METHODICAL APPROACH TO PROFESSIONAL TRAINING OF STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS

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INTRODUCTION

In modern science and practice, considerable attention is paid to the study of the philosophical and aesthetic, cultural, art history, psychological and pedagogical aspects of creativity. To date, the priorities in conducting scientific research have been identified; an analysis of pedagogical developments and research has been carried out; explored the possibilities of using new innovative techinologies in the educational process; identified key qualifications in the professional training of students of creative professions ; highlights the development of the content of each educational and qualification level and the corresponding curricula and programs; the corresponding scientific and methodological support has been created. Creative education, being in the process of formation, naturally focuses on the humanitarian worldview, the development of the humanitarian style of thinking of a new generation of students of creative profession.

Art education is the basis through which the image and form-making potential of the student-creative student is realized. Therefore, the development of methodological approaches and pedagogical foundations for the training of students of creative professions is extremely relevant. Among the most important methodological approaches, we consider the use of humanistic, culturological, integrative, activity-based, ecological, creative, systemic and prognostic (WELCH, 2001).

Analyzing educational programs and methods of professional training of students of creative professions in higher education, we came to the conclusion that they do not fully meet the challenges of the present in the context of the globalization of education. The issues of compliance of educational programs with the technical requirements of the future profession, assessment of the level of professional competence of a graduate, identification of the national component in in creative professions, and the like arise.

Considering this issue in the pedagogical plane, it is necessary to pay attention to the state normative documents, which disclose normative references and the content of education, reflect the training cycles and the structure of the knowledge system necessary for the formation of the competencies of a graduate of a higher educational institution - a bachelor of in creative professions (VEZZOLI, SCIAMA, 2006).

Taking into account the above, the purpose of this work is to pay attention to the criteria for the formation of professional competence of future students of creative professions , is reflected in the formulation of the goals of educational and professional training, determining the place of a specialist in the structure of the state economy, requirements for his competence and other socially important properties and qualities.

Professional training of students of creative professions provides for the integrated development of knowledge in the field of art, functional and technological processes,

structures and materials, building technologies, understanding the role of form, perspective, plastics, the meaning of light, color, texture and texture in the environment, as well as mastering the technology of forming a whole from individual elements and means of its organization, the specifics of artistic decor, the principles of the organic combination of the image, form with functional, constructive and technological components of the composition of the spatial organization of the subject-spatial environment as a whole (KONDRATIEVA, 2005).

METHODOLOGY

The purpose of the study is to investigate the methodological features of training future students of creative professions for professional activities. For this, a number of methods were applied, which form the research methodology. The study was carried out using the following theoretical methods: systems analysis and synthesis, induction and deduction, comparison, classification, generalization and systematization, idealization and abstraction.

RESULTS AND DISCUSSIONS

To formulate criteria for assessing the level of formation of professional competence of interior students of creative professions , we will analyze the cycles of professional training that form a specialist. The study of fundamental disciplines ("history of art", "ergonomics", "fundamentals of ecology and life safety" (including Ch. "Labor protection"), "color science", "painting", "drawing", " information technologies in creative professions”," marketing and management in creative professions”) is aimed at forming a wide range of knowledge, professional erudition and understanding of creativity as an integral part of national culture, as well as mastering the means and methods of artistic and imaginative transmission of in creative solutions.

The propedeutic cycle of disciplines is aimed at professional adaptation of thinking, feelings, visual features of perception, obtaining initial means and skills of working with plane, form, space, mastering aesthetic means of harmonizing formal-logical compositions and a variety of means of artistic expression of plane compositions and volume-spatial structures. The cycle includes disciplines: "basics of composition", "design graphics and fonts", "descriptive geometry and perspective", "design engineering", "materials science and decorative protective coatings", "construction, design of objects", "prototyping and modeling" , “Computer-aided design”, “foundations of the formation of a subject-spatial environment”, “furniture design”, “decorative plastic”, “phytodesign”, “design of environmental objects”, “design of exhibitions” (KELLEY, LITTMAN, 2001).

