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THEORETICAL AND METHODOLOGICAL BASIS FOR THE FORMATION OF NATIONAL-PATRIOTIC COMPETENCE OF FUTURE DESIGNERS

***Abstract.** The article deals with the theoretical and methodological aspects of the formation of national and patriotic competence in future designers. Particular attention is paid to the competence, cultural and integration approaches to the development of curricula, as well as the criteria for selecting their content. The expediency of structuring the content of educational components for the professional training of future designers on a cultural basis, taking into account the factors of successful project implementation, is proved. The article reveals the methodological guidelines and the role of the teacher in the formation of this competence through the inclusion of individual topics on ethnodesign in such educational components of the mandatory cycle of study as "Projecting" and the implementation of course projects in the discipline "Projecting". The levels of formation of national-patriotic competence are determined: value-semantic, content, operational and activity. The process of designing the curriculum of educational components within the educational and professional programme "Graphic Design" is outlined. It is concluded that the formation of national-patriotic competence through the culture of ethnodesign in the design creative activity of future designers is a priority area of pedagogical research, and in order to achieve the strategic goal of the state to popularise Ukrainian authentic design products, which will become an object of the domestic and foreign economy and market, will contribute to the unity of the Ukrainian people, strengthen the socio-economic, spiritual, cultural foundations of the development of Ukrainian society and state, which is a priority during wars.*

***Key words:** methodology, professional education, designers, national-patriotic competence, future designers, competence-based approach, cultural approach, curriculum development, professional training, graphic design.*

Рашевська А. Теоретико-методичні засади формування національно-патріотичної компетентності майбутніх дизайнерів. У статті розглядаються теоретико-методологічні аспекти формування національно-патріотичної компетентності у майбутніх дизайнерів. Особливу увагу приділено компетентнісному, культурологічному та інтеграційному підходам до розробки навчальних програм, а також критеріям відбору їх змісту. Обґрунтовано доцільність структурування змісту освітніх компонентів професійної підготовки майбутніх дизайнерів на культурологічній основі з урахуванням факторів успішної реалізації проекту.

Ключові слова: методологія, професійна освіта, дизайнери, національно-патріотична компетентність, майбутні дизайнери, компетентнісний підхід, культурологічний підхід, розробка навчальних програм, професійна підготовка, графічний дизайн.

Introduction. Ensuring high-quality professional training of specialists, including future designers, is one of the important tasks of higher education institutions. In the context of the competence-based approach, this task is specified as a requirement for higher education students to develop professional competence at a level that will allow them to integrate into the professional environment easily enough. One of the key competences that are included in the integrated professional competence of a future designer is national and patriotic competence, the formation of which takes place throughout the entire period of professional training in educational programmes of relevant specialities and educational levels. An important element of this process is teaching students the theoretical and practical foundations of ethnic design, the prerequisites for the formation of national identity through examples of art and design, as well as preparing them to apply the knowledge gained in their professional activities, as today the problem of forming the national and patriotic consciousness of young people, which is part of Ukraine's national security, is extremely acute. The problem of forming the national-patriotic competence of future bachelors of design is becoming especially relevant in modern design education. In the context of Russian aggression and given the challenges facing Ukrainian statehood, it is crucial to form a personality that will be aware of its place and role in the establishment

and protection of national values and the globalisation processes currently taking place in Ukraine.

Russian aggression against Ukrainian statehood clearly demonstrates the importance of the historical and cultural component in the higher education system. The pseudo-scientific facts that Russia uses to justify its aggression, the pseudo-concepts of "one history" and "one people" that it uses to justify the seizure of our territories, make it imperative to study Ukrainian history (especially the struggle of the Ukrainian people for their independence and identity) and culture with its unique national achievements. The importance of strengthening the historical and cultural component as a mandatory part of higher education is emphasised in the Decision of the National Agency for Higher Education Quality Assurance of 21 June 2022 on the historical and cultural component of the educational process, which states that "it is the study of the history and culture of one's own people, combined with the study of other fundamental humanities and social sciences, that forms civic identity and patriotism".

