

From “International Localization” to “Local Internationalization”--Practical Reflections on University Art Education

Guo Yixuan

Sichuan university, Sichuan, China

ABSTRACT. *“International Localization” to “Local Internationalization” Are the Two Major Stages of Development in the History of Education in China. They Have Gone through a Period of International Localization from the Western Learning to the East to the Local Internationalization Since the Reform and Opening Up. Education Period of Internationalization and Internationalization. in the New Era of Education, China Has Basically Formed an Internationalized Local Teaching System. However, in the Process of Continuing to Deepen Education, There Are Still Periodic Educational Problems. This Paper Will Combine the Origin and Development of Internationalization and Localization, and the Problems and Characteristics of the New Period, and Briefly Describe How to Deepen the Reform of University Art Education.*

KEYWORDS: *Eastward learning to the west; International localization; Local internationalization; University art education; Practice and reflection*

1. The formation of "International Localization" under the historical background of Western Studies

1.1 *The Age of Empires - the Beginning of International Localization*

The course of “international localization” in our country begins with the beginning of the east of the west, and the east and west gradually divide the two stages of the imperial era and the transition era. From the late Ming and early Qing Dynasties, Westerners with Western academic ideas and artistic cultivation entered China to spread Western religion, art and other cultures, and to bring a series of Western social and cultural products including diet, science and technology, beliefs and art forms into China.

Ricci's coming to China was an iconic event of the Imperial era. Ricci was not only a pioneer of Catholic missionaryism, but also a messenger of Western art exchange. He devoted himself to the study of Chinese literature, and cleverly interpreted Western classics in the form of Chinese literature, translated “The Book of God”, published the first map of China as the center of the world, “Kunyu Universal Map”, with China's way of thinking and thought to write the Renaissance thinker Erasmus's maxim “Friendship”, the Western music (octave, Cellanos and other musical instruments), oil painting and other art forms have also been brought into the court, access to the Ming God's history of appreciation, at that time set off a wave of doctors to learn, teach Western studies. During this period, Western art gradually began the course of international localization.

However, it should be pointed out that in the imperial era, the depth and breadth of the international localization of art communication have certain limitations. Limitation is partly because of the difference between the art system between China and the West, the artistic content of the imperial era is mainly related to religious activities and religious culture, art is mostly carrying the role of religious communication, so the spread of art is to some extent linked to the ability of religion to cover The different preferences of the art aesthetic between China and the West will also affect the depth of artistic communication, taking painting as an example, Chinese art forms of Chinese painting pay more attention to “the mood”, while Western oil paintings pay more attention to “shape”; “The atmosphere and concept is very heavy, even if the introduction of Western studies in China, but also the doctor and the aristocracy will be to expand their interest in learning “strange skills.” Neither Western studies nor Western art have been able to pose a substantial challenge to secondary schools, and international localization has begun to germinate but progress has been slow, and the content has remained in a relatively shallow stage.

1.2 The Era of Transformation - the Comprehensive Deepening of International Localization

The real influence of the West Learning East on Chinese society is in the transition era, that is, the decline of national power in the late Qing Dynasty, the doctor class, the bourgeois class hope stoicism to learn Western studies to save the survival of the period. In this period of time, experienced the foreign affairs movement, the law of change and the revolution, from learning Western science and technology, to learning the political system, to learning the ideological culture, experienced a process from the shallow into the table and inside.

In this process, Chinese society to refuse to accept western studies to take the initiative to learn Western studies, Western studies began to affect the Chinese society in a comprehensive political, economic, educational, art and other fields. The international localization during this period mainly shows three characteristics:

Firstly, the main promoter of international localization is no longer the people of the West, but the advanced intellectuals of Chinese society, people of benevolence and people of aspiration in china's modern backwardness behind the West, attempted to save Chinese society by learning Western studies. In this period, a large number of Western works translated by advanced intellectuals as Chinese, a large number of students returning from overseas to apply the Western learning to the development of local disciplines, advanced intellectuals to the original contempt to the negative to the passive promotion. Secondly, the traditional academic form to the branch of the increasingly refined modern academic form to achieve a comprehensive transformation. During this period, the western school has completely shaken the status of the traditional middle school, the academic system with modern academic form broke the academic mode of middle school, history, sub-generation and collection, the school and the university with the modern educational form were established, the academic atmosphere of the light natural science of the humanities, the academic concept of the practice of light theory was changed, and the framework of the Western-style academic system was basically established in the period of the Republic of China. Thirdly, internationalization and localization have become the two-way pursuit of Chinese scholars in the realization of China's modern academic transformation, And Chinese intellectuals learn Western knowledge and skills, but also pursue the integration of local culture, at this stage there has been a distinctive local characteristics of Western studies and the use of Western studies in social practice, such as the introduction of Schiller's aesthetic book, Cai Yuanpei said that aesthetic education instead of religion is a typical case of this stage.

