

Research on the Cultivation Path of “Craftsman Spirit” in the Course Teaching of Chinese Arts and Crafts History

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Abstract: The course teaching of Chinese arts and crafts history plays an important role in cultivating students' craftsman spirit. However, in the practical teaching of application-oriented colleges and universities, there exists a marginalized phenomenon of cultivating a craftsman spirit, which deviates from the training goal of application-oriented talents. By analyzing the internal connection between the teaching content design of Chinese arts and crafts history course and the opportunities for cultivating craftsman spirit, this paper proposes that in the process of cultivating craftsman spirit, it is necessary to construct the cultivation of craftsman spirit in inheritance and innovation, the cultivation of craftsman spirit in moral spirit's role in the consciousness space of technology and art, and the cultivation of craftsman spirit in the awareness and grasp of the world.

Keywords: Craftsman spirit; Arts and crafts; Course teaching; Cultivation path

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1. Introduction

Carrying forward the craftsman spirit and inheriting the excellent Chinese culture, today's society needs a large number of high-quality applied talents and skilled craftsmen as the requirement of the times^[1]. In the teaching of applied undergraduate colleges and universities, how to better cultivate students with a “craftsman spirit” is an important issue facing the new era. The course of the history of Chinese Arts and Crafts is a course to cultivate the theoretical quality of professionals with a craftsman spirit in the new era. It should be carried out according to the professional personnel training program and teaching syllabus to cultivate talents with innovative spirit and ability. Through the establishment of the “craftsman spirit” teaching mode, improve the traditional history teaching moral cultivation model. In the specific teaching process, the humanistic connotation, moral responsibility, and innovative spirit of the craftsman spirit are run through it, providing new teaching ideas and models for the

cultivation of the craftsman spirit ^[2].

2. The dilemma of cultivating a “craftsman spirit” in the course teaching of Chinese arts and crafts history

In applied colleges and universities, the teaching of the history of Chinese arts and crafts is often based on the clues of the development of historical traditions. The classical arts and craft works and historical facts of various periods are taught in different categories, and the knowledge of historical theory is taught. This is caused by the old tradition of history teaching, historical tradition, and the conditions of teachers themselves ^[3]. The cultivation of the craftsman spirit is more about the explanation of historical knowledge and historical analysis, and teachers have not formed a unified understanding of the craftsman spirit.

2.1. The teaching of Chinese arts and crafts history lacks the cultivation of the craftsman spirit

The teaching of the history of Chinese arts and crafts in application-oriented undergraduate colleges emphasizes the teaching of historical theory knowledge and lacks research and development on the teaching content of craftsman spirit, which is a constraint on how to better cultivate craftsman spirit talents ^[4]. It ignores the practical and applied characteristics of vocational education in application-oriented undergraduate colleges and universities and fails to integrate the cultivation of historical theory knowledge and skills with the cultivation of a craftsman spirit, which cannot meet the needs of application-oriented personnel training. At present, the textbooks about the history of Chinese arts and crafts on the market are out of application and practice, which brings great difficulties and constraints to teachers' teaching and students' learning.

Therefore, the teaching of the history of Chinese arts and crafts rarely involves the cultivation of the craftsman spirit in applied undergraduate colleges ^[5]. The teaching plan and corresponding teaching content do not incorporate the spirit of Chinese craftsman, the textbooks do not have corresponding cases to analyze and interpret the spirit of craftsman, and teachers rarely analyze the history and works of Chinese arts and crafts from the perspective of the spirit of craftsman. There is a serious disconnect between the course content and the cultivation of craftsman spirit. Although some teachers have analyzed the craftsman spirit, they still stay at the point level and have not formed a systematic teaching content and a perfect teaching mode. As a result, the cultivation of the craftsman spirit is marginalized in the course teaching of Chinese arts and crafts history ^[6].

2.2. The understanding of the craftsman spirit is not comprehensive and profound

The education and teaching of application-oriented undergraduate vocational colleges pay more attention to the cultivation of students' application and practice ability, comprehensive problem-solving ability, and innovative thinking. Therefore, teachers need to master vocational skills and inherit and innovate the craftsman spirit. However, the craftsman spirit embodied in the teaching content of the history of Chinese arts and crafts course—dedication, excellence, dedication, pursuit of excellence, and innovative spirit of the professional quality has not been deeply interpreted ^[7]. In the course of teaching, the teachers did not have a deep grasp of practical ability and skill level, did not understand the teaching content of the history of arts and crafts in combination with the spirit of craftsman, and did not form a high recognition of the spirit of craftsman. In addition, the teachers' limited knowledge and busy teaching and scientific research did not do in-depth research on the content of cultivating the spirit of craftsman in the course. Therefore, it is difficult to achieve the ideal effect of cultivating an artisan spirit.