The methodology of the main profiling discipline "design-engineering" provides for the implementation of system design of various objects of the subject-spatial environment in accordance with the spheres of human activity (housing, industrial, socio-cultural, urban environment) (VOLCHIK, 2019).

Professional and practical disciplines ("furniture design", "exhibition design", "advertising design", "modern technologies and materials for the interior", "principles of arrangement and festive interior") form a set of practical skills necessary to create complex system objects of subject and spatial environment (RAMÍREZ-MONTOYA, ANDRADE-VARGAS, RIVERA-ROGEL, PORTUGUEZ-CASTRO, 2021).

An integral part of the educational process is the implementation of creative solutions using information technology and computer technology by studying a cycle of office and professional graphic programs such as: Ilustrator, Photoshop, CorelDraw, 3D-MAX, ArchiCAD, AutoCAD, Revit, Microsoft Office Word; Microsoft Office Excel, Microsoft Office PowerPoint. This is achieved through the study of such disciplines: "information technology and computer technology", "computer graphics", "information technology in design", "computer design", "design graphics and computer support" and others.

Extracurricular work is a key component in the professional training of future students of creative professions , since it accumulates the formation of professional competence by attracting students to creative competitions, scientific conferences, master classes and thematic evenings, and the like (SIROTINA, SCHEKOCHIKHINA, 2016; OVERTON, STUPPLES, MURRAY, GAMLEN, PALOMINO-SCHALSCHA, 2020).

Analysis of educational standards in the direction of "design", curricula and scientific research of leading experts in this area, allows you to formulate the requirements for the description of the educational result of professional training of future interior students of creative professions. The formation of the professional competence of the future creative student is reflected in the description of the learning outcomes (knowledge and understanding) (OVERTON, STUPPLES, MURRAY, GAMLEN, PALOMINO-SCHALSCHA, 2020):

The fundamental (natural science) training of a creative specialist should provide: basic knowledge of the fundamental natural sciences, in the amount necessary for mastering general professional disciplines and using the methods of scientific and project creativeactivities in the design of objects of the subject-spatial environment; understanding the importance of the formation of the artistic culture of the individual in the upbringing of the young generation; basic knowledge in the field of computer science and modern information technology; basic knowledge of software and algorithms for working in computer networks; basic knowledge of management fundamentals, principles of interaction between production and consumption of socio-cultural services, principles of enterprise competitiveness in the field of socio-cultural activities, marketing research management; basic knowledge of drawing and painting, color science, art history, theory and methodology of design, plastic anatomy, descriptive geometry (DIDENKO, ZORIY, RUDENKO, LYTVYN, HALIMOV, LUTSKYI, 2021).

Professional and practical training of a creative specialist should provide: an understanding of the essence of the laws of the process of reflecting the environment through the prism of his own worldview and creative creative concepts; understanding the meaning of all stages and components of the creative process of design activities with multidirectional design objects; professional knowledge about the current state and development trends of material and artistic culture; understanding the requirements of industry regulations for the preparation of technical and accompanying documentation on the topic of design development; understanding the meaning of modern techniques and means of volumetric-spatial modeling; in-depth professional knowledge regarding the formulation, visualization, argumentation and implementation of author's ideas when creating design projects of various levels of complexity; in-depth professional knowledge about the mechanisms of analysis and substantiation of the socio-psychological needs of design development; professional knowledge about the conditions for classifying objects of the subject-spatial environment; professional knowledge of the methodology for the formation of modern project design concepts; professional knowledge of the ways of developing complex design objects; methodology, methodology, practice of design engineering; methodology and practice of working with volumetric and planar objects; understanding the mechanism of analysis and justification of the socio-economic need for the development of specific creativeproducts; knowledge of the characteristics of consumer groups; knowledge of the principles and methodology for the implementation of the classification of design objects; methodology for the formulation of modern requirements for the construction of design concepts; fundamentals of market monitoring and previous design proposals for promising objects of design of the subject-spatial environment and equipment design; procedures for patenting design design objects; in-depth professional knowledge about the characteristics of various consumer groups; modern ideas about integrated systemic approaches to the analysis, assessment and management of the design process of the spatial-object environment based on the synthesis of logical and imaginative thinking; fundamentals of market monitoring and previous design proposals for promising environmental creative solutions.

