

РОЗДІЛ 1. АКТУАЛІТЕТИ РОЗВИТКУ СИСТЕМИ МИСТЕЦЬКОЇ ОСВІТИ

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DESIGN EDUCATION IN UKRAINE: MANAGEMENT AND STRUCTURE

Abstract. *The article deals with the key trends in the development of design education in Ukraine and the world, which allow to identify alternative prospects for the formation of this educational field and the changes that occur: in philosophical, cultural, psychological, sociological, artistic and pedagogical concepts of design education; in scientific approaches to the definition of theoretical and methodological principles of formation of leading trends and principles of development of design education; in substantiation of conceptual models of multilevel, continuous design education and designing a complex of organizational and methodological support for the implementation of the system of professional training of future designers (programs, textbooks, teaching support, didactic materials).*

The author emphasizes that the trends in the development of design education are changing due to the fact that there are new conditions for the functioning of artistic, aesthetic and design culture, consistent with the time of the form of human interaction and design. Identifying trends in design education in modern society is objectified by the natural processes of design development in terms of social modernization, the cultural situation of postmodernism, which determines a new level of interpretation of reality, where design is part of the cultural process. Theoretical interpretations of the concepts «design», «designer» and «design education» are due to differences in approaches in terms of

philosophy, aesthetics, psychology, sociology, art history, professional pedagogy, production management theory and more. Comparative analysis of the definitions of these concepts allows us to see in them a reflection of different worldviews, the desire to assert what is visually perceived in the form of objects – the way of life of contemporaries. They reveal the general idea of the disclosure of various types of artistic creativity, among which design is becoming increasingly prominent.

Key words: *design, design education, professional education, higher education, art education.*

Problem statement. Design and design education have passed a complicated path of formation and development - from artisanal, handicraft production to mastering the art of design and modern level of development of project culture, as a kind of basic forms of design, organizational and transformational human activity. Design is seen as a dialectical unity of cultural, political, informational, personal and other components that significantly affect the formation and satisfaction of human needs and the socio-economic situation in society. At this stage of development, design has become an essential component of the culture of society, it penetrates into all spheres of life, affects the environment of human life, harmonizes its relationship with nature. At the level of world experience, it is convincingly proved that the development of the economy largely depends on solving problems related to the quality of activities and the environment of human life, the competitiveness of industrial products. Design, formed in the post-industrial period of society and recognized by the world community significantly affect the formation and satisfaction of human needs and the socio-economic situation in society [9].

All this was positively perceived by progressive artists, but did not find sufficient support in the educational system of Ukraine in the twentieth century. The planned economy of the Soviet era was not only a non-favorable environment for the development of design, but also, due to its secrecy, denied this problem in principle. In conditions of excessive politicization of life in the country, total shortages and lack of competition, there was no need to deal with the appearance and quality of goods. Due to this, the profession of designer in Soviet times did not gain popularity, and, consequently, the training of such specialists was

not widespread. There were only three established and recognized design schools in Ukraine (Kharkiv, Lviv, Kyiv).

Analysis of recent research and publications on this issue. Comparing the development of design and design education in Ukraine with the United States and European countries, we can say that in economically developed countries, these areas of art education and production were encouraged and rapidly developed primarily due to economic order, which gave reasons to the famous sociologist Charles Mills to say that «the designer got his main chance in the economic situation» [2].

Studies that have developed problems in the development of design education have made it possible to identify certain contradictions between increasing attention to the productive potential of design methodology within vocational education and the lack of a more or less clear definition of design education; between design as a creative innovative activity and the lack of an innovative educational environment for the training of designers in institutions of professional and higher education. Researchers draw attention to the lack of experience in generalizing the manifestation of design in professional and pedagogical activities, in particular, in the practice of training teachers for the educational field. Currently, there is an intensive search for opportunities to modernize design education, increase the quality of professional training in both theoretical and methodological and educational and methodological areas of research. These include the study of theoretical and methodological and scientific and methodological foundations of design education E. Antonovich [1], V. Danylenko [3], V. Klimov [4], D. Krvavych [5], G. Lola [6] management problems and educational-methodical support of design education (U. Aristova [2], S. Mygal [7], V. Sidorenko [10], etc.), as well as the history of design development and formation of design education in Ukraine (V. Prusak [8], S. Shumega [11] etc.), which cover the results of research on the history of domestic design education, methodological and organizational and pedagogical issues of training future designers in higher education. The works of scientists show that design education as a phenomenon of domestic educational space and an important factor in the development of culture in Ukraine is considered in the last decade in the context of theoretical and art interpretations of «design» in combination with interpretations of «education», «professional education», «Higher educa-

tion», «art education» and the definition of the place of design in the socio-cultural and educational field.

