

Unveiling the Story of Chinese Ceramics: Ideological and Political Education Reform and Exploration in the Course of History of Chinese and Foreign Ceramics

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Abstract

In order to implement the fundamental task of ideological and political education in the course of cultivating virtue and shaping people, and leading values, this paper focuses on "Unveiling the Story of Chinese Ceramics" to clarify the inevitability and necessity of teaching the history of Chinese and foreign ceramics, and to design the ideological and political education content of the course "History of Chinese and Foreign Ceramics". Based on the key points of teaching and the practice of Chinese and foreign ceramics, we systematically search for the "story of China" in the history of Chinese and foreign ceramics, and deeply explore the ideological and political elements contained in ceramic stories. By improving the curriculum system, strengthening the construction of the curriculum team, and enhancing the evaluation system of the course, we can realize the practical path of ideological and political education in the course "History of Chinese and Foreign Ceramics" and exert the "silent nurturing" effect of education.

Keywords

History of Chinese and Foreign Ceramics; Ideological and Political Education in the Course; Story of China.

1. The necessity of telling the story of China in teaching "History of Chinese and Foreign Ceramics"

In the rapidly evolving world today, political and economic issues are intertwined, while civilization conflicts and cultural integration are progressing in both directions. Among them, culture has a lasting influence. The prosperity and strength of a country or a nation are always supported by cultural prosperity. The great rejuvenation of the Chinese nation requires the development and prosperity of Chinese culture as a prerequisite. Since the 18th National Congress of the Communist Party of China, the Party and the state have put forward a series of strategic designs, such as strengthening cultural confidence, developing socialist spiritual civilization, and accelerating the construction of a socialist cultural power, forming a relatively complete national cultural strategic layout. The Third Plenary Session of the 18th Central Committee of the Communist Party of China further emphasized the need to continuously improve the inheritance system of Chinese culture, fully promote cultural communication, establish and improve the management system for foreign language and Chinese language exchange, expand the influence of Chinese culture, promote the effective dissemination of Chinese culture, and create a positive image of a strong country in terms of Chinese culture. The national cultural strategic layout has provided guidance for the cultural education in the teaching of "History of Chinese and Foreign Ceramics" in universities and promoted the innovation of teaching forms and carriers.

Ceramics have ushered in a new era of human civilization and have made significant contributions to the progress of material civilization and world civilization, both in China and

around the world. Unveiling the Story of Chinese Ceramics is the foundation, emotional basis, and source of strength for the reform of the "History of Chinese and Foreign Ceramics" course from the perspective of "Unveiling the Story of Chinese Ceramics". By deepening students' understanding of traditional culture through ceramics, it enhances their confidence in research and postgraduate studies. By imparting new connotations to the teaching of Chinese and foreign ceramics history through the form of "Unveiling the Story of Chinese Ceramics", it not only strengthens students' patriotism and their sense of belonging to the Chinese nation, but also presents a comprehensive, three-dimensional, and authentic China to the world, enabling China to better integrate into the world and the world to better embrace China. The disciplinary characteristics and advantages of Chinese and foreign ceramics history itself provide a solid platform and foundation for the integration of ideological and political education in the "History of Chinese and Foreign Ceramics" course. In the process of implementing ideological and political education in the "History of Chinese and Foreign Ceramics" course, teachers can greatly attract students' attention and "empathy" by unveiling the story of Chinese ceramics comprehensively. This naturally strengthens students' confidence in Chinese culture, fosters their patriotism, and cultivates their craftsmanship and innovation spirit. Therefore, it is necessary to integrate ideological and political education into the "History of Chinese and Foreign Ceramics" course and tell the story of Chinese ceramics effectively.

1.1. By using ceramics as a medium and exploring the ideological and political elements in the curriculum, ideological and political education can be flexibly integrated into the "History of Chinese and Foreign Ceramics" course

In traditional theoretical courses, telling the story of China often faces challenges such as lack of innovative and diverse media carriers and insufficient expressive power of the stories. In practical teaching activities, relying solely on oral narration and neglecting the advantages of media carriers can result in insufficient expressive power, infectivity, and penetrability of the stories, thus affecting the actual effectiveness of the course. The long-standing Chinese civilization has nurtured a wealth of fascinating ceramic stories, which carry abundant ideological and educational resources. In the "History of Chinese and Foreign Ceramics" course, by exploring the ideological and political elements and using ceramics as a medium, these stories can be brought to life. By opening the "box of ceramic stories" from the unique perspective of students and guiding them to perceive Chinese aesthetics and spirit through their daily experiences with ceramics, the effectiveness of ideological and political education can be enhanced.