The Western Studies and East gradually had a great influence on all disciplines in China, promoting the formation of international localization, from which the academic son of the modern West entered into Chinese society in an all-round way, and had a profound influence on politics, economy, ideology and culture.

2. “Local Internationalization” Transformation Since the 1980s

Reform and opening-up once again promoted the deep integration of local culture and international culture, under the full opening, the shortcomings of international localization of “water and soil disobedience” began to emerge gradually, and modern scholars began to explore the rational return of local internationalization by criticizing its cover-up of the local system..

2.1 The Exploration of International Teaching Mode in the Cross-Cultural Perspective

Since the 1980s, China's education has faced new challenges in the face of the impact of economic globalization and ideological pluralism, and talents with international vision and international competitiveness have gradually become the goal of educational model exploration. Restricted by the communication level and other conditions, the way to train international talents mainly depends on the national, university or non-governmental institutions to promote the students cross-border mobile learning. On the whole, the proportion of students studying abroad is low, and the proportion of students returning home after studying abroad is not high, which is difficult to meet the needs of international talents in China. In the context of the high threshold of transnational mobile learning and the scarcity of opportunities, china has begun to explore the local international teaching model.

Local internationalization advocates in university education, for students who do not have the conditions to go abroad to provide international courses, focus on international cutting-edge courses, enhance the international perspective.[1] Through the addition of “international” related courses, international and cross-cultural issues as a compulsory curriculum, learning the relevant majors of foreign history and culture, through the increase of foreign language teaching, to promote students to actively understand foreign expertise and academic achievements, on this basis, and constantly promote cross-regional cooperation between universities, University

friendship sorority, international competition, university cooperation, joint development, in addition to the classroom, the classroom also with a variety of rich forms of Chinese and foreign friendship activities, vigorously promote international exchange activities, the use of subsidies and other policies to attract external exchange students, foreign teachers, to help local students enhance their international perspective With the improvement of the level of network science and technology, local internationalization is no longer limited to direct face-to-face communication between Chinese and foreign cultures, the Internet provides an effective way for local education to obtain text and image materials, and teachers and students of all countries can establish close contact sway through virtual communities and educational platforms on the Internet.

Since the 1980s, in order to realize the transformation of local internationalization, Chinese universities have gradually established a perfect and diversified international teaching model.

2.2 Learn from Britain's Advanced Educational Models and Experience

The UK is the world's education center and arts center, according to US News, the UK has repeatedly ranked first in the global education strength rankings, its perfect and mature education system and popular professional subject selection, for the local international education has a reference.

The rise of British education has its historical and cultural reasons, first of all, the United Kingdom by virtue of the first industrial revolution, has completed the English-based language of a series of cultural, artistic, ideological, religious output, so that Britain still has a strong cultural radiation capacity on a global scale. After the war, we carried out the educational strategy of “nationalization of education” and established a set of higher education system worthy of learning [2].

Britain's higher education system relies on the national, market and academic authority of the three models of coordination, the three models of interconnection and mutual influence. The educational model of collaboration between British universities and countries has been replicated in many countries around the world, and the training of higher education talents in a targeted manner with national needs and national regulation can meet the needs of national strategic development more directly.

China mainly learns from this model, but the university is mainly in this form, the monism structure-led education system has limitations, flexibility is also low. Therefore, in the United Kingdom has also been born able to respond sensitively to market demand, rapid response to market changes in the market coordinated education model, as well as scientific research as the goal of academic authority to coordinate the adjustment of higher education, these three modes of regulation affect each other, mutual penetration, in the higher education sector each has its own ecological position, can play a different role in the adjustment, Realizing the complementarity of advantages and disadvantages and the diversity of educational model splendour provides a reference template for the reform of university education in China.

