

Research on the Construction of Ceramic Skill Training System for Art Teachers in Primary and Secondary Schools*

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Abstract—It is an important mission of contemporary education to inherit and develop ceramic technology and culture. In recent years, with the increasing emphasis on aesthetic education, ceramic major has been opened successively in colleges and universities, and the imparting of ceramic knowledge has been gradually integrated into the classroom of art education in primary and secondary schools. In order to accomplish the mission of inheriting and innovating ceramics, it is critical to cultivate the ceramic skills of art teachers in primary and secondary schools. In fact, to cultivate the ceramic skills of art teachers in primary and secondary schools, it is necessary to establish scientific training objectives, and to cultivate art teachers in primary and secondary schools with national spirit, comprehensive quality of ceramic art, creative enthusiasm and innovative spirit; it is necessary to construct a systematic curriculum system of ceramic theory and practice, to build a new teaching course integrating teachers' own specialties with ceramic art, and to promote the improvement of ceramic teaching methods and teaching ability of art teachers in primary and secondary schools; it is necessary to continuously optimize the cultural environment for the growth of art teachers in primary and secondary schools; and it is also necessary to deepen the construction of a long-term practice platform.

Keywords: *art teacher, ceramic skills, training system*

I. INTRODUCTION

Ceramics is a splendid name card of Chinese traditional culture. Through the unremitting efforts of generations to create and protect the inheritance, it has a brilliant past and a new future. To inherit and develop ceramic technology and culture is a notable mission for contemporary education. As a matter of fact, Chinese ceramic art education was mainly based on apprentice or family inheritance at the beginning. While letting the younger generation master solid basic

skills, so that their skills are skilled, this kind of education can also breed blind imitative learning, leading to students' weak theoretical skills, limited innovation ability, and insufficient courage to make breakthroughs. These two kinds of inheritance education will also make the spread of China's traditional ceramic culture limited and thus cannot be taught to more students. In recent years, as people are putting increasing emphasis on aesthetic education, ceramic major has been opened successively in colleges and universities. As a result, the imparting of knowledge of ceramic art has been gradually integrated into the classroom of art education in primary and secondary schools. The key to accomplishing the mission of inheriting and innovating ceramics, lies in cultivating ceramic skills of art teachers in primary and secondary schools. At present, the proportion of art teachers in primary and secondary schools who have really received the ceramic professional training in a strict sense is relatively low. Therefore, how to improve the ceramic skills of art teachers in primary and secondary schools is a bottleneck problem that needs to be answered urgently in theory and practice. This paper intends to make targeted discussion from the dimensions of establishing scientific training objectives, perfecting teaching courses, creating a good cultural environment, and constructing a long-term practical platform.

II. ESTABLISHING SCIENTIFIC TRAINING OBJECTIVES

At present, the comprehensive ability of art teachers in primary and secondary schools still needs to be further improved. In recent years, ceramic art courses have been gradually incorporated into the art classes in primary and secondary schools, posing new challenges to art teachers. As for the knowledge and skills of ceramic art, art teachers in primary and secondary schools can not only improve themselves, but also strengthen their skills through systematic training. As the ceramic art personnel training institutions or groups, they should reasonably position the training objectives and truly enrich the knowledge reserve of teachers, so as to achieve a strong impact on the new era of national rejuvenation.

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A. Cultivating art teachers of primary and secondary schools who have national spirit and love excellent traditional Chinese culture, so as to protect and inherit traditional Chinese ceramic culture

General Secretary Xi Jinping stressed, "The great national spirit that the Chinese people have nurtured, inherited and developed over the years has provided a strong spiritual impetus for China's development and the progress of human civilization." Therefore, every one of Chinese people should have the national spirit and better inherit and develop the traditional culture. China has a rich cultural heritage, of which ceramic culture has a long history, is the crystallization of the wisdom of the working people, and the precious wealth created and protected by generations. Every citizen should love Chinese culture, especially the people's teachers, who shoulder the responsibility of teaching and passing on the culture. It plays a more important role for art teachers in primary and secondary schools to impart Chinese ceramic culture to primary and secondary students. Teachers' thoughts, knowledge and qualities directly affect the growth of the next generation, as well as children's understanding of outlook on life, values and world view. Therefore, the cultivation of well-developed art teachers in primary and secondary schools must first let them have the national spirit, love Chinese culture, love their profession, constantly improve themselves, constantly enrich their knowledge of ceramics, so as to better protect and teach China's ceramic culture.

