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Analysis of the State of Professional Training of Future Designers in European Higher Education Institutions

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Abstract. The modern integration of the Ukrainian state into the European scientific and educational space and the focus on improving the methods of teaching and training specialists in the field of design determine the need to study foreign pedagogical experience. In accordance with this, the purpose of the research is to identify the specific features and state of professional training of future designers in leading higher educational institutions in Europe. To achieve this purpose, the study used general research methods, in particular systems analysis, synthesis, and comparison. It is discovered that design education is characterised by qualitative features, including orientation to solving everyday problems, focus on the final result, and inclusion in the field of art. The authors consider the state of professional training of future designers in European higher educational institutions, which have the highest world ranking among universities in the field of "Art and design" according to QS 2019. The study identified the main trends of design education in Europe: professional training is applied and has a personality-oriented development area; close connection with actual production to provide students with work experience. Based on the generalisation, it is summed up that in these higher education institutions in Europe, multidisciplinary education and research are deeply integrated with applied education, design, and business thinking. Thus, the necessity of borrowing foreign experience of the functioning of higher educational institutions in the field of training future designers of higher educational institutions of Ukraine was substantiated. The originality of the study consists in an analytical comparison of the state of professional training of future designers in European higher education institutions, which have the highest world ranking among universities in the field of "Art and design" according to QS 2019

Keywords: higher education, quality of education, education system, design education, professional training, future specialist

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Аналіз стану професійної підготовки майбутніх дизайнерів у закладах вищої освіти Європи

Анотація. Сучасна інтеграція української держави в європейський науково-освітній простір і спрямованість на вдосконалення методів викладання та підготовки фахівців у межах сфери дизайну зумовлює потребу в дослідженні зарубіжного педагогічного досвіду. Відповідно до цього метою наукової розвідки є визначення особливостей і стану професійної підготовки майбутніх дизайнерів у провідних вищих навчальних закладах Європи. Задля досягнення поставленої мети у роботі використовувались загальнонаукові методи дослідження, зокрема системний аналіз, синтез і порівняння. З'ясовано, що дизайн-освіта характеризується якісними ознаками, серед яких орієнтація на вирішення буденних проблем, спрямованість на кінцевий результат і включеність до сфери мистецтва. Авторами розглянуто стан професійної підготовки майбутніх дизайнерів у вищих навчальних закладах Європи, що мають найвищий світовий рейтинг серед університетів за напрямом «Мистецтво та дизайн» за версією QS 2019 року. Визначено основні тенденції дизайн-освіти в Європі: фахова підготовка має прикладний характер та особистісно-орієнтований напрям розвитку; тісний зв'язок із реальним виробництвом для забезпечення студентів досвідом роботи. На основі узагальнення підсумовано, що у вказаних вищих навчальних закладах Європи багатoproфільна освіта та наукові дослідження глибоко інтегровані з прикладною освітою, дизайном та бізнес-мисленням. У такий спосіб було обґрунтовано необхідність запозичення зарубіжного досвіду функціонування вищих навчальних закладів у сфері підготовки майбутніх дизайнерів закладів вищої освіти України. Наукова новизна дослідження полягає в аналітичному порівнянні стану професійної підготовки майбутніх дизайнерів у європейських закладах вищої освіти, що мають світовий рейтинг серед університетів за напрямом «Мистецтво та дизайн» за версією QS 2019 року

Ключові слова: вища освіта, якість освіти, система освіти, дизайн-освіта, професійна підготовка, майбутній фахівець

Problem Statement

The integration of Ukraine into the international educational space and the global trend towards a new quality of professional training necessitate a more detailed study of the current state of education in European countries. The main purpose of such a vector is to identify promising orientations for improving the quality indicators of Ukrainian higher education, in particular the training of future designers.

It is well known that the establishment of design as a type of artistic activity is associated with the 20th century when after the triumphant industrial revolution in many European countries, conditions were created for the development of a new artistic area in higher education. However, in modern conditions, design has been transformed into one of the most influential types of artistic creativity, which, focusing on the latest technologies, creates a comfortable environment for a person, facilitates work, everyday life, and educates aesthetic taste [1].