In particular, the active processes of globalisation and neglect of national heritage in the XX century, when the rapid development of technology made it possible to replace handmade art with cheaper machine-made art, have already led to an urgent need to return to the origins of folk art, revive forgotten techniques, and restore the spiritual heritage of ancestors reflected in naive unprofessional painting. Therefore, modern design education needs to be updated by referring to cultural and historical traditions, reviving them and including them in the curriculum. The cultural, artistic and historical values of the Ukrainian people are an important component of professional design education, so it is extremely important to foster in students a sense of patriotism, civic responsibility, national and cultural identity, the ability to preserve and enhance cultural and artistic values, and for this purpose it is necessary to create appropriate conditions in the educational process. In turn, this also creates a special need for the formation of national and patriotic competence as a systemic process enriched with the latest pedagogical technologies and methods.

Analysis of recent research and publications. Analysing recent research and publications, we have come to the conclusion that a large number of works and scientific studies are devoted to the study of civic and patriotic competence in various aspects. A fundamental study in this area is the work of E. Antonovych, who examines the peculiarities of aesthetic education of adolescents by means of folk art (Antonovych, 1997). A. Brovchenko's work

on the formation of professional competence in future teachers of labour training in the discipline "Fundamentals of Ethnodesign" is also thorough (Brovchenko, 2011). The theoretical and methodological foundations of teaching ethnodesign to students in higher art educational institutions are considered in her dissertation by A. Rudenchenko (2017). In particular, the issue of the prospects for the implementation of a competence-based approach in design education was considered in the study by S. Chirchuk (2011). Ways to introduce ethno-design into the educational practice of future designers were analysed in the works of Y. Didovets (2020). Some problems of the ethnic and national aspect in the practice of future designers were highlighted in the studies of V. Kardashov and H. Chemerys (Kardashov & Chemerys, 2018; Chemerys, 2021). The process of formation of design education in Ukraine is considered by V. Danylenko (2002).

In analysing scientific research, we have come to the conclusion that a fairly significant number of works and scientific studies are devoted to various aspects of the problem of forming national, patriotic and civic competences. The components of national and patriotic competence - patriotic and civic competence - are studied in the works of such Ukrainian scholars as N. Lazurina (2013), O. Pometun (2005), and others. A. Havryliuk (2016) approaches national and patriotic competence as a component of professional competences of students of tourism studies.

In our research, we rely on the conceptual foundations of the cultural content of design education, which defines the content as a pedagogically adapted model of the social experience of mankind in the context of the formation of national and patriotic competence. The outlined principles are made possible by applying a set of cultural, historical, multicultural and interdisciplinary approaches, which, in their synergy, interact to form a deep understanding of national identity through the prism of national and patriotic competence and professional growth. The historical approach allows students to gain a deeper understanding of important historical events and personalities that have influenced the formation of national identity and study them in the context of visual culture and design. The cultural approach focuses on the study of cultural values, traditions and customs, which is the basis for the formation of students' national and patriotic competence through their practical experience of studying art and cultural heritage. The multicultural approach takes into account the interaction of different cultures and ethnicities in Ukraine, analysing how their influence shapes modern national and regional identity, which is important in a globalised society. An important unit of such

content is the universal methods of creative project activity as a fundamental object of the content of modern design education.

It is worth noting that in the process of forming the national-patriotic competence of future designers, it is important to use an integrated approach that includes the interaction of different methodologies to maximise learning. Thus, interdisciplinary and integrative approaches are the basis for creating a holistic picture of knowledge, as they combine different disciplines and ensure the connection of national and patriotic values with history, art, technology and other fields. As a result, students gain a deep understanding of national identity through the prism of various aspects of culture and society. This integration is complemented by a systems approach, which provides an opportunity to consider the objects under study through system modelling. This allows students to identify new connections between elements of the national and patriotic context, which deepens their understanding and promotes complex thinking. The acmeological approach, in turn, emphasises the importance of continuous self-improvement and professional excellence, which is aimed at educating students as conscious citizens capable of creating patriotic design projects. The competency-based approach is closely related to the acmeological approach, as it focuses on the development of key competencies necessary for professional and personal fulfilment. At the same time, this approach includes elements of national and patriotic education, which allows students to form value orientations based on national culture. Personality-oriented and individualised approaches complement the set of methodologies, focusing on the individual characteristics of students. They allow creating an educational environment that takes into account the abilities, interests, and needs of each student, giving them the opportunity to express themselves and develop their own national identity through creative projects.

