

Analysis on the Function and Teaching Method of New Ceramic Culture Course

Lihuang Liu

Jingdezhen Ceramic Institute, Jingdezhen, 333403, China

Abstract: This paper aims to explore the role of a new ceramic culture course in the cultivation of students' abilities. Firstly, this paper introduces the content of the new ceramic culture curriculum and demonstrates the specific role of the curriculum in the cultivation of students' ability. Then, this paper suggests the teaching method of the course. Finally, the paper concludes that the timely transformation of the new research results of the Ceramic Road into students' knowledge and ability requires a new ceramic culture curriculum, and the intersection and integration of various humanities subjects calls for the birth of the new ceramic culture class.

Keywords: New ceramic culture course; Ceramic trade; Quality training; Teaching method

1. Introduction

China has given birth to a splendid ceramic culture. Ceramic works of different characteristics such as Song Bai porcelain, Yuan blue and white, and clear pastels are like historical business cards, which not only tell people about the history, but also convey a culture and a spiritual wealth. Ceramic culture is not only belong to China, but also to the world. Ceramics is the first worldwide commodity that integrates some of China's cultural elements into lots of regions of the world. In the development of ceramic trade, it is often accompanied by the migration of the population. A large number of commercial and trading people settle down to their destinations, followed by the influence of their language and culture. The cultural impact of goods and migrants is imperceptible and inevitable. With the exportation of Chinese ceramics, it has influenced the language along the way, the living habits of local people, and thus influenced the local culture, including religious culture, food culture, etc. For example, with the spread of ceramic tea sets in Southeast Asia, vocabulary related to tea sets appeared in the vocabulary of Indonesian and Malay, *lik cawan*, *tedko*, *tekoan* and the, etc. Another example as, "History of the Ming Dynasty" : "Wen lang ma shen"(This area is now in Bandjarm asin, south of Kalimantan, Indonesia)firstly use banana leaves as food, later traded with Chinese, gradually used porcelain.

The ceramic culture in the world is a treasure trove of knowledge. It is very necessary to compile the knowledge in the treasure house into a new ceramic culture textbook, which should be systematically and comprehensively taught to students in the classroom. Humanistic training courses are important in the overall development of college students because they can teach students to predict, think, and also can teach them how to live. In many humanities training courses, if there is a new ce-

ramic culture course which takes the ceramic road as the main line and systematically tells the Chinese ceramics trade and ceramic culture along the way, then it is absolutely helpful to students. This kind of course is not only suitable for cultivating the comprehensive vision and global thinking of liberal arts students, but also can be used to cultivate the pioneering thinking and innovation consciousness of science students.

2. Important Role in the Cultivation of Students' Quality

Specifically, the new ceramic culture course with the world's ceramic culture and cultural interaction as the main content can play the following aspects:

2.1. A window for students to learn about the world

The new ceramic culture course can help students understand the living habits and culture of a place in a point-to-face manner. For example, students can learn about local customs by introducing the spread of ceramic culture in Southeast Asia. Before the spread of ceramics to Southeast Asia, the eating utensils of ordinary people there were mainly made of plant stems and leaves, and ceramics quickly became the universal choice for their tableware. As the mountain residents in Southeast Asia are accustomed to drinking raw water, some rivers cannot be directly consumed due to water pollution or flash floods. So, they use pottery or porcelain to deposit water for a week or a month until it is clear again for drinking. The beginning of this work has been carried out by local pottery, but after China's glazed pottery and porcelain entered the Southeast Asia through trade, it quickly replaced the local pottery.

On the basis of this, the new ceramic culture course can even be extended to the field of architecture, life and culture (including tea culture).For example, in the 16th

and 17th centuries, Kung Fu tea, which was popular in Fujian, Guangdong and other places. But it also spread to Southeast Asia with the large-scale migration of Chinese. The consumption of East Indian tea is imported by China. As there are many overseas Chinese in the area, they are all interested in the motherland tea, which is superior to Java tea in terms of quality and aroma. The 1st input number of the national tea into the East India is Guangdong tea, Fujian is next. The drinking of kungfu tea is inseparable from the utensils of tea drinking, which invisibly promotes the spread of ceramic tea drinking utensils in Southeast Asia.