2.3. The teaching content lacks the interpretation of the connotation of the craftsman spirit in Chinese arts and crafts

Judging from the overall teaching situation of Chinese arts and crafts history, the serious shortage of outstanding teachers is an important factor troubling the improvement of teaching quality. In the specific teaching process, from the teaching design and analysis of each art and crafts work to the cultivation of craftsman spirit, “learning” and “using” are disjointed. Teachers interpret the historical theory and theoretical knowledge they have understood and mastered, and conduct teaching and analysis from the perspectives of historical development, color, shape and form of arts and crafts works^[8]. The design and production of arts and crafts works, as well as the craftsman spirit connotation contained in the works, are often ignored. As a result, there is a serious deviation between the teaching of the history of Chinese arts and crafts and the cultivation of the craftsman spirit. In this teaching situation, the course teaching of Chinese arts and crafts history cannot understand the cognitive mode of craftsman spirit and the angle of grasping the world, the understanding of aesthetic structure in works stays in the category of fine arts, and the understanding of moral responsibility, inheritance and innovation contained in the craftsman spirit cannot be profound. Naturally, the understanding of the craftsman spirit embodied in love and dedication, innovation, excellence, and hard study stays on the surface^[9]. As a result, the teaching of the history of Chinese arts and crafts has gradually become a pure theoretical research course, which runs contrary to the training of applied talents, let alone the cultivation of the craftsman spirit.

3. The cultivation path of “Craftsman spirit” in the course teaching of Chinese arts and crafts history

Application-oriented colleges and universities in the new era conform to the requirements of the times and train application-oriented innovative talents to serve China’s modernization. In the process of Chinese arts and crafts history education and teaching, students should be guided to become applied talents with original thinking, original design, and original quality^[10].

3.1. Construct the teaching content of inheriting and innovating artisan spirit cultivation

Throughout the history of Chinese arts and crafts, it is the embodiment of the best culture of the Chinese nation, and the craftsman spirit has been perfectly interpreted in the works of arts and crafts. The inheritance and innovation of the craftsman spirit in the new era is the main content of constructing the professional spirit and value^[11]. By teaching the history of Chinese arts and crafts, students are guided to understand that the craftsman spirit is the source and inevitable choice of cultural self-confidence. Combined with the historical background of social development and the contemporary Chinese spirit of the times, it is necessary to understand the connotation of contemporary Chinese craftsman spirit.

3.1.1. Teachers can deeply understand the connotation of the craftsman spirit through the appreciation of Chinese arts and crafts

In the teaching process of appreciation of Chinese arts and crafts works, each excellent work needs to be analyzed and explained step by step. Firstly, from the perspective of production technology, the craftsman’s spiritual pursuit of fine carving, excellence, inheritance, and innovation is analyzed^[12]. Secondly, the spiritual pursuit and ideal pursuit of “things carry Tao” reflected in the works are part of Chinese traditional culture. Finally, the craftsman spirit embodied in the works is the fullest expression of professional dedication. Through the above three steps of

teaching, students can fully understand the connotation of the traditional craftsman spirit in Chinese arts and crafts works and lay a foundation for future students to understand the connotation of the Chinese craftsman spirit in the new era.

The cultivation of the craftsman spirit in applied colleges and universities must effectively link the teaching of the craftsman spirit with the background of the times. The craftsman spirit is an important content of cultural development and inheritance, and the craftsman spirit in the new era must first have the unity of ingenuity, craftsmanship, and craftsman ethics. The first is to understand that craftsmanship guides today's college students from the perspective of the development of various periods in the history of Chinese arts and crafts^[13]. To become an applied talent with the characteristics of the new era, they must be prepared as a craftsman and have the ability and character to focus on one thing. To understand craftsmanship, it is necessary to understand that every excellent work of art and craft contains superb skills. Teachers need to guide students to study traditional culture hard and master the ability of inheritance and innovation, to better practice the spirit of craftsmanship. The craftsman virtue is sublimated into a Chinese cultural spirit through the interaction between craftsmen, which is the craftsman spirit in the new era after inheritance and innovation. Second, in the appreciation process of Chinese arts and crafts, teachers should guide students not only to analyze and interpret from the aspects of history and culture, shape and color, form and content, but also to explore the spiritual pursuit embodied by artists in their works of arts and crafts, which is perfectly combined with professional behavior. In today's fast-paced operation and over-emphasis on the pursuit of interests, it is particularly important to guide college students to fully understand that the spirit of craftsmanship is a spiritual quality that can be developed in professional behavior, rather than just a means of making a living. Thirdly, the content of the artisan spiritual home embodied in arts and crafts works of various periods should not be ignored. Students should be guided not only to understand excellent arts and crafts works from the economic perspective, which can improve personal income and social status, but also to understand people's love for work, life, career, and society embodied in the craftsman spirit^[14].