B. Training art teachers in primary and secondary schools with comprehensive accomplishment of ceramic art, so that they have a higher level of theory and solid practical skills

People should nurture themselves before they nurture others. Art teachers in primary and secondary schools should first have their own ceramic teaching ability in order to better realize their self-value. China has been pay more and more attention to the aesthetic education for primary and secondary school students, while the status quo of art classes in primary and secondary schools is the lack of teachers with strong art professional ability, especially the teachers who are good at ceramic art are even more in short supply. Therefore, efforts should be made to train a group of art teachers in primary and secondary schools with comprehensive accomplishment of ceramic art, so that they can master ceramic art knowledge artistically and scientifically and at the same time enhance national pride and sense of responsibility. Primary and secondary school students are at an important stage of life growth, in which hands-on ability and rich imagination is the most important part of the art class, and also a teaching link most favored by children. It can stimulate students' interest in learning and enthusiasm, cultivate children's self-consciousness and self-confidence, so that students' mind gets more and more mature. But for art teachers, to better complete the classroom teaching tasks and promote students' all-round development, it is not just about cultivating their solid practical skills. What's more important is to first get more energy from

theoretical knowledge, and then combine rich teaching content with teaching mode and teaching experience to impart to students, so as to shape their personalities, so that they can learn more about history and love Chinese culture from ceramic knowledge.

C. Cultivating the creative enthusiasm and innovative spirit for ceramic art of art teachers in primary and secondary schools, so as to integrate modern teaching ideas into the art classroom

Interest is the best teacher. To cultivate the ceramic knowledge of art teachers in primary and secondary schools, it is necessary to first make them love ceramic art, fully understand the history and culture of ceramics, so as to stimulate their creative enthusiasm and continuous innovation. As General Secretary Xi Jinping once said, "Innovation is the soul of a nation's progress, the inexhaustible driving force for a country's prosperity, and the deepest national endowment of the Chinese nation." So it is particularly important to cultivate the innovative thinking of next generation. Art teachers in primary and secondary schools should shoulder this responsibility, enrich their knowledge of pottery, and improve their creativity and imagination. Ceramic culture keeps moving forward in innovation from tradition to modernity through unremitting efforts of generations, and is on a brand new look today. Therefore, art teachers in primary and secondary schools should update their teaching contents in real time, closely follow the pace of the times, introduce modern teaching concepts and teaching thoughts into the classroom, and make breakthroughs while respecting tradition.

III. SOUND TEACHING CURRICULUM

Ceramic skill training for art teachers in primary and secondary schools plays a notable role in promoting the professional quality of art teachers and improving the quality of classroom teaching, so as to propel quality education. At present, for the majority of primary and secondary school art teachers, they often understand knowledge only at the level of appearance instead of its essence. In addition to the limited chances for them to learn ceramic knowledge systematically, their understanding of ceramic art is relatively shallow, and it is difficult for them to put what they have learnt into practice. Therefore, it is necessary to construct a perfect teaching course according to the internal and external factors of art teachers in primary and secondary schools.