Analysis of Recent Research and Publications

General problems of design education are the subject of studies by: S. Kumar, A. Ritzhaupt [1], K. Perold-Bull [2],

J. Reitan [3], U. Hameed, S. Umer [4], M. Guedes, A. Buest [5], F. Yusop, A. P. Correia [6], etc. A number of Ukrainian researchers have highlighted theoretical and practical aspects of improving the quality of higher education. In Particular, N. Sukhova studied the quality of higher education as one of the foundations of the education transformation [7], N. Statinova drew attention to the quality of education in the context of the integration of higher education into the world space [8], L. Sushentseva and N. Zhytnyk devoted their studies to the problems of education quality management in the Ukrainian educational space and identifying innovative ways to solve them [9]. The issues of studying the European experience of improving the quality of education were studied by: A. Kocharian, N. Morze (ways to improve the quality of higher education in Ukraine in the context of European standards) [10], G. Tovkanets (studies the problems of professional education in higher education in the Czech Republic and Slovakia) [11], etc. Valuable for research are the investigations of O. Fursa [12] and Jia Yaocheng [13], who study the modernisation of the design education system and the professional competence of designers through the prism of the experience of European countries.

Purpose of the Article

To identify the features and state of professional training of future designers in leading institutions of higher education in Europe.

Research Results

A modern designer is characterised not only by knowing the basics of the chosen speciality, but also by seeing the

immediate prospects, the level of their own professional potential and its development, and the ability to solve new problems that constantly arise in the face of challenges of modern practice. It is important to emphasise that the main task of professional education of a future designer is one's development and self-development. According to the researchers, the design education is determined by the following qualitative features (Fig. 1) [13]:

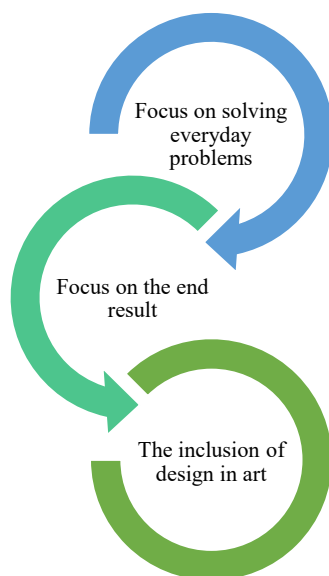


Figure 1. Structure of qualitative features of design education

In the context of research, it is necessary to clarify the current understanding of “design education”. E. Tkachenko and S. Kozhukhovskaya define “design education” from two perspectives [14]. First, as a systematic form of organising the cultural environment in an educational institution, society, and the state. Second, design education can be presented as a means (tool) of creative self-fulfilment of the future specialist and their communication with society [14]. Therefore, one of the tasks of the selected study was to cover the features and state of professional training of future designers in European higher education institutions that have the highest rating. Based on the analysis of information sources [15; 16], it was discovered that in compiling this rating, attention is drawn to the list of specialities in which applicants for higher education are trained, levels of higher education, educational programmes, scientific achievements of higher education institutions, etc. During research aimed at analysing the state of training specialists in a particular field (speciality) to evaluate the content of training, the following parameters were used: 1) educational qualification levels (bachelor, master, doctor of philosophy); 2) types of professional activities of graduates (research, production and technological, organisational and managerial, project, etc.), according to which the HEI provides training; 3) the main educational

programmes that are implemented by the HEI in the field (speciality) of training; 4) the development of individual educational trajectories of students and their receipt of consultations in HEI on the chosen disciplines 5) state certification; 6) interdisciplinary approach; 7) availability of an interdisciplinary state exam [11]

In the current conditions, the renewal of the higher professional education system in Ukraine requires further study through the prism of positive foreign experience in training, in particular design specialists, among which a special place, due to the holistic concept of professional education, is occupied by the training of specialists in the UK [17]. According to the QS 2019 ranking of world universities in the field of “Art and design”, two leading positions are occupied by universities in the United Kingdom, namely the Royal College of Art (1st place) and the University of the Arts London (UAL) – 2nd place [15]. Notably, the Royal College of Art is the oldest art and design university in the world, the priority areas of which are innovation and the creative component of education. The wide range of disciplines studied is based on a solid foundation of practical research and combines the following subjects: natural sciences, technology, engineering, art, and mathematics (Table 1) [17].