The aim of the research is the justification of the theoretical and methodological aspects of the formation of national-patriotic competence in future designers.

Outline of the main material. Thus, the interaction of these approaches creates a multifaceted platform for the formation of the professional competence of future designers in the context of national and patriotic education, ensuring the harmonious development of their knowledge, skills, values and professional qualities.

Organisational and methodological conditions for the formation of national-patriotic competence of future designers are a complex of interrelated and ordered internal (motivation, ability to reflect, peculiarities of students'

cognitive processes) and external (purpose, content, forms, methods and means of teaching ethnodesign) factors, due to the influence of which the effective formation of national-patriotic competence in higher education students is achieved.

In our study (Rashevs'ka, 2019; Rashevs'ka, 2022; Chemerys, & Rashevs'ka, 2022), in order to substantiate the organisational and methodological conditions, it was necessary to clarify the problems existing in the process of forming the national-patriotic competence of future designers in the course of professional training. For this purpose, a survey of stakeholders was conducted: representatives of employing enterprises, teachers and students of higher education institutions.

The survey of representatives of employing enterprises found that most respondents consider the level of training of graduates of higher education institutions to take into account the principles of ethno-design in their own design activities to be insufficient. The question "Please assess the level of training of designers - university graduates in the ability to integrate ethno-national aspects in their design activities on a 5-point scale: from 1 (unsatisfactory) to 5 (professional)" was answered by 19 out of 22 respondents. The assessment was based on three indicators: I - the ability to create design objects with features of national identity; II - the ability to use ethno-design concepts in professional activities; III - knowledge and understanding of the basic concepts of ethno-design. The results are presented in Fig. 1.

