

On the Significance of Applying the Method of Field Investigation to Ceramic Art Education

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Abstract: Research methods are widely applied to research on human society and culture and they mark the advent of the era of science education. The field investigation method in anthropological research has great significance and value for ethnic education research in a multicultural context. In teaching courses related to ceramic art, students invest most of their energy in expression aspects such as patterns, glazes, and technical effects, etc., lacking the acquisition of theoretical knowledge other than ceramic skills from various perspectives. Curriculum education related to ceramic art should also focus on field investigation, achieve two-way reading between literature and fields, strive to explore new learning and education methods, and promote students majoring in ceramic art design to develop into specialized talents of ceramic art while building strength for innovative education with regional characteristics.

Keywords: Field Investigation; Ceramic Art; Course Education.

1. Introduction

Field investigation method is widely applied in some art colleges in China. Higher education institutions such as Tsinghua University, the Central Academy of Arts and Crafts, Shandong Academy of Arts and Crafts, and Nanjing University of the Arts pay great attention to the application of field investigation methods, and require students to enter the fields in the fields of folk art and traditional craft research. Currently, field investigation method in art colleges has been used by some teachers in their usual teaching process. Field investigation method has gradually been incorporated into the teaching of individual majors such as advertising planning, industrial product styling, and fashion design, but it has not been carried out widely. Ceramic art education is influenced by factors such as the traditional inheritance model of ceramic crafts, and focuses on imparting the knowledge and skills known to teachers. In courses related to ceramic art, students invest most of their energy in expression aspects such as patterns, glazes, and technical effects, etc., lacking the acquisition of theoretical knowledge other than ceramic skills from various perspectives, such as humanities, regional culture, folk culture, religious culture, etc. In order to highlight students' ability to connect theory with practice, teachers should ask students to exercise their initiative, conduct in-depth field investigation, take notes or interact with people or events investigated, etc.

2. The Application of Field Investigation Method to the Content of Ceramic Art Education

Field investigation means that researchers enter a certain community in person, obtain first-hand data through observation, living experience, etc. over a relatively long period of time, and understand and explain the research methods of the research subjects through qualitative analysis of these data. It is considered one of the most important differences between anthropology and other disciplines, and the maturity of field investigation methods is considered a

sign of the maturity of modern social anthropology and cultural anthropology. The development of each society has its own unique type, and the development of culture is not along a single line. The interrelationships and influences are intricate. To find the foundation of ceramic art education, it is necessary to conduct in-depth field investigation on the social environment and culture of specific ceramic art, and field investigation has played a superior role at this time. field investigation methods for ceramic art education should be based on field investigation on ceramic culture, and field studies in situations where ceramic art occurs, so as to achieve the purpose of understanding this culture and "observing" the ceramic culture from the opposite perspective. Ceramic art education as a tool for cultural inheritance and innovation of ceramic art is also the result of society, history and environment.

3. Steps of Field Investigation

3.1. Principles of the Field Investigation Method

We should adhere to a holistic view in actual field investigation. Holism requires a comprehensive understanding of culture within specific spatial and temporal conditions, thus avoiding the one-sided nature that any single perspective may cause. Our understanding of a particular cultural element or cultural phenomenon in ceramic art is meaningful only by studying the correlation between this kind of "holistic theory." In grasping the "holistic theory" in field investigation, special attention should be paid to the interrelated feature of cultural elements. This is of great guiding significance for our research on ceramic art education, especially for the study of traditional culture in ceramic art education. At the same time, from an investigative standpoint, it is also necessary to maintain value neutrality and observe and collect data with a calm and objective attitude, so that we can avoid getting excessively involved in local social relations. In the process of field investigation, we must adhere to the relative position of culture, handle the relationship between traditional ceramic art culture and modern

civilization, and highlight the real reason and value of the existence and value of traditional ceramic art culture.

3.2. Operating Procedures for the Field Investigation Method

Field investigation is divided into two types: comprehensive investigation and targeted investigation, but the ultimate goal is to obtain a detailed understanding through a detailed survey of a certain region or group, hoping to resolve some contradictions and problems in the real world. Therefore, the selection of topics is based on the principle of having certain research value and promotion significance. The investigation plan contains investigation sites and subjects, investigation time and evaluation, theory and practical significance of the subject, preparation conditions, etc. The selection of the survey site or target community should be representative and typical, and at the same time, the survey outline should list the questions to be raised in the survey, etc. In this session, we need to have an in-depth understanding of the geographical and historical materials of the region. Through documentary analysis of the results of our previous research, we can better understand where the starting point of the new investigation is, so that we can carry out more in-depth field investigation. Before carrying out a formal investigation, care should be taken to familiarize the researchers with the environment and check local documents, collect basic information, and conduct pilot surveys in order to detect problems and revise the investigation plan and outline in a timely manner.

3.3. Preparation of Investigation Reports

The final step in field investigation is the preparation of an investigation report. In the process of writing this report, we should focus closely on this investigation and explain our findings as detailed as possible. Investigation reports should, on the basis of collating and comprehensively analyzing field investigation data, put forward opinions on existing problems, analyze the causes, and propose solutions, measures, and countermeasures. Generally speaking, field investigation is linked to ceramic art history. The description and analysis of a single society's ceramic art history on the basis of field investigation can provide the most basic data for research on various aspects of cultural anthropology, and ceramic art education research should pay more attention to field investigation as one aspect. Doing a good job in every aspect of field investigation is an important foundation for us to better conduct on ceramic art education.