2.2. Let students deeply understand the history and the law of worldwide trade

The history of ceramic trade and ceramic culture exchange is an essential part of the ceramic culture course. Teaching this part can guide students to understand the history of world trade and explore the law of international trade. It can be said that the history of ceramic trade ceramic culture exchanges is half of the history of world trade since the 16th century. By studying this history, students can understand the international status and influence of Spain and the world trade pattern under its leadership in the 16th century, the maritime transportation routes and product flows of the Dutch East India Company in the 17th century and the trade route led by the British, the composition of goods as well as the flow of precious metals such as silver in the 18th century.

2.3. A deep understanding of cultural differences and cultural integration

The introduction of the world's ceramic paintings in the new ceramic culture course can guide students to explore the social and cultural differences behind the differences between Chinese and Western ceramic painting techniques and materials. The ancient Chinese ceramic paintings pay attention to "white space", while the many porcelains in the West, including China's export-oriented porcelain for export, emphasize planning the porcelain surface into different geometric regions, and then painting all kinds of objects, such as the western crest porcelain. Moreover, the painting materials of China and the West are different. The decorative pictures of plum, bamboo, chrysanthemum and orchid that were liked in ancient China will be replaced by tulips, camellia and even Falun and sword in the West. Obviously, this reflects the differences in social life, religious beliefs and some other factors.

The new ceramic culture course also shows students the process of world culture integration. For example, the birth of blue and white porcelain is inseparable from the lapis lazuli of Persia at that time. The shape and picture of some blue and white porcelain are also the result of the combination of other regional cultures and Chinese ce-

ramics in the world. Processing brings elements from some parts of the world to China. Take "military holdings" as an example, there are not many Chinese blue and white porcelains with obvious Islamic religious nature. Only "military" is its most prominent representative. "Military", also known as "Jun Chi", is a transliteration of Hindu Sanskrit. It was originally used by a Buddhist monk in India, which was a water bottle for drinking water and clean hand water. Later, with the spread of Islam in China, Jingdezhen created a blue-and-white porcelain that resembles this shape, creating a new variety of blue-and-white porcelain to meet the needs of Muslim religious life. Another example is the Wanli blue and white flower pattern, with the military pattern, the slanting edge, the long neck, the ball belly, the foot. The hemispherical vents are slanted out of the abdomen, which is quite different from the traditional Chinese style and has a strong exotic atmosphere.

Overall, the new ceramic culture class can not only make students become elegant and aesthetically, but also them understand the history, trading rules, and be familiar with cultural differences.

3. Method of Teaching Ceramic Culture Class

From the content point of view, the new ceramic culture class is more suitable for students of cultural majors and economic and trade majors, and also can be used as a cultural elective course for science and engineering students. The course has both ceramic knowledge, cultural knowledge, historical knowledge and economic and trade knowledge. Therefore, except the usual introduction methods, role substitution is necessary.

The role substitution method is to let the teacher guide the students to enter specific roles in a specific historical context, and guide them to actively explore the teaching methods of knowledge. The teacher's guidance focuses on introducing historical background and explaining cultural differences. Then, teachers can ask students to play people of different eras, backgrounds, and identities to accomplish the corresponding goals or tasks. For example, students can play the role of King Philip II of Spain in the 16th century (he is extremely fascinated by porcelain) to let them think about how to get porcelain from China at that time. Teachers can consciously guide students to think about whether to use war or trade method. If use trade, how to obtain exchanges such as silver, and how to transport, etc. Teachers can also lead some students to enter the merchants of British East India Company in 18th century, even play the role of the general public in the Philippines, and then set the corresponding tasks related to porcelain for students.

4. Conclusion

With the deepening of various researches on the export path of ceramics, it is necessary to teach the latest research results to students by new course. With the great integration of humanities and disciplines, it is also necessary to teach students cultural knowledge, historical knowledge and trade knowledge in a new curriculum. Therefore, the opening of a new ceramic culture course is also necessary. In summary, we need to use the platform of the new ceramic culture curriculum to teach students some major ceramic culture knowledge in an appropriate way, so that students can easily find common topics in the world trade and cultural exchanges, and also let them understand the history of the world and the essence of culture.

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