

Research and Practice of Public Ceramics Teaching Platform——Study On the Sharing of Primary and Secondary Schools and University Platforms

Han Xiangcui
Jingdezhen Ceramic University
Hubei Normal University

Abstract—Public ceramic art is a ceramic art education for non-art students, and it is mostly built around the ceramic art platform of colleges and universities. With the policy orientation of the country, ceramic art gradually entered the field of art education in primary and middle schools. Based on the analysis of the development trend of ceramic art in primary and secondary schools, this paper studies the possibility of sharing ceramic art platforms between primary and secondary schools and colleges, and then further explores its teaching objectives, educational concepts and teaching content to benefit the primary and secondary school ceramic art education.

Keyword—Public Pottery, Practice Platform, Sharing Research, Primary and Secondary School Pottery

At present, nearly 100 colleges and universities in the nation have opened pottery courses, and there two education models: One is professional ceramic art education, mostly in the Academy of Fine Arts and professional colleges. It owns a well-organized ceramic teaching system, which can be divided into ceramic sculpture, product design, ceramic painting, modern ceramic art, architectural bathroom and other directions. Courses include the basics of ceramic molding, styling, decoration, firing, and related creative and extension courses. The other is a ceramic art education in a comprehensive university, which is based on the ceramic art studio of the art or design school. On one hand, it is carried out as a product design, visual communication or art course, and there are different inclinations in teaching. For example, the ceramic art of the product tends to be the design and mold forming of the daily-use porcelain, the visual communication tends to the container shape, and the painting specialty focuses on the ceramic painting. On the other, there is also an elective course as a non-art major, which can be called "public pottery". It is a ceramic art education for non-artistic college students, and its teaching objectives are fundamentally different from those of professional colleges. Professional colleges aim to cultivate pottery artists and designers, while public pottery aims to cultivate the appreciation of pottery.

I. AUDIENCE FOR PUBLIC CERAMIC EDUCATION

This paper talks about public ceramics education based on colleges and universities. Besides, it also has social education. It is true that the social education of ceramic art is showing a booming trend, but the role of college education is always irreplaceable: clear teaching objectives, more professional instructors, systematic teaching and assessment systems. From the perspective of verticality, in addition to college students, there are still audiences of primary and middle school students and kindergarten children in college education. These groups show great differences due to age, so we should consider the law of thinking development to choose a reasonable and effective teaching method.

II. THE DEVELOPMENT TREND OF CERAMIC ART EDUCATION IN PRIMARY AND MIDDLE SCHOOLS

Pottery has entered the field of some primary and secondary schools as an art course. Shenzhen and Shanghai are at the forefront of the country, but the development is not so balanced. On the one hand, it is people's lack of awareness of ceramic art that has led to the difficulties in popularization; it is also because the high requirements of the curriculum for teachers and equipment have also made many schools unable to carry out.

In recent years, with the policy orientation of the country, the ceramics curriculum in primary and secondary schools has shown an upward trend. In 2017, The "Opinions on Implementing the Inheritance and Development of Chinese Excellent Traditional Culture" issued by the Central Office of the CPC Central Committee and the General Office of the State Council pointed out that "the full integration of Chinese excellent traditional culture into all aspects of social practice education and runs through enlightenment education and basic education." The components of traditional culture are naturally within the scope of educational thinking. At the National People's Congress in 2018, President Ninggang proposed to let "ceramic culture as a series of projects to spread, enter primary and secondary schools, the community and the Confucius Institute".

It can be seen that ceramic art has attracted the attention of all parties and will inevitably rise in the future art education. Moreover, it is not one day's work to determine the faculty and venue equipment. Based on this, the sharing of public ceramic art platforms between primary and secondary schools and universities is also a solution.

III. THE POSSIBILITY OF SHARING PUBLIC CERAMIC ART PRACTICE PLATFORMS BETWEEN PRIMARY AND SECONDARY SCHOOLS AND UNIVERSITIES

The starting point of this paper is public pottery education. The public ceramics platform refers to a ceramic art studio with complete equipment and satisfying firing. It has publicity but is not a special place for a profession or group. Public ceramic art in colleges and universities is generally opened in public elections, and the platform is idle in a certain period of time, which provides a time basis for sharing with primary and secondary schools.

Furthermore, with the orientation of national policies and the emphasis on traditional culture, ceramic art has shown an upward trend in art education in primary and secondary schools. Sharing the platform with universities is an effective way in the absence of resources for starting classes. Enjoyment does not mean encroachment on university resources, but the right to use pottery venues and equipment on the premise of ensuring the normal teaching of colleges and universities. In the meanwhile, with the help of the human resources of colleges and universities to implement the teaching of ceramics in primary and secondary schools is a win-win situation. Besides, improving the utilization rate of equipment has also strengthened the cooperation and interaction between universities and primary and secondary schools. It is worth mentioning that the normal colleges themselves undertake the task of cultivating teachers for primary and secondary schools. The interaction with them can also enable universities to adjust their talent development plans in a timely manner to make teaching more targeted. In the meanwhile, let some college students participate in it, and apply what they have learned. It is also an improvement of college students' practical, teaching and communication skills.

