

# The Realistic Dilemma and Coping Strategies of the Cultivation of Ceramic Art Skills for Primary and Secondary School Art Teachers\*

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**Abstract**—The cultivation of ceramic art skills of primary and middle school art teachers is conducive to the inheritance and innovation of ceramic culture. It is conducive to the overall growth of primary and secondary school art teachers and the optimal development of art teaching in primary and secondary schools, and is conducive to the development of all-round socialist builders and successors. However, in current time, it is faced with the realistic dilemma of leading to insufficient attention, lack of effective protection, and lack of motivation for teachers due to the unclear understanding. In order to solve these problems in a targeted manner, it is necessary to grasp three key points, namely, doing top-level design, implementing training evaluation, and improving their own efforts.

**Keywords**—primary and secondary school art teachers; ceramic art skills; dilemma; strategy

## I. INTRODUCTION

In 2018, General Secretary Xi Jinping emphasized at the National Education Conference that it is necessary to focus on cultivating socialist builders and successors of all-round development of moral, intellectual, and artistic development. For the first time, "labor education" is the basic requirement for comprehensive development. The ceramic art skills are important ways of "aesthetic education" and "labor education" and important parts of Chinese excellent traditional culture. Primary and secondary school students are an important force in the inheritance and dissemination of excellent traditional culture. The "Compulsory Education Art Curriculum Standard" clearly states that students should learn how to make ceramic art and practice making ceramic artwork. Primary and secondary art teaching and art classrooms are the main ways to cultivate students' ceramic skills. Art teachers should undertake the historical mission of inheriting and innovating ceramic culture and ceramic art skills. Strengthening the training of ceramic art skills of

primary and secondary school art teachers is conducive to the all-round development of students, and is benefit to the implementation of the fundamental tasks of strengthening moral education and cultivating people. It can also effectively inherit the excellent traditional Chinese culture and promote the development of art education. However, the current art education in primary and secondary schools does not attach great importance to this issue, and the cultivation of art teacher's ceramic culture is basically blank. This paper will start from the realistic dilemma and try to explore the optimization path of the ceramic art skills training of art teachers in primary and secondary schools.

## II. THE ERA VALUE OF THE CULTIVATION OF CERAMIC ART SKILLS OF PRIMARY AND SECONDARY SCHOOL ART TEACHERS

Recognizing the value is the basis of all behaviors. A comprehensive understanding of the era value of the ceramic art skills cultivation of art teachers in primary and secondary schools is the fundamental premise to grasp the real problems and to solve them in a targeted manner.

First, it is conducive to the inheritance and innovation of ceramic culture. Ceramic culture is the best witness and important display of China's 5,000-year-old culture. Ceramic culture has a long history and rich ceramic resources. Its development history is the epitome of economic and social development. It is of great significance to strive to realize the spread of ceramic art culture. Cultural inheritance is an important function of education. Inheriting ceramic culture is an important content and basic function of art curriculum in primary and secondary schools. It needs to "focus on the fundamental tasks of strengthening moral education and cultivating people, and follow the students' cognitive rules and the rules of education and teaching. According to the principles of integration, sub-syllabus and orderly advancement, the Chinese excellent traditional culture is fully integrated into ideological and moral education, cultural knowledge education and art sports. All aspects of education and social practice education run through the fields of enlightenment education, basic education, vocational education, higher education, and continuing education." [1] "Compulsory Education Art Curriculum Standards" is divided into four areas of study according to the art learning

\*Funds: "13th Five-Year Plan" Social Science Key Project of the Education Department of Jilin Province "Research on the Ceramic Art Skills Cultivation System for Art Teachers of Primary and Secondary Schools of Jilin Province" (Project No. JJKH20181311SK), Principal Investigator: Jinrong Li; 2018 General planning Project of Jilin Provincial Education Science "13th Five-Year plan" "Research on the Construction of Innovation and Entrepreneurship Education Model for Ceramic Art Students" (Project No. GH181036), Principal Investigator: Jinrong Li.

