# Some Problems of Design Education

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A B S T R A C T

*Education, organizationally separated from practice, nevertheless is an organic part of the design sphere as a whole and performs a number of important functions, without which its existence as a type of project culture, practical activity and profession is unthinkable. In general, design, having accumulated a certain professional maturity over the years of its development, is on the threshold of a new stage of qualitative and organizational and structural changes, including the relationship between design practice and education. Firstly, it performs the function of production and reproduction of personnel in accordance with the dynamics of the development of the field of design and society. Secondly, it is one of the sources of the formation of new forms of professional culture: methods, principles of activity, professional ideology, pedagogical concepts and criteria of mastery. Finally, the field of design education, if properly organized, can make a significant contribution to social production and culture.*

The content of the social order for design and designers depends on what problems in society should be solved with its help today and tomorrow. In the current situation of transition to an intensive path of development of society, the role of design in solving consumer problems is significantly increasing. The task of paramount importance - full satisfaction of the growing demand of the population for high-quality various consumer goods - will be solved through a system of economic levers and incentives that provide advantages to those associations and enterprises that will produce products of better quality, with greater profitability, based on the latest achievements of scientific and technological progress in the market situation. The design that determines the parameters of the product in such an overcomplicated system, which is consumer culture, will ultimately acquire decisive importance in the conditions of the efficiency of the production of consumer goods.

The dynamic current situation in industry, in the entire consumer market, as well as in the public consciousness places extremely high demands on the level of competence and professionalism of designers. The prestige of this profession is entirely in the hands of the designers themselves. Will the design be at a level corresponding to the seriousness of this situation and the requirements that it imposes on the profession of a designer.

Obviously, excessive optimism in the answer to this question would indicate a lack of a sense of reality. The current design is far from uniform in terms of professional level. Along with successful developments made at a good level, there are many that can hardly be called design.

It is known that competitive developments are by no means easy, since there are not enough designers with the necessary qualifications, level of competence and professionalism.

There is not only a shortage of design specialists, but also a disproportion in the structure of training. So, for one graduate of the College of design, there are three university graduates, although the normal ratio should be the opposite. Some of the necessary specialties are not listed in the training plans at all.

The absence of designers in industry results in considerable losses for society, including economic ones. Thus, there is a situation in which the number of specialists with qualifications corresponding to a certain level does not translate into the quality of products. Therefore, sometimes a handful of highly qualified designers have to work with overload, which further complicates the situation in conditions of acute shortage of personnel. Here, practice pays for an insufficiently well-placed task in education. In the future, this threatens even greater losses.

The problem of training really competent young specialists with a highly developed sense of responsibility, the ability to think independently and make decisions is today one of the most important points of the entire education system, especially higher education. Many people are thinking about how to solve this problem, what shortcomings of the existing education system should be overcome.

Thus, the main directions of the reform of higher and secondary specialized design education are briefly summarized as follows:

➢ implementation of end-to-end planning of the educational process, covering all its forms (standard curriculum, working curriculum, schedule, individual curriculum).

➢ strengthening the individualization of learning, increasing the role of independent work of students in the learning process;

➢ intensification of the educational process based on the use of active methods and technical means of training;

➢ widespread introduction of computer technologies, automated training systems of high technical and methodological level;

➢ improving the resource provision of higher education in order to improve the quality of training of specialists;

➢ improving the efficiency of work on the aesthetic education of students;

In each of the areas listed above, there is a considerable reserve for improving the system of higher design education and increasing its effectiveness. The task is to identify, first of all, the reserves for creating the most favorable conditions for the profile disciplines of the profession. For example, increasing the role of independent work of students with proper planning of the educational process will increase the content of compulsory classes under the guidance of a teacher.

Dual education, the combination of training with scientific and production work is the main direction of improving the entire education system, including design. It defines the need to integrate education with research institutes, design, architectural design organizations and manufacturing enterprises, which has found expression, in particular, in the idea of attaching educational institutions to basic enterprises. There are also great opportunities in the idea of creating a research sector in the structure of educational institutions. No less important is the "vertical" integration of education. With regard to design, this means that we should be talking about the development of a program for the organization of a comprehensive system of design education, covering all levels - from preschool education to universities. Along with the departments of design in art universities, an important part of this system should be a course on the basics of design and design specialization in high school, colleges, as well as a broad system of advanced training at advanced universities of the world.

In the current highly competitive situation in the world, it is necessary to create a specialized university, which, firstly, would cover all areas of design and artistic transformation of the subject world - from clothing and tableware to the production environment and production equipment, secondly, it would have special departments in all the necessary areas of scientific support for design (ergonomics, marketing, sociology, history of material culture, art criticism, expertise, forecasting), thirdly, it would become an integrating and professional-ideological center in the system of design education as a whole. For example, increasing the role of independent work of students with proper planning of the educational process will increase the content of compulsory classes under the guidance of a teacher. The design, thanks to the introduction of the design program method, turned out to be potentially prepared for this new situation in general. However, without certain organizational reforms in the field of design, including education, which make it possible for existing potential opportunities to be realized and developed, it will be difficult to implement the following areas:

➢ full satisfaction of the growing demand of the population for high-quality and diverse consumer goods (clothing, shoes, furniture, sophisticated household appliances, household goods, etc.);

➢ creation of a modern highly developed service sector. Increasing the volume, expanding the range and improving the quality of services: housing and communal, transport, household, etc.;

aesthetic design and improvement of cities and villages (industrial zones, residential areas, public and administrative facilities.); The implementation of these areas consists in an integrated approach that overcomes the narrow framework of departments, professions, disciplines: The complex, complex nature of modern problems of design education requires deepening, integration of social, natural and technical sciences. Such forms of organization of science should be more widely developed, which provide interdisciplinary research of current problems, the necessary mobility of scientific personnel, flexibility of the structure of scientific institutions, the effectiveness of research and development. It is necessary to increase their role in the formation and implementation of economic and social development plans.

An integrated approach to problem solving and the integration of activities that overcome interdepartmental barriers should begin with the integration of the education system. This problem is common not only for designers, but also for the entire education system, and approaches to its solution are being developed in different directions. Such integration would open the way to closer cooperation and unification of scientific departments of various universities to solve major scientific and technical problems in conjunction with design and architectural design organizations.

Thus, we are talking about introducing a holistic criterion of its effectiveness into the education system, which is the ability of design specialists to integrate to solve important problems.

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