A. Constructing systematic curriculum system of ceramic theory and practice, so as to fill the knowledge gap of art teachers in primary and secondary schools

Art teachers in primary and secondary schools shoulder the responsibility of developing and imparting aesthetic education courses in primary and secondary schools. Therefore, it is necessary to improve the cultural connotation and artistic accomplishment of individuals. The breadth and depth of teachers' understanding of knowledge directly affects primary and secondary school students'

understanding of ceramic culture and their healthy growth of body and mind. Therefore, only by reasonably constructing a systematic curriculum of ceramic theory and practice, can teachers pass the teaching content and ideas to students from the theoretical level, demonstrate the ceramic skills and creative methods to them from the practical perspective, and adopt the teaching methods that students love to accept to improve their interest in learning, so that they will love China's traditional ceramic culture even more. The courses of ceramic theory can be constructed from the respects of historical theory of Chinese and foreign ceramics and the professional theory of ceramic art. Theory is the basis and premise of practice, thus in-depth understanding and study of pottery theory knowledge will have tangible and intangible impact on practical ability and results. The practical courses can be constructed from the perspectives of ceramic molding methods, decorative techniques, firing methods, etc., so as to cultivate teachers' practical ability and design and creation ability step by step. The curriculum system of ceramic theory and practice can also be constructed according to teachers' actual conditions in the form of short-term training, long-term training or circular training, so that more teachers have the opportunity to learn more pottery theory and practice courses, and then fill the knowledge gap of art teachers in primary and secondary schools.

B. Forming new courses integrating teachers' own specialty and ceramic art, so as to set up practice teaching links by use of regional resources

Ceramic art itself has an inseparable relationship with painting, sculpture, calligraphy and other art disciplines, and art teachers in primary and secondary schools have their own expertise in these aspects and views on art. Therefore, they can complement each other. Teaching ceramic art in combination with other fine arts can not only broaden the horizon of course content, but also make some innovations. Ceramic courses in many colleges and universities have been conducted in a more traditional teaching model, especially in primary and secondary schools. Since they became the content of primary and secondary school art curriculum relatively late, in addition to the weak ceramic skills of teachers and limited class hours, the curriculum is more imitative teaching, which makes it difficult to make innovations and wastes a lot of available resources. It is necessary to combine the special skills of art teachers in primary and secondary schools with the knowledge of ceramic art in later training to develop new courses and train teachers how to create new courses and how to make new courses better. And teachers can also conduct field trips and other practical teaching according to local resources. In many regions, there are rich ceramic cultures which are not well used. This is not only a waste of resources, but also has a certain impact on the development of regional ceramic culture. So it is necessary to conduct teaching by use of advantages, explore teachers' specialties and make rational use of regional resources, so as to create high-quality ceramic teaching courses.

C. Establishing the curriculum from the perspective of ideological education, so as to promote the improvement of ceramic teaching methods and teaching ability of art teachers in primary and secondary schools

General Secretary Xi Jinping pointed out at the 2014 Literature and Art Work Symposium, "Literary and art workers should conscientiously adhere to their artistic ideals, constantly improve their learning and cultivation, self-restraint and culture, strengthen their ideological accumulation, knowledge reserve, cultural accomplishment and artistic training, and strive to achieve the goal of 'generalizing the vast world into images, and depicting all things on earth in their works'. Besides having good professional quality, they should also have a noble personality and a sense of social responsibility as described in 'iron shoulders take duties'." Art teachers in primary and secondary schools, as an important group of literary and art workers, should not forget the original intention, keep in mind the mission, and take the cause of art education in the first place. Teachers are the correct guide for children's progress and growth. Teachers' behaviors, behaviors, thoughts and concepts in the teaching process directly affect primary and secondary school students' personality orientation and their clear discrimination of things. In art education, teachers should not only be trained to know and love fine arts, but also be trained to shape artistic accomplishment with national spirit and cultural connotation. Teachers should be trained to impart art knowledge with a good way of thinking, a correct value orientation, an optimistic attitude towards life and a positive creative spirit. Only when teachers are mature in thinking and have a certain foundation of ceramic art theory and practice can they better carry out the ceramic art course and update the teaching methods that adapt to the contemporary primary and secondary school students in real time. It is necessary to develop the educational career of teachers and constantly improve their teaching ability, so that they can teach and educate students in a scientific way, combine the culture and spirit of traditional and modern ceramic art, and offer ideological education courses in stages and bear their responsibility and obligation of teaching and educating.

