

# Integration of Jingdezhen Ceramic Culture and Culinary Aesthetics Curriculum Education from the Perspective of Aesthetic Education

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## Abstract

Aesthetic education plays an important role in professional education. It can not only improve students' aesthetic ability, but also cultivate their creativity and cultural literacy, providing a broader vision and deeper cultural deposits for professional learning. Through aesthetic education, students are able to better understand the aesthetic principles of professional fields, such as symmetry and harmony in design, color and composition in art, so as to optimize the expression and presentation of works. In addition, aesthetic education can also enhance students' cultural confidence, help them integrate cultural elements into their professional practice, and create works with more cultural connotation and artistic value. In vocational education, the combination of aesthetic education and professional skills can cultivate compound talents with solid professional ability and artistic accomplishment, and inject new vitality into the development of society and industry.

## Key words

Jingdezhen ceramic culture; Culinary aesthetics; merge.

## Introduction

Aesthetic education is very important in modern vocational education. The study of aesthetic education can not only improve students' aesthetic ability, but also cultivate students' creativity and cultural literacy, providing different perspectives and profound cultural deposits for future professional learning [1]. Through aesthetic education, students can better understand the aesthetic principles related to food in culinary aesthetics, so as to better optimize the expression and presentation of works. In addition, aesthetic education can also enhance students' professional cultural confidence, integrate more cultural elements into practical operation, and create works with more cultural connotation and artistic value.

### 1. The significance of the integration of ceramic culture and culinary aesthetics curriculum education in Jingdezhen from the perspective of aesthetic education

It is of great significance to integrate Jingdezhen ceramic culture and culinary aesthetics curriculum education from the perspective of aesthetic education. The integration of the two can effectively enhance students' aesthetic ability and cultural literacy. Jingdezhen ceramic culture has been inherited for thousands of years and contains rich aesthetic connotation. Integrating the aesthetic connotation related to ceramic culture into the course of culinary aesthetics enables students to learn about cooking skills, cultivate their ability to perceive and appreciate different types of beauty, and enhance their cognition of traditional culture to enhance their cultural confidence [2]. The combination of ceramic culture and culinary

aesthetics breaks the boundary between traditional engineering and art, and provides students with a new learning perspective. This interdisciplinary learning method can not only stimulate students' innovative thinking, but also cultivate their comprehensive problem-solving ability. In addition, the addition of ceramic culture not only enriches the curriculum content and teaching methods, but also contributes to the innovation and development of vocational education. The integration of the two not only improves the quality of teaching, but also cultivates compound talents who both understand the aesthetic art of ceramics and are good at cooking, which provides talent support for the development of ceramics and catering industries and promotes the innovative development of cultural industries.

## **2. The commonality between culinary aesthetics and Jingdezhen ceramic culture**

The curriculum core of culinary aesthetics and Jingdezhen ceramic culture show significant commonality in aesthetic concept, cultural connotation, skill pursuit and combination of function and aesthetics. In terms of aesthetic concept, both culinary aesthetics and Jingdezhen ceramic culture emphasize the beauty of symmetry, balance and harmony. From the perspective of cultural connotation, both culinary aesthetics and Jingdezhen ceramic culture contain profound historical and cultural connotation and distinctive regional characteristics [3, 4]; From the pursuit of skills, both of them have high requirements for exquisite cooking skills and superb ceramic skills; From the perspective of the integration of functional beauty and aesthetic beauty, both of them first comprehensively consider the aesthetic combination function of the shape, color, utensils and utensils, so as to achieve the aesthetic function of beauty and practicality [3,4]. The common point of the two is to pay attention to the inheritance and development of skills. In different times, they combine traditional skills with the needs of The Times with different techniques and methods, constantly innovate and develop, and create works that adapt to the development of The Times. Both culinary aesthetics and Jingdezhen ceramic culture require the combination of practicality and aesthetics in terms of function and aesthetics. In ceramic culture, the decoration and modeling of pottery are practical utensens, while dishes also have the purpose of practicality, beauty and expression of cultural thoughts. Both of them meet people's dual requirements in material and spiritual aspects under the combination of "beauty and use". From the perspective of the common connotation, cultural characteristics, technical requirements, practicality and artistic aesthetic combination of culinary aesthetics and Jingdezhen ceramic culture, the two have a high degree of commonality, which provides a solid foundation for their interdisciplinary integration.

## **3. Interdisciplinary integration practice of ceramic culture and culinary aesthetics courses in Jingdezhen**

### **3.1. Integration of teaching content**

#### **3.1.1. The combination of the aesthetic value of ceramic ware and culinary aesthetics**

Students can explore the application of ceramic ware in culinary aesthetics by appreciating its shape, color and decoration. For example, what kind of food is suitable to be held in white ceramic vessels to highlight the true color of food materials; Whether Chinese dishes are suitable for the use of blue and white porcelain tableware dress; How to match Western-style dishes with Chinese ceramic patterns to cultivate students' aesthetic consciousness and collocation ability. At the same time, students can also try to analyze the material and process characteristics of ceramic utensils, such as the change of glaze color, decorative design, etc., to understand how ceramics affect the visual presentation of dishes.