4. Characteristics of Ceramic Art Education

As an important part of education, ceramic art education has played a huge role in cultivating talents in ceramic art education and passing on the culture of ceramic art education. Compared with ordinary education and school education, ceramic art education has its own special characteristics. It is rooted in the ceramic art culture, and traditional culture is the basic characteristic of ceramic art education in China. With its unique educational structure, ceramic art education shoulders the difficult mission of cultivating ceramic art talents, inheriting and developing the ceramic art culture. The specificity of the area where ceramic art education operates determines the complexity of the teaching environment, which in turn affects the distribution of teaching sites and the

way teaching is organized. Its educational subjects have multiple ceramic arts and cross-cultural characteristics in terms of the composition of ceramic art, which determines that the subjects of ceramic art education come from different cultural backgrounds and have different characteristics.

Judging from the cultural mission of ceramic art education, ceramic art education has intercultural characteristics. It is in this complex cultural context that ceramic art education bears the heavy responsibility of promoting the survival and development of the local culture of ceramic art and the harmonious coexistence and common prosperity with other cultures. Through the above analysis, we can conclude that compared with the modernity, institutionalization, science, and efficiency of general education, ceramic art education is more traditional, open, limitless, and flexible in terms of time and space. These characteristics of ceramic art education also provide a possibility and foundation for us to carry out field investigation, making field investigation method even more unique in the research on ceramic art education.

5. Research Significance of the Field Investigation Method for Ceramic Art Education Conclusion

5.1. In Terms of Forms: Moving from Text Learning to Contextual Learning is Conducive to “Two-Way Reading between Literature and Field” in Curriculum Education

Textual learning in traditional curriculum education acquires an abstract and conceptualized theory of ceramic art defined by concepts and principles. Field studies require students to study in situations where ceramic art takes place, focus on activities and perceptions in specific educational situations, and study in specific fields through actual educational field activities. It requires linking the educational theory learned with the problem expression in the educational context, promoting understanding and thinking through real perception, and improving one's understanding of textual knowledge, so as to achieve two-way reading of literature and fields, integration of perception and emotion, unification of theory and practice, and true “integration of knowledge and practice.”

5.2. In Terms of Content: Moving from Single Learning to Comprehensive Learning is Conducive to the Construction of a Humanistic Spirit

Field study can break the single learning model with the goal of knowledge acquisition, improve students' comprehensive humanistic qualities, and allow students to experience a journey of wisdom and emotion generated by feeling, experiencing, experimenting, investigating, and generating. It is a learning method that integrates emotional sublimation, skills, and research ability. Field studies are not temporary, scattered educational observation and internships, but rather a spiralized, systematic learning process. Since ceramic culture has dynamic and wide-area characteristics, there will be different ceramic cultures in different periods and domains, and field investigation helps to comprehensively consider the development process of ceramic culture and gather more extensive and valuable

information, so that students can continue to accumulate, experience, imagine and create in a freely conscious and very life-like living space, and can truly capture the inner world and aesthetic interests of different people in different regions in different cultural contexts, and can even achieve “interchange of roles”. It can better refine the essence of ceramic culture, more accurately grasp the spiritual essence of ceramic works, and understand the aesthetic needs of popular culture; better understand the historical, geographical, economic, cultural, and institutional origin of ceramics from the macro and micro backgrounds of the ceramic culture.

5.3. In Terms of the Subject: From the Periphery of Education to Integration into Education, it is Conducive to the Cultivation of Students' Main Constructive Abilities

Field learning is learning in real situations, finding problems in situations, and solving every real problem through exploration. This is a type of subject-structured learning that enables learners to learn to apply knowledge to complex, varied, and naturally occurring situations, integrate the formation of intellectual abilities with the spiritual world of learners, and become a kind of generative educational activity. The traditional single method of classroom education makes students mostly look at their studies from the periphery and passively observe, thus becoming outsiders in education. They lack deep feelings and understanding about learning ceramic art, and lack the practical ability they should develop. In the course of field investigation, they became subjects of study. Active observation and research, careful interviews and comparisons, thorough collection and collation of data, and independent analysis and thinking activities not only encouraged efforts to learn and master various learning methods, but more importantly, cultivated individual spirit of practice, exploration, and multi-faceted hands-on and brainpower. Only by fully unleashing the potential and creativity of students can they be shaped into individual, comprehensive, complete and creative individuals.

6. Conclusion

We continuously provide theoretical foundation support for our ceramic art education research by checking and screening data obtained from field investigation and carrying out fact-respecting, logical analysis and research. Through the analysis of field investigation and its significance for ceramic

art education research, we reveal that field investigation methods have some reference significance for education and research. In carrying out educational and scientific research activities, we should thoroughly study the site of research, collect data in the field, attach importance to the combination of local and overall consideration; we should focus on cross-cooperation with other disciplines and carry out comprehensive research; at the same time, we should also lay emphasis on reflecting researchers' value orientation and educational care in the field investigation process and results. Therefore, we should continue to strengthen in-depth research on ceramic art education in field investigation in order to better promote the development of ceramic art education in China.

Acknowledgments

2020 Jiangxi Higher Education Teaching Reform Research Project: “From the Classroom to the Field - Application of Field Investigation Method in Ceramic Art Related Courses”, project number: JXJG-20-11-4; 2020 Jingdezhen Ceramic University degree and postgraduate education teaching reform research project: “From the Classroom to the Field - On the Application of Field Investigation Method in Postgraduate Education in Ceramic Art Majors”.

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