Outline of the unresolved issues raised in the article. The task of design education, according to researchers, is the formation of project culture, which in modern society is positioned as one of the basic forms of collective organizing and transforming activities. Trends in the development of design education are changing due to the fact that there are new conditions for the functioning of artistic, aesthetic and design culture, consistent with the time of the form of human interaction and design.

Among the unresolved issues in research in the field of design education is the problem of transforming the learning of project activities in the plane of formation and development of project culture. The movement in this direction leads to the understanding of design not only as a project-forecasting activity, but also as a special kind of project culture, which is part of the holistic project culture of society.

Considerable attention should be paid to the study of the content and methods of teaching, in which professional training for design activities is considered mainly as a means of professional development of the specialist, his professional qualities, in particular the professional competence of the designer.

Interest in comparative research, in particular on the peculiarities of the development of design education in the countries of the European Union, the United States and Japan, is not declining. One of such features is the process of humanization of higher education, which in recent years has been initiated by Ukrainian scientists and has been declared in the regulations of the Ministry of Education and Science. This process began in developed foreign countries in the second half of the twentieth century, which contributed to the growth of the level of competitiveness of graduates of design schools in England, USA, Italy, France, Japan, Scandinavia. A prominent place in the context of the humanization of higher education is occupied by research on the problem of education by means of design and psychological features of design activities and training in the field of design. Further coverage is required by the issues of creative development of personality by means of design.

The need for design development in Ukraine has led to the need to create a new educational system, called «design education». The phe-

nomenon of design education reflects its impact on society, production, culture, art. In this determination there are new conditions and forms of interaction between man and the environment. At the present stage of social progress, design education is in constant correlation due to historical mobility, in fact, design, acquires the characteristics of a complex and multilevel system, evolves in accordance with economic development, the process of objective reassessment of artistic and aesthetic values and attitudes to national traditions. . The structure and content of design education is determined by the state of the education system in general, the degree of certainty and direction of public policy in this area. In view of this, there is an objective need to identify development trends and on their basis to clarify the content concepts of design education, scientific substantiation and experimental testing of its innovative versions.

Formulation of the purpose and tasks of the article. The aim of the article is to highlight the trends in the development of design education and highlight the problems facing design education in the modern transition from industrial to post-industrial digital society; trends in the development of design education in the domestic educational and cultural space.

Presenting main material. Trends in the development of design education are changing due to the emergence of new conditions for the functioning of artistic, aesthetic and design culture, consistent with the time of the form of human interaction and design. Identifying trends in design education in modern society is objectified by the natural processes of design development in terms of social modernization, the cultural situation of postmodernism, which determines a new level of interpretation of reality, where design is part of the cultural process. Theoretical interpretations of the concepts «design», «designer» and «design education» are due to differences in approaches in terms of philosophy, aesthetics, psychology, sociology, art history, professional pedagogy, production management theory and more. Comparative analysis of the definitions of these concepts allows us to see a reflection of different worldviews, the desire to assert what is visually perceived in the form of objects - the way of life of contemporaries. They reveal the general idea of the disclosure of various types of artistic creativity, among which design is becoming increasingly prominent.

The concept of «design» is now widely used: from hair design – to engineering design, from the design of theatrical scenery – to the design of confectionery, from landscape and phytodesign – to the design of the environment and TV-design. Phrases became common: «designer clothes», «designer furniture», «designer printing», etc. The profession of a designer gradually loses its clear outlines and dissolves in various spheres of activity. The analysis of the place of design in the system of arts deserves special attention. In the 21st century, we are witnessing a «total combination» of different types of art, which requires the formation of a specific «form», which at a certain stage of development is realized in design. Design is increasingly becoming transcultural and interdisciplinary, as well as syncretic, which is realized in the phenomenon of synesthesia – a combination of human sensory systems (auditory, visual, kinesthetic) in the plane of design works.