3. Today, China University Art Education “Local Internationalization” Model Encountered Dilemma

Although Chinese education has formed a more mature set of local internationalization system, but in the relatively special art education to promote local internationalization, there are still the following difficulties.

3.1 Difficulties Brought about by the Difference in the Atmosphere of Art Education between China and Britain

There is a certain gap between China and Britain in the atmosphere of art education.

As far as the learning goal is concerned, Chinese art students have already started the relevant study before entering the university, and for quite some time art is the second choice after “there is no way out of the culture class”, rather than the British art students, in order to expand their interest and enhance personal literacy as a prerequisite. Under such high competitive pressure, Chinese art students generally face high-pressure high learning pressure, and the mental health of art students is under double pressure. [3]

Secondly, in terms of social and artistic atmosphere, Chinese art students - especially those in third- and fourth-tier cities or rural areas - have fewer opportunities to expand their extracurricular art, and extracurricular outreach activities such as art exhibitions and photography exhibitions are mostly held in the first-tier cities, while students who are relatively disadvantaged can spend longer on the road. Or because various conditions are not allowed to participate in the extracurricular art development, and in terms of the artistic atmosphere, there

are also differences in different economic areas, students living in urban areas in color sense, artistic cultivation and other aspects of the natural conditions are relatively superior to rural students, and for the small area of land, the city is relatively concentrated, Both urban and idyllic British, and these contradictions are relatively eased.

Therefore, in the process of promoting local internationalization, some measures applicable to British education in China will inevitably face transport, economic and social environment problems, which is also one of the reasons for the emergence of some educational measures .”

3.2 Traditional Classroom Education is Difficult to Keep Up with the Needs of the Transformation of Quality Education

Before the reform of quality education, most of our country's classroom education is based on examination-oriented education, in the face of the pressure of thousands of troops across the wooden bridge, classroom education and learning results are also forced to data, standardization.

In recent years, China has carried out the transformation of quality education, teaching to improve the core quality of students' professional disciplines for the purpose of paying attention to the students' ideological and moral, personality, comprehensive ability literacy and physical and mental health as the educational goal of the educational model. However, the transformation of quality education is not a one-off, the traditional class system, teachers' teaching methods, classroom scoring standards, term-term final evaluation and so on are to reform the content of the transformation, with the traditional classroom education more and more unable to meet the needs of quality education, education reform is more and more imperative.

3.3 The International Vision and Quality of the Teachers' Team Need to Be Improved Urgently

Local internationalization also put forward a higher demand for teachers' teams, teachers need to adapt to the local international education needs to have an international perspective and international teaching concept, to be able to keep up with the speed of international competition, and the cutting-edge teaching content, international teaching concept into the local classroom.

However, as far as university education is concerned, the overall internationalization level of teachers' teams is low, lack of innovation and exploration, and international literacy needs to be improved urgently.

4. Two-Way Integration of Internationalization and Localization

After decades of development and cultural integration, the forefront of university art education has achieved the integration of localization and internationalization.

In the aspect of localization, university education actively absorbs nutrition from traditional culture and vigorously expands the artistic nature of mining traditional culture. In 2011, drama film and television education was upgraded by the State Council to a first-level discipline, the development of traditional Chinese drama, film and television drama has been paid attention to, with traditional Chinese culture as its content, with rich artistic and local feelings of film and television, music advertising, creative arts, performing arts and other industries into the scope of cultural and creative industries, and related books Toys, music costumes, peripheral products have also developed rapidly, in recent years, China has appeared “Ne Zha: Birth of the Demon Child” and other excellent local cultural products, to the international, which has Jilin Animation Academy and other art university students' efforts, with the national tide plot and the unprecedented transformation of the national conditions, Localized education is embarking on the path of rapid development and is rapidly connecting with the international community.

In terms of internationalization, university education actively promotes students to receive multicultural baptism, and the China Education Association and major universities are actively engaged in international art education cutting-edge seminars, academic forums, such as the World Chinese Art Education Seminar, the International Forum on Drama Education Research and other activities continue to be held in major universities, Expand the international influence of colleges and universities. Since the 12th Five-Year Plan, the internationalization trend and development of art education is getting faster and faster, university education is promoting students to carry out foreign exchanges at the same time, is also expanding the platform of Chinese and foreign dialogue, with overseas research institutes, institutions of higher learning, art institutions jointly organized the theme of exhibitions, cooperation projects continue to promote the landing, The depth and breadth of international communication have been greatly expanded and improved.[4]

5. Measures to Further Promote the Deep Integration of Localization and Internationalization

5.1 The Dual Leadership of Local and International Culture

Whether international or local, the fundamental purpose is to enhance the cultural competitiveness of local culture, so in the university education should pay attention to the dual leadership of local culture and international culture.

