaching takes children's daily life as the teaching link, creates a warm and friendly atmosphere with the real living environment that children are familiar with, encourages children to actively learn, and promotes children's growth and development; The life-oriented teaching of children follows the cognitive characteristics and development rules of children, so that they become the subject of life and learning, and let them grow naturally in the soil of life.

The content of writing enlightenment includes three aspects: graphic expression, symbol expression and similar Chinese expression. These contents are boring and boring for children, and it is difficult to arouse children's interest in learning. In order to effectively stimulate children's interest in writing, preschool teachers can use life-oriented teaching methods to carry out life-oriented writing activities. They should closely link the content of writing enlightenment with the experience gained by children in their daily life, and use teaching methods close to life to let children understand and master the content and theories covered in writing teaching, so as to be enlightened. When the activity content is close to the children's life

experience, the children will be easier to focus attention, which not only satisfies the children's thirst for knowledge, but also improves the children's learning participation in writing enlightenment. Most importantly, through the development of writing enlightenment close to life, children can connect their learned experiences with real life, thus laying a solid foundation for them to use their learned knowledge to solve life problems. For example, preschool teachers can organize children to "explore the body" enlightenment activities. In the activities, preschool teachers can lead children to carry out building blocks, grab marbles and other activities, effectively cultivate children's eye-hand coordination ability, and facilitate children to learn to grasp the correct holding posture. In addition, preschool teachers can make some doodles, symbols, pictures, pictures and other words that represent body parts into pastable small cards, guide students to observe, analyze and compare, and paste the corresponding content to the corresponding parts of their bodies to improve children's discrimination ability in the process of writing.

2.3. Implement life-oriented teaching

Children are at an age when they are full of curiosity about everything, but they are also easy to lose interest in things and give up halfway. Bi Defeng in "Five Strategies of Calligraphy Teaching in Harbin Yanxing Primary School under the New Curriculum Reform" pointed out that multimedia technology can be used to evaluate calligraphy and score music. It can not only improve the effectiveness of calligraphy class, but also improve students' interest in calligraphy learning.

With the rapid development of science and technology and the improvement of living standards, the teaching equipment and facilities of schools are constantly optimized, and the teaching means available to teachers tend to be diversified. The flexible use of multimedia can make the classroom more lively and interesting, and can transfer knowledge to students in a wider area. Children are in the stage of literacy, writing enlightenment needs to start from "how to write". Words are usually abstract and obscure, so teachers need to use popular and simple metaphors to guide children's imagination, such as guiding the shape of strokes and composing children's songs, so that children can generate the animation concept of strokes in their minds, and they can also remember the name of strokes through children's songs. As early as in the Eastern Han Dynasty, CAI Yong wrote in his "Notes" : "For the body of a book, one must enter its shape, if one sits, if one moves, if one flies, if one comes, if one lies down, if one is happy, if one is sad, if one eats wood and leaves, if one is a sharp sword, if one is fire and water..." Use these vivid metaphors to write the magic of Zhong You, Zhang Zhi and the Second Wang's calligraphy. Teachers explain to children in simple words and use basic strokes as practice examples to enlighten them, and children will have rich imagination and gradually understand the fun of calligraphy.

There are 16 cases of common calligraphic failure, all of which are named after its pictograms. Yuan calligrapher Li Puguang described "ox head, rat tail, wasp waist, crane leg, bamboo knot, edge Angle, broken wood, firewood" in his "Eight Fa of Snow An", which linked the common forms of bad and ill brush with things in life, more vivid and easy to understand. For example, "folding wood" means that the stroke is like a broken wood when the pen is closed, with a head and no tail, which completely violates the requirements of the stippling pen and does not do the pen processing. Teachers can integrate these metaphors into life and make them vivid, so as to promote children's understanding of writing strokes. In addition, the teacher can also match some body movements, expressions, and add simple and understandable language for children to perceive. Under the guidance of these metaphors, students can properly imagine and visualize the words. This teaching method has a strong image, which is very consistent with children's emotional thinking mode, and can make them happy.

"The teacher's high level of language proficiency determines to a great extent the efficiency of students' mental work in the classroom," Sukhomlinsky said. The image of calligraphy teaching language is interesting, which can inspire students to form vivid concrete images of stroke features and font structures in their brains. For example, in teaching, metaphorical names such as "thin waist skim", "LAN Ye skim", "hanging vertical" and "hanging needle vertical" explain their stroke characteristics and structure easily for children to understand, and can also active the classroom atmosphere.

