

On the Exploration of Introducing Chinese Lacquer Art into Labor Education Course

Chun Wang

School of Fine Arts and Colored Lantern, Sichuan University of Science and Engineering,
Zigong 643000, China.

690090601@qq.com

Abstract

In the new era, cultivation of students' core quality is into the stage of precise advance in China, the thinking and implementation of the cultivation of students' one, they are the core parts of cultivation, at new times. The practice teaching of traditional culture in China's labor education is in urgent need of deepening and innovation. In China's labor educations, we adds the lacquer art making manufacture extremely, it is beneficial, this is indisputable. Based on the system of thinking, implementation of it, we can promote the cultivation of Chinese talents.

Keywords

Labor education; Core Literacy; Lacquer art; China.

1. Introduction

Labor is the instinct of human, but also Labor maintains one of the basic activities of the social development. Labor is the gift of persistence. Labor glory is the gene, at new times. Labor education is the inheritance of Chinese traditional virtues, but also Labor education can contribute to the precise cultivation of it in the new era. In the new era, China issued important guidance in a timely, which further specified the goal of the labor education course for the cultivation of students' core literacy, and it also reflected the reality which the traditional culture in labor education needs to be supplemented. "China is rich in intangible cultural heritage resources." [1] Lacquer art is not only the wealth of ancient Chinese ancestors in production and life, but also the treasure of traditional handicraft culture in China. We can reasonably introduce the specific production activities of the traditional lacquer art into labor education classes of China. Based on the main line of thinking, implementation of cultivating work of core quality, the precise thinking and implementation of lacquer art production in labor education classes that have positive and precise significance for it.

In the new era, the labor education course is an extremely key education course, and the labor education course is also a course related to the training of Chinese talents. At the same time, in the new era, the labor education course is also a practical course with rich content and outstanding value in China. Chinese art has a solid history and culture, and it is extremely rich in artistic categories. A large amount of artistic accumulation in Chinese history can provide the rich cultural support for labor education curriculum. At the same time, in the new era, Chinese traditional art can directly provide the basis for labor education curriculum teaching practice. China's labor education curriculum, it needs cultural supplies, rich content, it needs power from the key basis of Chinese art. This allows traditional art to provide docking assistance for courses. At new times, China's labor education curriculum is constantly progressing. In China, We need to try to refine the soft power of art and corresponding support of art. Based on the author's understanding, the traditional lacquer art had some key development in labor education class in China. In the new era, these related practical activities have positive value for the

improvement of labor education courses in our country. At the same time, these related practical activities also continue to inherit and develop traditional art and culture. At present, in the lacquer art production of the labor education class, we carry out a number of related lacquer art practice work in China. Based on the artistic characteristics of traditional lacquer art, in the new era, we have a number of specific work in the lacquer art production to be done urgently. This paper mainly discusses from the current practice of traditional Chinese lacquer art in labor education courses, specifically discusses some practical problems of lacquer art, and provides some specific suggestions. In fact, these thinking or suggestions have a precise thinking direction or way. These suggestions and thoughts mainly include the precise idea and operation of lacquer art production in that class. At new times, the introduction of lacquer art production into labor education, is an extremely key trial and practice. It is the embodiment of the soft power of lacquer art. It is the special added value of lacquer art. Therefore, in the new era, China's labor education curriculum has precise goals and needs for lacquer art production. In the new era, when lacquer art is introduced into labor education classes, we must highlight the precision of concepts and operations in China. And we must guide the healthy development of traditional lacquer art in labor education classes through precise concepts and operations. This article is a trial research and effort. It is hoped to uphold historical thickness and ancient charm for China's labor education. At the same time, in the new era, it is expected to promote the development of traditional lacquer art in China.

2. The Fine Education, Professional Teaching: precise: Thinking of Lacquer Art Production in Labor Education Class

In the new era, when lacquer art making is introduced into labor education course, the accurate teaching thinking must be constructed. We must transform our thinking in the production of lacquer art, we should take students as the core and should take teachers as the guidance. At the level of teaching audience and main body, we must construct the refined education and professional teaching thinking of cultivating innovation of the school's core literacy. Taking the students as the core, refined education and professional teaching, and distinguishing the students' individual differences and demands accurately, and constructing precise teaching of traditional lacquer art production. Taking teachers as the key body, refined education and professional teaching will improve the professional lacquer quality of the teaching body and enhance the professionalism of the teaching body.

