



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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INTERACTIVE TEACHING METHODS IN DESIGN DISCIPLINES USING FOLK ART

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Anotation. The article examines interactive teaching methods for design disciplines using folk art. It analyzes the impact of ethno-design on the professional training of future designers and the effectiveness of interactive approaches in the educational process. The study explores examples of incorporating folk artistic traditions into modern design and their role in shaping students' national identity.

Keywords: Interactive methods, design disciplines, folk art, ethno-design, professional training, national identity.

Introduction. Problem. The modern educational process in the field of design faces challenges related to developing students' creative abilities, preserving cultural heritage, and adapting traditional artistic practices to contemporary market demands. Many teaching methods remain traditional, which may reduce students' interest and motivation for learning. Moreover, there is a need to preserve national identity in the context of globalization, making the integration of folk art into the educational process of design disciplines highly relevant.

Objective. The purpose of this study is to analyze the effectiveness of interactive teaching methods in design disciplines using folk art. The research focuses on examining the impact of ethno-design on the professional training of future designers, enhancing their creative potential, and fostering national identity.

Research Methods. To achieve the research objective, a comprehensive approach was applied, including:

- Theoretical analysis of scientific publications and educational programs related to interactive teaching methods in design.
- Comparative analysis of traditional and modern teaching methods in design disciplines.

Theoretical part

Folk art is an integral part of the cultural heritage of any nation. It encompasses various types of artistic creativity, such as decorative and applied arts, folk painting, weaving, embroidery, wood carving, ceramics, etc. These elements not only preserve historical and ethnic features, but are also actively used in modern design (Hrynova & Paniok, 2023). Designers can adapt traditional motifs to modern trends, combining them with new technologies, materials and forms.

In the context of design education, the integration of folk art contributes to the formation of students' cultural identity, expands their understanding of artistic traditions and develops the ability to use authentic motifs in their own creativity. Thanks to this, students not only master the technical aspects of design, but also learn to create unique products with deep content.

Interactive teaching methods are aimed at the active interaction of students with the educational material, teacher and classmates. They allow to make the educational process more dynamic, stimulating independent cognitive activity of students. The use of interactive methods in teaching design disciplines increases the level of motivation, contributes to a deeper assimilation of knowledge and the development of creative potential (Kravets, 2023).

The effective interactive methods of learning include:

- Workshops and master classes. They allow students to directly get acquainted with folk art techniques, working under the guidance of experienced masters. This approach contributes to a deeper understanding of materials and techniques (Melnyk, 2022).

- Project activities. Includes students' creative tasks related to the use of folk art traditions in modern design. This contributes to the development of creative thinking and skills for independent design decision-making (Soroka, 2021).

- Discussions and discussions. They involve analyzing the influence of folk art on modern design, discussing global trends and ways to adapt traditional elements to the requirements of the modern market (Yurchenko, 2024).

- Virtual tours and multimedia presentations. Thanks to digital technologies, students can get acquainted with museum collections, archives and works of modern designers who use ethnic motifs. This allows them to expand their understanding of the possibilities of integrating ethnodesign into various areas of design (Kravets, 2023).

Integration of ethnodesign into design curricula can be carried out through various educational strategies:

- Development of specialized courses. The introduction of disciplines dedicated to the study of folk art and its use in modern design allows students to gain theoretical and practical knowledge in this area (Hrynova & Paniok, 2023).

- Cooperation with folk masters and cultural institutions. Inviting specialists to participate in the educational process, organizing joint projects and expeditions contribute to students gaining unique practical experience (Melnyk, 2022).

- Organization of exhibitions and competitions of student works. This contributes to the popularization of ethnodesign among young designers and provides an opportunity to present their own creative work to a wide audience (Soroka, 2021).

Thus, the use of interactive methods in teaching design disciplines with the involvement of folk art has a significant impact on the professional training of future designers. This allows combining traditional artistic values with innovative approaches, contributing to the creation of new design concepts that harmoniously combine national traditions and modern trends.

Conclusions. The use of interactive methods in teaching design disciplines with the involvement of folk art contributes to the development of students' creative potential, enriches their cultural worldview, and fosters national identity. Integrating ethno-design into the educational process enables the creation of unique design solutions that combine tradition and modernity.

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