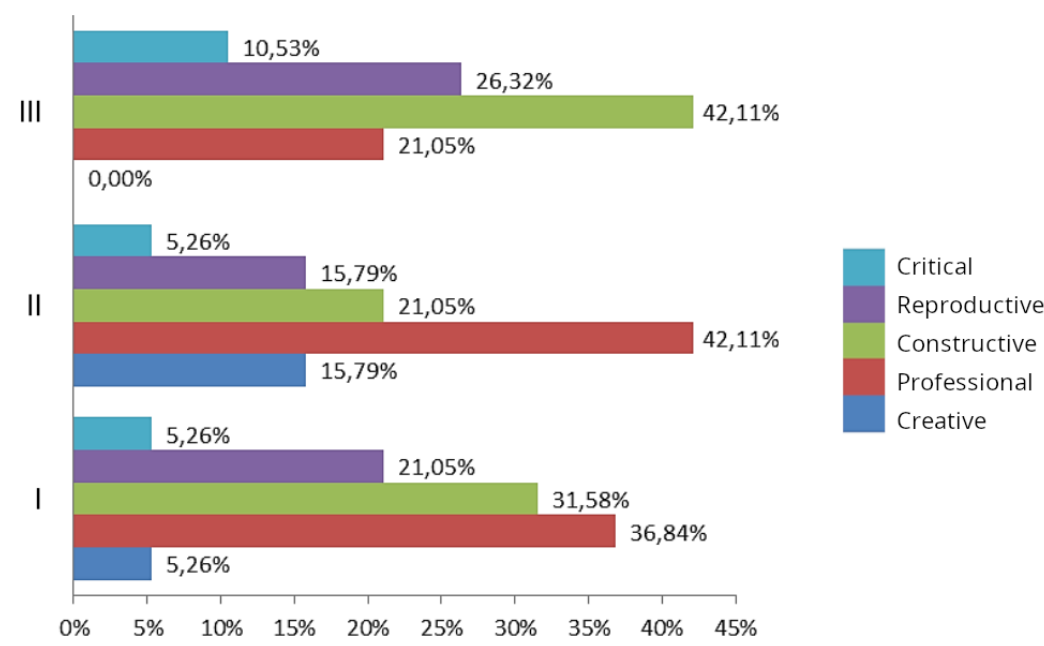


Fig. 1. Results of the survey of employer representatives

According to the surveyed employers, designers are generally ready to produce design objects that will be examples of national identity in the performance of professional tasks, but to a limited extent, under the direct supervision of experienced professionals or by a model. The professional and high level of preparedness of graduates of higher education institutions for the use of ethnodesign according to the first ("ability to create design objects with features of national identity") and second ("ability to use ethnodesign concepts in professional activities") indicators, which reflect the mastery of approaches to creating design objects with features of national identity, was noted by less than a third of respondents (26.31% - according to the first indicator, 21.05% - according to the second indicator). The situation is somewhat better for the third indicator, "knowledge and understanding of the basic concepts of ethnodesign": 36.85% of respondents noted the professional and high level of graduates, but in some cases this only indicates theoretical knowledge and the ability to use stereotypical and trivial approaches.

The survey of higher education students - future designers was conducted using the author's questionnaire for self-assessment of competence in applying knowledge and skills to integrate ethno-national context in design objects, which contained statements about knowledge, understanding and skills. The survey involved 172 respondents from different higher education institutions. The survey of higher education teachers was conducted using the author's questionnaire, which consisted of two blocks: 1) assessment of the level of use of teaching methods and tools in the educational process; 2) assessment of the degree of manifestation of the identified problems.

According to the results of the survey (Fig. 2), it was found that most often in the process of teaching object-oriented programming, teachers use the method of solving educational problems (90% of respondents) and the project approach (35% of respondents). Interactive teaching methods are not used at all by 60% of respondents and are used from time to time by 25%. The situation is similar with the use of the case method (not used by 55%, sometimes used by 25%) and business games (not used by 65%, sometimes used by 20%).

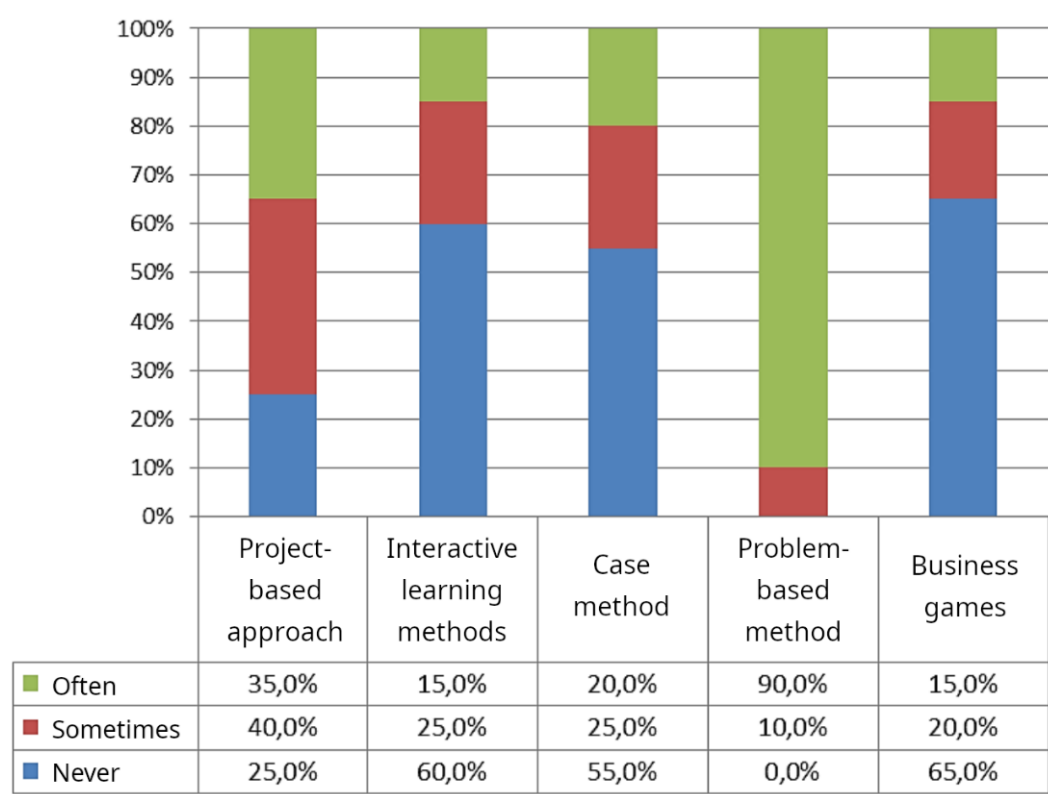


Fig. 2. Results of the survey of teachers on the use of teaching methods in the process of professional training of designers