2.1. Refine Education: Satisfying Students' Differences and Appeals

Lacquer art is a very special type of traditional handicraft of China, that involves lacquerware, lacquer painting and other categories in fact. The introduction of the craft of lacquer into the course of labor education, we must take into account the differences and appeals of student audiences in the new era, and construct a thinking of refined education. First, based on the difference of the student audience, carry on the refined education. In the practice of lacquer art production in labor education courses, we must consider the differences of students of different ages, regions, genders, grades and so on, and we must construct individual thinking of refined education. Especially based on the unique artistic features of lacquer art and the difficulty of making it, taking fully into account the cultural foundation of different students' cultural foundations and acceptance gradients, it must be classified and quantified, individualized distinctions and precise teaching, highlighting age-appropriate lacquer art production based on age, grade, etc., we can have differential teaching thinking. Teachers should set different hours of courses, teaching content, difficulty standards, etc., according to different conditions. In the low-level stage, the understanding of the story of lacquer art is key, the course inspection of making small lacquer art key, and the quality cultivation is goal of the basic knowledge of lacquer ware making. The low-level lacquer art production can be simplified

and small, such as bracelets, pendants, bracelets, etc., that are evaluated on a five-level system. The middle stage mainly focuses on the cultivation of the ability of lacquer art aesthetic research and judgment, that requires the students to construct the corresponding combination ability of skills and practical works. In the advanced stage, the quality cultivation of self-production of lacquer art is emphasized, and all students are required to have the ability to combine theory with practice precisely, and the corresponding skills of techniques, theories and practical works are required. All students can make relatively complex lacquer art works, such as plates, screens, bottles, etc. , based on the hundred-points system, the appropriate use of five-level system. Secondly, based on the appeal of the student audience, refine education is carried out. The making teaching of lacquer art takes into account the reasonable demands of the main body of all students, especially the specific needs of each stage, and refine education is carried out according to the individual needs of students to construct appropriate thinking. For example, in the low-level stage, consider the selection examination of artistic quality, university self-selection, and art examination as a practical basis, especially to enhance the students' examination ability and the foundation of learning after admission. This level is to consolidate the basis of accurate acceptance and motivation of teaching audiences, and Constructs the audience power for the cultivation of students' learning interests and core qualities.

2.2. Professional Teaching: Precise Thinking of Optimization of School Teachers and Introduced by Professional Power

The production of lacquer art has standardized production standards, that requests all teachers to have higher artistic quality. Lacquer art production introduces courses of labor education, we must fully and reasonably coordinate the distribution of course resources, and meanwhile form a relatively professional teaching team, and comprehensively establish a professional teaching awareness. First, the professional teaching of the teaching subject. Based on the perspective of teaching subjects, the school should improve the professional quality of lacquer art teachers in order to obtain high-quality teaching service. We can enhance the soft power of interior lacquer teachers' teaching through professional lacquer learning training, participation and exchanges, etc.; at the same time, we can also appropriately incorporate relevant professional background knowledge in the selection of teacher entrance examinations and survey teacher title ratings to accumulate the school's lacquer art foundation. second, the professional teaching of teaching resources. The introduction and development of lacquer art production practice activities in labor education classes, that is a practice activity that needs the help of professional school discipline resources and social industry resources. We must reasonably merge the lacquer art resources of colleges, lacquer enterprises and so on, and rationally guide professional-level lacquerware and lacquer painting production practices into labor education courses. In particular, we can look for professional colleges and the lacquer art industry to seek foreign aid resources. We can rationally use off-campus professional resources through inter-school co-construction, external employment, co-operation between the school and the locality and between the school and the enterprise, to make lacquer art professional production activities, that can truly play the role of art and culture in labor education courses. This level is to clarify the precise professional basis of the teaching subject, and to create the professional cooperation in and out of school in the practice of lacquer art production in the cultivation of school core quality in labor education.

3. Problem Guidance, Double Classroom: precise Implementation of Lacquer Art Production in Labor Education class

The introduction of lacquer art production into Labor education course aims at improving the effectiveness of cultivating students' core literacy in China's first-line grass-roots teaching. The

precise implementation of lacquer art production in labor education classes must highlight the problem guidance of all students training, the double class, and implementation activities to enhance the effectiveness of core literacy cultivation in labor education classes.

3.1. Guidance by Questions:the Construction of A Dual System to Understand Lacquer Art Accurately Teaches

In the actual teaching activities of the introduction of the Labor education course into the production of lacquer art, according to students' different consciousness of problems, teachers attach importance to problems and construct problem-oriented teaching methods, are not simply a combination of theory and practice but an optimization based on learning to guide the mode of asking questions during and after school. We must master the academic complexity of lacquer art production. we must rationalize the precision of art optimization. First, the guidance of the issue of book volume. According to the need of innovation in cultivating core quality, especially for the teaching of low and middle level, the professor should improve the profound cultural sense of lacquer art and guide the characteristic of theoretical problems. According to the characteristics and teaching gradient of lacquer art, it should be classified and staged, by setting some simple and interesting questions, and raising students' interest of precise study. It enhances the basic knowledge and understanding of precision lacquer art. It can construct students' basic understanding of the existence and development of lacquer ware. In the aspect of art theory understanding and appreciation, teachers highlight the teaching and implementation modes of lacquer art classic works of art, lacquer art production theory teaching, and make full use of dynamic media resources, literature resources, lacquer works and other specific graphic forms for thoughtful teaching. Second, the guidance of materialization issues. In the actual implementation, teachers use more typical traditional lacquer art works such as living utensils, ritual utensils, etc., and introduce in detail the core types of lacquer art, carving crafts and other details, and fully integrate words and lacquer objects to accurately and fully lacquer production techniques and procedures. The teaching of lacquer art, it is the externalization of learning reason. Teachers can give an intuitionistic answer, through the flow of lacquer art making, and through the details of lacquer art making. Based on the special teaching cycle of Lacquer Art, teachers make full use of picture and text expression system to build students' comprehensive understanding and familiarity with lacquer art history, theory, production procedure, etc., promote students' lacquer art aesthetic level with a solid foundation and high-level aesthetic quality, precision Improve the quality system of students' aesthetic cognition and creation based on their core artistic literacy. At the same time, the relationship between the volume theory and the materialized production at each stage should be in line with reality.