activities, namely, "styling and performance", "design and application", "appreciation and commentary" and "synthesis and exploration". Primary and secondary school art teachers, as the disseminators of art knowledge and the important strength of students' comprehensive quality improvement, shoulder the historical responsibility of cultivating the ceramic art skills of primary and secondary school students. Their mastery of ceramic art skills, the importance of ceramic art teaching, and the understanding of the value and significance of ceramic art teaching in primary and secondary schools directly determine the interest and hobbies of contemporary primary and secondary school students in ceramic art, and profoundly influence ceramic art and the inheritance and development of ceramic culture. At present, China's ceramic culture is slowly spreading to the whole country, which has attracted more and more attention. The cultivation of ceramic art skills has gradually entered the classrooms of primary and secondary schools, some in the form of school-based courses, and some in the form of art classes. In 2018, the National Art Foundation funded project "Ceramic Art Creation Talent Training" was held at Harbin Normal University. It provided valuable learning opportunities for inheriting ceramic art skills and cultivating excellent primary and secondary school art teachers.

Second, it is conducive to the overall growth of primary and secondary school art teachers and the optimal development of art teaching in primary and secondary schools. From the perspective of professional development of art teachers, the cultivation of ceramic art skills of primary and secondary school art teachers can enhance the art literacy and knowledge structure of primary and secondary school art teachers, enhance their aesthetic ability, practical ability, innovative thinking ability and promote their continuous and comprehensive growth. As one of the important contents of aesthetic education, ceramic art is the basic quality that primary and middle school art teachers should possess. Through comprehensive training to help teachers understand ceramic culture, master ceramic skills, and achieve ceramic innovation, it can enhance the ceramics literacy of art teachers and continuously optimize the knowledge structure of art teachers. At the same time, the cultivation of ceramic art skills can also enhance the comprehensive ability of primary and secondary school art teachers. Whether it is the aesthetics and appreciation of ceramic works, the production of ceramic works according to traditional techniques, or the organic integration of other art forms into ceramic creation, it can promote the comprehensive ability and quality of art teachers, and promote the comprehensive development of art teachers. At the same time, the primary and secondary school art class undertakes the work of art education in primary and secondary schools. To cultivate students' aesthetic ability and practical ability, it will be necessary to enrich the teaching content and promote scientific development. The education of the art class can't just stay in books and paintings. The superior resources need to be used to enrich the classroom in various forms. The cultivation of ceramic art skills of primary and secondary school art teachers helps teachers' master good ceramic skills. In the art class, it can add the aesthetic appreciation of ceramic works, integrate the

inheritance of ceramic culture, and carry out the training of ceramic skills, which can effectively enrich the art classroom and continuously optimize the development of art education.

Third, it is conducive to the cultivation of all-round development of socialist builders and successors. Socialist education means "to cultivate the socialist builders and successors in all around development of moral, intellectual, physical, aesthetics and labor education based on the targets of integrating the human heart, perfecting the personality, developing the human resources, cultivating talents, and benefiting the people" [2]. The all-around development of moral, intellectual, physical, aesthetics and labor education is not only the coordinated and comprehensive development of all aspects of students, but also the comprehensive development of different dimensions in each aspect. Aesthetic education is an important part, and its cultivation is indispensable. As the carrier of "beauty" and the way of "cultivating beauty", ceramic art is indispensable for students' "aesthetic education". Strengthening the cultivation of ceramic art skills of primary and secondary school art teachers can effectively enhance the ability of teachers to transmit, nurture and create "beauty" and promote the development of students' "aesthetic education". At the same time, "labor technology education" is equally important in terms of the "latest" requirements in all-round development. Under the situation that the whole society pays attention to the craftsmanship spirit, ceramic art skills are very important for the development of students. This is because "ceramic skills" are a kind of labor technology and skills, or a "unique craftsmanship" technique, which is a very effective educational carrier for students to carry out labor education. The boundaries of ceramic art forms are not very precise and are complementary to other arts while primary and secondary school teachers have the skills of ceramic art, they can combine their knowledge and advantages in art forms such as painting, calligraphy, sculpture, etc. to fully mobilize students' interest and enthusiasm for learning. Through the teaching of ceramic art skills, it can enhance students' practical ability, as well as realize the effective connection and integration of other art knowledge. At the same time, through the training of ceramic art skills of primary and secondary school art teachers, the ability and level of teachers' teaching and educating are improved, and the development of students' "aesthetic education" and "labor technology education" is promoted. Under the guidance of "moral education", "intellectual education" and "intellectual education" are also promoted, thus building a "five-education developing simultaneously" education pattern and truly cultivate new people in the era who are responsible for the national rejuvenation.