1.2. By narrating through objects, using the "form follows function" approach, ceramics can be presented in a tangible and immersive way, allowing them to enter the minds and hearts of students in a "present" and engaging manner

Traditional teaching of the "History of Chinese and Foreign Ceramics" course tends to focus on the imparting of theoretical knowledge, with relatively fixed classroom teaching formats. It is difficult to effectively stimulate students' enthusiasm and the educational effectiveness is limited. Telling ceramic stories as an educational exploration is a synchronous innovation of the previous teaching content and format. Ceramic stories themselves carry rich knowledge of history, culture, and humanities. Telling ceramic stories involves analyzing classroom teaching content in a storytelling format, which is different from traditional teaching that straightforwardly tells students "what" or "how to do it". Through the packaging and rendering of storytelling language, ceramics, through the narrative of objects using the "form follows function" approach, can make educational content more relevant to students' real-life

experiences, facilitating their acceptance and understanding of ceramic history and culture. This allows ceramics to enter the minds and hearts of students in a present and engaging manner, thereby enhancing the emotional impact of the classroom.

1.3. By using "form-leads-function" cultural narratives that transcend the physical form, ceramics can serve as a "empathy" means to humanize individuals

This approach allows graduate students to enhance their cultural confidence and identity through a form of empathetic connection. By delving into the cultural narratives surrounding ceramics, students can develop a deeper understanding of the intangible aspects of ceramics, such as their symbolism, historical significance, and artistic expressions. This process encourages students to reflect on their own cultural heritage and fosters a sense of pride and belonging. Through the "form follows function" approach, ceramics can transcend their physical existence and become a medium for cultural exploration and self-discovery. This cultivates a sense of empathy and promotes a stronger cultural identity among graduate students.

Ceramics, as an important cultural representative of Chinese civilization, holds profound influence and a special position in the field of ceramic history and culture in China and the world. It plays a cultural leading role in implementing national strategic initiatives such as the "Belt and Road" initiative, inheriting and promoting ceramic culture, establishing the Jingdezhen National Ceramic Cultural Inheritance and Innovation Experimental Zone, and creating a new platform for cultural exchange. By telling compelling ceramic stories and enhancing the exploration and interpretation of ceramic culture, through "form-leads-function" cultural narratives that transcend the physical form, we can not only provide rich cultural resources for teaching but also inspire students' love for traditional culture. Furthermore, through curriculum education, we can promote the inheritance of traditional culture among graduate students, creating a harmonious relationship between traditional culture and professional education. This approach can guide graduate students in developing cultural confidence, stimulate their interest in traditional ceramic culture, and enhance their sense of cultural identity and mission.

2. Implementation principles for telling Chinese stories in teaching "History of Chinese and Foreign Ceramics"

2.1. To tell Chinese stories well, we must adhere to the guidance of the socialist core values

Teachers, while imparting ceramic knowledge in the classroom, also convey certain ideological tendencies and value orientations. Without proper guidance, it can easily have a negative impact on students' values, weakening their sense of national pride and cultural confidence, and leading to a crisis of cultural identity. Therefore, the teaching of "History of Chinese and Foreign Ceramics" must adhere to the correct political direction. To tell Chinese ceramic stories well, we must be guided by the socialist core values and take a clear stand in this regard. Chinese ceramic stories can be selected from everyday life, focusing on objects, people, and events that are relevant and relatable. By starting small and gradually expanding, students can progress from listening to stories to identifying the values embedded within them, and eventually to spontaneously telling their own Chinese ceramic stories. This process forms a complete chain of value transmission. It guides students to deeply understand Chinese ceramic stories and the socialist core values they embody, promoting their identification with and inheritance of the essence of ceramic culture.