IV. CREATING A GOOD CULTURAL ENVIRONMENT

A good cultural environment is an important factor for human and social progress. The living habits, ideology and values of people in different countries, nationalities and regions have gradually formed the regional culture. In turn, regional culture affects people's pursuit of spiritual life and material life. The continuous development of China's ceramic art is bound to be influenced by the natural environment, economic environment and social environment. The development of ceramics in every region in China and abroad has formed its own style and characteristics due to its different times and cultural environment. As ceramic art continues to develop, ceramic art education needs to step by step steadily forward more, in order to contribute to creating a good cultural environment. At the same time, the good cultural environment has promoted the continuous maturity

of ceramic art education. Ceramic education in primary and secondary schools has been carried out in a relatively short period of time in China, and it is not yet mature in terms of teachers and environment, with insufficient capital investment and attention, and limited support. Different cultural environments in different regions attach varied degrees of importance to ceramic education in primary and secondary schools. In some areas where it is difficult to carry out pottery courses in primary and secondary schools, it is necessary to first create a good cultural environment. Circumstances can influence a man or make him. The purpose of ceramic skill training for art teachers in primary and secondary schools is not only to impart simple skills, but also to guide the historical development of ceramic culture and humanistic spirit. Therefore, it is necessary to create a good cultural environment, let teachers can really understand the importance of the dissemination of ceramic culture and strengthen art teachers' love for ceramics so that they can be actively involved in it. For the benefit of the nation, society, as well as oneself and the growth environment of their next generations, people should contribute to efforts to create a cultural environment combining with regional cultures.

V. BUILDING A LONG-TERM PRACTICE PLATFORM

The difference between ceramic art and other fine arts in art education in primary and secondary schools is that the former pays more attention to practice. Art teachers in primary and secondary schools have certain art professional accomplishment and art teaching experience, but they are not outstanding in practice of ceramics. The most direct and effective way to improve the ceramic skills of art teachers in primary and secondary schools is to establish a long-term practice platform. The construction practice platform contributes to unceasingly training teacher's practice ability and innovation ability. The practice platform can be divided into on-campus practice platform and off-campus practice base. The construction of on-campus practice platform can facilitate teachers' active participation in the practice of creation, and provide a more convenient environment for the improvement of the practical ability of art teachers in middle and primary school and the mastery of ceramic skills, as well as a good teaching space for teachers. The off-campus practice base can be established according to the regional ceramic culture and regional advantages, and the teaching activity can be conducted combined with museums, ceramic enterprises, pottery workshops, pottery training centers, etc. It is necessary to cultivate teachers' knowledge of ceramic art more directly, to strengthen teachers' professional skills and practical ability, which is of great help to the cultivation of double-qualified talents. If the theory of ceramic art is a necessary prerequisite for practice, practice can test a teacher's real knowledge. Ceramic teaching without practice is boring for primary and secondary school students. Only when students participate in practice can they truly experience the charm of ceramic art and better understand ceramic culture and all the knowledge involved in ancient and modern ceramic culture. Therefore, the establishment of ceramic practice platform is conducive to the improvement

of teachers' ceramic skills and the expansion of their knowledge.

VI. CONCLUSION

Art teachers in primary and secondary schools are art guides for primary and secondary students. Art education has a direct impact on students' understanding of beauty, and indirectly affects children's correct attitude towards and selection of things. Art teachers' teaching methods, teaching attitudes and teaching concepts will leave a lasting and deep impression on primary and secondary school students. Therefore, following the progress of the times, it is necessary to reasonably construct the ceramic skill system of art teachers in primary and secondary schools, cultivate their professional artistic quality and innovative thoughts, and let them make clear the educational goal and teaching direction, study theories with brains more and master ceramic skills with hands more, so as to carry forward the ceramic culture while striving to improve themselves.

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