### III. THE REALISTIC DILEMMA OF THE CULTIVATION OF CERAMIC ART SKILLS FOR PRIMARY AND SECONDARY SCHOOL ART TEACHERS

To strengthen and improve the cultivation of ceramic art skills for primary and secondary school art teachers, it is necessary to accurately study and judge the current development situation of ceramic art skills training and clarify the main issues. The analysis shows that there are

three main problems in the cultivation of ceramic art skills for current primary and secondary school art teachers.

First, the lack of understanding leads to insufficient attention. High priority is a prerequisite for all educational practice activities to be effective. However, due to the lack of understanding of the inheritance and innovation of ceramic culture, it is seriously insufficient of the emphasis on the cultivation of ceramic art skills for primary and secondary school art teachers. First of all, the important role of inheriting ceramic culture is unclear. The report of the 19th National Congress pointed out: "Cultural self-confidence is a more basic, deeper and more lasting force in the development of a country and a nation." This shows that culture is of great significance to the country, the nationality, and especially to education. It is also because the unique cultural tradition determines the educational development path and also determines the development path of art education in China. Chinese art education is to fully inherit and carry forward the traditional culture. Of course, it includes ceramic culture. However, there are currently some discrepancies in understanding. The propaganda and explanation of foreign art forms and works are sometimes more adequate. Instead, the dissemination and development of China's excellent traditional culture, especially ceramic culture, is reduced and weakened. But it is a must to admit that art has no borders, but artists have their nationalities. Chinese art education must deepen this understanding. Due to insufficient understanding of cultural heritage innovation, the dissemination of ceramic art and the cultivation of ceramic skills will be neglected. The result will inevitably lead to that no one will really attach importance to the inheritance and innovation of ceramic art, and it will be more impossible to implement the cultivation of ceramic art skills for primary and secondary school art teachers. Secondly, there is no real understanding of the important value of ceramic art skills in the inheritance of ceramic culture. Even recognizing the important value of inheriting Chinese excellent traditional culture, especially the inheritance and innovation of ceramic culture, it still cannot directly attract people's attention to the cultivation of ceramic art skills of primary and secondary school art teachers. This is because China's excellent traditional culture is extensive and profound. Although ceramic culture runs through the history of development, it is only one of the "hundred flowers". Only by truly understanding the value of ceramic culture inheritance and innovation can people pay more attention to it, thus promoting the cultivation of ceramic art skills for primary and secondary school art teachers so that it can lay the foundation for the development of ceramic art and cultivate talents.

Second, there is a lack of effective guarantees. Primary and secondary school art teacher training is a systematic project. While sufficient attention can be beneficial, real external guarantees are indispensable. On the one hand, the cultivation of ceramic art skills of primary and secondary school art teachers requires sufficient space, professional equipment and special materials. This requires a large amount of manpower, material resources and financial resources for primary and secondary schools. However,