3.2. The Dual Classroom :A Combination of the Physical Classroom and Online Teaching -- Helps to Teach Precisely the Craft of Lacquer

The production of lacquer art has all kinds of materials and very complicated working procedures in the new era. The teacher must grasp the venation of lacquer art, at new times. The introduction of lacquer art production into labor education that requires appropriate learning. Lacquer art covers many categories and has a very long history, the craft of lacquer is so special, such as painting art. "The expression form of lacquer painting art in ancient China featured unique distinction in each past dynasty." [2] The craft of lacquer is very difficult and very special. We refined the dual model of labor education classes, form the precise docking of the physical classroom and online classroom. At the same time, through the double classroom, we can build periodic lacquer production of course units, accurate optimization of resources. First, the physical classroom teaching, tamps down the students' learning foundation. The production of lacquer art must have teacher-student interaction, team interaction and other classroom teaching methods, teachers in schools through the guidance of teachers, free team formation,

group teaching, task grading and other settings, which greatly differentiate the difficulty of lacquer art production. Classroom teaching is an inherent method, which is more suitable for students at the primary stage. Teaching in class effectively solves some specific problems, accurately builds the artistic quality and core abilities of team cooperation and win-win for all students of the right age, and achieves training goals and tasks. In the first stage of class teaching, teachers emphasize the interaction between teachers and students. Teachers help students familiarize and understand history and culture through teacher's question-answering methods. They produce simple and interesting works to improve the operation of low-level student; In the advanced stage, the students attach importance to team interaction, strengthen the students' understanding of the lacquer art culture at this stage. The students get the details of the production process and the evaluation of the quality of the works through team negotiation. At this stage all students improve the traditional culture of artistic understanding and the practice, and enhance the cognition of lacquer art culture. Teaching in class can solve the difficult problems in the production of lacquer art, and it is also convenient for teachers to repair teaching resources and improve teaching programs in time, etc., and improve teaching accuracy. Second, on-line classroom instruction, develops the student study ability. We can rely on the network (media platform) for live broadcast of lacquer art production, match and integrate other teaching paths. It can give full play to lacquer art teaching resources. For example: through the advantage of media platform, college professional teachers and lacquer enterprises can have interactive learning in time. This kind of wide-ranging online class can break through the inherent relations among schools, teachers and students, and form the multi-subject participation and collaboration in teaching relations in the new era. Online teaching classrooms through multiple methods such as teacher-student interaction, school interaction, inter-school interaction, student interaction in a timely manner, and actively deal with the specific details of teaching in the new era. For the online teaching, we must highlight the multi-participation of lacquer art production. we must build the whole participation and cultural identity of lacquer art, It can enhance the popularity and thickness of lacquer art production. Online teaching classrooms is the extensiveness of on-line teaching, opens up students' horizons of knowledge, lays stress on the autonomy of on-line teaching, and promotes the self-consciousness of all students in study and research in the new era. On the whole, the difference between classroom and online class teaching can promote the choice of age-appropriate teaching methods and over-convergence, which is beneficial to the cultivation of students' quality in the new era.

4. Summary

In the new era, it is urgent to reasonably introduce traditional lacquer art into the Chinese labor education curriculum. Lacquer art is a comprehensive process which tests the ability of art and can improve the aesthetic system of students. Lacquer art education is the good integration of diligence virtue, traditional wisdom, healthy physique, aesthetic culture and labor practice in China. Meanwhile, We need looking abroad. "French higher art colleges attach great importance to practical teaching." [3] So we need the lacquer craft production. In the new era, the traditional lacquer craft production has the clear support degree to the student development. It can cultivate students' personal responsibility, cooperation and coordination team wisdom, strong strong hand-brain coordination ability, aesthetic cognition and research level, hard work, and it can deeply integrate the talent cultivation system. In the practice of traditional lacquer art making, students can correspondingly improve each kind of student's quality dimension, accumulate the levels and basics of students. they can intensify the system of students' core quality. At the same time, we need to fully understand: Lacquer is an ancient art of China, but also it has the vitality of the new era in China. In China labor education curriculum, lacquer art can greatly serve the strategy of talent training and promote the improvement of

student quality. The introduction of lacquer art production into Labor education course, that greatly contributes to the expectations and innovation needs of students' core literacy training courses in the new era. This requires us to make specific teaching work meticulously, constantly adapt to the specific needs of the new eras, and comprehensively cultivate students' interest in lacquer art, and enhance Inheritance of lacquer art, and cultivate the talents of lacquer art. In the new era, we must be based on precise thinking and implementation, that will help the precise training of art talents and help the national talent training strategy in the new era.

References

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