



2nd INTERNATIONAL SCIENTIFIC-PRACTICAL CONFERENCE

**“EUROINTEGRATION IN ART, SCIENCE AND EDUCATION:
EXPERIENCE, DEVELOPMENT PERSPECTIVES”**

II МІЖНАРОДНА НАУКОВО-ПРАКТИЧНА КОНФЕРЕНЦІЯ

**“ЄВРОІНТЕГРАЦІЯ В МИСТЕЦТВІ, НАУЦІ ТА ОСВІТІ: ДОСВІД,
ПЕРСПЕКТИВИ РОЗВИТКУ”**

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Foreword

The Second International Conference *EUROINTEGRATION IN THE ARTS, SCIENCE AND EDUCATION: PERSPECTIVES, PERSPECTIVES OF IMPLEMENTATION* is an event that demonstrates the support of Ukrainian scientists by Lithuanian colleagues and is dedicated to the topical issues of fine arts, culture and pedagogy.

For the second year in a row, researchers with many years of experience, as well as undergraduate and graduate students, meet in the scientific space of the conference, which is in line with the principle of equality and aims to combine traditions and alternative approaches.

The conference proceedings reflect the main goal of the event - to bring together European and Ukrainian researchers, to highlight non-standard opinions and to establish ways of interaction in the field of interdisciplinary research. Our tasks are to find answers to the questions of how intergenerational knowledge and diverse perspectives can improve the sustainable development of education and science, how to integrate theoretical achievements into life, and how to combine science and art in the context of new demands and requirements of society.

The publication of the proceedings in an online format is a deliberate move by the conference organisers, in consistence with one of the priorities of the European Green Deal - the rational use of natural resources and the development of an ecological consciousness in the global scientific community.

Compilers

Передмова

Друга Міжнародна конференція «ЄВРОІНТЕГРАЦІЯ В МИСТЕЦТВІ, НАУЦІ ТА ОСВІТІ: ДОСВІД, ПЕРСПЕКТИВИ РОЗВИТКУ» – захід, що демонструє підтримку українських вчених литовськими колегами, присвячений актуальним проблемам образотворчого мистецтва, культури і педагогіки.

Другий рік поспіль в науковому просторі конференції зустрічаються дослідники з багаторічним досвідом та студенти і аспіранти, що відповідає принципу рівності та спрямовано на поєднання традицій і альтернативних підходів.

Матеріали конференції віддзеркалюють головну мету заходу – об'єднання європейських і українських дослідників, висвітлення нестандартних думок та налагодження шляхів взаємодії у царині міждисциплінарних досліджень. Наші завдання – це пошук відповідей на запитання, як знання різних поколінь та різноманітні точки зору можуть покращити сталий розвиток освіти і науки, як інтегрувати теоретичні здобутки в життя та поєднати науку і мистецтво в контексті нових запитів та вимог суспільства.

Публікація матеріалів в онлайн-форматі – усвідомлений крок організаторів конференції, який відповідає одному з пріоритетних напрямів у реалізації європейського «зеленого курсу» – раціональному використанню природних ресурсів та формуванню еко-свідомості у світовій спільноті вчених.

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THE ROLE OF THE PROJECT METHOD IN THE FORMATION OF PROFESSIONAL SKILLS OF VOCATIONAL EDUCATION STUDENTS

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Annotation. Modern vocational education requires adaptation to rapid changes in technology and industry, which is especially important for fashion design. The project-based method is an important tool in professional education that helps integrate theoretical knowledge and practical skills. This approach is especially relevant in the field of fashion design, where it is necessary to model real production processes and implement modern technologies. Project-based learning helps students develop creativity, critical thinking, independence, and teamwork skills, which are essential for a successful career in the fashion industry. This approach ensures high quality training, preparing students for the real conditions of professional activity.

Keywords: project-based learning, vocational education, fashion design, professional skills, creative thinking, teaching methodology, process modeling, educational process.

Introduction. An important aspect of modern vocational education is the adaptation of teaching methods to rapid changes in the industry. The project-based method is one of the most effective approaches, as it allows you to combine theoretical knowledge with real-world production conditions. In the field of fashion design, this method is especially important as it allows students to develop the practical skills necessary to work in the dynamic and rapidly changing fashion industry. Project-based learning helps to develop professional competencies that are critical for a successful career in this field.