although the Chinese investment in compulsory education is growing rapidly, it is more inclined to the "main subject" in terms of Chinese, mathematics and foreign languages. The investment in art education is relatively small, and the investment in the ceramic art skills training of primary and secondary school art teachers is even less. The lack of input has led to the illusory training of art teachers in many places, and it has not been truly implemented. Even though some places have carried out the cultivation of ceramic art skills for primary and secondary school art teachers, the training effect is not obvious due to environmental and resource constraints. On the other hand, the training of ceramic art skills for primary and secondary school art teachers requires professional training teams. There are many processes in the ceramic art, the forming method is complicated, and the scope involved in the ceramic art is relatively wide. At present, there are not many ceramics teachers in primary and secondary schools who have systematically studied ceramics. Most of the teachers do not have a ceramic foundation. It is difficult to train primary and secondary school teachers with limited foundations in ceramics in a short period of time to help them understand and master the skills of using ceramic art and to achieve certain teaching ability. Therefore, adequate training teams are urgently needed to guarantee it. However, the relevant teams currently engaged in the training of ceramic skills cultivation need to be strengthened. They have outstanding ceramic art skills but lack of experience in education and cultivation. Some of them are good at teaching but don't have solid foundations and can only carry out training in general. A wonderful report, a live demonstrative creation, and things like these can't really improve the ceramic art skills of primary and secondary school art teachers. This has also become an important factor restricting the improvement of ceramic art skills of primary and secondary school art teachers.

Third, teachers are not conscious enough, causing the lack of motivation. Conscious action is the key to the effectiveness of all practical activities. The key to the cultivation of ceramic art skills of primary and secondary school art teachers lies in the teachers themselves. Only that the teachers can continuously enhance the intrinsic motivation of learning and practicing ceramic art skills, can the systematic and long-term development of ceramic art skills training be truly promoted. In fact, it is precisely because of the lack of motivation of teachers that their learning consciousness is not strong, and they are often only satisfied with the status quo. Even if they participate in training, they can not achieve good results. "Comprehensive competencies, especially humanistic competency, are obviously insufficient, which lead teachers to be unable to flexibly create and use relevant cultural situations to carry out education and teaching activities in art disciplines, and even to understand art education as a simple teaching of 'painting'" [3]. First of all, the teaching tasks of art teachers in primary and secondary schools are heavy. At present, the number of art teachers in many primary and secondary schools is relatively small. Most of them are teachers who undertake teaching tasks in multiple classes and even several grades. The amount of teaching time is large, taking up more time and energy, and it is difficult for the teachers to actively

learn ceramic skills. Secondly, the ceramic art curriculum has not really been included in the art curriculum system of primary and secondary schools. Although in the "Compulsory Education Art Curriculum Standards", it is proposed to let students learn how to make ceramics and practice making ceramics. However, in the curriculum arrangement and design, China does not compulsively demand the inclusion of the ceramic art curriculum in art education, and the art curriculum has not received enough attention, which makes the ceramic art curriculum not essential in primary and secondary schools. Even though some primary and secondary schools have offered ceramic art curriculum in school-based courses, their implementation is worrying. Under such circumstances, it is difficult to stimulate the enthusiasm and initiative of primary and secondary school art teachers to enhance their skills in ceramic art skills. Thirdly, the evaluation system for art teachers needs to be further improved. The existing evaluation system for primary and secondary school art teachers is not perfect. Calculating the workload with the educational tasks undertaken and mainly examining the educational effects of the inherent projects of art education is still the core content of evaluation, not to mention the use of ceramic skills as one of the evaluation indicators. In other words, whether the teachers master the skills of ceramic art skills and whether they can undertake the task of ceramic art teaching is basically irrelevant to their salaries, promotion of professional titles, and personal development, so it is difficult for the teachers to consciously and voluntarily improve their skills of ceramic art.

#### IV. STRENGTHENING THE POINT BREAKTHROUGH OF THE CULTIVATION OF CERAMIC ART SKILLS FOR PRIMARY AND SECONDARY SCHOOL ART TEACHERS

To strengthen the cultivation of ceramic art skills for primary and secondary school art teachers, it will be a must to solve not only the problem of how to regard it, but also the core problem of how to do. In the way of responding to the practical problems in the art training of art teachers in primary and secondary schools, and making targeted breakthroughs, it can effectively improve the skills of art teachers in primary and secondary schools.