IV. TEACHING METHODS OF POTTERY COURSES IN PRIMARY AND MIDDLE SCHOOLS

In the process of practice, teachers should comprehensively consider the law of student's thinking development, and use different teaching methods flexibly. As an excellent medium, ceramic art combines manual, sculptural, painting and decorative that gives students the possibility of multiple operations. It can combine the goals and requirements of art education in primary and secondary schools to select the corresponding practical methods. For the sake of writing, this section focuses on primary school ceramics.

A. *Teaching Objectives of Elementary School Art Education*

Quality education focuses on the overall development of students, and the role of art education is the key. The purpose of primary school art education is to stimulate children's interest and self-confidence in design and creation through planned and purposeful educational activities, cultivate new spirits, cultivate children's sentiments, develop children's thinking and aesthetics, create potential, and train children's eyes and hands, and also the ability to coordinate and use the brain to develop good personality and habits .[1] Soil is one of the earliest elements of human understanding, and it is closely related to the origin and development of human beings. Almost everyone has a mud experience when he was a kid. In the pottery course, when the kiln fire smelts the works that the kids have made or drawn into eternal, this joy is self-evident to them. So, which kind of teaching method should be taken in the pottery course?

B. *Naturalistic Teaching*

The naturalistic education concept is the educational method proposed by Herbert Reed in the "Education through Art" on the basis of summing up the essence of sage art education and his many years of teaching experience. The main purpose is to carry out art education based on children's natural inclinations, not to grasp the knowledge and skills of art disciplines, but to use art as a means to cultivate children's creativity, and thus promote the comprehensive and healthy development of their personality. In the practice of ceramic art practice in primary schools, this concept should be implemented. On the basis of respecting the law of children's thinking development, teachers should care about the nature and individuality of students, and do not limit the primary school students how to do it with specific criteria, but pay attention to what he wants to do; Do not evaluate the merits and demerits of the works with your own likes and dislikes, but to see whether he has fully expressed or not; Don't constrain them with the technical skills of ceramics. They should pay more attention to the production process than the results.[2] It can be seen that the goal of the naturalistic teaching method is essentially same as the purpose of the art education in primary and secondary schools. It is based on art education to stimulate children's creative power, thus promoting their all-round development.

C. *Implementation Method of Pottery Course*

As a comprehensive art form, ceramic art offers many possibilities for students' art courses. As a material, the good plasticity of clay and porcelain provides a space for pupils to imagine. Press, stamp, print, press, stroke and tear, different movements can leave traces of their own "sign language" on the soil, with strong unique personal characteristics. Roll, fold, plate, squeeze, smash and twist can give different states of the soil, with expressionism. This sensitivity to materials can motivate pupils to further think about the subtle relationship between hand movements, form and mud. This kind of manual ceramic practice can integrate the coordination ability of primary school students' eyes, hands and brain, and help to cultivate their ability to concentrate and promote the further development of thinking. As Rousseau said in *Emil*, in all human occupations, craft is one of the oldest and most straightforward craftsmanship. It has the greatest utility in human growth. It coordinates the sense of touch and brain through the hand in the manufacture of the article, and integrates the mind and body to enable people to grow healthily. [3] Hand molding is indispensable in the ceramics practice of primary school students. For primary school students, mud, clay, and hand-kneading are more probable molding methods.

In the teaching of ceramics for primary school students, teachers should pay attention to not restricting them with strict technical skills and requirements, but listening more and guiding them to complete. Teachers play a relatively negative role in it. More possibilities and pleasures in the creative process are more important than the final results of ceramic art. Perhaps a mass of soil has become a waste mud in the kneading of the primary school students, but what is important about this? What is important is that in the process of production, the primary school students experienced the joy of playing mud and the dialogue between hands and soil, and also tasted the beauty of ceramic art different from other art. And these are the emphasis of the naturalistic view of education.

V. CONCLUSION

Pottery can promote the comprehensive coordination ability of the human eye, hands and brain, thereby enhancing thinking cognition and intellectual development. As a result, it is increasingly favored by art education in primary and secondary schools. In the absence of pottery resources in primary and secondary schools, sharing a public pottery platform with universities is a good choice, and it also provides another possibility to expand and share with other art platforms in universities. However, this article does not blindly advocate the interaction between primary and secondary schools and colleges, but for specific professions. The sharing of practice platforms with primary and secondary schools does have multiple effects. In the process, there are still many problems to be considered, such as the subject theme, length, frequency and subtle problems in the operation, as well as classroom discipline and health requirements, etc. All of these need to be further clarified in practice. In the course, we adhere to the principle of naturalistic education, we can implement from ceramic molding and ceramic decorations depend on the different ages and characteristics of students and the teaching objectives and requirements of different stages. During the period, the teacher plays the role of demonstration and guidance, so that the students can become the main body of the classroom. Let them feel the soil-mediated medium in the touch of the hands and the soil, understand the shape change of the mud group in the hands, and taste the beauty of the ceramics. Also, in the process of making pottery, learning to communicate, cooperate with others, respect and care for others also contributes to the social development of primary school students. And this is the purpose of our education.

REFERENCES

- [1]Zhu Ming,Xi Chuanji. Design Art Education Awards [M]. Jinan: Shandong Education Publishing House 2001
- [2]Han Xiangcui. The View of Naturalistic Education in the Teaching of Ceramics in Primary Schools . Literary Life [J].2018.(5)
- [3] (France) Rousseau Emile [M], translated by Lipingou,. Beijing: The Commercial Press.1978