

A Comparative Study of Operation Methods of Art Teaching Between Universities in Russia and Heilongjiang Province*

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Abstract—In recent years, with the significant improvement of people's living standards, people's pursuit of spiritual culture has gradually improved, which has led to the development of art education in higher institutes. In the wave of economic globalization, the exchanges and cooperation among countries in the world are more frequent not only in economy, but also in culture and art. This article will briefly analyze the operation methods of art teaching of colleges and universities in Russia and Heilongjiang province, and explore strategies to improve and optimize the operation mode of art teaching of the colleges and universities in Heilongjiang province.

Keywords: *university, art teaching mode, research*

I. INTRODUCTION

Throughout the current art teaching operation mode of colleges and universities, the art teaching operation mode of many colleges and universities is very unique. Many colleges and universities in Heilongjiang Province have set up the specialty of fine arts, which pay attention to the development of art education and make many efforts to improve the art teaching mode. Russia is rich in art education resources. The research on the operation mode of art teaching in Russian universities is helpful to learn from the advantages of art teaching in Russian universities and has a positive impact on the art teaching mode in the colleges and universities of Heilongjiang Province.

II. A REVIEW OF THE RESEARCH STATUS IN CHINA AND FOREIGN COUNTRIES

There are few researches on the operation mode of art education of Russian colleges and universities in China. Many people who are engaged in painting go to Russia, and they are only obsessed with how to improve their painting art. Few people pay attention to the operation mode of art teaching in Russian higher institutes. There have been two climaxes of cooperation between China and Russia in the field of art. The first climax of cooperation was in the early days of the founding of the People's Republic of China, and

the second climax of cooperation was after the reform and opening up. The first climax of cooperation was during the time when the Soviet Union was the initiator of socialism. At that time, there was a climax of learning Soviet painting art in China. The great art education in Russia had a great impact on the development of art in China. In the 1940s and 1950s, the older generation of artists studied in the former Soviet Union. They not only brought the excellent Russian painting techniques back to the country, but also introduced the system and characteristics of the curriculum in the art teaching of Russian higher institutes to the Chinese people. Therefore, Chinese people have a preliminary understanding of art curriculum system of Russian higher institutes. By the 1960s and 1970s, the Sino-Soviet relationship was in a bad situation. There was a gap in the research on the art teaching mode of Russian higher institutes in this period in China. By the mid-1980s, China's enthusiasm for learning Russian art had been at low ebb. Until the late 1980s, after the reform and opening up, the ice between China and Russia gradually melted. It ushered in the second climax of Sino-Russian cooperation. During this period, a large number of Chinese painters went to Russia to study. Sun Tao, Ye Nan, etc. were the representative painters. They have introduced many unique Russian teaching modes, which are also limited to practical teaching, and there is little research on the operation mode of Russian art teaching. After the first climax of Sino-Russian cooperation, there is almost no research on the change of the operation mode of contemporary art teaching in Russian colleges and universities since Stalin period. The research on the operation mode of Russian art teaching in this period is of great academic value and potential. In the past ten years, what kind of teaching operation methods have been developed in Russian art education? This is an important historical mission China needs to study. After the 21st century, Sun Tao compiled the document entitled "beauty can save the world" in 2009, discussing the basic situation and characteristics of art teaching mode in some Russian institutions. In 2011, Lu Jiaming made a positive and effective discussion on the teaching mode of art curriculum in Russian universities in the book "keep watch". In 2013, Zhang Keyang also studied the characteristics of art teaching in contemporary colleges and universities in Russia. These have valuable reference value for the in-depth study of

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this topic. In the 21st century, due to the influx of Western ideas, China's enthusiasm for learning Russian art gradually recede to a low ebb. However, what many Chinese artists don't understand is that at the most authoritative Venice Art Biennale in the world, the works of Russian painters are still the focus of the world's attention, while the status of China is still relatively backward. Since the development of China, Chinese people still have to admit that the artistic quality of Russian people is still far higher than that of China. Moreover, after more than half a century of accumulation in Russia, a large number of mature and distinctive painters have emerged. Among them, there are not only world-class realistic painters, national painters with strong localization characteristics, but also modern art masters with strong expressiveness. All of these are really worthy of people to study the operation methods of their higher art teaching. The content of this research project in foreign countries is still blank.

