

## **PATHS TO IMPROVING THE PROFESSIONAL TRAINING OF STUDENTS – FUTURE DESIGNERS**

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### **ABSTRACT**

*In the profession of designers, the educational period at a higher educational institution is an exceptionally important stage, as it is during this time that all necessary skills, abilities, and competencies are formed, which designers rely on in their professional activities. This article proposes ways to achieve maximum effectiveness in training students in this field within the framework of a bachelor's program. Additionally, the article examines the pedagogical conditions for forming the professional competence of design students, as well as the factors influencing the improvement of their professional training.*

**Keywords:** *professional competence, design, design students, creative activity, design education, bachelor's degree.*

### **INTRODUCTION**

The scientific interest in the problem of forming the professional competence of designers is driven by the insufficient theoretical development of criteria and mechanisms for its formation, as well as the lack of developed issues related to the organization of designer training that would meet modern requirements for specialists in general and for specialists in this field in particular.

It should be noted that design, as an activity related to the design of material objects and consumer products to meet the needs of individuals and society, emerged in the industrial sphere in connection with the development of mass production in the 19th and 20th centuries. The specificity of a designer's creative activity lies in the fact that its product represents a harmonious combination of beauty and rationality. The history of the emergence and establishment of major design schools shows that they were not only centers of professionalism and generators of new ideas and design methods but also engaged in theoretical inquiries into the phenomenon of design and the development of pedagogical concepts for design education.

All pedagogical experience from design schools is nothing more than a quest for conditions that foster the ability for lifelong learning and self-education, as well as the development of skills necessary to solve tasks that have no analogs or prototypes.

## **DISCUSSION AND RESULTS**

In this regard, pedagogical science is actively seeking an effective system for forming the professional competence of future designers who are capable of formulating and competently solving complex non-standard design tasks related to significant cultural and societal issues, possessing originality of thought and good artistic taste.

First and foremost, it should be noted that based on the views of various researchers, the professional competence of a designer is an integrative quality of personality that reflects readiness to perform non-standard design tasks at a high professional level, based on a combination of professional knowledge and artistic-creative skills. The specifics of a designer's professional competence are defined by the use of achievements from various fields of human activity—such as engineering, art, technology, economics, and sociology—in the process of designing aesthetically refined and high-quality mass-produced products. A designer's competence is a personal quality that reflects the alignment of knowledge, skills, and experience with a specific socio-professional status and the actual level of complexity of the tasks and problems being addressed.

At the National Institute of Arts and Design named after Kamoliddin Behzod, training is provided for students in the field of "Clothing Design," specializing in "Clothing Design and Artistic Fabric Design." First-year students, together with their instructors, learn to effectively manage their cognitive activities, which are related to various forms of engagement—educational, socio-cultural, professional-practical, creative, etc. In the pedagogical support of first-year students, as their degree of independence increases, the initiative of the educator should decrease.

A pressing issue in higher professional education for students not only at the National Institute of Arts and Design named after Kamoliddin Behzod but also at many other higher educational institutions is the quality of education, which directly depends on the motivation of both students and teachers. As the overall preparedness of incoming students declines and their interest wanes, this also affects the motivation of instructors in preparing for classes. The commercialization of higher education, alongside its positive effects, leads to young people pursuing higher education regardless of their intellectual development, desire to work independently, perseverance, and active life position.

Specialized training should be conducted in small groups of 4-5 students so that each can consolidate their knowledge through practice. The acquisition of practical skills should take place in organizations for no less than one full working day per week, ideally as an assistant to a working specialist. Under such conditions, a student undergoing practical training will be able to work as a specialist rather than just an assistant, and upon graduation will be a professional with the necessary experience in their chosen field, ready for employment. Therefore, an important issue for students is the development of a system for interaction between educational institutions and the labor market. In addition to insufficient practical training, graduates often face challenges in finding employment. "If students had the opportunity to seriously practice at an enterprise during their studies, they would likely continue to work at the same organization after graduation." Another goal would be to address the fact that many students (mainly those in their senior years) have families, children, or are simply in difficult financial situations and are forced to work. However, their jobs are usually not related to their education, and the lack of time often negatively impacts their studies. By combining theoretical classes with practical experience, such students could address their need for additional income without compromising their academic progress but rather complementing it. The adaptation process gains subjective significance when the student's activity in new conditions has a constructive strategy rather than a merely adaptive one. In the bachelor's degree system (4 years of study), it becomes necessary to make the adaptation period for first-year students to the university as concise and effective as possible: "the internal content of each stage involves the 'synchronization' of adaptation processes, identification, self-realization, and self-design of students' personalities, as well as creating conditions for the realization of their 'independence' in the educational process of the university."