Table 1. Parameters and indicators for evaluating the content of training specialists in the field of design of the Royal College of Art of the United Kingdom

No.	Parameter	Indicator
1	Educational and qualification levels	Bachelor of Arts and design, Master of Arts (MA), Master of Natural Sciences (MSc), Master of Philosophy (MPhil), Master of Research (MRes), PhD
2	Duration of training	Bachelor's degree – 3 years; Master of Science – 1 Year (2 years – extramural form); Doctor of Philosophy – 3-4 years
3	Types of professional activities of graduates	Production and technological, research, project, innovation. PhD Research centre: PhD Design Centre – research, project; Intelligent Mobility of PhD – organisational and managerial, project
4	Educational programmes	– Design (MPhil/PhD), MREs design, PhD design; – MA product design; – Fashionable men's clothing MA; – Fashionable women's clothing MA; – Global innovative MA/MSc design; – Healthcare and MREs design; – Innovative design. MA engineering; – Intelligent Mobility; – MA Design Service; – Textile MA
5	Organisation of the learning process	Bachelor's degree: lectures, seminars, work in studios and fashion laboratories, project work (the main part of training), industrial practice. Master's degree: group work, seminars, emphasis on self-study. Doctoral studies: lectures, practical exercises, dissertation research
6	Development of individual educational trajectories of students	The institution offers hundreds of programmes of the appropriate level, the student freely chooses one of them
7	State certification	Diploma project (Bachelor's, Master's) publication of research material, dissertation (doctoral programme)
8	Interdisciplinary approach	+

The University of the Arts London (UAL) has been ranked second in the world in the field of Art and design for two consecutive years. It has more than 19,000 students from more than 130 countries. UAL unites six colleges of art, design, and fashion [15]. The university offers three-level training. In the context of the study, hereinafter the activities of the London College of Fashion will be analysed, which provides educational services to future humanities specialists of “Bachelor” degree (Table 2). During the last year of bachelor studies, design students perform assistant work in cooperation with companies and organisations on their own professional design projects (final projects) [18].

The seventh place in the QS ranking of world universities in 2019 in the field of “Art and design” is occupied by Aalto University, Finland. Aalto University is a new university established in 2010, it is a merger of three leading universities in Finland – the Helsinki School of Economics, the Helsinki University of Technology and the Helsinki University of Art and Design. Educational services in the

field of art and design at Aalto University are provided by the School of art, design, and architecture (Table 3). Collaboration and interaction between all the different disciplines of the school challenge technological thinking and place more emphasis on a user-centric approach to the creative process. This university offers new opportunities for multidisciplinary education and research [18]. At Aalto University, science and art are combined with technology and business. The focus is on interdisciplinary projects and practical training. Therefore, a characteristic feature of training in professional HEIs is a close connection with the production. Due to this, graduates obtain considerable work experience and have a wide range of professional skills (Table 3).

Universities and institutes in Finland have not only achieved, but also constantly maintain a high level of quality of education. This applies to teaching, a wide range of courses offered in English, and research work, creating comfortable conditions for students and postgraduates to study and live.

