

Reflections on Plastic Arts Education in Universities from a Global Perspective

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ABSTRACT

This paper studies the education mode of the Repin Academy of Fine Arts and the Department of Plastic Arts of Paris-I University, and analyzes the education mode of the plastic arts of these two colleges. By referring to the development trend of plastic arts education in the global perspective and combining with the practice of plastic arts education in Chinese colleges and universities, this paper discusses the traditional fine arts education and multidisciplinary integration education, which provides a reference for the new trend and possibility of the development of plastic arts education in colleges and universities.

Keywords: *Global perspective, Plastic arts, Multidisciplinary integration, Traditional art.*

1. INTRODUCTION

Plastic arts education is not only the art of visual creation, but also the attribute of humanities. From these two characteristics of the discipline, plastic art education has developed two representative teaching modes at present: traditional art education that emphasizes painting skill training and multidisciplinary integration art education that emphasizes theoretical basis. The education model of the department of plastic arts of the Repin Academy of Fine Arts and the French Paris First University is the most typical representative in the congener schools. The research on the characteristics of the two teaching modes, as well as the analysis of the relationship between the two teaching modes and the development of local humanities and times, is of great reference significance to the development trend of plastic arts education in domestic colleges and universities.

2. THE SIGNIFICANCE OF THE GLOBAL PERSPECTIVE

As a popular academic perspective in recent years, "global perspective" is not only the inevitable result of the closer social relations in the information age, but also a broader latitude necessary for educators to reflect on the current situation. For China's plastic arts education, western plastic arts education has always been an important

reference object, and even the concept of "Plastic Art" also comes from the West. The foundation of China's college education is the modeling method based on scientific perspective and structural anatomy since the Renaissance. Therefore, it is not only a spatial concept perspective, but also a professional perspective brought by the international development of art.

2.1 The Local Connotation of Global Vision

In the previous research context, "global perspective" emphasizes more on learning and learning from Western countries with developed economy and science and technology. With the development of China becoming more and more mature and in the world background of diversified cultural development, the "global perspective" is an important angle to study itself. Through the comparison with other forms of art, the characteristics and essence of China can be more clearly defined and more possibilities can be revealed. However plastic art is a course of techniques from the west, for decades in the development of art education in China, local culture, era technology constantly fusion, to form a complete systematic discipline today, even become a professional art foundation, including graphic design, environmental design, architectural design [3], etc. Therefore, what we emphasize today from

a global perspective is no longer simply absorbing foreign methods and technologies, but from an external perspective to return to the local nature and reflect on ourselves from a more objective and broader perspective.

2.2 The Modern Evolution of the Global Perspective

The mode of plastic arts education is constantly adjusted and updated, at the same time, the speed of technology and concept iteration becomes faster and faster, and the public's demand for aesthetic renewal is also accelerated. Every step forward in social development, every tiny change in our lives, deserves to stand on a global perspective to reflect. Education is social production for the future, because the knowledge and ideas taught can not only solve the problems of the present, but also provide solutions for the future. For educators, there is a need to take a broader view, as is the case with plastic arts education. In the digital age, drawing software provides a convenient and intelligent operating platform for use [4]. It is worth thinking whether the traditional plastic arts that have lasted for hundreds of years exist or not, and whether we need to continue to learn today. Removing the traditional artistic style, picture composition or the Angle of the characters, by comparing the west plastic arts professor content, put forward a new method, try to see things from the western several phenomena of modelling art education development, and from a new perspective of plastic arts education, is in the modelling of the present art education development.

3. THE REPRESENTATIVE UNIVERSITY PLASTIC ARTS EDUCATION ANALYSIS

The special representative of plastic arts education is Russia's Repin Academy of Fine Arts and France's Paris First University. They are both famous schools with a long history and their education modes have their own characteristics, which shine brilliantly in the history of art. The special historical status of Repin Academy of Fine Arts still has a great influence on the basic fine arts education of Chinese colleges and universities. Paris, France as the birthplace of modern art, its art education has been impacted by modern thoughts, more emphasis on the cultivation of modern art thinking mode, has a certain representative in the world of fine arts colleges. The following is to

discuss the current development trend of plastic arts education from these two teaching modes.

3.1 Inheritance and Persistence of Repin Academy of Fine Arts

Repin Academy of Fine Arts is a classic representative of the traditional academic teaching mode based on realism. Many outstanding painters in the famous Russian Peredvizhniki painting school have graduated from this professional art institute, which shows that its teaching mode has a certain authority. Over the past two hundred years since its establishment, the Repin Academy of Fine Arts has developed a mature and distinctive teaching system. According to different media, the plastic arts are divided into four departments: oil painting department, printmaking department, sculpture department and architecture department [1].

The most representative department of oil painting, for example, implements the studio system. In the seven-year study, the first two years are the basic training. Students can choose the studio in the third grade according to their own situation. Each studio is taught by a mentor and several teaching assistants, and the mentor is usually an older, established artist who controls the studio's overall style and decides what to teach. Students have regular assessment, the selection of exhibition works to test the phased teaching results. The college has established a strict realistic modeling training mode based on sketch. After seven years of study, students have solid realistic modeling ability. Strict realistic modeling training for individuals is not only to master a skill, but also to acquire a methodology that can change ideas. Russia's unique cultural, political and national environment provides the soil for Realism, giving birth to the Realism aesthetics represented by the Russian Peredvizhniki painting school and the Repin Academy of Fine Arts. Up to now, the Repin Academy of Fine Arts still maintains its own teaching style, in the trend of continuous diversified development of art, they adhere to the tradition, the continuous exploration of realistic aesthetics, so that the Repin Academy of Fine Arts has become a classic example of plastic arts education. However, whether the realistic techniques since the Renaissance are the universal tools of plastic arts is a question for practitioners of art education today, although in China it is still the teaching basis or even the admission ticket of most art colleges and universities. When realism becomes the absolute

standard in most art colleges and universities, the diversified development of aesthetics is difficult to develop.