The use of professional competencies is reflected in the description of learning outcomes (application of knowledge and understanding). The fundamental (natural science) training of a design specialist should provide: mastery of methods of observation, description, identification, classification of design objects; ability to use Internet resources; the ability to apply, develop and improve the acquired professional knowledge for the installation and solution of professional tasks in professional activity; the ability to apply professional approaches, design techniques, organizational and professional skills in the creative

process; the ability to translate the obtained theoretical knowledge in fundamental disciplines into the language of practice; the ability to comprehensively apply tools for the study of theoretical problems to solve practical problems; the ability to establish business relations with entrepreneurial organizations in the professional direction; the ability to create databases and use Internet resources (FILHO, SHIEL, ARMINDA, 2016).

Professional and practical training of a creative specialist should provide: the ability to use an arsenal of visual arts means: drawing, color, plastic, composition, technique and technology for the artistic transformation of the subject-spatial environment; the ability to organize work in accordance with the requirements of life safety and labor protection; the ability to use information technologies (packages of applied graphics and office programs Ilustrator, Photoshop, CorelDraw, 3D-MAX, ArchiCAD, AutoCAD, Revit, Microsoft Office Word; Microsoft Office Excel, Microsoft Office PowerPoint, etc.) to solve experimental, applied and practical problems in the field of professional activity; ability for business communications in the professional sphere, knowledge of the basics of business communication, teamwork skills; the ability to communicate freely on professional topics using professional terminology; the ability to plan the stages of development and implementation of complex design projects; be able to search, organize, analyze and generalize scientific information and practical developments in the field of creativity; readiness to design a set of objects at the system level; the ability to adapt design organizational, technical and technological activities to the economic requirements and conditions of the consumer market; the ability to use professionally profiled knowledge and practical skills to determine the compliance of technical means and technologies with the requirements of the design image; the ability to generate innovative ideas in design based on the integration of knowledge and practical skills in various types of arts, traditional techniques and new technologies; the ability to apply knowledge and ideas about the basic laws and modern achievements of world and national design and the ability to use them to solve professional problems; the ability to apply theoretical knowledge of marketing in the field of design to solve professional problems; the ability, independently or in co-authorship, to create design developments for objects of a subject-spatial environment of varying complexity in various fields of activity using modern technical means; the ability to draw up creative projects and the results of research works in compliance with the requirements of current standards; ability to plan, organize and deliver design project presentations; the ability to accurately and concisely formulate and visually reproduce the requirements for design objects using terminology specific to the artistic field and technical and graphic means; the ability to competently solve professional issues at all stages and components of project activities with various design objects; the ability, on the basis of a broad erudition and culture, to organically combine knowledge and practical skills in systemic and synergetic approaches to design and experimental activities in the field of design, ensuring that the results correspond to the current state and trends in the development of material and artistic culture; the ability to participate in the project implementation of the components of design development, to prepare technical and accompanying documentation on the topic of design development; the ability to use all modern creative techniques and means of design volumetric-spatial modeling; the ability to formulate, visualize, argue and implement the author's idea when creating design projects of various levels of complexity and areas of human activity, including all its stages (BABIKOVA, SOKOLOV, 2017).