2.2. To tell Chinese ceramic stories well, we must incorporate ideological and political education into the curriculum

General Secretary Xi Jinping emphasized that universities should make moral education and the cultivation of students' character the central focus, and integrate ideological and political work throughout the entire process of education and teaching, achieving comprehensive and all-round education. In 2020, the Ministry of Education issued a document stating that promoting the construction of ideological and political education in all courses is a strategic measure to fulfill the fundamental task of moral education and an important task to improve the quality of talent cultivation. In the teaching of "History of Chinese and Foreign Ceramics," it is important to combine the education of professional knowledge in Chinese and foreign ceramic history with the effective utilization of the cross-cultural characteristics of the curriculum. This can be achieved by organically integrating Chinese ceramic stories related to the content of ideological and political education into the curriculum. Students can learn, deeply reflect, and learn to promote Chinese culture through ceramics, deepening their absorption, understanding, and recognition of Chinese culture, gradually internalizing it as their own humanistic spirit. This will enhance their patriotism, stimulate their sense of national pride and identity, strengthen their national confidence, and firmly establish their confidence and awareness of Chinese culture. Therefore, in the teaching of "History of Chinese and Foreign Ceramics," while telling Chinese ceramic stories, it is necessary to help students understand Western ceramic history and use critical thinking to examine Western values. This will promote their careful examination of the similarities and differences between Chinese and Western cultures, enhance their ability to think critically, and deepen their understanding of cultural differences. At the same time, it will strengthen their belief in socialism with Chinese characteristics, achieve comprehensive and all-round education for all students throughout the entire process, and realize the integration of ideological and political education in the teaching of "History of Chinese and Foreign Ceramics." It is important to optimize the presentation forms of ceramic stories when telling Chinese stories.

2.3. Telling Chinese ceramic stories well can be done through diverse media and perspectives

The rapid development of the internet has broken conventional boundaries, giving rise to many new phenomena and things. This also provides many new ways and paths for Unveiling the Story of Chinese Ceramics. In terms of content creation and presentation, it is necessary to use various forms of media such as text, images, videos, and other interactive formats to achieve comprehensive dissemination and enhance the readability and interest of the content. In addition, social media platforms should be fully utilized, and familiar methods should be used to tell the story of Chinese ceramics. The storytelling of Chinese ceramics should be based on the development reality of ceramics in our country and the global perspective of ceramic development. Typical figures and events related to ceramics should be selected from different historical stages and fields to explore distinctive ceramic stories. True Chinese ceramic stories should be intangible, subtle, and constantly flowing, integrating the values of the Chinese nation into the stories, and focusing on reflecting the infectiousness of Chinese ceramic stories in the subtleties, ensuring the vitality and vitality of the stories. For example, the dissemination of Chinese ceramic culture to the outside world highlights China's excellent cultural genes and greatly enhances the international influence of Chinese culture. The artistic and craftsmanship value displayed by Chinese porcelain has made China the birthplace of fashion for thousands of years. The top-down luxury consumption of Chinese porcelain has not only increased the fiscal revenue of successive Chinese governments but also established China's image as a global art exporter, creating many fashionable keywords such as "blue and white porcelain" and "Chinese white", fully demonstrating the influence of Chinese ceramics on

global culture. Large-scale documentaries such as "Craftsmanship and Metallurgy: Traditional Handmade Porcelain Techniques in Jingdezhen" visually demonstrate the artistic charm of Chinese ceramic culture, allowing people to directly experience the profound heritage of Chinese ceramic culture. These high-quality digital media can be relied upon to tell the story of Chinese ceramics effectively.

3. Designing Teaching Content for Telling the Story of China in the History of Chinese and Foreign Ceramics Course

General Secretary Xi Jinping's important speech at the Symposium on Philosophy and Social Sciences Work has pointed out the importance, goals, directions, principles, and requirements of accelerating the construction of Chinese characteristics in philosophy and social sciences. It provides guidance for the teaching of the History of Chinese and Foreign Ceramics course. From various innovative practices in ancient China's ceramics to the achievements of outstanding talents in the ceramics field in the new era, many of these Chinese ceramic stories contain rich ideological and political elements such as socialist core values, patriotism, international perspectives, and craftsmanship spirit. These stories provide abundant materials for achieving the goal of cultivating students' moral character in the History of Chinese and Foreign Ceramics course. Therefore, the teaching process of the course should focus on the key content and historical context of ceramics, explore the Chinese ceramic stories, and uncover the ideological and political elements and their connotations behind these stories.

"Unveiling the Story of Chinese Ceramics" should be the foundation of the teaching reform of the History of Chinese and Foreign Ceramics course, making the course more confident, persuasive, and appealing.

3.1. Organizing Chinese Ceramic Stories around the Key Content and Historical Context of the History of Chinese and Foreign Ceramics Course

In the long river of China's 5,000 years of history, many outstanding ceramic arts have emerged. These ceramics, with their beautiful shapes, superb techniques, and rich cultural heritage, have shone brightly in the history of Chinese and foreign ceramics, attracting people's attention. When presenting these ceramic artifacts to students, it is not only important to guide them in appreciating the artistic beauty of ceramics and learning the craftsmanship of ceramics, but more importantly, to inherit the cultural ideas expressed by these ceramics. Appearance is a representation, technique is the foundation, but culture is the life and soul of ceramics. Each vivid ceramic artifact in the history of Chinese and foreign ceramics embodies the ceramic art and philosophical thinking of a nation, silently expressing the aspirations and emotions of the nation. Therefore, for the course "History of Chinese and Foreign Ceramics," the teaching of relevant ceramic knowledge and the inheritance of excellent traditional Chinese culture are two essential objectives of the course. The first objective is the foundation for achieving the second objective, and the significance of the second objective lies in the realization of the first objective. The two objectives must interact and promote each other in order to truly fulfill the task of teaching and educating in the course.

