Research on Practice Teaching of Ceramic Art Course of Arts and Crafts Major in Colleges and Universities Based on Teaching Reform Situation

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Abstract: Ceramic art course is a considerable part of art teaching. It is of great significance to establish relevant practical activities for improving students' creativity and professional skills. In recent years, education field has been in the process of reform and innovation, which is committed to focusing on infiltrating quality education and promoting the overall development of students. The reform and innovation ideas in education field should be infiltrated into the teaching of arts and crafts major in colleges and universities to construct a brand-new and efficient ceramic art course. This brand-new course focus on reflecting predominant positions of students in the classroom, promoting their divergent thinking, cultivating their innovative thinking and creativity, improving their ceramic art level, and laying a solid foundation for the development of arts and crafts major.

1. Introduction

There are many fields covered in the teaching of arts and crafts major, whose essence is art design. In professional teaching, in order to improve students' professional skills and practice level and promote their comprehensive development, they are required to be able to transform their knowledge into practical design works. Ceramic art course is a three-dimensional course, which requires students to carry out space art modeling, breaks away from the two-dimensional limit, and carries out creative creation. Therefore, teachers are required to take advantage of the characteristics of ceramic art course to build an efficient arts and crafts class for students. They should guide students to have correct understandings of ceramic art and to actively participate in ceramic art course to learn professional knowledge and improve students’ professional skills. In this way, students are able to accumulate more experience in practice, absorb more ceramic knowledge, and promote their comprehensive quality of fine arts major.

2. Problems Existing in Ceramic Art Course of Arts and Crafts Major in Colleges and Universities

2.1 Less Innovation of Teaching

In ceramics and crafts major, ceramic art curriculum arrangement is relatively traditional. Due to the lack of class periods, students can only create in limited time. The teaching mode is relatively simple, and the teaching concept is likewise traditional, which does not tally with the new requirements for the educational development of colleges and universities under education reform. The lack of innovation in the teaching of ceramic art leads to the limitation of students' thinking in the classroom, which is reflected in the sameness of works creation, and some even plagiarize network works. This situation has seriously affected the improvement of students' ceramic art level and the implementation and development of teaching plan. It is difficult to achieve teaching reform and innovation in a short time. Moreover, teaching efficiency is low and the teaching effect is not ideal[1].

2.2 Students Are Confused about the Future of Arts and Crafts Major

In the teaching of ceramic art course, some students are confused about the future employment...
direction of arts and crafts major, and their understanding of ceramic art course is not comprehensive, which affects their interests in creation and learning. In addition, there are a large number of professional courses for arts and crafts majors. Some students are confused about the prospects of arts and crafts due to their incomplete understanding in ceramic art course, so they spent more energy on learning other professional skills. This not only affects the improvement of classroom teaching efficiency, but also limits the overall improvement of students' ability[2].

3. The Specific Strategies of Practical Teaching of Ceramic Art Course for Arts and Crafts Major in Colleges and Universities under the Situation of Teaching Reform

3.1 Theory Combined with Practice Teaching to Guide Students to Launch Experiential Learning

In order to improve the efficiency of practical teaching of ceramic art course, first, teachers ought to attach more attention to it and change their teaching concepts, pay attention to the combination of theory and practice teaching, and build an efficient ceramic art course for students. In the practice course of ceramic art, teachers should implement Mr. Tao Xingzhi (Chinese people's educator and thinker) 's teaching mode of “integration of teaching, learning and practicing”, select appropriate teaching mode to drive students to learn, guide students to realize the importance of practice. In this way, students will actively participate in the process of “practicing” and carry out experiential learning. In this process, students enabled to master more creative techniques and improve their level of professional skills. For example, in practice teaching, first of all, teacher explains professional knowledge related to ceramic art for students, and presents them some excellent ceramic works. The teaching content can be divided into two parts. One is concrete objects that students can touch, and the other is abstract, which is a kind of expression method that can express spiritual culture. In the first half of the class, teacher demonstrates some basic operations for students, such as kneading, mud rubbing, mud-built, mud patting, and free kneading and so on, and guides students to connect these basic operations with theoretical knowledge, deepens their impression and improves their understanding ability. The rest of the time is used to create for the students themselves. In the form, teams can cooperate with each other. In the process of creation, only by keeping in mind the precautions of ceramic art creation can the success rate of students’ ceramic art creation be improved. Teacher participates in the practice process of each group, observes the performance of students, corrects some wrong operation of them, and improve their practical efficiency[3].