The first is to complete the top-level design. The so-called top-level design is to comprehensively apply the methods of related disciplines such as system theory, from the overall perspective, to design and plan all aspects, levels and elements of the ceramic art skills training for primary and secondary school art teachers, effectively coordinating multi-party resources and achieving cultivation objectives. First of all, the inheritance of ceramic culture needs to be an important part of the inheritance of educational culture. Cultural inheritance is an important function of education. The ceramic culture is extensive and profound, and it contains the wisdom and labor of the Chinese nation for thousands of years. The inheritance of ceramic culture should and must be an important part of the inheritance of education and culture. Doing a good job in top-level design is to make the inheritance of ceramic culture an important task in the art teaching of primary and secondary schools,

which runs through the whole process of art education. Only in this way can it really improve the importance of ceramic culture and ceramic art skills in the country, society, schools and teachers, students and parents. And then, in the art class of primary and secondary schools, the ceramic culture will be inherited, the ceramic art works will be introduced, the aesthetics of ceramic art will be enhanced, the creative strength will be improved, the foundation for the "Great Country Craftsman" in the field of ceramics will be established, and the ability of teachers and students to inherit and innovate the development of ceramic culture and skills will be strengthened. Secondly, it is necessary to roundly plan the art teacher's ceramic skill training system. The cultivation of ceramic art skills for primary and secondary school art teachers are not isolated, but an important part under the leadership of the national education industry. It is necessary to build a four-in-one education model such as curriculum, training, practice, teaching and research from three levels: state, society and school to truly cultivate high-end talents who are proficient in ceramic culture, master ceramic art skills, have creative ability, and understand innovative ideas. At the same time, the cultivation of ceramic art skills of primary and secondary school art teachers is not a one-step thing. It needs to be carried out step by step according to the overall planning. It needs to go through a long and complicated process. This requires the overall, consistent and continuous nature of the ceramic skill cultivation system. Third, compulsory education needs to profoundly implement the training objectives of all-round development. Compulsory education is an important stage in cultivating students' all-round development. Art education in primary and secondary schools is an important part of it. It needs to focus on the fundamental issues of "cultivating what kind of people, how to cultivate people, and cultivating people for who" to incorporate ceramic culture, ceramic aesthetics and ceramic art skills into the compulsory education system, and establish specific training objectives that can be operated and tested. Through solid advancement, systematic supervision and comprehensive evaluation, the students will be comprehensively promoted.

The second is to implement the cultivation evaluation. In addition to the top-level design, it is necessary to carry out systematic training and establish a scientific evaluation orientation for the cultivation of the ceramic art skills for the primary and secondary school art teachers. First of all, the art majors of colleges and universities should set up ceramic art curriculum to lay the foundation of art teachers. In terms of training, in addition to the state's requirements and the society's recognition, universities also need to actively cooperate. All colleges and universities should further optimize the art professional training program and talent training system according to the realistic situation, and integrate the ceramic art skills into it. Through the establishment of ceramics compulsory (elective) courses in art majors, organizing special studies and special seminars, etc., it will be necessary to guide and encourage art students to learn ceramic art knowledge and skills to lay the foundation of ceramic art for future primary and secondary school art teachers. Secondly, it will be of great significance to strengthen the art teacher skills training of art teachers and

