

Study on the Application of Field Research in Ceramic Art Course Education

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Abstract

Ceramic art course education is an important part of art education. At present, art education research has broken through a single and narrow research dimension and moved to an interdisciplinary research paradigm. Therefore, ceramic art education cannot only be limited to some outdated educational concepts, ways of thinking, teaching models, etc., but needs to absorb nutrients from current multidisciplinary integration to enrich and expand the horizons and scope of research. This paper explores the education model for ceramic art majors from the perspective of a paradigm shift in anthropological research — from “classroom” to “field”, and provides a reference for the current curriculum education for ceramic art majors.

Keywords

Field research, Ceramic art, Anthropology.

1. Introduction

Field research, commonly known as “field research” or “field work,” means going to the local environment of the subject being studied to understand, investigate, and collect first-hand information on the history, social form, cultural structure, development and changes of the studied subject. It is historical record data based on the original text, original intention, and original events. Field research is a basic research methodology from cultural anthropology and archeology. It is also a preliminary step for obtaining first-hand raw materials before research work is carried out. Field research covers a wide range of scope and fields. Anthropology, archaeology, ethnology, linguistics, behavior, literature, philosophy, folklore, etc. can all construct new research systems and theoretical foundations through the collection and recording of field data.

2. Field research in ceramic art course education

Ceramic art course education, in a narrow sense, is a form of training for specialists with innovative qualities and potential for sustainable development, who are competent in ceramic art design, creation, teaching, research, production and management through the teaching of basic theories and basic knowledge of ceramic art design, the development of design ability and design awareness, and the training of design methods and design skills, From a macro perspective, ceramic art education is not limited to an education mode based on industry division, with inheritance and development of technical traditions and design experience as the main line, and vocational skills development as the purpose, but rather a type of personality education based on the coordinated development of sensibility and rationality, with the implementation of artistic content, scientific content, and cultural content of design activities in modern industrial production and traditional ceramic craft production as the main line, and the development of people's creative qualities and abilities as the core. “Field research” in ceramic art course education means that ceramic artists, designers, and other art designers go

deep into a local community, live with people of the community for a long time, use their language, get involved in and observe the lives of local people, establish good social relationships with them, study their way of life and behavior, and do their best to understand the local people's ideas, folk customs and folklore, so as to achieve the purpose of studying the regional culture and art.

The field research method was not initially combined with art education, but it went through a long run-in period. In the course of the tortuous evolution of the teaching model of art design education, people are constantly experimenting and updating teaching methods and methods, trying to develop art design education in a comprehensive, systematic, and perfect direction. Around the 1930s of the last century, field research methods gradually began to be used in art design research, but they were not as widely applied as in folk art. In recent years, the country has placed an increasing emphasis on the world's intangible cultural heritage, and the field of art and design education has once again integrated field research into teaching and scientific research, and ceramic art education, as an important part of art education, is also more scientific and systematic than before.

3. Implications of field research methods for ceramic art education

Field research methods require students to be proactive, conduct in-depth field research, and take notes or interact with the people or events being investigated. Therefore, in the historical context of the new era, ceramic art education should focus on field work, achieve bidirectional reading of both documents and fields, strive to explore new ways of learning and education, promote the ceramic art students to grow into specialized ceramic art talents, and at the same time accumulate strength for innovative education with regional characteristics.

3.1. Thinking about ceramic art education research itself

It is quite necessary to systematically demonstrate and standardize the style of ceramic art education and its development research itself, which can not only find the value support for the rational conduct of this research, but also lay an academic foundation for the orderly development of this research. The specific content may include the theoretical logic, development, etc. of ceramic art education research.

3.2. The main disadvantages of traditional “classroom-style” ceramic art education

Traditional ceramic art education has played an important role in the cultivation of ceramic art talents in China, but it also has many disadvantages. Reflections these shortcomings are very important for us to re-examine current ceramic art education and better promote the development of ceramic art. Research is mainly carried out from the perspectives of scientific and rational transgression in traditional ceramic art education, the closed nature of traditional ceramic art education, and the separation of traditional ceramic art education from the world of life.

3.3. Research on the implications of field work paradigms for ceramic art education

“Field work” is the basic research paradigm of modern anthropology. Its research position, data acquisition, and presentation of results have great enlightening significance for ceramic art education. Ceramic art education research should focus on the connection between classroom contemplation and “field” practice, strengthen the integration of second-hand literature and original materials, achieve the unification of dominant research and guest strategies, and promote the co-development of theoretical explanation and narrative expression. These

contents form the main aspects of the study on “the transformation of ceramic art education” in this paper.

3.4. Research on the positions and goals of ceramic art education shifting to the “field”

The educational standpoint mainly studies ceramic education from the humanistic spirit, open ceramic art education, and ceramic art education based on the world of life. The goals of education are mainly to carry out exploration and research based on several aspects like the formal point of view — from the learning of educational texts to contextual learning, the content — from single learning to comprehensive learning, and the hierarchical level — from elementary learning to advanced learning, and the spatial level — from the periphery of education to integration into education.

4. Application of field research methods in ceramic art course education

4.1. Planning and arrangement of field research

The planning of a field research is also called preparation before the research. The object of the field research is also the selected topics of the studied project, and an outline has to be drawn up first. The content, location, time, and planning of the research can only be formulated after the selected topics have been determined. Investigations and research are the “fields” of research, which can take tasks, culture, regional archaeology, folk customs, and the history of a certain event as the subject to be studied. In order to achieve the expected results by conducting a field research with purpose and content, researchers must select research topics first. For example, when selecting topics, they should try their best to select empty topics in the research field, gather and understand information beforehand, and avoid repeated “crashes.” Usually, projects of research-significance and value are selected.

