

cultivate people's sentiments, improve people's comprehensive quality, and promote the comprehensive and harmonious development of human beings. The study concludes that in Chinese educational thought, aesthetic education is seen as a factor of human emotional development; and that it is also an ethic education that harmonizes emotional perception with rational knowledge; aesthetic education influences the formation of a positive worldview.

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## **MODERN TRENDS IN THE DEVELOPMENT OF ART AND PEDAGOGICAL EDUCATION IN CHINA**

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The formation and evolution of art education in China has passed a long way of its historical development. The origin of fine arts took place in ancient times. The first art schools functioned at the imperial palace and Buddhist temples. Education in art schools was based on centuries-old principles, which were reflected in the treatise "Six Laws of Painting".

The emergence of modern art education in China dates back to the beginning of the twentieth century, which was the result of those social changes and cultural achievements that took place in the country. A significant contribution to the development of art education in China was made by the rector of Peking University Cai Yuanpei, thanks to the assistance of whom the National Beijing Art School was founded, that laid the foundation of modern art education. At that time, a group of artists who had studied in Europe, America, and Japan returned to China and announced their intention to support the formation of a new system of Chinese art education, laying the foundation for the unification of national traditions.

Kang Yuwei made a significant contribution to the Chinese concept of art education, proposing the integration of Chinese and Western ideas, which predetermined the entry of art education to a new level [6].

The beginning of the 1950s was marked by the establishment of basic pedagogical principles and institutional structure of Chinese art education, following the trends of Soviet socialistic realism. The international cooperation with the Russian school of painting allowed the young generation to add new techniques and to achieve progress in national culture [5]. Its influence was justified in the theoretical works of Chinese scientists: "The Influence

of the Russian Art School on the Development of the Chinese Tradition of Oil Painting" (Pan Wen, 2013), "The Influence of the Itinerant Movement on the Development of Realistic Art in the Twentieth Century" (Yan Qing, 2020), etc.

The period of the cultural revolution in China (1966-1976) turned out to be difficult for the development of the art education. The educational base and the works of art were destroyed, the art base ceased to exist and Western art was rejected. A qualitatively new period in the renewal of Chinese art education began in the period from 1977 to 1985. The unified new curricula and programs were created at that period. The most progressive trends in the development of art education occurred in the period from 1986 to 2000. It was marked by an increase of the role of art education at the state level; by the emergence of new disciplines related to modern art forms. At the end of the 20th century a document was adopted that became fundamental in the reform of art education based on the aesthetic perception of reality.

The 21st century is distinguished by the search for innovative forms of art education while preserving Chinese folk traditions.

Among the most famous modern Chinese art universities and design schools is the Central Academy of Fine Arts. Its history dates back to 1950. It is managed by the Ministry of Education and it comprises schools including the school of humanities, the painting school of design, the school of urban design, the school of architecture.

Chinese Academy of Art in Hanyzhou (1928) is considered to be the most influential academy of fine arts. It's characterized by the most complete range of offerings, study programs and the combination of modern technical and cultural disciplines with traditional ones. The highest level of art education is presented by Sichuan Academy of Fine Arts in Chongqing with its history of more than 64 years. It presents the highest level of art education in oil painting, sculpture, craft art, architecture, print making, traditional Chinese painting and art theory.

With the emergence of art schools, there was a need to improve art and pedagogical education in higher education institutions. It should be mentioned, that at the beginning of the 20th century art and pedagogical education in China was only in its infancy. The traditional education system dominated, which did not pay due attention to the development of students' artistic abilities. However, the process of modernization of the education system gradually began under the influence of Western values and Russian ideas. Since the mid-20th century, art and pedagogical education in China has continued to diversify. It has become more accessible, unified with the aim of creating uniform ideological and aesthetic norms in society [3]. The beginning of 1977 was marked by the period of pedagogical education revival in the field of art. As a result of the established practice of teaching and the experience of other countries, a modern multi-level system of art and pedagogical education in China was formed. According to the materials of the "Yearbook of Education in China", art and pedagogical specialties were opened in more than 200 higher education institutions.

Modern art and pedagogical education has two training options: a special three-year (shortened) course and a basic one (4 years). Higher educational institutions with a full course of study prepare teachers of fine arts for schools and colleges. Students study general education disciplines (philology, philosophy, pedagogy, psychology, foreign language). 60% of the total volume is assigned to the study of special disciplines. 20-22 weeks are allocated for all types of practices. The content of compulsory and optional subjects ensures the preservation of traditions, variability of special training, reflects national and regional specifics. A bachelor's degree can be received by a student who has successfully completed a four-year course. In the future, he can continue his studies in a master's degree (3 years) and a doctorate (3 years) [2].

In modern Chinese pedagogical higher educational institutions there are three directions in teaching fine arts that have a significant impact on the management structure, on the content of special disciplines. The first direction is an academic one. It is based on Russian teaching experience (mastering academic techniques of drawing and painting, studying the theory and history of art, developing skills characteristic of realistic art) [1].

The second one is a traditional direction that focuses on the need to teach students the techniques of traditional Chinese painting in which special attention is paid to the concepts of “amazing”, “artful”, on the use of writing with a bamboo stick, hair, a knife, fingers.

The third one, an innovative direction, is connected with the strengthening of Western and American influence in painting (acquaintance with German construction drawing, innovative directions of painting in England and Australia, Japanese and other schools of oil painting). The main thing in this direction is the presence of the artist's own vision of the world of original ideas and non-standard designs [4]. Modern state policy of China is aimed at further improvement of art and pedagogical education, at training teachers who are proficient not only in fine arts, but also in pedagogical activities. In this regard, one of the directions in the modernization of art and pedagogical education is the task of individualization of training. This involves the formation of a student's individual style, a variety of styles, genres and fine art techniques offered by the teacher, the introduction of innovative teaching methods based on understanding the didactic principles of teaching and the experience of other countries.

The processes of globalization have affected the sphere of art and pedagogical higher education too. Hence, the next trend is the globalization of the educational process, which is manifested in the unification of the content and structure of higher professional education, the convertibility of diplomas, the exchange of personnel and students and the expansion of exchanges between countries in the sphere of organizing artistic and pedagogical education.

Along with globalization, there is a tendency of preserving the uniqueness of national culture, which is expressed in an appeal to national Chinese traditions in art, in relying on the peculiarities of perception and display of reality. Integration processes are expressed in the development of curricula for the disciplines teaching fine arts to students based on borrowing principles and methods formulated in foreign systems, in the discussion of problems related to the scientific and practical training of students. The introduction of information and computer technologies into the educational process allows creating open educational systems aimed at expanding exchanges between countries in the field of artistic and pedagogical education. Prospects for improving artistic and pedagogical education in China are also associated with the development and implementation of innovative technologies in teaching (integrative technologies, interactive methods, artistic and creative computer technologies).

Thus, we can conclude that the process of further improvement of Chinese artistic and pedagogical education is taking place in line with global educational trends and it is in harmonious combination with the national aesthetic heritage of China.

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