enhance the ability and skill of ceramic art production. The employment field and industry of art majors are broad, and the number and proportion of art teachers are relatively limited. Although the cultivation of ceramic art skills in colleges and universities can lay a certain foundation for them, it is not enough to support their needs for ceramic art education. Therefore, the system and professional training of art teachers in primary and secondary schools should be strengthened to help them learn and enhance their skills in ceramic art. It is a way to rely on the resources of universities, social forces, and primary and secondary schools to fully mobilize the enthusiasm of ceramic industry masters, professional teachers, and practicing technicians, and pay attention to and participate in the training of ceramic art skills for primary and secondary school art teachers. Primary and secondary schools should provide them with convenience and create conditions to ensure that primary and secondary school art teachers have places and time for training, and effectively improve the quality of ceramic art skills training. Qualified regions and schools should also carry out targeted training guidance based on the interests, specialties and teaching practices of different art teachers to effectively improve the professional competence of primary and secondary school art teachers. Thirdly, it is will be a must to optimize the evaluation orientation of art teachers and enhance the subject consciousness of art teachers. At present, there is a bad tendency in the evaluation of primary and secondary school teachers, which is based on the school administration, the result of the teacher's professional development, that is, the student's test scores, and the quantitative evaluation method.[4] Primary and secondary schools should further improve the evaluation system of art teachers, optimize the evaluation orientation, resolutely break the "five-only" tendency, and incorporate the teachers' skills and advantages such as ceramic art skills that meet the needs and rules of art education and teaching into the evaluation system of primary and secondary art teachers. It will also be necessary to improve the enthusiasm and initiative of art teachers in primary and secondary schools to understand ceramic art, learn ceramic art, and create ceramic art production, and effectively enhance the subject's consciousness.

The third is to improve the teachers' own efforts. "It takes a good blacksmith to make steel". The cultivation of ceramic art skills of primary and secondary school art teachers requires not only good institutional mechanisms, sound training systems, and complete evaluation mechanisms, but also the enthusiasm and consciousness of primary and secondary school art teachers, and constant efforts to improve their true skills. First of all, art teachers in primary and secondary schools should continue to deepen their cultural background. Ceramic art is rooted in the fine traditional Chinese culture. Ceramic ware, Tang tri-color glazed ceramics, blue and white porcelain, modern ceramic art in Banpo culture... in a certain sense, the development of ceramic art has witnessed the long history of Chinese civilization in 5,000 years. The improvement of ceramic art skills of primary and secondary school art teachers stems from cultural competency, especially the deep accumulation of ceramic culture competency. It requires the primary and

secondary school art teachers to read books and materials extensively, to understand history and culture, and to cultivate elements of literature and art in the vast historical sky and cultural ocean. At the same time, ceramic art is also a reflection of society and life. The socialist culture with Chinese characteristics is also an important content that primary and secondary school art teachers need to profoundly understand and practice. In the process of upgrading ceramic art skills, it is necessary to actively cultivate and practice the core values of socialism, and publicize what should be adhered to and oppose in the process of artistic creation. Secondly, primary and secondary school art teachers should lay a solid foundation in ceramic art. The cultivation of ceramic art skills for primary and secondary school art teachers is not only a simple knowledge inheritance, but also a more important skill extension. Primary and secondary school art teachers need to strengthen the basic skills of the ceramic art to learn and train, so that they truly become skilled "ceramic artists." Only in this way can ceramic culture and ceramic skills be effectively passed on to the majority of primary and secondary school students, laying a solid foundation for their growth and development. Thirdly, primary and secondary school art teachers should take the initiative to practice. Practice is the sole criterion for testing truth, and it is also the most effective way to test the ability of primary and secondary school art teachers. Cultural skills and ceramic skills are only prerequisites. Primary and secondary school art teachers should also consciously carry out practice and creations, adhere to the principle of "being in", "into the heart" and "involve in love", and integrate the original intentions and feelings of eulogizing the party, eulogizing the country, eulogizing people and eulogizing the heroes into the creation of ceramic works.

## V. CONCLUSION

The cultivation of ceramic art skills of primary and secondary school art teachers is a systematic project, which is related to the innovative inheritance and creative transformation of excellent traditional culture. It is related to the development of art education courses in primary and secondary schools, and it is also related to the cultivation of high-quality talents. In the face of current problems and external challenges, only by strengthening theoretical research and strengthening practice, can it be gradually realized. It is worth noting that the cracking of these problems cannot be achieved overnight. It must be sustained and long-lasting.

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