The development of local culture does not mean that blindly behind closed doors, blind culture self-confidence, waste international localization of the way of communication. The vision of university education should be open, facing the world, actively learning international expression content and art forms, absorb the strengths of hundreds of families to make up for their own short, we can see that in the university art classroom, Hollywood, Disney and other leading international trend of foreign culture has become the classroom material of art education, its internationally accepted content, form The core of culture becomes the content that art education needs to learn and absorb. Students can better develop their local culture by better understanding international culture.

The development of international culture does not mean the separation from traditional culture, the worship of foreign, but in the university education to strengthen the understanding of traditional culture, traditional culture learning, firm national self-confidence and cultural self-confidence, so that students can be in the international cultural exchange and thought collision, more rational and independent thinking, in the field of art fusion, Realize the innovation of art and the leadership of culture.

5.2 Strengthen the Establishment of Integration Channels to Broaden Students' Cross-Cultural Access to Works of Art

University education should strengthen the establishment of a sound art education channels, broaden the opportunities for students to access extraterritorial works of art.

Foreign universities can strengthen collaboration with government agencies, extraterritorial institutions of higher learning, art institutions, and art industry insiders, promote the landing of various international art exhibitions, academic forums and expert lectures, create exchange platforms and channels for people in the school and the whole social arts industry, and increase international dialogue and external exhibition platforms for students. Universities can strengthen the establishment of links between schools and international and domestic professional scholars, for example, inviting international artists to serve as honorary teachers or inviting them to give lectures at the university, and broadening the channels for students to gain access to international understanding in the industry.

The university can make full use of the resources of international exchange students, in the transport of students to foreign exchange, we should make full use of the international exchange students in the school, through the establishment of international classes, exchange students and other activities, enhance the exchange of students and local students cultural exchange activities, encourage local students to integrate into the circle of exchange students, understand the culture of the two countries.

5.3 Renew the Traditional Chinese Classroom Education Concept, Teaching More International Vision

The college art education classroom should speed up the concept of traditional Chinese classroom education, accelerate the transformation to quality education, and enhance the international vision of teaching.

This requires teachers to change the traditional teaching mode and teaching habits, promote the change of the classroom education model with score as the main criterion to the educational model with the goal of improving students' artistic literacy, and make a series of adjustments and reforms to teaching activities.

At the same time, the content of teaching needs to focus more on the forefront of international art, whether it is the art concept or art teaching curriculum cases should be timely new, follow the international art and culture field hot spots, eliminate the case of the decline in the value of education. Schools can also conduct regular teacher seminars, cross-school experience exchange sons, and promote teacher literacy.

5.4 Build a Personalized Student Growth Plan Based on the World's Famous University Programs

In the process of internationalization, university art education should be studied to the world's leading universities, learning is not limited to classroom content and art forms, but also includes the education system, curriculum system, teaching form, expansion content and so on, including the above mentioned in the UK's advanced education system and education model, day, Germany's international education model after World War II has also achieved remarkable achievements, but also in the combination of British education model on the basis of the formation of national characteristics, research and learn from the education programs of Munich and other universities has a positive significance for China's university education.

In the reference to the famous school program should also pay attention to the influence of local elements, art education in the macro-reference reference famous school program, at the same time, in the micro should emphasize personalized education. Especially art type of students, its own characteristics are the greatest wealth of art education, teachers must avoid using the standard assembly line education to erase the students' artistic personality, but should pay attention to observe each student's personal characteristics, for its to create a reasonable growth plan and learning program.

5.5 Use the Internet to Build an Offline Classroom, Online Classroom Cross-Cultural System

The birth of the Internet has provided a convenient way for university education to obtain educational resources and international communication channels, and university education can make full use of its online teaching resources platform, such as MOOC, to create an integrated university art education and culture system.

6. Conclusion

After dozens of years of efforts, China's university art education has the characteristics of local culture and the trend towards international development, whether it is the introduction of culture or the spread of local culture has entered a new stage, but the university education reform has a long way to go, we also want to see the problems, reform, continuous improvement.

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