### **3.1.2. The analogy between ceramic technology and cooking technology**

Through the ceramic production of heat regulation, color change and other techniques compared to cooking control of heat, grasp the color of dishes. For example, the mastery of the heat in ceramic firing, the mastery of the heat in cooking, the modulation of the color of dishes when the color changes, etc., make students realize the similarity of the two in technology, and help students understand the commonality of the two in technology.

### **3.1.3. Integration of culture and history**

During the course teaching, the history of the development of Jingdezhen ceramics and the relationship between Jingdezhen ceramics and cooking culture can be introduced, so that students can understand the relationship between the cultural background of the two, such as the application of ancient porcelain utensils in cooking and the influence of the development of porcelain culture and food culture, and enhance students' cultural identity.

## **3.2. Integration of teaching modules**

### **3.2.1. The historical origin of ceramics and cooking**

Through the explanation of Jingdezhen ceramic development history, technology, culture and other related content, students can understand and master the cultural attribute, development vein and cultural connotation of Jingdezhen porcelain. At the same time, the integration of ceramics and cooking culture is used, such as the use of porcelain cookware in cooking in the past and the influence of porcelain culture on cooking culture.

### **3.2.2. The aesthetic relationship between ceramic ware and food materials**

From theoretical analysis to practice, the influence of different types of tableware on dishes is analyzed in actual cases, such as the influence of white tableware on the color of dishes, the influence of blue and white porcelain on the color combination of dishes, so as to improve students' aesthetic ability and collocation ability. 3. The enlightenment of ceramic technology to culinary aesthetics

Draw lessons from the aesthetic principle of ceramic making technology, use the principle of symmetry, balance and harmony in the aesthetic creation of cooking, such as how to use symmetry and balance principle on the decoration of dishes, how to use the collocation of color to achieve harmonious aesthetic effects.

## **3.3. Integration of teaching methods**

### **3.3.1. Project-based learning:**

Develop courses around ceramic cooking projects, such as ceramic tableware design projects, which are matched with cooking dishes. Practice project to cultivate students' creative ability and practical ability. For example, the blue and white porcelain tableware project is matched with Chinese dishes. Students design a set of blue and white porcelain tableware and match it with Chinese dishes, and analyze how to use the color and shape of tableware to improve the vision of dishes.

### **3.3.2. Situational teaching method:**

by creating a situation that combines ceramics and cooking, students can feel the aesthetic value of the two in the actual situation. For example, an exhibition of ceramic collocation cooking is held to display the ceramic tableware made by students and the collocation dishes, so as to enhance students' learning experience [5].

## **3.4. Integration of teaching activities**

### **3.4.1. Thematic workshops:**

carry out thematic workshops on ceramics and cooking, and guide students to experience the integration between the two through practical operation. For example, students are organized to visit Jingdezhen Ceramic Museum to get a sense of ceramic making methods, and then to design and make ceramic tableware in class and carry out practical activities combining ceramics and cooking. For example, the ceramic tableware is placed on the plate of dishes, and the modeling is carried out on the porcelain to feel the aesthetic combination of ceramic and cooking.

#### **3.4.2. Exhibition and display:**

An exhibition combining ceramics and cooking will be held to display the ceramic tableware and matching dishes designed by students, so as to enhance students' learning experience and sense of achievement. Industry experts and parents of students are invited to visit the exhibition to provide feedback and suggestions to promote teaching improvement.

#### **3.4.3. Industry-university-enterprise cooperation:**

Relying on the cooperation with ceramic enterprises and catering enterprises, it provides practical training space for students, such as ceramic tableware design projects and ceramic culinary art application projects of porcelain enterprises.

### **4. Direction and possibility of future exploration**

From the perspective of aesthetic education, the integration of Jingdezhen ceramic culture and culinary aesthetics courses can be explored from the following aspects to promote the integration of Jingdezhen ceramic culture and culinary aesthetics: First, create the course of "porcelain + culinary aesthetics", such as designing some examples of the combination of "ceramic tableware" design and "dish setting innovation", to guide students to further understand and feel the aesthetic integration and coexistence of "ware + food"; Second, based on virtual digital technology empowerment, such as virtual simulation of glaze color firing and dish color "instrument and food" combination experiment, or ceramic pattern and dish cultural symbols of virtual bionic "instrument and food" experiment teaching, improve the digitalization, immersion and advanced of the course; Thirdly, based on international exchanges and local practice, referring to the cross-cultural dialogue and communication of "Utens& Food" in the International Ceramics Biennale, or in the context of rural revitalization, organize some relevant "utens& food" community aesthetic education for "utens& food", such as engaging students in the creative design of local ceramic culture based on "tableware design + rural dining culture" [6]; Fourthly, it is necessary to sublize the cultural stories of "utensile-food" and the cultural significance of "utensile-food", for example, to explore the commonality of "utensile-food" life aesthetics of "pottery + food" (humanism) and "utensile-food" (Buddhism, Taoism and Chinese Confucianism), so as to understand the Chinese aesthetic education spirit and strengthen the perception [7]. In the future, we will further cooperate with enterprises to develop the cultural and creative brand of "ceramics + catering", and set up the school-enterprise linkage practice course of "ceramics workshop + food laboratory".

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