This achieves unity between the sequential stages of pedagogical activity of teachers and the personal-professional development of students. The effectiveness of this process will be higher if the student identifies with the values of the socio-cultural environment, accepts professional development as the assimilation of social experience, and views education as a necessary tool for this (social-professional aspect of subjectivity). In this case, the deployment of the student's activity and 'independence' in the substantive mastery of education will be significantly greater (individual-value aspect). The consequence of these reciprocal processes is the synchronization of the pedagogical impact of the university system and the personal-professional development of the student (operational-activity level), which is expressed in the quality of the educational process.

Summarizing the conclusions of several authors (S.V. Bolshakova, Yu.M. Bundin, and others), it can be noted that increasing the efficiency of the special training system for bachelor's degree students in the field of "Design" is possible from two main positions presented in Table 1.

In addition to insufficient practical training, graduates often face challenges in finding employment. "If students had the opportunity to seriously practice at an enterprise during their studies, they would likely continue to work at the same organization after graduation." Here, another goal would be pursued. Many students (mainly seniors) have families, children, or are simply in difficult financial situations and are forced to work. However, their jobs are usually not related to their education, and the lack of time often negatively impacts their studies. By combining theoretical classes with practical experience, such students could address their need for additional income without compromising their academic progress but rather complementing it.

The adaptation process gains subjective significance when the student's activity in new conditions has a constructive strategy rather than a merely adaptive one. In the bachelor's degree system (4 years of study), it becomes necessary to make the adaptation period for first-year students to the university as compact and effective as possible. The "internal content" of each stage involves the "synchronization" of adaptation processes, identification, self-realization, and self-designing of students' personalities, as well as creating conditions for the realization of their "independence" in the educational process of the university.

This achieves unity in the sequential stages of the pedagogical activities of educators and the personal and professional development of students. The effectiveness of this process will be higher if the student identifies with the values of the socio-cultural environment, perceives professional development as the assimilation of social experience, and views education as a necessary tool for this (social-professional aspect of subjectivity). In this case, the student's activity and "independence" in the substantial mastering of education will significantly increase (individual-value aspect).

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Table 1.

| Ways to Enhance the Effectiveness of the Special Training System for Future Bachelor's Degree Students in the Field of "Design"   |  |
|---|--|
| 1st Direction   | 2nd Direction  |
| Creation of a specific creative educational environment with mandatory monitoring of its effectiveness in the process of organizing the professional training of design students. | Building a system for the manifestation and development of personal qualities of students (activity, independence, initiative, creativity, responsibility) in professionally oriented educational and artistic activities. |

In this context, the following pedagogical conditions for the formation of professional competence in design students can be identified:

- The implementation of a complex system of gradually increasing complexity of design tasks – from typical to non-standard to creative.
- The actualization of professionally significant orientations of the student's personality in forming the professional position of "I am a future designer."
- The realization of effective mechanisms for the functioning of a creative environment that takes into account regional and national design features and their influence on the process of professional training for designers.

At the same time, the professional educational environment is viewed as a set of interactions among the subjects of the educational process. This environment is largely determined by external connections, primarily the interaction of students and teachers with various professional and educational institutions, as well as with creative unions (such as unions of artists, designers, and architects).

The participation of students in various competitions for young designers, fashion festivals, exhibitions, and events such as "Fashion and Art Week," "Style.uz," "Fashion and Art Day - MDIS Tashkent," "Tashkent Fashion Week," etc., plays a special role in the formation of the position "I am a future designer.

The system of value relations that develops during the formation of professional competence includes an orientation towards professional mastery. The task of every teacher involved in the professional training of future designers is to ensure the personal advancement of students in their academic achievements, to develop their self-confidence, and to foster a value-oriented attitude towards the study of special disciplines, their future profession, and personal accomplishments. In general, it can be noted that the improvement of professional training for design students is ensured by the following forms of work.

- Rational selection of educational material that takes into account regional traditions and modern trends in the field of design;
- Application of various forms and elements of problem-based and project-based learning;
- Maximum individualization of education in the development of assignments and the choice of forms of creative interaction with design students.

In all these studies from recent years, a common conclusion emerges: personality is formed as a subject in socio-cultural activities, and in the educational system – under conditions of an effectively organized pedagogical process based on the principles of freedom and cooperation.

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