3.1.2. Deeply understand the construction content of innovative thinking in Chinese arts and crafts works

In the teaching of Chinese arts and crafts, teachers should first vigorously promote the artisan spirit of "respecting skills and promoting virtue", which is reflected in both modern manufacturing industry and working life. Therefore, guiding students to grasp superb works from work and life itself has this moral attribute. Secondly, teachers' explanation of the craftsman spirit of "excellence" and "focus on excellence" is a key to guiding students to understand tradition and innovation. Excellent Chinese arts and crafts always reflect the characteristics of excellence, which is the craftsman's respect for tradition and norms, through the detailed appreciation of art works in various periods to grasp the craftsman's excellence, the craftsman's focus on excellence itself is a kind of innovation, which not only reflects the deep understanding of tradition but also the transcendence of tradition. Thirdly, in the whole process of learning the history of Chinese arts and crafts, teachers should analyze the craftsman spirit of "respecting teachers and valuing education" and "seeking truth and dedication" from the perspective of emotional identification. Through the love of Chinese arts and crafts and the occupation they are engaged in, they sublimate to the height of the integration of teachers and Taoism. Fourth, from the perspective of ideological and political education to interpret Chinese arts and crafts, innovation is the embodiment of a country and a nation's spiritual temperament, "seeking truth and dedication" is the expression of cultural confidence. In the process of pursuing truth and practice, being willing to contribute is an important manifestation of the

responsibility of contemporary college students^[15]. They must pursue innovation in seeking truth and pragmatism and find cultural self-confidence in being willing to contribute.

3.2. Construct the teaching content of the moral spirit as a craftsman

From the perspective of Chinese ethics and culture, the connotation of the “moral spirit” of Chinese culture, which puts morality first, is taught to students, which is the professional standard that Chinese craftsmen must follow and also the basis for the generation of the craftsman spirit. Chinese artisans spread the word with their skills and follow “the way of the people, the way of no intention and the way of no self”, which is the embodiment of the Chinese people’s understanding of nature and pursuit of civilization. Teachers need to analyze and study the “craftsmanship” and “craftsmanship” embodied in the works of arts and crafts, and finally explain the “Tao” embodied by the craftsmen through the creation of craft works. The specific teaching methods are as follows. First of all, the similar craft works in various periods are classified, their technical processes are analyzed, and the basic position of technology in craft production is deeply studied. Second, it tells the relationship between technology and art in the works so that students can understand that art is a skill that is developed based on art, and art is the embodiment of the combination of Tao and art. Grasp the craftsman spirit of “technology to carry Tao” in the mutual relationship between technology and skill^[16]. Third, explain the mutual relationship between technology and Tao in similar arts and crafts works in various periods with the view of historical materialism, so that students can understand that the craftsman spirit of “technology to carry Tao” is the carrier of people. The craftsman embodies the spiritual connotation of “Tao” in the process of respecting nature and maintaining the harmonious coexistence between man and nature.

3.3. The teaching content of constructing the craftsman spirit of craftsman thinking

The Chinese unique thinking mode and code of conduct contained in Chinese arts and crafts reflect the craftsman spirit of craftsman thinking. Excellent works of arts and crafts not only have superb technology and exquisite skills but also reflect the work attitude of rigor, responsibility, meticulousness, and focus, as well as the work concept of excellence, which reflects the sense of identity, responsibility, and mission of the profession. In teaching, teachers need to analyze and explain the works to make an in-depth analysis of the craftsman’s way of understanding and grasping the world to find the inner connection between the craftsman thinking and the works so that students can understand the spirit of the craftsman thinking reflected in the works.

In the process of cultivating students’ ingenuity thinking, it is mainly analyzed and explained from three perspectives. Firstly, the paper analyzes the abstract thinking embodied in the works of Chinese artisans. From the viewpoint of historical materialism, the paper finds the root and basis of the creative thought of each type of different works in each period, and the expression of the constant view of the cycle of all things in the works, and conveys the understanding of abstract thinking in the spirit of Chinese artisans and craftsmen through a balanced and neutral expression. Secondly, by understanding the spirit expressed in the overall cognition of the world in the works, this spirit is materialized into the creation process of specific arts and crafts works, which not only retains the concreteness of things but also has the unique thinking mode of Chinese people to grasp the world and life. Finally, students must maintain a pure and creative heart and pursue the ideal of freedom and perfection to achieve a high state of unique originality of thinking.

4. Conclusion

Chinese arts and crafts history education and teaching is one of the important courses to cultivate students' craftsman spirit. In the teaching process, teachers need to study the combination of Chinese arts and crafts history curriculum content and craftsman spirit cultivation and reconstruct the teaching content of craftsman spirit cultivation. In the three aspects of inheritance and innovation, moral responsibility, and originality thinking, the teaching content reform should improve the shortcomings of craftsman spirit cultivation in the teaching of Chinese arts and crafts history. Through the cultivation of the craftsman spirit in education and teaching, students are helped to establish correct career ideals, cultivate their rigorous study and hard work attitude, as well as the spirit of inheritance and innovation.

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