

Application of Semiotics Theory in the Teaching and Reform of Role Sculpture Course

Xiaohua Huang^{1,2,a}, Yueyun Shao^{3,b*} and Yali Zhuo^{4,c}

¹School of Design, Ningbo Tech University, Ningbo 315100, Zhejiang, China

²Faculty of innovation and design, City University of Macau, Macau 999078, China

³Zhejiang Fashion Institute of Technology, Ningbo 315211, Zhejiang, China

⁴Krirk University, Bangkok 10220, Thailand

^aemail:hxhzdnblgxy@163.com, ^bemail:710086964@qq.com, ^cemail:546466363@qq.com

*Corresponding author

Keywords: Semiotics; Role Sculpture; Teaching and Reform; Online + Offline Hybrid

Abstract: The role sculpture course plays an important role in the digital media art major. Purpose The teaching mode of the role sculpture course has not adapted to the requirements of the Internet and the era of big data. The course content and teaching methods need to be adjusted and reformed. Methods Apply semiotics theory to analyze the role sculpture course, and conduct online + offline mixed mode teaching. Goal The teaching and reform of the role sculpture course is of reference value for the teaching and reform of other courses in digital media art.

1 Introduction

Semiotics is a discipline that studies the general theory of signs. It studies the nature of symbols, the law of development and change of symbols, the various meanings of symbols, the relationship between different symbols and between symbols and human behavior. Semiotics regard semiotics as a method of methodology. Semiotics is closely related to the formation and development of postmodernism and deconstruction in architecture, and has a profound impact on the study of architectural art. Since the development of semiotics, many schools have emerged, mainly the theories of the following schools, which constitute the theoretical framework of semiotics. For example, Saussure's structuralist semiotic theory system; Pierce's semiotic theory system; Morris' semiotic theory; Ernst. Cassirer and Susan. Lange's semiotic theory. This research is based on the semiotic theory as a research approach, and especially discusses the teaching and reform of the role sculpture course based on Saussure's semiotic theory.

2 Characteristics of Saussure's Semiotics

Modern semiotics first appeared in the early 20th century. Saussure's definition of the signifier and the signified in the "General Linguistics Course" created a new era of semiotics. His views are mainly like the social language symbol system. And personal verbal symbol system; synchronic research and diachronic research; symbolic relations and association relations; signifier and signified. Saussure's binary relationship between signifier and signified can help students analyze the symbolic metaphor meaning of character sculpture.

3 Features of the Character Sculpture Course

The role sculpture course is a compulsory course for digital media art majors, which lays a good foundation for 3D imagination and application for subsequent professional design courses of this major. Through the training of related topics in this course, students can cultivate their innovative design ability, modeling ability, material application ability, multi-dimensional perception ability

and the ability to integrate roles and environment.

This course is a compulsory course for the digital media art major of the School of Design. Character sculpture is a professional skill and technique course for the digital media art major. It is the most effective artistic method for cultivating students to shape three-dimensional space. Adopt the learning content of graded courses, from simple avatar modeling method to comprehensive creation technique performance, so that students can master the technique and gradually increase the difficulty for in-depth modeling.

Through the study of this course, students can achieve the image and effect of the design using character sculpture. Through the teaching of role sculpture, students should have the correct method of body observation in the process of mastering the basic knowledge, copying and sketching training in order to have a deep understanding of the characteristics of the characters. The most important thing is the knowledge of character anatomy and decent modeling. Laws; master the more complex proportions and structure of portrait space, improve the understanding of the facial expressions and head structure space of the characters, so as to achieve the height of depicting the psychological expression of the object, and through the training of the avatar, have a comprehensive and profound understanding of things. To lay the foundation for future bust and relief learning, and to lay the foundation for other courses.

Character sculpture art: It is a kind of plastic art, also known as sculpture. It is the general term for the three creative methods of carving, carving and modeling. Refers to the use of various plastic materials (such as plaster, resin, clay, etc.) or hard materials that can be carved and carved (such as wood, stone, metal, etc.) to create a visual and tangible artistic image with a certain space. Art that reflects social life and expresses the designer's aesthetic feelings, aesthetic emotions, and aesthetic ideals.

4 Character Sculpture Teaching and Reform

The teaching reform of the role sculpture course requires the reform of the classroom model, the transformation of classroom teaching, and the effective transfer of value-based, that is, shift from knowledge and skill-based to human development-based, so that classroom teaching can give full play to students' creativity and innovation. The requirement is to shift from focusing on subject knowledge in the past to facing the daily life environment, existing life experience and future life development trends around students. This is also a return to the essence of classroom teaching; classroom teaching is for students, allowing students to practice in the middle of the experience, Learn through experience and grow through experience. Make full use of modern information technology to explore effective ways to build a networked, digitized, intelligent, online and offline curriculum hybrid teaching model to increase students' interest in learning and enhance their emotional experience.

The role sculpture course is an important way to train students to observe nature carefully and express nature. The core of the course is to cultivate students' creative thinking and explore the various possibilities of comprehensive expression of concepts and techniques. Freely use various forms of expression and means to abstract things, study and master character sculpture modeling techniques, master the in-depth internality of observation, understanding, discovery, and expression in artistic activities, and enhance the ability of character sculpture language, perfectly combined.

The teaching concept of the role sculpture course is closely integrated with other courses of the digital media art major, and the students are trained in three-dimensional space artistic thinking and modeling ability. The combination of theory and practice, the coordination of the application of materials and colors, cultivate students' spatial imagination and aesthetic qualities. Through the learning and mastering of knowledge of sculpture techniques, at the same time cultivate students' creative consciousness. Through online and offline mixed teaching methods, students can fully grasp the learning of professional knowledge, so as to lay a solid foundation of space modeling for other design professional courses.

The design of practical teaching content comes from teachers' practical experience, students' choices and real-role topics, and uses sculptures as the line to conduct preliminary, mid-, and late-

stage discussions and implement relevant practical plans. (1) Take the students' personal works as the guide to increase learning interest and enhance the sense of accomplishment. Through the teaching of real topics, the teaching content is divided into two directions, designated and optional. Through the task of the teacher, it is required to consult a large amount of literature related to the sculpture course, collect the materials, and the design sketch to the physical presentation is completed by the students independently. The teaching content is from the simple to the deep, paying attention to the level. The final sculpture works are presented in the student's class portfolio, which can present an intuitive evaluation of the effect of the course. (2) Lead by classic works, start with copying, and pay tribute to classics. Let students start with excellent sculptures, enhance students' artistic appreciation and thinking and observation skills in the copying of classic sculptures, and can complete their own creations based on the design elements of classic works, thereby enhancing students' innovation ability. (3) Conduct creative thinking training with the design of public art competition works as the guide. Adopting the work-led teaching model and the competition-promoting teaching model, allowing students to conduct creative thinking training during the learning process, improving students' ability to participate in and appreciation of classroom teaching, and enhancing student cooperation in competitions of works Competence and competitiveness. This course design can be a case guide for previous winning works, or it can be a real competition project. (4) Create sculptures with real characters as a guide to improve students' professional ability training. In the form of grouping, students are allowed to obtain "false questions and real work" for "real problems", that is, students complete works on actual topics. It can enable students to test and deepen the knowledge they have learned in practice, and enhance their ability to endure hardship, endurance, and adaptability. Using real works in the environment and space, students are required to have an in-depth experience of the design meaning of the works, improve the level of artistic appreciation of students, and organically combine the production of students' personal works, student work exhibition activities, competition projects, real topics, etc. , To improve the professional ability of students.

5 Application of Semiotics Theory in Role Sculpture Course

As the physical symbol of the field space, the role sculpture presents the symbolic characteristics of form and color, and shows the momentum, emotion and vitality of the symbolic image through concrete and real shapes. The role sculpture has a strong "image" effect. The "image" is the overall contour image presented through the change of the body symbols, and the "image" of its own body language gives the viewer a different visual experience. Character sculpture works strengthen the metaphorical function of character symbols and have a relationship with the field. This requires attention to the concept of environmental space field. Excellent character sculpture works blend with the environment field, can produce field spirit, and symbiosis with new meaning.

The character sculpture works are rich in images. Artists or designers use different sculptural languages to create rough or exquisite effects, and symbolize the theme content to be expressed through physical symbols. Character sculptures use highly decorative figures and animal images to give a symbol a symbolic and allegorical meaning. Many modern abstract character sculptures have strong environmental fusion and eye-catching because of their concise shapes or strong spatial intentions. Abstract artistic symbols that do not aim at depicting concrete objects are expressed through lines, blocks, shapes, materials, etc. Convey various emotions, stimulate people's imagination, and inspire people's thinking and concepts.

6 Conclusion

Starting from the current situation and background of the "Character Sculpture" course education of the Digital Media Art Major of the School of Design, starting from the teaching practice of this school, combining the new requirements of the current role sculpture art development on college education and the future development of sculpture art, in-depth research The teaching awareness and methods adapted to the development of the times, analyze the new goals of role sculpture

education in the School of Design, and get the basic ideas of role sculpture education in the School of Design. Thereby promoting the further deepening of the reform of role sculpture education, and promoting the thinking about the development direction of role sculpture courses in contemporary Chinese comprehensive universities. Therefore, for the lack of innovation in sculpture language, it is necessary to find a corresponding solution in the teaching of role sculpture, study the teaching consciousness and methods that adapt to the development of the times, combine works and case analysis, conduct online and offline hybrid education models, and propose specific courses. Purpose requirements, implementation methods, and academic value will explain the teaching of role sculpture from basic training, national cultural inheritance, application of materials, and cultivation of artistic concepts. It fully embodies the principles and characteristics of the curriculum structure in the new era of combining theory and practice. When studying new teaching awareness and methods, we emphasize that our basic teaching should focus on cultivating the comprehensive abilities necessary for students to become a contemporary designer. We should try our best to provide them with a platform for their full development and help them discover the potential of their inner artistic life. Changing the focus of role sculpture teaching from passive teaching to active learning, and finally forming a positive and good creative atmosphere is the key to role sculpture teaching.

Acknowledgements

The second batch of school-level first-class course construction projects of Ningbo Tech University, course name: role sculpture

References

- [1] Liu Hehai (2017). Research on "Image Language" from the Perspective of Semiotics. Unpublished doctoral dissertation, Nanjing Normal University, Nanjing.
- [2] Luo Feng (2015). The study of metaphors in literary texts under the semiotics. Unpublished doctoral dissertation, Nanjing Normal University, Nanjing.
- [3] Han Tong (2010). Research on Saussure's Linguistic Theory. Unpublished master's thesis, Yanshan University, Qinhuangdao.
- [4] Ji Haihong (2011). Peirce's semiotic thought exploration. Unpublished doctoral dissertation, Nanjing Normal University, Nanjing.
- [5] Zhang Liyan (2016). The construction of online public opinions from the perspective of field theory. Unpublished doctoral dissertation, Soochow University, Suzhou.
- [6] Zhao Ming (2018). Towards the landscape-the expanded field of contemporary art in the urban context. Unpublished doctoral dissertation, China Academy of Art, Hangzhou.
- [7] Zhao Chen (2019). Research on public art design and public participation in humanistic care. Unpublished master's thesis, Harbin University of Science and Technology, Harbin.
- [8] Wang Junxiao, Exploration of Teaching Reform of Sculpture Course in Art Design Major, Art Education Research, 2014 (5): 154-155.
- [9] Dong Leyi. Exploration on Teaching Reform of Sculpture Course for Environmental Art Design Specialty in Colleges, Popular Literature and Art, 2010 (5): 02-02.
- [10] Wang Mingyan. Exploration on Teaching Reform of Sculpture Course for Environmental Art Design Major in Higher Vocational Education, Art Education Research, 2012 (22): 01-01.