Repin Academy of Fine Arts' emphasis on artistic techniques ensures the inheritance of skills from the perspective of education mode. The current situation of plastic art education is very similar to that of Chinese painting majors in Chinese art colleges. Both of them teach plastic arts with fixed aesthetic procedures based on techniques. These two models have a deep mass foundation and strong national characteristics in local culture until today. Unlike the modeling education of Repin Academy of Fine Arts, which emphasizes the training of sketching, Chinese painting in China's colleges and universities of fine arts still follows the ancient method and pays attention to the copying of ancient famous works. These two kinds of plastic arts training mode, are based on long-term technical training, do not require students to have too much ability of form innovation [1]. Through the accumulated training, it lets the students master a certain skill complete the aesthetic ability and comprehensive artistic quality improvement.

3.2 Innovation of University Paris-I

The Rebin Academy of Fine Arts is a typical example of the emphasis on the training of skills, while the French Paris-I Universities are an example of the emphasis on the cultivation of ideas. After modern art, original art form of the impact of thorough, the art institute of in addition to adhere to the realistic style like Repin Academy of Fine Arts education mode, most of art colleges have gradually abandoned the traditional teaching mode, the content of the drawing skill class will no longer be the main teaching content, but pay attention to cultivate the students' artistic thinking, the artistic theory and practice, and the interdisciplinary humanities into the teaching system, formed on the basis of the plastic arts of the research subject.

The teaching mode of thinking training is closely related to France's unique art history and rich cultural deposits. Many important schools of modern art are active in Paris, such as Impressionism, Post-Impressionism, Cubism, Fauvism, etc., which make the traditional plastic art from the strict representation of the objective world to a pluralistic subjective expression, individual artists' unique understanding of modeling into a new form [2]. There are two tendencies in art education in French colleges and universities — the

pioneering practical art education led by professional art colleges and the comprehensive universities that emphasize art theory. These two kinds of education have their own historical background and characteristics, which jointly promote the French art education to take the lead in the world in terms of artistry, popularity and ideology. Take the Department of Plastic Arts of University Paris-I as an example. As an art major in a comprehensive university, it promotes the combination of theory and practice in its education mode. The most typical is to add the basic research methods of social science into the creative practice: the simultaneous research of the subject of artistic theory and artistic practice, the microanalysis of artistic works, and the research of artistic creation [2]. At the same time, thinking methods of art history, art criticism and knowledge and concepts of other disciplines are integrated into the teaching, such as research methods of psychology, philosophy, sociology, anthropology and other social sciences, so that students can become more mature in thinking and concepts. In addition to the traditional art studio, the school has also set up a research lab to carry out interdisciplinary research in the way of subjects. Therefore, their modeling training is a research modeling training based on students' personal preferences, presenting a variety of different artistic styles.

Under the diversified development trend of the world, the volume of the object is no longer a performance plastic art, light and simple sense, also including its artistic value, given the cultural context, many art college is no longer the traditional modeling methods as the main content of teaching, but the development of the student's own artistic level, pay attention to the cultivation of students' creative thinking and practical ability. Over the years, China's colleges and universities also carried out the study of folk art, folk craft technology such as the traditional paper-cut, tie-dye became the college course and the research object, through the study of the folk art method, the modeling of the students master the traditional aesthetic characteristics, constantly trying to dig up the new artistic inspiration from the traditional art.

4. REFLECTIONS ON PLASTIC ART EDUCATION IN UNIVERSITIES FROM A GLOBAL PERSPECTIVE

In the contemporary social environment, we are confronted with a crisis that is out of touch with social development. The evolution and hard

research of techniques make it impossible to keep up with new image generation technologies. In fact, there are problems between traditional and modern teaching mode in Repin Academy of Fine Arts. The aesthetic of traditional academic school has been unable to adapt to images in the information age. Despite the modelling art since the 20th century education kept on looking for identifying between traditional and modern, the burden of cultural inheritance and cultural innovation of modernity is a kind of challenge, starting from the teaching art of inheritance, Repin Academy of Fine Arts modelling art education in-depth development and innovation, the traditional focus in today provide us with a valuable differentiation model. However, too much pursuit of the cultivation of artistic techniques, realism as the only standard of art, obviously can not meet the needs of the diversified development of the current culture.

For University Paris-I, plastic arts are actually a very rich ecological structure, which requires individuals to experience and observe, and cannot be acquired through teaching or learning. Too much emphasis on the training of critical thinking ability, but eventually easy to fall into the trap of constant self-consistent thinking, become a self-enclosed insulator. In the end, plastic art is still the expression relationship between visual language and the spirit of The Times. The theoretical derivation of metaphysics makes the graphical explanation of visual philosophy lose its sincere appeal. Especially in the Internet today, the image of the information age powerful to stimulate the visual nerve of the people, under the impact of plastic arts, especially conservative and decay, how can in the teaching to inject vitality of the era of plastic arts, is the need to feel real life, from which inspiration, not rational logical deduction can be obtained.

5. CONCLUSION

Standing in a global perspective, Repin Academy of Fine Arts and University Paris-I represent the two directions of plastic arts education in today's world: traditional and interdisciplinary. Diversified development trend of plastic art education, we need from a wider field of vision to explore the differences of itself, plastic arts, as a unique form of art, it itself is a kind of utilitarian and spiritual value in the pursuit of pure art form, the modelling of today's art education should be more rich and broad, we should use a more open

mind to the modelling of the development of Chinese contemporary college art education model.

AUTHORS' CONTRIBUTIONS

This paper is independently completed by Chenqi She.

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