Considering the development of design and design education in the context of vocational education as a complex problem of social development, we first highlight the qualitative side of training specialists in the relevant field, which is the basis of efficiency and progressive development of the whole field. The high level of training, on the one hand, determines the success of the industry, and on the other – directly affects the growth of demand for them and the demand for their activities. The formulation of the problem of design training in different educational systems is a natural consequence of identifying positive global trends, scientific substantiation of the concept of development of design education and its content. The content of design education should include components that promote the development of personal skills of cognitive, prognostic, constructively transformative, search-heuristic, evaluation-selective, interactive and other activities. Access to these priorities provides opportunities to achieve the main goal: the formation of social maturity and education, sufficient to ensure the autonomy of the individual, his independence in various spheres of life.

Design as a cultural phenomenon creates the need for active influence on people through design products, aiming to evoke positive emotions, promote its development and harmony with the world, the formation of ecological style of consumption. In the context of this global value setting, it is necessary to consider the value orientations of the future designer, which are produced in the system of design education on the basis of personality-oriented learning. It is also important to ad-

here to the principles of correlation of reality with those ideal ideas about the world, about themselves and their professional activities, which act as value norms: moral, professional, artistic and orient the future designer and his educational and project activities in a real socio-cultural context. Spiritual and moral perfection involves mastering the best examples and experiences of human culture at the universal activity and professional levels of the individual. The spiritual basis of moral behavior is conscience, which is reflected in the constant evaluation of their own actions and themselves from the standpoint of morality; attitude to conscience shows the degree of spirituality of man. Helping a student to form a moral ideal as a model of proper perfection, which serves as the highest criterion for assessing everything that surrounds the future designer in the world and falls into the orbit of his interests, is the task of personality-oriented system of design education. The future designer must have the opportunity to share their discoveries, born thoughts, feelings, to make the results of their work with educational material at the «discretion of others» - just as scientists, writers, artists or athletes do. The organization of semester «shows» students' achievements is a daily practice of art freelancers. In addition, any student scientific conference, art exhibition, demonstration of student design projects and products, etc, – is a confirmation of the personal achievements of the participants, the fruit of their victories over themselves. At the present stage of development of pedagogical science, taking into account personal and activity approaches in conjunction with other approaches fully ensures the creation of a new methodological basis for the implementation of design education and brings this process to a new theoretical and practical level.

The design essence of design allows not to limit the semantic task of design education only to the knowledge of reality, but to re-emphasize its «transformation-development» on «I-participation» in the cultural-civilizational process, and in this sense, we can talk about a modern approach to project culture as another trend in the development of design and design education. According to the new educational paradigm, the professional training of designers is aimed at mastering the basics of professional culture, the formation and development of professional competence, which is characterized by artistic, design, philosophical, social, psychological and pedagogical components. Today, values are changing in society and education, the ideal emage of which is «capable

man» and «free man». Accordingly, a new paradigm of design education is emerging – the paradigm of designing the professional training of a specialist capable of self-development. This paradigm is based on a modern understanding of the concept of «professional activity», which we consider as a starting point in understanding the activity of the designer. The new needs are in it, abilities and skills, new relationships develop, thus the process of «reproduction» and renewal of a person as an individual, professional and personality takes place. Becoming a subject of professional activity, the future designer must acquire the relevant knowledge, skills, abilities, professional positions (values), communication styles, mediated not only by professional but also social experience. To do this, under the influence of the surrounding developmental educational environment, its individual and personal reserves are included, such as needs, abilities, motives, goals, mobilized ability to work, and so on. The future designer orients the architectonics of abilities, needs, states according to requirements of a society and conditions of realization of itself in a profession.

In the process of transition to post-industrial society, its impact on educational goals will increase and this will contribute to the development of appropriate flexibly adaptive information models of education systems, adequate to the level of socio-economic and technological development of society in a given period. Changing the goals of education involves changing approaches to design education, increasing its significance and relevance. Moreover, in the current socio-economic conditions, design education is one of the determining factors in the formation of artistic, aesthetic and design culture of the younger generation and is seen as part of the basis of culture, economy, society in general. Note that the main feature (and hence the trend) of development of design education is to maintain a balance between its anthropocentric (personality-oriented, humanistic, cultural) and technocentric direction of the training process of future designers.