Table 2. Characteristics of the state of training of design specialists at the London College of Fashion (LCF)

No.	Parameter	Indicator
1	Educational and qualification levels	Bachelor of Arts – BA (Hons)
2	Duration of training	3 years
3	Types of professional activities of graduates	A mixture of educational, discursive and problem-solving project activities
4	Educational programmes	– BA (Hons) – 3D effects for production and fashion; – BA (with honours) – Individual tailoring; – BA (Hons) – Fashion bags and accessories; – BA (Hons) – Cordwainers shoes: product design and innovation; – BA (Hons) – Stage costume; – BA (with honours) – Creative area for fashion; – BA (with honours) – Fashion shopping and merchandising; – BA (with honours) – Fashion Contour; – BA (Hons) – Fashion design and development; – BA (with honours) – Fashion Design Technology: men's clothing; – BA (Hons) – Fashion Design Technology: women's clothing; – BA (Hons) – Fashion jewelry; – Bachelor of fashion (with honours); – BA (with honours) – Fashion Media: practice and criticism; – BA (with honours) – Fashionable cut; – BA (Hons) – Fashion public relations and communications; – BA (Hons) – Fashionable sportswear; – BA (with honours) – Fashion style and production; – BA (Hons) – Fashion textiles: embroidery; – BA (Hons) – Fashion textiles: knitting; – BA (Hons) – Fashion textiles: print; – BA (with honours) – Fashion Visual: merchandising and branding – BA (with honours) – Hairstyle and makeup for fashion; – BA (with honours) – Hairstyles, makeup, and prosthetics; – Bachelor's degree (with honours) – Fashion Management; – Bachelor's degree (honours) – Fashion psychology
5	Organisation of the learning process	Lectures, practical exercises, work on real orders and projects (the main part of training), industrial practice
6	Development of individual educational trajectories of students	The widest selection of courses and programmes
7	State certification	Final project
8	Interdisciplinary approach	+

Table 3. Characteristics of the state of training of specialists in the field of design at the Aalto University School of Arts, Design, and Architecture, Finland

No.	Parameter	Indicator
1	Educational and qualification levels	Bachelor's degree (candidaatti), Master's degree (masteri), Licentiate (lisenziatti), Doctor of Philosophy (tohtori)
2	Duration of training	Bachelor's degree – 3 years, Master's degree – 2 years, Licentiate – 2 years, Doctor of Philosophy – 2-4 years

Table 3, Continued

No.	Parameter	Indicator
3	Types of professional activities of graduates	Development of free research activities. solving systemic problems and innovations, where scientific discoveries are deeply integrated with design and business thinking, applied education
4	Educational programmes	Bachelor of Design Fashion, Bachelor of Arts Design, Bachelor of Arts Master's programme in general and industrial design; Master's programme in modern design Master's programme in fashion, fashion design and textiles; Master's programme in creative sustainability Master's programme in international business management design
5	Organisation of the learning process	Several types of classes (lectures, seminars), performing exercises, writing papers, or other forms of independent work
6	Development of individual educational trajectories of students	90 training programmes in the fields of art, art education, architecture, design, film, television and scenography, media, graphic design, and photography
7	State certification	Bachelor's thesis Master of Science thesis, Doctoral thesis
8	Interdisciplinary approach	+

The nineteenth place in the QS world university ranking is occupied by the Design Academy Eindhoven (DAE), the Netherlands. Learning there is personality-oriented. The Design Academy Eindhoven believes that curiosity and

openness to creative ideas and creative people are a vital part of the design. The Design Academy is a place where students learn how to fully fulfil themselves, determine their future purpose, and find their own life path [15; 16] (Table 4).

Table 4. Characteristics of the state of training of design specialists by the Design Academy Eindhoven (DAE), the Netherlands

No.	Parameter	Indicator
1	Educational and qualification levels	Bachelor's (BSc), Master's (MBA) – doctorandus
2	Duration of training	Bachelor's degree – 3 years; Master's degree – 1-2 years
3	Types of professional activities of graduates	A wide range of design and research skills, scientific activities, educational innovations, knowledge development, and research
4	Educational programmes	Interdisciplinary departments: Faculty of human and life; Faculty of human and communications; Faculty of human and welfare; Faculty of human and leisure; Faculty of human and mobility; Faculty of human and identity; Faculty of human and activity; Faculty of human and public space; Faculty of sustainable structures. Three master's programmes in the field of contextual design; social design; design information
5	Organisation of the learning process	Seminars, training halls, master space
6	Development of individual educational trajectories of students	According to the concept of training, the structure of the curriculum is designed to be flexible: students can freely move between the faculties of the HEI. All of them then graduate with one joint Bachelor of Design degree
7	State certification	Bachelor's degree exam; master's thesis
8	Interdisciplinary approach	+