III. DISCUSSION ON RUSSIAN ART EDUCATION MODE

Russia's achievements in art are second to none in the world, and it pays great attention to art education. In many years of development and innovation, the operation mode of art teaching in colleges and universities is becoming more and more mature and systematic, which has positive reference significance for China. Throughout the development of art education in Russia, the key to promote the perfect development of art teaching operation in colleges and universities lies in the state's high attention and respect for art. Russian artists such as Leviathan and Ivan I. Shishkin have made remarkable achievements in fine arts, and the Russian people are deeply proud of them. Russia has formulated specific and detailed education guidelines for art education, which clearly defines the education mode of plastic art, i.e. art, and implements the art education course into the education of each stage. According to different stages, Russia has formulated different art education plans, such as the primary school' art class is set in the afternoon, and the kindergarten art class focuses on the development of children's art creativity. In terms of art education in colleges and universities, according to the relevant regulations of the government departments, a scientific and standardized education mechanism has been established, which lays a solid foundation for the development of art teaching activities.

IV. REFERENCE OF ART TEACHING OPERATION MODE OF RUSSIAN UNIVERSITY TO ART EDUCATION IN THE COLLEGES AND UNIVERSITIES OF HEILONGJIANG PROVINCE

China has a long history and unique culture and art. In recent years, the scale and strength of the development of China's higher art education has gradually increased, with a strong momentum of development. And many problems have been exposed in the process of development. As far as the art education in Heilongjiang Province is concerned, the problems such as the imperfect training plan of art professionals have gradually become the key factors restricting the development of art education. Comparing the

art education mode of Russian universities with that of Heilongjiang province is helpful to find out the deficiencies in the development of China's art education, and to learn and understand the excellent teaching ideas and teaching modes of other countries.

A. Discussion on talent training program

Russia attaches great importance to art and has formulated a series of rules and regulations for art education. Repin and Surikov, as two higher art institutions in Russia, are well-known all over the world. Although the two art colleges are different in the way of talent cultivation, they are surprisingly similar in the goal of talent cultivation, that is, they are committed to cultivating artistic talents with creative ability. Surikov, located in Moscow, is deeply influenced by Roman European art and pays attention to the development of paintings with its own national characteristics. However, Академия художеств focuses on realism, which has distinct characteristics in talent training plan. Heilongjiang is adjacent to Russia. Colleges and universities in Heilongjiang Province also attach great importance to the cultivation of art talents, but there are obvious deficiencies in the talent cultivation planning. The most prominent problem is that they do not combine their own teaching characteristics and advantages, blindly copy the teaching mode of other art schools, and lack their own characteristics of running schools. Therefore, the art teaching of colleges and universities in Heilongjiang Province should adhere to the principle of specific analysis of specific problems. The feasibility and appropriateness of the talent training plan should be guided by the definite teaching objectives to innovate the teaching operation.

B. Discussion on curriculum setting

The situation of the curriculum setting of art major in colleges and universities is closely related to the development of art education. It should be guided by clear and specific teaching objectives to ensure the feasibility and scientificity of the curriculum setting. Training creative talents is the tenet of art education in Russian universities. Curriculum design and teaching arrangement are carried out around this tenet, which is consistent in the overall talent training plan. In the art education of Russian colleges and universities, the focus of teaching is on the training of students' basic skills. The students have a solid foundation of art, and better adapt to the subsequent creation. In this teaching mode, students can make the accumulation and development, and create art works with great artistic attainments. The purpose of art teaching in Heilongjiang Province is different from that of Russian universities. It is committed to training compound art talents and emphasizes that students can be one-sided and multi-functional. This purpose of talent training is closely related to the concept of education development in China. Truly implementing this talent training goal will help to improve the comprehensive strength of students and promote the long-term development of students. However, in the actual operation, many students need to learn a large number of public courses in addition to the contents of their own major. Both of them have a large