It is not a simple task to tell the stories of ceramics through the history of Chinese ceramic development and dissemination. Due to the rich humanistic knowledge contained in the course, teachers should not detach themselves from the foundation of Chinese traditional ceramic history when teaching. They should not merely talk about excellent traditional Chinese culture. This would result in a separation between knowledge points and ideological elements, turning cultural inheritance and value shaping into hollow preaching with "labels" attached. Teachers should combine the characteristics of ceramics, unravel the layers, and progress step by step,

introducing excellent traditional Chinese culture and spirit through the analysis of Chinese traditional ceramics and related figures, institutions, and events.

3.2. Exploring the Ideological and Political Education Elements in the Stories of Chinese Ceramics

Extracting the Spirit of the Times from the History and Practical Stories of Chinese Ceramics. The spirit of the times refers to the universal essence specific to an era, representing a collective consciousness that transcends individuals. In the teaching process of the "History of Chinese and Foreign Ceramics" course, it is possible to effectively connect and incorporate cases of ceramic craftsmen and inheritors of intangible cultural heritage, conveying positive social energy to students and instilling excellent spirit of the times and noble moral qualities. For example, Tang Ying, the first supervisor of the imperial kiln, authored classic works on the Chinese ceramics industry such as *Táo Yě Tú Shuō* ("Illustrated Explanation of Pottery"), *Táo Chéng Jì Shì* ("Chronicles of Ceramic Making"), and *Táo Rén Xīn Yǔ* ("Words of Ceramic Artisans). He implemented institutionalized management in the imperial kiln factory, from material procurement to delivery to the Imperial Household Department, with clear accounting for money and materials. Every step of the production process, from clay preparation to firing and painting, was meticulously recorded and managed, with strict control over the process and quality. Tang Ying also invented new types of ceramic vessels such as carved and hollowed-out bottles, layered and delicate exchange bottles, and sedan-shaped vases. These stories enable students to deeply understand noble qualities that align with the spirit of the times, such as dedication to work, selfless contribution, and continuous innovation. They inspire students to cultivate a scientific and rigorous attitude and practice the professional spirit of striving and hard work.

3.3. Reconstruction of the Evaluation Mechanism for the "History of Chinese and Foreign Ceramics" Course

Course evaluation serves as the guiding principle for course instruction. It not only provides feedback on the effectiveness of the course, but also helps analyze and diagnose issues that arise during teaching, thus aiding in the continuous reform and improvement of the course. Therefore, it is essential to recognize the role of course evaluation in integrating the "Story of China" into the teaching mode. Firstly, starting from the strategic perspective of ideological and political education and students' comprehensive development in the course, the task of "telling the Story of China" should be regarded as an important mission in the teaching of the "History of Chinese and Foreign Ceramics" course. A comprehensive monitoring mechanism should be established, covering the content, methods, and effects of "Telling the Story of China" in order to present the integration of the Story of China into the course teaching comprehensively, accurately, and in a timely manner. Secondly, there is a need to transform the evaluation mode. "Telling the Story of China" requires students to actively participate in the narration of the Story of China in both classroom and daily learning. Process-oriented evaluation should be emphasized, focusing on students' daily performance. New evaluation tools such as the "record bag" can be utilized to optimize the evaluation results. The evaluation should be carried out with the perspective of fulfilling the fundamental task of cultivating students' moral character, and based on the ideological and political education attributes of "Telling the Story of China". The evaluation criteria should include elements such as craftsmanship spirit, collective consciousness, cultural exchange, and cultural self-confidence, in order to better leverage the teaching feedback, promotion, and motivation functions of course evaluation.

4. Conclusion

The development of the era and society has endowed the "History of Chinese and Foreign Ceramics" course with a higher mission and requirements. Telling the Story of China in the course is an effective way to enhance students' cultural confidence, promote the construction of ideological and political education in the curriculum, and cultivate ceramic talents based on local characteristics. The ideological and political education in the "History of Chinese and Foreign Ceramics" course, from the perspective of telling the Story of China, is a proposition of the times and a systematic project. It still requires further exploration in future teaching practices in order to better achieve the goal of ideological and political education in the curriculum.

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