In the course of professional training for students of Bachelor degree, the following subjects are taught: theory and history of art, architecture, fashion and design, graphic

design, industrial design, etc. For Master's students, the focus is on a comprehensive study of complex social and cultural issues. DAE has gained international fame as one

of the most conceptually verified design institutes in Europe for these studies. The work of its teachers and graduates brought it international recognition. According to the indicators of the British specialised magazine "Icon", DAE is one of the five most influential world training centres in the field of design [19]. Graduates of the Academy are nominated for the "Designer of the Year" award, held by the Museum of Design in London [20].

The Royal Danish Academy of Fine Arts (KADK)

is ranked 20th in the 2019 QS World University Ranking (Table 5). KADK is a higher education institution under the auspices of the Ministry of higher education and science, providing three main areas of education: architecture, design, and conservation, which are divided into seven departments. The Royal Danish Academy of Fine Arts is a prestigious HEI with a wide range of its own teaching methods accumulated over almost 300 years [15; 16].

Table 5. Characteristics of the state of training design specialists of the Royal Danish Academy of Fine Arts (KADK)

No.	Parameter	Indicator
1	Educational and qualification levels	Bachelor of Fine Arts (BFA), Master of Fine Arts (MFA)
2	Duration of training	Bachelor's degree – 3 years, Master's degree – 3 years
3	Types of professional activities of graduates	Search, practice, and art; research of works of art, practices and styles of painting; project activities, training techniques, research and experiments, methods of working with materials
4	Educational programmes	Architecture, design, and conservation: sculpture; graphics; drawing(painting); media art; design and decoration art; exploration of language, space, and scale from the perspective of art; study of media art in the context of time
5	Organisation of the learning process	Art training through personal guidance, group orientation (group criticism), seminars, presentations and criticism; for independent creativity of students, there are many equipped workshops and laboratories; permanent exhibitions of students' works in the academy, galleries, museum halls
6	Development of individual educational trajectories of students	–
7	State certification	Graduation exhibition
8	Interdisciplinary approach	+

Highly qualified teaching staff, own equipped workshops and laboratories, a campus with an extensive infrastructure, permanent exhibitions of students' works in the academy, galleries, museum halls provide a highly rated diploma in the artistic environment. Graduates work not only as artists but also as teachers, appraisers, designers, experts, consultants, etc. Research in Denmark is virtually fully concentrated in universities, so the preparation of research for obtaining a Doctor of Philosophy (Ph. D) degree and its open defence to the public takes place at relevant specialised universities. Universities in Copenhagen, Aarhus, Odense, Roskilde, and Aalborg have a full cycle of study along with doctoral studies [15; 16].

Thus, the analysis of the structure of training specialists in European higher education institutions, which have the highest rating in the field of design, showed that the training of future designers is carried out in accordance with the requirements of step-by-step education. Notably, all European countries are characterised by continuous advanced training, which has its own specific features and consists of phased vocational training and self-improvement.

Therefore, the main priority in the field of design education in European countries is the continuous provision of development and quality of higher education.

Conclusions

Thus, the quality of higher education can be characterised as its compliance with the established needs, purposes, standards determined by individual citizens, organisations, society, and the state. The developing function of the future designer's educational activity affects not only the subjects of the educational process but also the potential consumer – society. For that reason, it is necessary to systematically review the ratings of related universities, study their experience, conduct a comparative analysis, identify promising trends, and adapt them to the Ukrainian education system to improve quality indicators in the training of future fashion designers. Prospects for further research are in a deeper study and detailed analysis of the education system of leading European universities to disseminate foreign experience in training fashion designers in Ukrainian design education.

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