Formation of judgments should reflect: the ability to accurately and concisely formulate the results of scientific and applied research using terminology specific to the artistic field; the ability to systematize, organize the knowledge gained and auxiliary information for planning, organizing and carrying out project activities in the field of art and design; the ability to self-critically evaluate their creative achievements, constantly replenish knowledge, improve their professional level; the ability to assimilate and adapt the scientific and cultural achievements of world civilization to their own creative activities; the ability to assimilate and adapt the scientific and cultural achievements of world civilization to the traditions of national culture and develop national traditions in design; the ability to self-critically evaluate one's creative achievements, constantly replenish knowledge, improve the professional level of a creative student (FIGUEIRÓ, RAUFFL, 2015);

understanding the conceptual foundations of contemporary art and creativity from the point of view of their aesthetic essence; be able to substantiate the appropriateness of the use of information coding systems, as well as artistic and technical-graphic means for the effective functioning of practical developments in the field of interior design; the ability to make suggestions and coordinate the work of a working group or unit for the development and implementation of a creative project; the ability to apply modern ideas about the philosophical foundations of creativity in professional activities.

CONCLUSIONS

Let us summarize and note that the formation of Creative education is, to a certain extent, the formation of its artistic component. The creativity itself is a powerful basis for the cultural component of society and can significantly influence the economic performance of the country. In this regard, the positioning of an interior creative student in the context of modern economic requirements becomes relevant; development of organizational and pedagogical foundations of professional training of future interior students of creative professions in higher educational institutions, taking into account the historical experience of domestic and foreign schools. In subsequent works, it is planned to highlight the experimental part in the context of diagnostics of the quality of higher education in the direction of "creativity".

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Methodical approach to professional training of students of higher educational institutions

Abordagem metódica da formação profissional de alunos de instituições de ensino superior

Enfoque metódico de la formación profesional de estudiantes de instituciones de educación superior.

Resumo

Um dos problemas importantes da formação de especialistas competitivos em profissões criativas é a fundamentação teórica e a implementação prática da ideia de integrar ciência e tecnologia, educação e produção, buscando, com base nisso, abordagens inovadoras para a educação criativa. Levando isso em consideração, o problema da integração do conhecimento no ensino superior adquire importância e apresenta uma série de vantagens. A universidade se depara com a tarefa de proporcionar aos alunos um sistema de conhecimento holístico, científico e flexível, que se modifica em função do perfil e da finalidade de cada tipo de instituição de ensino. Uma das maneiras mais eficazes de atingir esse objetivo é integrar o conteúdo, as formas e os métodos de ensino ao processo educacional.

Palavras-chave: Pedagogia. Alunos de profissões criativas. Problemas de treinamento. Métodos de ensino. Processo educacional.

Abstract

One of the important problems of training competitive specialists in creative professions is the theoretical substantiation and practical implementation of the idea of integrating science and technology, education and production, searching on this basis for innovative approaches to creative education. Taking this into account, the problem of integrating knowledge in higher education acquires significance and has a number of advantages. The university is faced with the task of providing students with a holistic, scientific, flexible system of knowledge, which is modified depending on the profile and purpose of each type of educational institution. One of the most effective ways to achieve this goal is to integrate the content, forms and methods of teaching into the educational process.

Keywords: Pedagogy. Students of creative professions. Problems of training. Methods of teaching. Educational process.

Resumen

Uno de los problemas importantes de la formación de especialistas competitivos en profesiones creativas es la fundamentación teórica y la implementación práctica de la idea de integrar ciencia y tecnología, educación y producción, buscando sobre esta base enfoques innovadores de la educación creativa. Teniendo esto en cuenta, el problema de la integración del conocimiento en la educación superior adquiere relevancia y presenta una serie de ventajas. La universidad se enfrenta a la tarea de dotar a los estudiantes de un sistema de conocimiento holístico, científico, flexible, que se modifica en función del perfil y finalidad de cada tipo de institución educativa. Una de las formas más efectivas de lograr este objetivo es integrar el contenido, las formas y los métodos de enseñanza en el proceso educativo.

Palabras-clave: Pedagogía. Estudiantes de profesiones creativas. Problemas de entrenamiento. Métodos de enseñanza. Proceso educativo.