Regarding the use of teaching aids, the survey results showed that teachers most often use distance learning courses of their own design or on the Moodle platform (80.0% of respondents) and visualization tools (50% of respondents). Other tools are used occasionally. Based on these data, it can be concluded that it is advisable to expand the arsenal of teaching methods and tools for the formation of national and patriotic competence. Particular attention should be paid to strengthening the interaction between the subjects of the educational process using interactive methods.

The teachers' answers to the questions of the second block of the questionnaire allowed us to identify the most important problems in the process of teaching future designers in the context of integrating national identity into design objects. These include: insufficient level of students' understanding of the importance of the national context in contemporary design; limited number of practical tasks based on ethno-cultural topics; insufficient level of students' motivation to study national artistic traditions; limited access to materials on the history of art and design related to Ukrainian culture; lack of students' practical skills in integrating national themes into design objects. According to the respondents, the following problems are of the least importance: the

complexity of studying the history of art and design; low level of student interest in studying theoretical aspects of culture; insufficient technical support for working with Ukrainian ethno-design materials.

Further surveys of teachers made it possible to identify the most favorable conditions for the effective formation of the national-patriotic competence of future designers.

Based on the analysis of the organizational features of the process of professional training of future designers in higher education institutions, as well as taking into account the survey data, we have identified four leading organizational and methodological conditions for the formation of national-patriotic competence of future designers, which are described below.

Formation of positive motivation of students to use national and patriotic aspects in design. To implement this organizational and methodological condition, it is necessary to direct the joint activities of teachers and students to stimulate future designers' personal interest in researching national cultural values and integrating them into future projects. This can be achieved by constantly updating the content of academic disciplines to reflect current trends in design and technology, as well as by actively involving students in projects related to the national context. Creating a "situation of success" through timely recognition of students' achievements, as well as their immersion in professional tasks that meet the real challenges of the design market, will help to form a sustainable motivation to introduce national elements in their work. Timely response to students' learning problems and victories, maximizing the approximation of the content of educational tasks to production activities, involving design practitioners in discussing relevant aspects of the ethno-national context in the process of developing commercial projects. Timely response to students' learning problems and victories, maximizing the approximation of the content of educational tasks to production activities, involving design practitioners in discussing relevant aspects of the ethno-national context in the process of developing commercial projects.

Building a cross-cutting content and activity line in the study of professional cycle disciplines. In the process of analyzing the standard in the specialty 022 "Design" and educational and professional programs for the training of future designers in higher education institutions, it was found that "the ability to ... increase cultural and artistic ... values and achievements of society based on an understanding of the history and patterns of development

of the subject area, its place in the general system of knowledge about nature and society and in the development of society, technology and technology, to use various types and forms of physical activity for active recreation and healthy lifestyles", "the ability to apply knowledge of the history of Ukrainian and foreign art and design in artistic and design activities", "to use in professional activities manifestations of Ukrainian mentality, historical memory, national self-identification and creative expression; to apply historical creative experience, as well as successful Ukrainian and foreign artistic practices" and "to understand Ukrainian ethno-cultural traditions in the style solutions of design objects, to take into account regional peculiarities of ethno-design in artistic practices" are mandatory competencies and programmatic learning outcomes that future designers must master in the course of their professional training (Antonovych et al, 2018). In the structural and logical schemes, the propaedeutic courses for the formation of this line are "Introduction to the specialty", "History of Art" and "History of Design", which is the basis for studying other disciplines. These disciplines provide students with the necessary knowledge base about global and national artistic and design traditions, which allows them to form their own approach to national identity in design.