For example, for the “Ceramic Design” course in the ceramic art education, students are asked to go on field trips to kilns or museums, or to visit and study in the field with famous ceramic artisans or ceramic practitioners. The survey subjects are determined from the perspective of the concept, uniqueness, degree of novelty, and practical significance of the topic, etc., and the outline of the investigation and investigation methods (text records, photographs, video, drawing, measurement, etc.) are drawn up, specific content is worked out, investigation plans, schedules, and routes are formulated, and necessary material tools are prepared according to the different locations. At the same time, we are preparing to check materials, that is, to check written materials related to the topic from libraries, archives, and museums, have a conceptual understanding of the subjects being studied, and then begin field investigation work, which is subject to the content of the survey subject. The second is the preparation of equipment for recording, taking photographs, and making videos, funds, etc. If they are not well prepared, the current situation and facts cannot be recorded when researchers go there in a hurry, then no comprehensive sampling can be obtained, which will affect the quality of the investigation.

4.2. Technical methods for field research

Field research techniques are also called survey methods. For example, contacts with non-genetic recipients of ceramics and their oral statements must be made using the most basic written records or audio-visual records. The transcripts must obey the real person, and the truth of the original intention. The records must not include the subjective analysis conclusions of the investigators. They can only be original records, followed by taking photographs or videos, drawing, measurements, etc., for the original evidence. This field research method is organically combined with the classroom system to infiltrate the entire teaching process through various forms such as courses, topics, techniques, and materials, etc., to subtly help students establish a regional cultural view, enhance students' traditional cultural cultivation

and aesthetic ability, and promote the cultural content of ceramic design work. In the course of the study, according to the training goals of design majors, we should train students for all-round and multi-angle design thinking skills, broaden the relatively narrow concept of design awareness, change the emphasis on rational analysis in previous teaching, and pursue the pure formal aesthetics brought by simplicity and intuitiveness, so that students can reflect regional cultural connotations and display cultural perspectives in practical education situations.

4.3. Contents of field research

The content of the field survey must first be determined according to the survey subjects. The content of the survey is different for different subjects, and the history, current situation, and existing problems of the filed research are investigated, which includes traditional culture, history, figures, events, phenomena, etc. Spiritual culture includes religious beliefs, traditional culture, folk myths and legends, rap art, etc.; material culture includes labor production tools, construction techniques, processing art, etc.; folk culture includes folk ceramics, clothing, etc.; natural science culture includes science and technology, astronomy, etc.; ecological environment includes plateau plants, wild animals, etc.

Field work in anthropological research changed the shortcomings of pure classroom research and pioneered the research paradigm from the classroom to field work. The field research paradigm is specifically discussed from the following points of field research: through visits and field observation - students are allowed to expand their learning spaces in kilns, museums, ruins, etc.; followed by field interviews - students listen to the life stories of non-genetic carriers and craftsmen; perfecting field experience — “apprenticeship learning” in the 72 ceramic processes; field interaction - collecting materials, on-site discussion on the ceramic creation process. Finally, there will be a field summary -- a comprehensive study on the contents of the overall field research.

4.4. Form of results of field research

The results of field research can be divided into two parts of survey reports and research reports. A field survey report is a comprehensive analysis of field survey data after collating and collecting recorded data, information, and forms. The investigation report is a very important follow-up task, and the focus of preparing the investigation report is to respect the original intention. Write records truthfully, and do not add the personal understandings of the investigators at will, and the author's own analytical opinions, explanations, and conclusions should not be added, but only objectively reflect phenomena, history, and existing problems. It serves as an important basis for the filing of historical archives. The investigated data is organized in standardized text according to historical development, current status, and existing problems, which should faithfully record the original investigation materials. The original text, original documents, and original records of the person, event, or object shall be respected. Write the report and investigation report in a truthful manner, and indicate the investigation location, investigation time, and reporter. The research report puts forward opinions on current problems, analyzes the causes, and proposes solutions, measures, and research countermeasures to solve the problems on the basis of the above collation and preparation of investigation reports. This is what we call a research report. In other words, for the history, development, current situation, and existing problems of the survey subjects, comprehensive research analysis suggestions and countermeasures are put forward as academic argumentative reports. We will provide relevant departments with a reference basis for decision-making, that is, comprehensively analyzing the data obtained in field surveys. This is a very important task. The purpose of preparing the research report is not to simply describe the findings of the investigation, but to explain the survey data and analyze the reliability conclusions. The quality of the research report depends on the investigators' theoretical level, policy level, knowledge level, and writing level to analyze and organize the data.

5. Conclusion

Based on an in-depth analysis of the current situation and problems faced in the development of ceramic art education, this paper attempts to apply field research methods to the education of ceramic art-related majors, explores the shift of ceramic art from the classroom to the field research, and establishes a paradigm model for ceramic art course education going to the field. Discussing the teaching and learning of ceramic art design courses under the application of field research methods not only makes it possible to find the types of artistic talents really needed by society, but also formulates a targeted practical curriculum system to promote the reform of new art education concepts, teaching management, and teaching plans, and ultimately improve the efficiency and quality of running schools, so that it can also be tested and carried out in practical design and art innovation research and projects in the end.

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