3.2 Embody Practical Function of Ceramic Art Course Sufficiently

In the process of teaching reform and innovation, teachers should pay attention to embody the practicability of ceramic art course, grasp the new direction of ceramic art teaching development, deepen students' cognition of ceramic art course, guide students to correctly understand the importance of ceramic art course to the improvement of art comprehensive quality, and stimulate students' interests in learning and creative passion. In addition, teachers should also actively participate in classroom practice teaching, solve problems existing in ceramic art teaching, and promote reform and innovation of ceramic art practice course. In order to improve practical teaching efficiency of ceramic art course, teachers require to link ceramic art course with arts and crafts major to highlight the three-dimensional and spatial characteristics of ceramic art, guide students from two-dimensional creation to that of three-dimensional, integrate their own creative ideas and thinking, and carry out innovative practice activities. For example, the effective combination of ceramic art course and product design course can provide a favorable ceramic practice base for students, and guide students to develop and design ceramic products by employing theoretical knowledge learned by product design major. In addition, in order to satisfy the demands of market development and reflect higher commercial value, students should have excellent preparations in investigation and analysis of ceramic art market, clarify economic and social benefits of ceramic art development, master the development mainstream of ceramic art market, and
define the main direction of their own practice. In interior design, teachers can guide students to take the integration of interior design style, color and ceramic works into consideration. In design of ceramic works, the ceramic accessories with the same color and unique shape required by interior decoration should be considered. It is also necessary to carry out market research to clarify market situation of ceramic art as interior decoration, and to develop the commercial value of ceramic accessories to stimulate it to occupy a certain proportion in interior design market. Through the relevant practical teaching, teachers are enable to solve students' confusion about professional prospect. Teachers make full use of information technology to accomplish data analysis work, clarify the development of ceramic art market, establish students’ interests in ceramic art course, and make them actively participate in various practical activities. At the same time, teachers should pay heed to integrate ceramic art course with other art majors, improve the level of students' professional skills, and promote their art comprehensive quality.

3.3 Carrying out Innovative Reform of Professional Teaching

Based on teaching reform situation, the practice teaching of ceramic art course of arts and crafts major in colleges and universities also needs to carry out certain innovative reform work, including infiltrating novel education and teaching concepts, reflecting predominant positions of students in classroom, paying attention to cultivating students' innovative thinking and creativity, and improving the efficiency of practical teaching. Firstly, in daily classroom teaching, teachers should pay attention to time proportion of theory and practice, and arrange teaching activities reasonably. Secondly, in terms of teaching mode, teachers should attach attentions to diversification and pertinence, and give targeted guidance according to the development of students. In addition, teachers guide students to recognize the significance of utilizing innovative thinking and integrate their own creative ideas in the process of creation. Teachers can employ life-oriented teaching mode to guide students to enter life situation. This enables students to establish a life-oriented learning concept, pay heed to observe life, accumulate life phenomena, think about solving life problems, etc. Students' creative ideas can be reflected through unique ceramic works, which integrate some of life's discoveries into the creation. Moreover, in teaching evaluation, teachers should also pay heed to reform and innovation, including increasing the punishment of plagiarism, improving students’ attentions, and eliminating plagiarism. Teachers also need to pay attention to the diversification of evaluation. Therefore, teachers can guide students to participate in evaluation process, and construct four evaluation methods: teacher-student mutual evaluation, student-student mutual evaluation, teacher evaluation and student self-evaluation to ensure integrity and comprehensiveness of the evaluation. It is convenient for teachers to master the development situation of students in ceramic art course, formulate targeted solutions, adjust practical teaching mode, and help students correct mistakes and improve their professional level[4].

3.4 Expand Majors That Offers Ceramic Art Course

Colleges and universities should pay heed to development of the relevant majors of ceramic art course, combine the contents of ceramic art course with that of several art majors, give full play to ceramic art courses’ value, and reasonably arrange its periods. In addition, the characteristics of plenty majors are integrated into practice teaching of ceramic art course to improve practical efficiency and promote the overall development of students. For example, ceramic art course can be offered in aesthetics major. It's major direction are oil painting, traditional Chinese painting and aesthetic design, and the employment direction is fine arts education and art research in primary and secondary schools. According to this characteristic, offering ceramic art course can improve practicability of ceramic art practice teaching and cultivate students' observation, imagination and innovation ability. What’s more, students master more aesthetic knowledge and integrate it into ceramic art creation to achieve innovation of ceramic art practice and promote students' professional level.
4. Conclusion

In a word, under the situation of teaching reform, new requirements are raised for education in colleges and universities. Only by completing reform and innovation and building a high-quality teaching team can education in colleges and universities seize the opportunity and meet the challenges in the new era. Therefore, practice teaching of ceramic art course in arts and crafts major is no exception. It requires teachers to actively learn to change teaching concepts, realize the importance of ceramic art course to improve students' art professional quality, guide students to correctly understand ceramic art course, combine theory and practice in classroom teaching, and improve students' practical operation ability. It also requires teachers to complete reform and innovation works of professional teaching, including diverting students' innovative thinking, breaking through the limitations of traditional classroom, guiding students to perform freely to integrate into their self-creation concepts. In addition, colleges and universities also need to expand majors that offers ceramic art course. Increasing periods of ceramic art course to give students more practice time, which are enable to promote students' professional skills, and lay a solid foundation for their improvement of arts and crafts professional skills.

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References