The specificity of design education requires the creation of special pedagogical conditions on those theoretical and methodological principles that overcome traditional canons and contradictions in domestic higher education and can be considered as relevant trends, if they are classified as certain imperatives (requirements). Therefore, we can talk about trends-imperatives of design education, to which we include the following:

– value orientation of the continuous process of design education to solve philosophical, social, psychological, cultural problems of social development and awareness of the subjects of the educational process of the role of design and the importance of quality training of designers in cultural and economic development of society, its interdisciplinarity, multiculturalism and multi-vector satisfaction human needs;

– appeal to humanistic, culturological, competence, personality-oriented, activity-developmental, systemic, functional, integrative approaches in the professional development of the future designer.

– focus on social, personal interests of people, focus on the individual, the desire to meet its various cognitive needs, educational needs;

– humanization of the process of professional training of designers, human orientation, democratic educational and pedagogical ideology.

Updating the theory and methods of professional training of designers does not mean abandoning traditions, but reflects the trend towards modernization in order to improve the quality of the current system of design education. The system of professional training of designers operates in the context of domestic systems of vocational education and in accordance with national traditions that have historically developed, but takes into account the professional features of the development of design activities.

The complexity of professional training of designers is due to the growth of «mass» (K. Mannheim, O. Spengler, K. Jaspers). «Man of the masses» defines the multifaceted aspects of modern design, in particular, influences the emergence of a new system of requirements for the content of professional activity, forms a new social order. All this, in turn, makes adjustments to the system of professional training of future designers (sometimes not for the better). In the modern historical and socio-cultural context, the qualification requirements for designers are quite high. First of all, it concerns the preservation and increase of national culture.

A feature of modern professional training of future designers is the implementation of the idea of continuing education. The construction of such an education system has led to organizational changes in the structure of higher education and the creation of conditions for multilevel training of specialists in various professions. Multilevel involves many levels of basic vocational education. Multistage is seen today in the system of educational institutions that train specialists of different levels

and have become scientific and pedagogical complexes «college – university», «lyceum – university», «professional courses – art college – art institute – university» and others. Examples are the National University of Culture and Arts (Kyiv), Kharkiv State Academy of Architecture and Arts, Salvador Dali Academy of Contemporary Arts (Kyiv), and others. The content of such educational complexes involves the creation of the most optimal social and psychological-pedagogical, material, personnel and organizational conditions for the comprehensive development of the personality of the future designer. Their purpose: to form a person who can quickly solve professional problems that arise at the present stage of development of society. The creation of educational research and production complexes is a positive trend. This direction of improving the education system in Ukraine can be considered as a resolved. It enables the movement towards the integration of professional design education. Manifestations of integration processes and trends in modern educational practice are diverse: from the integration of design education in the world art community and the integration of art science and design practice – to its implementation at the professional level of an individual artist, teacher-designer (workshops, integrated classes, implementation of interdisciplinary links, ensuring the unity of education, upbringing and development, etc.).

Integration tendencies are actively manifested in design activities, where there are various forms of interaction of production initiated by life and its needs, institutions of art and design, institutions of art education of different levels (Art schools, Design courses, Art Institutions of Higher Education (IHE), etc.). The most striking example of integration is the creation and development of research and production complexes of various kinds of industrial and artistic purposes. Such a complex as a system of art education institutions can operate on the basis of agreements. The purpose of its organization is, as a rule, to ensure:

- integrity of design education, which involves the integration of all its subsystems to achieve the ultimate goal – the professional readiness of the designer who would meet the needs of the modern labor market;
- continuity of all links and subsystems of design education;
- continuity, which is carried out on the basis of integration, gradual development of personality and continuity of pre-university design education and professional design education, coordination of all structures

of design education at different levels of professional training of future designers;

– opportunities for free «entry» into the system of design education and «exit» from it;

– orientation of the educational process on the personality of the future designer.