3. Conclusion

Through the research, it is found that calligraphy education plays an important role in cultivating students' writing ability, aesthetic ability and cultural quality. To develop children's handwriting teaching enlightenment, we need to constantly explore and improve the teaching mode and method, in order to promote students' handwriting skills, improve students' calligraphy aesthetic ability, and cultivate students' good character and sentiment. "From the perspective of physiology and psychology, human development has sequential and phased characteristics. The physical and mental development of any living individual must undergo a continuous process of development from low to high, from quantitative to qualitative change, and this process has a certain sequence and stage." Children's calligraphy is the beginning of calligraphy learning, and it is also a gradual process. Children's learning is like coloring on white paper. Stimulate children's interest in writing under the interest orientation and guide learning to become more interesting. Use intuitive teaching to get students directly interested. Through the principle of intuitiveness, children learn calligraphy under the direction of interest, which is conducive to mobilize students' senses and stimulate their direct interest. The process of learning calligraphy must be coordinated with the whole body such as brain, hand and eye, carefully observed and refined, accumulated over time, and the skills are advanced, which is beneficial to enlightening children's intellectual thinking activities.

Writing education is an integral part of quality education and an important subject to cultivate students' all-round development and improve their quality and ability. As the beginning of cultural education, interest-oriented writing enlightenment education has great significance and value for children's lifelong learning behavior habits. American psychologist Bruner once said: "Learning with interest can make students at school not see learning as a burden, but feel very happy." Interest is the best teacher, once the students have an interest in knowledge and think about the problem, it will trigger the exploration and experiment of knowledge, and tend to curiosity and practice. Therefore, the study of interest magnetic classroom can be said to be of great significance, and it needs the joint efforts of all parties to complete, looking forward to writing a beautiful and poetic future of enlightenment education.

References

- [1] Jia Fan, the research on transformation learning and the construction of adult spiritual home is based on the perspective of adult pedagogy [M].2015.
- [2] Li Lin. The concept and practice of "interest-oriented teaching" [J]. Teaching and Learning, 2020(24):18-19.
- [3] Peng Meng, Song Dan. Research on Individualized Training of College Students based on Learning interest [J]. Science and Education Literature Exchange, 2019,2(A):40-42.
- [4] Li Zhiyi. Review and Reflection on the professional certification of Engineering Education in China in the past decade: What should we insist on and strengthen? [J]. Chinese University Teaching and Learning, 2016(11):10-16.
- [5] Guo Ge. The educational value of interest [J]. Education Weekly, 2019, 21, 15.]

- [6] Thoughts on Chinese Character Writing Education of Primary and Secondary School Students by Zhang Fenglong [J]. Jilin Education,2016,(20):23-26+29.
- [7] Li Mei. Writing Standard Chinese Characters, Inheriting Chinese Civilization -- Discussion on Writing Status Quo and Teaching Strategies of Primary school Students [J]. Chinese Teaching Communication,2011,(06):60-61.
- [8] Kou Xuecheng, Bi Fangfang, Yang Yinbo, et al. Investigation and Countermeasures on the current situation of Chinese character writing education for primary and secondary School students [J]. Science Weekly,2011,(16):195-196. DOI: 10.16657 / j.carol carroll nki issn1673-9132.2011.16.130.
- [9] Qin Bocheng. Writing Status and Countermeasures of Primary and Middle School Students [J]. Literary Education (Middle),2013,(06):42-43.
- [10]Zheng Meng. About primary school middle period of the investigation and analysis of Chinese character writing quality [D]. Southwest university, 2020. The DOI: 10.27684 / , dc nki. GXNDX. 2020.003894.
- [11] [Chen Hui. Application and integration of games in Kindergarten education and teaching [J]. Science Fiction Illustrated,2022(11):72-73.
- [12]Xie Min. On the effective strategies of Cultivating children's pre-writing ability in the process of connecting children with children [C]// New Curriculum Research Magazine. Collection of Research on the Educational Theory of New Curriculum Reform (21). , 2022:2. DOI: 10.26914 / Arthur c. nkihy. 2022.087684.
- [13]Bi Defeng. Five Strategies of Calligraphy Teaching in Harbin Yanxing Primary School under the New Curriculum Reform [J]. Heilongjiang Education (Primary School), 2012, (9) :11.