

PEDAGOGY
DISTANCE EDUCATION AS THE MAIN PROBLEM OF YOUNG PEOPLE

INNOVATIVE METHODS OF TRAINING IN DESIGN-PROJECTING DURING PROFESSIONAL TRAINING OF FUTURE BACHELORS OF PROFESSIONAL EDUCATION IN THE FIELD OF DESIGN

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One of the ways to modernize the Ukrainian higher education system is to introduce innovative pedagogical technologies and teaching methods into the educational process of higher education institutions. Education, which is an important part of society, should immediately respond to events within it, adapt to scientific and technological progress, economic trends and influence all spheres of life.

The development of the higher education system requires the study and implementation of modern technologies and new methods of teaching future professionals from the side of pedagogical science and practice. Innovations in pedagogy are related to globalization and integration processes taking place in society.

In Ukraine, innovation activities are provided for by law. On February 5, 2023, Law of Ukraine No. 2859-IX came into force, amending the Laws of Ukraine "On Priority Areas of Science and Technology Development" and "On Priority Areas of Innovation Activity in Ukraine" to extend the priority areas approved by these laws for 2023. The implementation of these acts allowed for the continuation of funding for research and development initiated in previous years, and made it possible to conduct competitive selections for new research and development in accordance with the approved priority areas for the development of science and technology and innovation in Ukraine.

Innovations in education are a dynamic and evolving phenomenon, resolving contradictions between the traditional system and new educational needs. The essential feature of innovation is its ability to influence the level of professional activity of a teacher and expand the innovation field in educational institutions and regions. As a systemic formation, innovation is characterized by integral qualities: innovation process, innovation activity, innovation potential, innovation environment [1]. Therefore, the analysis of the current state, problems and prospects of introducing innovations in the field of education in the field of design and technology deserves special attention.

Innovation in education arises through the creative search for original solutions to pedagogical problems, which leads to the renewal and improvement of the theory and practice of teaching, directing them to achieve the goal.

The main innovative technologies used by modern design professionals in the field of design are a targeted systematic set of techniques and organizational tools to

optimize the educational process from defining the goal to obtaining results in the design process [4].

It is important to note that innovative approaches to teaching in professional design education for future bachelors are not limited to the use of modern technologies or following educational trends. They also include methods that focus on students, encouraging them to actively cooperate with fellow students and teachers during classes and promoting their active development. These approaches differ from traditional learning, which focuses on the transfer of knowledge, as they probe more deeply into what students actually learn during lectures and practical assignments, encouraging more active and attentive student work [3].

Initially, innovations in education were associated with reforms in the industry. Scientists such as O. Arlamov, M. Burgin, V. Zhuravlev, A. Nichols, and N. Yusufbekova considered the concept of innovation in pedagogy as useful, progressive, positive, modern, and advanced. Among the researchers who have studied innovations in education, we should mention the works of I. Bekh, L. Danylenko, I. Dychkivska, M. Klarin, O. Pekhota, O. Popova, L. Podymova, A. Prigozhin, V. Slastenin, and A. Khutorsky. The term "innovation" (from the late Latin "innovatio" - "renewal, novelty, change") refers to purposeful changes that introduce new stable elements into the environment, causing the system to move from one state to another [4].

The issue of reorientation of vocational education in Ukraine to a competency-based approach is given an important emphasis in the works of such authors as Hrytsenok I., Kovalenko O., Korotkova L., Lazareva T., Nikulina A., Bryukhanova N. and others. The analysis of curricula for the training of fashion design specialists in different countries is also covered in the works of Babiy N., Kyselova V., Ryabchykova M., Ryabchykova K. and others. However, the problem of introducing innovations in the professional training of design professionals remains not fully studied. Additional research and analysis of innovative approaches in this area can contribute to a deeper understanding and solution of this problem, contributing to the further development of vocational education in Ukraine.

This problem gained significant prominence in the second half of the twentieth century, due to significant scientific and technological breakthroughs and radical changes in traditional ideas about the world, life, its values and the future of civilization. From the 50s to the 80s of the twentieth century, foreign pedagogy showed considerable interest in educational innovations, with the main focus on the creation of educational alternatives - pedagogical systems and concepts. These systems served as centers of scientific and pedagogical research and dissemination of new ideas, such as anti-egalitarianism (protection of variability, differentiation and continuity of education); diversification (providing each student with higher education according to his or her individual abilities and interests); multicultural education (taking into account the ethnic, national, religious identity of students).

Democratic trends have contributed to the spread of the rationalist model of education (providing knowledge to adapt to real life) and the phenomenological model

of education (using knowledge and experience to build a life on one's own and solve personal problems).

Another method that emerged in the 1990s is known as Human-computer interaction, which studies the interaction of people with computers. This method, inspired by design thinking, is aimed at improving the user experience. Compared to Design Thinking, Human Centered Design combines several stages into one. This approach focuses on users, their needs and problems, and has become a key component of design thinking. In 2005, IDEO introduced Human-centered design as an innovative approach that takes into account the needs and requirements of users. This method has become popular in various fields, including business, medicine, and education.

The newest method in the arsenal of design thinking designers is "Jobs-To-Be-Done". This is an approach to product development based on understanding both the specific goal or "job" of the client and the thought processes that can lead this client to "hire" your product to perform the work. It has no common framework and no accepted standard in the process. That's why it's a great opportunity to see how different companies use it and adapt it to the goals and needs of their product. Jobs-To-Be-Done focuses on identifying the basic needs and motivators of users, directing them to find the main task and solve it using their own methods and activities within.

Concluding from the above, we can highlight the benefits of innovative learning: encouraging research (innovative learning approaches encourage students to explore and discover new things, broadening their horizons); improving problem-solving and critical thinking skills (creative teaching methods allow students to learn at their own pace and develop critical thinking); avoiding the acquisition of a large amount of knowledge at the same time (breaking information into smaller parts helps students to better digest the material and master it faster).

Based on the analysis of the materials, we conclude that innovative teaching methods in design during the professional training of future bachelors of professional education in the field of design are aimed at the development and self-determination of modern designers in a changing society and the latest technologies.

References

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