An analysis of the work programs of the disciplines of the cycle of professional training of future designers in the specialty 022 "Design" has given grounds to assert that the initial educational component is the discipline "Projecting", which lays the foundation for the practical application of knowledge in real projects. Other disciplines involve either using the acquired knowledge and skills as a tool for developing design objects or generalizing information about the ethno-national aspect of design. This approach allows for flexibility in the educational process. To solve the problems that arise in the process of achieving this goal, among all the variety of classical and modern forms and methods of teaching, we focus on the use of modern activity-based game and non-game interactive teaching methods (Interactive non-game methods, business games, projects, round tables, case method, etc.) Further project-differentiated components are "Term work on the discipline 'Projecting' ", "Training practice (project)" and "Qualification work". These educational elements contribute to the development of practical skills in creating design objects that are carriers of national identity through the constant integration of theoretical knowledge and practical tasks. Thus, the

formation of national-patriotic competence in future designers as a component of professional (or integrative) competence is possible by following a cross-cutting content and activity line and ensuring that the disciplines within which preparation for industrial development takes place are oriented towards the effective application of this paradigm.

Use of modern teaching methods and technologies. To increase the effectiveness of learning, it is recommended to use interactive forms and methods of teaching, such as project-based and problem-based learning, as well as game-based methods that activate the process of learning and the development of creative skills. These methods promote active participation of students in the learning process and allow them to practically use the acquired knowledge.

Involvement of specialists with practical experience in the educational process. An important aspect is the interaction of students with design professionals, in particular, with specialists working on projects based on national and cultural characteristics. Involving such experts in lectures, master classes, or workshops allows students to gain real insights into market trends and requirements for design that integrates national identity.

Conclusion. Thus, we state that the formation of national and patriotic competence of future designers is an integral part of their professional training for several important reasons. First, Ukrainian design has great potential for reproducing a unique national identity through the use of local cultural heritage, traditions and symbols. Forming in future designers an awareness of the values of their people will help create design products with Ukrainian authenticity that will meet international standards and be competitive in the international market. Secondly, future designers, as ambassadors of Ukrainian design, play a key role in popularizing Ukrainian culture and art abroad. They have the ability to transform Ukrainian heritage into modern and attractive images, which helps to strengthen the country's international influence and prestige. Such activities help to raise the prestige of Ukrainian design and contribute to economic development through increased exports of design products.

The proposed approaches to the formation of national and patriotic competence of future designers are based on current challenges in modern life, changing practices, and patterns of creative personality development. They are aimed at creating conditions for the realization of the creative potential of each

student through project and technological activities that contribute to the formation of key and subject competencies.

Therefore, the formation of national and patriotic competence in future designers is an important component of their training, which will contribute to the development of Ukrainian design as part of the world cultural heritage and promote the global popularization of Ukrainian culture and art.

Based on the results of the study, we formulate recommendations for the creation of organizational and methodological conditions for the formation of national-patriotic competence of future designers in the process of professional training in higher education institutions. A number of recommendations have been formulated to create organizational and methodological conditions for the formation of national-patriotic competence of future designers in the process of professional training. First, special attention should be paid to the development of students' motivational sphere. Sustained motivation to integrate national and patriotic values into professional activities is a key factor in the successful acquisition of relevant knowledge and skills. This can be achieved through the active use of innovative forms and methods of teaching that encourage students to engage in independent creative research and incorporate national symbols and cultural elements into design.

Secondly, it is important to ensure a single cross-cutting content and activity line of studying national and patriotic aspects within the professional training of designers. This line should cover both theoretical and practical components of the educational process, including tasks that involve the development of design objects based on ethno-national motifs. The joint work of the teaching staff of specialized departments to develop the content of this line is critical to achieving consistent results in the formation of professional competencies. Thirdly, the educational process should be enriched with various forms, methods and means of teaching that would encourage students to actively participate in the choice of educational tools. The involvement of modern tools, new technologies and software will help future designers not only to master the national and patriotic context, but also to apply it effectively in real projects. The proposed organizational and methodological conditions will contribute to the formation of students' comprehensive national and patriotic competence, which will allow future designers to integrate national values into their professional activities. This will guarantee not only a high

level of professionalism, but also the preservation and popularization of national culture through design.

Further research is aimed at studying the relationship of national-patriotic competence with key and professional competencies, as well as developing methods for diagnosing its level at different stages of education and developing approaches to the implementation of the outlined conditions.

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