

## Conceptual provisions and scientific approaches to problem research

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**Abstract.** The results of scientific research in the definition and meaningful content of future interior designers professional training conceptual positions are presents in this paper. Modern scientific approaches to the defined problem research are formulating. The essence of the systemic, personally oriented, reflective, active, variational, acmeological and competency approaches in design education are shown.

**Keywords:** *professional competence, structure, education in design, interior designer.*

Conceptual positions of design education in Ukraine are based on the basic tendencies of higher education in Ukraine taking into consideration its renewal within the European integration.

Describing the different perspectives on the education's philosophy, turn our attention to the opinion of F. Mikhailov [Mikhaylov F. T. Philosophy of Education: its reality and prospects // Question of philosophy. 1999. – №8., – P. 92-118], which positioned philosophy of education from the standpoint of educational activity basic theory.

Systemness in the educational process construction in higher educational establishment is argued that all elements of the future bachelor design training are subject to the sole purposes of systemic thinking forming and professional competences.

Let us analyze the basic methodological principles in the scientific research of the future interior designers training process.

**The systems approach** is highlighted in the philosophical thought of I. Blaubergh, V. Kuzmin, V. Sadowski, I. Frolov, A. Yudin and others. [1] and in teaching-scientific literature of V. Vakulenko, N. Guzy, A. Markov, S. Sosoyeva and others. [2, p. 54]. In the context of this approach, the problem of training in higher educational establishment is considered with regard to impact of all components of the educational phenomenon.

By interpretation of S. Morozov, systematic approach can be represented by three main aspects [3]: associated with the main characteristics of the study, model which can be a unit of analysis; the development of the research subject; structure of the research subject.

The systems approach is has a number of independent directions of forming its own tasks (for example: in the historical, structural, semantic, active, methodical context, etc.). [4, p. 99].

Structuring principle in scientific research using of systemic approach is usually the factor which in most cases is hyper operator of some system constructions, thus positioning using this approach in accordance with practice.

So, A. Kardash explored issues of systemic adequacy projecting of the interior design [5] and N. Sklyarenko investigated the functional laws relations and design-systems environment as a basic component of the system approach [6] and in another [7] – historical analysis of the formation.

In the analysis of interior designers professional training systematic and structural approach is used as a system of interrelated elements that have common

functions, purpose and functioning laws. In our research work it allows to identify the basic system links and components of comprehensive interior designers professional training, describe the structure integrity of the individual specialist and professional, creative and cognitive, communicative components. Thus, professional design education is analyzed as a complex of: motivations and needs of future professional activity, innovation and creative areas of the designer, his emotional stability etc.

Methodical principles of interior design based on the relevance in embedding of analysis and synthesis methods. Analytical study of consumer services highlights the pre-planning analysis of design projecting.

Synthesis in design – is the project information streamlining about object of design, selected during design analysis, and integration them into a coherent system (design project). As a general rule it has a system filling during synthesis in design integrates design concept – the basic design decision limit. Design concept – this is the main idea, content direction of purpose, objectives and design techniques..

Thus, V. Kulenenok [8] defines the main approaches to the development of the structural system model of methodology content of design education.

Thus, the conceptual foundations of consistency and integrity content of specialists professional training in the field of design are considered in the classical system "goal – means – results." It consists of: the integration of acquired knowledge and skills of students in solving professional problems, design staff professional training goals correlation, strengthening the scientific components, scientific and reasonable creative approach to ensure a high quality of design education.

**Personality-oriented** approach – appears as effective approach in reforming the modern higher education design. Its main task is to provide guidance in the future designer positioning vision of his "I" relationship to others and society in general and its future profession.

In domestic and foreign pedagogy and psychology identified a number of conceptual principles and approaches that can serve as a "foundation" of personal reorientation professional training of future interior designers. These principles were gradually developed in the theoretical achievements of famous scientists: A. Antonova, G. Bal, I. Bech, S. Vitvytska, K. Goldstein, O. Dubasenyuk, R. Gurevich, V. Davydov, I. Zyazyun M. Levkovsky A. Maslow, V. Molyako, N. Nychkalo, J. Allport, A. Petrovski, K. Rogers, V. Serikov, N. Sydorhuk, B. Fedoryshyn, E. From, I. Yakymanska and many others.

Scientific analysis of research on issues of personality-oriented approach showed the following issues: implementation of a favorable environment in the formation of a creative personality (B. Ananiev, I. Bech O. Kirichuk M. Levkovsky, V. Sukhomlinsky et al.); Methodology of personally oriented approach (V. Andreev, O. Barabanschykov, L. Derkach, I. Zimnya, M. Krasovitsky V. Rybalka, O. Savchenko, V. Surikov, I. Yakymanska et al.); psychological and pedagogical principles of personally oriented approach (U. Babanskii, G. Bal, V. Davydov, O. Piechota, L. Prokoliyenko et al.).

Problems of professional orientation of students through the prism of personally oriented approach to education is considered by V. Romanov [9].

In the context of the above, the person-oriented approach in design education it is advisable to interpreted as a fundamental, based on scientific theory of psychological and educational research of personality and processes harmonious and comprehensive of its formation. That is, it is based on the synthesis of Psychological and Pedagogical Sciences patterns of structure, functioning and development of personality. [10]

S. Kozhuhovskoyu [11] defines the main terms and features of design personality-oriented professional education in "Design", highlights the ways to implement this approach in a multi-tier structure of training.

Personality-oriented approach ensures dualism of such concepts as upbringing and education in the context of the assistance, pedagogical protection and support, personal development and so on.

Personally-oriented approach in design is characterized by the level of integration of information technology in the educational process and reflects the professional readiness of students-designers to work in modern market economy. This approach conditioned the formation of project learning as a base, with its internal unity, dualism of all components of professional training future interior designer who determines the success of the professional, social and spiritual spheres. It is filled with not only intelligent but creative motivational elements, scientific and holistic attitude and highly marked content.

**Reflexive** approach in scientific research of psychological and educational research by scientists B. Ananiev, O. Leontiev, S. Rubinstein D. Lakatosh, M. Naydenov and others. considered as a process of self-knowledge of internal mental states of the individual. Reflection determined by scientists in context of the analysis and understanding of personal introspection, reflection and

ability to achieve the desired result, which is vital in terms of human psychological identity formation.

Thus I. