

Reconfiguring Plastic Arts Lessons Through International Method

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ABSTRACT: This article examines the reconfiguration of plastic arts education through international pedagogical methods in a globalized context. It emphasizes how integrating local artistic traditions with global STEAM and collaborative models fosters creativity, adaptability, and social responsibility in students. The study analyzes the interplay between traditional and modern approaches, the role of arts in developing global competencies, and the impact of innovative teaching on motivation. Drawing on international research, it offers holistic strategies for underfunded Romanian and Moldovan schools, highlighting the importance of arts education for critical thinking, empathy, and sustainable development, aligned with UNESCO objectives.

KEYWORDS: artistic education; global reconfiguration; STEAM integration; cultural awareness; pedagogical innovation;

Introduction

In the globalization era, artistic education, particularly plastic arts, contributes to the formation of creative and culturally aware citizens. Adapting lessons through international methods allows the integration of local traditions with modern approaches, inspired by STEAM programs and collaborative models, promoting an inclusive and innovative education (Desai, 2024).

The purpose of this study is to analyze the integration of traditional and modern methods in artistic education, highlighting the role of plastic arts in developing creativity and international competencies. Based on a review of recent literature, the article proposes a holistic approach for teachers in Romania and the Republic of Moldova, aiming to improve lessons and prepare students for an interconnected world by combining artistic, digital, and intercultural competencies (Buruntong et al., 2025).

In the digital era, plastic arts become a tool for the development of critical thinking

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and empathy. UNESCO emphasizes the role of artistic education in promoting social inclusion and innovation. However, in many systems, including the Romanian one, lessons remain traditional, without modern technologies or global perspectives. This discrepancy highlights the need to integrate elements from international programs, such as those in Finland or collaborative projects in the United States (Du & Nian, 2021).

The article is structured into four main sections, following the proposed plan: the necessity of plastic arts lessons and the integration of traditional and modern methods; their role in creativity and international competencies; a pedagogical model with international collaboration; and the impact on students' motivation and competencies. It will wrap up with conclusions and practical recommendations for implementation.

The necessity of plastic arts lessons and the integration of traditional and modern methods in an international style

Artistic education, particularly the plastic arts, is essential for holistic development, balancing cognitive, emotional, and social dimensions. In modern societies dominated by technology and STEM disciplines, the arts stimulate imagination, personal expression, and creative thinking, preventing the decline of skills for solving complex problems. The integration of traditional methods, such as drawing or sculpture, with modern approaches is necessary to align the curriculum with global standards, while preserving the connection with cultural heritage and relevance for digital generations (Naguliak & Rudoy, 2019).

Modern methods in artistic education, inspired by international practices, include digital art, augmented reality, interactive installations, and AI-based projects. In programs such as those at MoMA in the United States, students combine manual drawing with digital software (Adobe Photoshop, Blender), modernizing lessons and making art accessible even in disadvantaged areas. In Europe, initiatives such as Erasmus+ enable Romanian teachers to learn Finnish models of integrating art with nature, combining en plein air painting with digital techniques and 3D mapping (Ministry for Foreign Affairs of Finland, 2023).

A successful example comes from Malaysia, where STEAM programs have combined traditional arts with project-based learning (PBL), integrating manual drawing with digital 3D modeling and increasing engagement and creative competencies. This approach promotes multiculturalism and reduces prejudice. Platforms such as Google Arts & Culture facilitate virtual visits to global museums, combining traditional and digital experiences. Studies from Australia and Canada show that such methods reduce school dropout rates, and in Romania their adoption could revitalize the artistic curriculum, preparing students for a global creative economy (Australian Council for Educational Research, 2019).

Research indicates that cross-border cultural integration improves the quality of

education and provides perspectives on national identity in a global context. In Singapore, art programs combine traditional Asian techniques with Western digital tools, forming adaptable and innovative students. In Romania, applying this model could include projects in which students recreate traditional works using AI, stimulating curiosity and creativity (Lian, 2024).

Plastic arts play a major role in promoting social inclusion. Traditional methods can be adapted for students with special needs, while modern ones, such as tactile applications for the visually impaired, increase accessibility. In countries such as Sweden, the integration of art into inclusive education has increased the motivation of marginalized students. Without the adoption of international methods, educational systems risk perpetuating inequalities and marginalizing students from rural or disadvantaged backgrounds (Almqvist & Christophersen, 2017).

Additionally, the global economic context underscores this necessity: according to the World Economic Forum report, creative competencies will be among the most in-demand by 2030. Plastic arts lessons, reconfigured through international methods, can contribute to the development of these competencies by combining the traditional with the modern to create a resilient curriculum. For example, in Japan, art programs blend traditional calligraphy with digital design, preparing students for global creative industries (Arts Education Partnership, 2014).

The implementation of new methods faces challenges, such as teachers' resistance and the lack of technological resources. International models, for instance from South Korea, demonstrate that continuous professional development and partnerships with tech companies can overcome these barriers, while European funds can support the transition in Romania. The benefits include student development, the promotion of cultural dialogue, and the reduction of global tensions. In Italy, combining Renaissance art with virtual reality has increased student interest by 40%; in Romania, lessons could integrate Byzantine tradition with digital animations, connecting the past with the future (Pearson Education, 2010).

In conclusion, the integration of traditional and modern methods in an international style transforms plastic arts lessons from a marginal discipline into a driver of educational innovation. Without this reconfiguration, we risk missing the opportunity to form creative and adaptable generations.

The role of plastic arts lessons in creativity and international competencies

Plastic arts lessons stimulate creativity through free expression and experimentation, offering students the opportunity to explore drawing, painting, or sculpture. These activities develop divergent thinking, innovative problem-solving, and transferable cognitive skills, contributing to holistic development (Regent International

School, 2023).

Plastic arts foster cultural awareness and intercultural communication, helping students appreciate global diversity. By exploring artworks from various cultures, they cultivate empathy, adaptability, and cross-border collaboration, preparing themselves for global careers (Kennedy Center, 2022).

Students' creativity is amplified through interdisciplinary artistic programs that combine art with science and technology, stimulating innovation and critical thinking. Studies show that engagement in plastic arts improves performance in mathematics and reading due to the transfer of creative skills. Furthermore, the arts develop emotional resilience, helping students manage failures and persevere—key competencies in a global context (Juntunen & Partti, 2023).

Plastic arts lessons shape global citizens by addressing themes such as migration, inequality, and sustainability. Collaborative programs and culturally responsive curricula develop empathy, critical thinking, and creativity, preparing students for global competencies and intercultural connections (Hower, 2023).

Creativity in plastic arts stimulates innovation and the development of solutions to global challenges, while reducing stress and supporting emotional resilience. International approaches such as TAB (Teaching for Artistic Behavior), VTS (Visual Thinking Strategies), Reggio Emilia, Design Thinking, STEAM Integration, Project-Based Learning, Art-Led Inquiry, Digital Storytelling, Critical Pedagogy in Art, and Choice-Based Art Education promote intercultural competencies, critical reflection, and empathy. Curricula that celebrate diversity and artistic exchanges create safe spaces for expression and global dialogue. Thus, plastic arts become a vehicle for transformative education, preparing students for an interconnected and innovative world. Exposure to global artists and movements amplifies creativity, while interdisciplinary collaborations prepare students for competencies such as critical thinking and adaptability. In this way, plastic arts become a vehicle for transformative education, integrating creativity and intercultural competencies for a more connected world.

In conclusion, the role of plastic arts lessons is pivotal in cultivating creativity and international competencies, providing a framework for holistic and global development. By integrating these elements, artistic education prepares students for the challenges of the future.

Pedagogical Model with International Collaboration

An effective pedagogical model for reconfiguring plastic arts lessons must integrate elements of international collaboration, promoting a hybrid learning environment that combines online and face-to-face methods. This model draws on global experiences, such as those from international art networks, and aims to develop students' artistic, intercultural, and digital competencies. In the context of artistic education, where

resources are often limited, such a model offers opportunities for cross-border exchanges, facilitating access to diverse and innovative perspectives. The model proposed here, inspired by international practices, is called the Hybrid Collaborative Model (HCM) and involves partnerships between schools in different countries, using digital platforms for joint projects (Sramek et al., 2025).

The HCM begins with collaborative planning, where teachers from partner countries, such as Romania, Finland, or the United States, design joint lessons on global themes, such as sustainability or cultural identity. The selection of accessible digital platforms and the establishment of interaction rules promote respect for diversity and student engagement, with students contributing to the choice of themes and methods.

During implementation, students create hybrid works, combining traditional art techniques with digital elements, such as augmented reality or Blender software. Examples include integrating folk motifs with Asian styles through online exchanges and intercultural feedback, intensive workshops, and joint exhibitions.

Assessment is carried out through intercultural feedback, surveys, reflections, and visual documentation, analyzing the impact on competencies. The model develops empathy, critical thinking, and student motivation, demonstrating the effectiveness of international artistic education even under conditions of limited resources (New York University – Steinhardt, 2023).

The applicability of the HCM in Romania is achieved through European partnerships, such as Erasmus+, which enable collaborations with institutions from countries such as India or the USA, integrating visual storytelling programs and artistic performances. The model promotes project-based learning (PBL), in which students co-create installations or digital exhibitions, using visual journals and audio recordings to document the creative process. International collaboration includes teacher training through workshops and the exchange of best practices, facilitating the integration of the arts into the curriculum with ICT and other disciplines, while promoting social inclusion and holistic education (Escala et al., 2024).

The HCM promotes collaborative ecologies, using virtual worlds and interactive platforms to stimulate intercultural creativity and the digital skills required for the 21st century. International examples, such as Chile and Collective Body, show how virtual art projects develop a common visual language and overcome language barriers. Strategies include global knowledge networks, advocacy for funding, and partnerships with non-profit organizations, ensuring continuity and professional development. Interdisciplinary projects integrate visual arts with theater and music, and documentation becomes a tool for reflection, transforming classrooms into artistic laboratories. Through intercultural exchanges and experiences that celebrate diversity, the model supports inclusion, global awareness, and the development of intercultural dialogue skills.

The challenges of the HCM include institutional barriers and lack of support, but

strategies such as balanced partnerships and the selection of dynamic platforms help overcome them. Conversations with educators and students provide points for reflection and adaptation. In the Romanian context, the HCM can be implemented through Erasmus+, ensuring sustainability and impact (Patterson, 2025).

Through exposure to global artists, the HCM stimulates creativity and the integration of diverse influences, while interdisciplinary collaborations develop international competencies. Thus, the model becomes a tool for transformative education, offering an applicable framework for plastic arts lessons, promoting international collaboration and holistic development, with a significant impact on artistic education.

Impact on Students' Motivation and Competencies

Reconfiguring plastic arts lessons through international methods increases student motivation by making lessons culturally and emotionally relevant. The integration of visual arts transforms activities into interactive experiences, reducing school dropout rates and improving performance. Collaborative programs develop student autonomy and competence, while creative expression through drawing or digital projects reduces stress and strengthens self-confidence. Artistic experiences contribute to revitalizing attention and concentration in other disciplines, as demonstrated by programs in the USA and Europe (Kakungulu, 2024).

In addition to motivation, cognitive competencies are enhanced through plastic arts, developing skills such as critical thinking and problem-solving. Detailed observation of artworks encourages in-depth analysis, transferring these skills to mathematics or sciences. Studies indicate an improvement in academic performance among students exposed to visual arts, due to brain stimulation through creative processes that enhance memory and attention.

Social and emotional competencies also benefit, as art promotes empathy and collaboration. International group projects, in which students share cultural creations, reduce prejudice and improve intercultural communication. This holistic approach helps shape global citizens capable of navigating diversity, with measurable benefits in reducing school conflicts and increasing emotional resilience (Walden University, 2023).

In schools with integrated artistic programs, extrinsic motivation is transformed into intrinsic motivation through creative rewards, such as international virtual exhibitions. This motivates disadvantaged students by providing them with a sense of achievement and belonging. Research from Australia and Canada shows that such initiatives increase active participation, reduce absenteeism, and improve overall grades.

Artistic competencies themselves develop alongside digital ones through the integration of modern tools into lessons. Students learn to use design software, preparing themselves for careers in global creative industries. This impact is evident in STEAM programs, where art enhances technical competencies, stimulating innovation and

adaptability (Arts Education Partnership, 2014).

Student motivation is stimulated by intercultural feedback in collaborative projects, where appreciation from diverse perspectives increases self-esteem and reduces anxiety, enhancing enthusiasm for learning. In Romania, such models could support rural schools with limited access to the arts. Critical competencies developed in plastic arts, such as observation and interpretation, transfer to other fields as well, and the analysis of complex artworks improves cognitive skills and the understanding of abstract concepts (Tyler & Likova, 2012).

Plastic arts increase students' emotional engagement by providing an outlet for expressing feelings and reducing school burnout. International programs, such as those in Finland, show that daily integration of art increases happiness and the desire for exploration—an aspect of major importance in post-pandemic contexts. Intercultural competencies develop through exposure to global arts, promoting tolerance, empathy, and communication skills in multicultural environments, contributing to the achievement of the Sustainable Development Goals, according to UNESCO (Kisida & Bowen, 2019).

Plastic arts develop fine motor skills and coordination, which are essential for early development, and improve concentration as well as physical and mental health. Students with special needs benefit from the therapeutic effects, increasing motivation through tangible successes. Motivation is amplified by gamified elements in international lessons, such as online artistic competitions, which provide recognition and immediate rewards, stimulating perseverance and autonomous learning. In Malaysia, such methods have increased student engagement by 30% (University of Florida, 2022).

Exposure to the arts amplifies academic competencies, correlating positively with scores on standardized tests and developing transferable skills, such as information synthesis and applied creativity. Challenges, such as frustration from artistic failures, are transformed into lessons of resilience through appropriate guidance and international support. In Romania, global models offer scalable solutions for limited resources. In the long term, art stimulates the discovery of passions, inspires creative entrepreneurship, and contributes to the formation of motivated and competent adults, with a positive impact on society (Edutopia, 2023).

Reconfiguring plastic arts lessons develops digital, technical, and artistic competencies through the use of modern tools, such as AR, thus preparing students for the future. In rural schools, art provides access to global cultures, increasing motivation and reducing isolation, as demonstrated in Pakistan and India through low-cost programs. Emotional competencies are stimulated through artistic reflection, supporting resilience and mental health. Group projects and international collaborations encourage leadership, teamwork, and initiative. Thus, international methods enhance motivation, emotional engagement, and holistic development, promoting equitable and effective education.

Conclusions

Reconfiguring plastic arts lessons through international methods combines tradition with modern approaches (STEAM, Erasmus+). The model based on international collaboration and digital platforms stimulates hybrid projects and intercultural feedback, increasing students' motivation and competencies and forming global citizens. These methods support social inclusion, sustainability, and equitable education in the Republic of Moldova.

Recommendations. For the effective implementation of plastic arts lessons using international methods, the following are proposed: digital workshops and training sessions for teachers; Erasmus+ collaborations and international projects; prioritization of budgets for equipment and materials; evaluation through intercultural feedback and motivation indicators; integration of global themes and adaptation for students with special needs.

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