The project-based method is an effective approach because it actively involves students in the learning process, develops their independence, creative thinking, and ability to work in a team. The use of this method in the training of fashion designers allows modeling real production processes, introducing modern technologies, which improves the quality of training. Studying the impact of the project method on the formation of professional skills in the field of vocational education is important for assessing its effectiveness and improving the educational process.

Theoretical part

The project method is an effective teaching approach that fosters independence, creativity, and teamwork. It focuses on solving tasks that simulate real-world processes, crucial in clothing design. This method integrates theory and practice, enhancing students' professional readiness (Kokotsaki, Menzies, & Wiggins, 2016) and develops critical thinking and decision-making skills (Mitchell, Crawley, & Hosoi, 2024). Key features:

1. **Focus on independent activity** — Students work individually or in groups, developing responsibility and self-control.
2. **Activation of cognitive activity** — Encourages exploration and creative problem-solving.
3. **Flexibility** — Tasks are tailored to students' levels and individual needs.

4. **Interdisciplinary approach** — Incorporates knowledge from multiple subjects, making learning holistic.

5. **Practical significance** — Results in tangible products for professional use. The project method is seen as temporary work aimed at achieving a unique result under limited resources and time (Kerzner, 2022; PMBOK, 2021). This approach integrates planning, execution, and control. Primary objectives:

- **Integration of theory and practice** — Students apply theoretical knowledge in real-world scenarios.

- **Development of independence and critical thinking** — Encourages problem-solving and decision-making.

- **Formation of professional competencies** — Students gain the practical skills necessary for future careers.

For students in "Clothing Design" project-based methods include:

- **Practical orientation** — Tasks mirror real professional activities, helping students master industry technologies.

- **Independence and teamwork** — Fosters individual work and collaboration.

- **Interdisciplinary approach** — Combines knowledge from various fields to solve complex problems.

- **Effectiveness** — Projects result in final products like models or presentations.

This method shapes qualified, work-ready professionals in clothing design. In clothing design, the project method simulates production processes and incorporates modern technologies, essential for the rapidly evolving fashion industry (Condcliffe, 2017; Kerzner, 2022). It promotes the development of critical thinking, communication, and teamwork skills. Modern trends in project-based learning:

- **Integration with digital technologies** — Use of online platforms and virtual labs.

- **STEAM education** — Combines science, technology, arts, and math in projects.

- **Interdisciplinary approach** — Viewing problems from multiple perspectives.

- **International collaboration** — Exchange programs providing additional opportunities for students.

The project method has evolved from ancient practices to modern educational systems, proving effective in preparing students for professional careers.

Project-based learning connects theory with practical experience, preparing students for real professional environments (Standler, 2019). It develops key competencies:

- **Communication** — Improving discussion and presentation skills.

- **Digital competence** — Using technology in project work.

- **Social and civic competence** — Involvement in socially significant projects.

- **Initiative and entrepreneurship** — Developing projects, assessing risks, and making decisions.

The method enhances students' skills, preparing them for the competitive job market. Project-based learning in clothing design allows students to:

- Analyze market trends and demand.

- Develop unique design projects and collections.

- Use modern tools like 3D modeling for prototypes.

Research shows that integrating digital technologies increases learning effectiveness and promotes innovative thinking (Richardson, 2020).

This allows students to develop not only professional competencies, but also the skills necessary for the modern work environment.

Conclusions. The project method effectively combines theoretical knowledge and practical skills, allowing students to work on real professional tasks. Students acquire the necessary

skills for working in the modern fashion industry, which helps form their professional competencies. The project method is an important element of the competence-based approach, as it promotes critical thinking, adaptability to changes in the professional field, and the integration of theoretical knowledge with real production processes, which is especially crucial in the clothing design industry. By modeling real conditions, the project method provides practical preparation for students, which is vital for their future careers. Applying the project method in clothing design education allows students to work with real production processes and use modern technologies in the design process. The project method fosters the development of creative thinking, independence, teamwork skills, and decision-making.

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