span in the teaching content, and the arrangement of class hours is not scientific and reasonable enough, which makes students not only fail to focus on the professional courses, but also understand the public courses slightly. This is not conducive to the long-term development of students. According to this teaching situation, art education of colleges and universities in Heilongjiang Province can selectively learn from the teaching mode of fine arts in Russia, adhere to the practical and rigorous teaching concept, formulate scientific and reasonable teaching plan according to the requirements of the syllabus, pay attention to the training of students' basic skills, and ensure the rationality and effectiveness of the curriculum.

C. Discussion on the teaching mode of fine arts

Throughout the development of art teaching in colleges and universities in Heilongjiang Province, innovative teaching mode is the only way to promote the development of art education in colleges and universities. Under the current situation of social and economic development, China's demand for art professionals is becoming higher and higher. How to stimulate students' enthusiasm for learning and cultivate students' innovation ability and independent creation concept has become the key to the development of art education in colleges and universities. Through understanding the development of fine arts education in Russian universities, fine arts education in Russian universities fully respects the interests of students, such as carrying out creative courses of sketch, color, etc. in various situations. The students' interests drive them to focus on and learn fine arts. Under the guidance of interest, students will not regard all kinds of professional courses as learning burden, and are willing to actively participate in the creation of works. In addition, in the art education system of Russian colleges and universities, outdoor sketch occupies a relatively heavy proportion, and the time is quite long. This kind of teaching form is helpful to expand students' vision and open the stage of students' free creation and imagination. The art education in colleges and universities in Heilongjiang Province has also set up the content of outdoor sketching, and the overall setting is not perfect. Generally speaking, art education of colleges and universities should pay attention to the reform and innovation of teaching methods and teaching ideas, optimize the teaching methods and contents, concentrate on the research of methods and strategies to improve the art teaching mode, promote the improvement of students' professional ability and professional quality, and effectively improve students' art accomplishment.

D. Discussion on the mechanism of assessment and evaluation

A sound assessment and evaluation mechanism will play a positive role in promoting the development of art education in colleges and universities. The assessment and evaluation of art education in colleges and universities in Heilongjiang Province is still based on examination results, supplemented by daily performance. The teaching teachers are the main body of assessment and evaluation of students' learning. Most of the teachers will be deeply influenced by their own

aesthetic concepts when evaluating students' works, resulting in the lack of objectivity in the evaluation results. In addition, in this evaluation mode, students will ignore the daily training. There are many places worthy of Chinese people study and reference in the art evaluation mechanism of Russian colleges and universities. In the final examination stage, professional academic groups will be organized to evaluate and analyze students' works, and score after synthesizing the opinions of all parties, so as to ensure the fairness and justice of the scores, and keep excellent works in school. This kind of evaluation method can show the professionalism of evaluation, and students will know the advantages and disadvantages of the work.

V. CONCLUSION

Russia's artistic attainments are second to none in the world. There are many things worth learning in the aspect of art teaching operation in colleges and universities. For example, in the aspect of basic modeling teaching, the key focus should be on the essence, supplemented by the form. Because of the different historical development background between China and Russia, there are some differences between the operation mode of art teaching in China and Russia. As far as the art teaching in Heilongjiang Province is concerned, colleges and universities should treat the similarities and differences between the art teaching in Russian colleges and universities and their own schools objectively, draw lessons from and make use of the art teaching mode and resources in Russian colleges and universities, so as to gradually improve the art teaching mode in Chinese colleges and universities and promote the development of art education in China.

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