Thus, the creation of a research and production and educational complex makes it possible to carry out a real meaningful integration of various industrial and educational institutions, training and design practice, united by a common idea. As a result of such a combination, it is possible to more effectively develop fundamental and applied problems of design development and design education, to provide mechanisms for their implementation in practice, to carry out continuous training, taking into account regional opportunities and needs.

In order to implement the identified positive trends in the development of domestic and foreign systems of training future designers, we have created two models: the organizational model of a complex design educational institution of innovative type and procedural model of step-by-step training of future designers in continuing education.

In the process of modeling, we tried to implement the basic principles of modernization, fundamentalization, humanization, continuity of design education on modern conceptual principles; to improve the interaction of the elements of the system, in which four relatively autonomous subsystems are integrated - children's design studio, college, IHE (design faculty of the university or profile institute), postgraduate course training of adults. Such a combination of them in the complexes allowed to achieve higher results of student learning and artistic and pedagogical activities of teachers; increase the quality of training of future designers, intensify the process of their training.

According to the results of many years of experimental research, it is proved that the functioning of such an educational complex becomes effective in terms of system, continuity and quality organization of the educational process. Each component of such a model is a fairly common type of educational institution in the world system of vocational training, and their integration into a complex is innovative in the domestic educational management. The design educational complex «*Children's Design Studio - College - Institute - Art Academy - Postgraduate Course Retraining*» introduced by us is one of the examples of

realization of humanistic tendencies in the system of professional training of domestic designers.

Conclusions from the study and prospects for further exploration.

Design education today is a controversial phenomenon. The deep traditions of the flourishing of design in Soviet times with their design techniques, programs and targeted training of specialists for production in our time can not be inscribed into the realities of the market. Modern design education mainly covers such areas of activity as graphic design, interior design, fashion design, Web design. The formulation of the problem of design training in different educational systems is a natural consequence of identifying positive global trends, scientific substantiation of the concept of development of design education and its content. The content of design education should include components that promote the development of personal skills of cognitive, prognostic, constructively transformative, search-heuristic, evaluation-selective, interactive and other activities. Access to these priorities provides opportunities to achieve the main goal: the formation of social maturity and education, sufficient to ensure the autonomy of the individual, his independence in various spheres of life.

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Фурса О.

ДИЗАЙН-ОСВІТА В УКРАЇНІ: МЕНЕДЖМЕНТ І СТРУКТУРА

***Анотація.** У статті йдеться про ключові тенденційні особливості розвитку дизайн-освіти в Україні і світі, що дозволяють визначити альтернативні перспективи становлення цієї освітньої галузі та змін у філософських, культурологічних, психологічних, соціологічних, мистецьких і педагогічних концепціях дизайн-освіти, а також – у наукових підходах до визначення теоретико-методологічних засад становлення провідних напрямів і принципів розвитку дизайн-освіти та в обґрунтуванні концептуальних моделей багаторівневої, неперервної дизайн-освіти, проєктуванні комплексу організаційно-методичного забезпечення реалізації системи професійної підготовки майбутніх дизайнерів (освітні програми, підручники, навчально-методичні посібники, дидактичні матеріали). Авторка наголошує, що менеджмент і структура інноваційного розвитку дизайн-освіти змінюються в зв'язку з тим, що виникають нові умови функціонування художньо-естетичної і проєктної культури, співзвучні з часом форми взаємодії людини та дизайну. Виявлення тенденцій розвитку дизайн-освіти в сучасному суспільстві об'єктивується закономірними процесами розвитку дизайну в умовах соціальної модернізації, культурної ситуації постмодернізму, який визначає новий рівень інтерпретації дійсності, де дизайн виступає частиною культурного процесу. Теоретичні трактування понять «дизайн», «дизайнер» і «дизайн-освіта» зумовлені відмінностями підходів до них крізь призму філософії, естетики, психології, соціології, мистецтвознавства, професійної педагогіки, теорії управління виробництвом тощо. Порівняльний аналіз дефініцій означених понять дозволяє побачити в них віддзеркалення різних світоглядних концепцій, прагнення затвердити те,*

що візуально сприймається у формі предметів – образ життя сучасників. У них виявляється і загальне уявлення про розкриття різних видів художньої творчості, серед яких дизайн займає все більш помітне місце.

Ключові слова: дизайн, дизайн-освіта, професійна освіта, вища освіта, мистецька освіта.

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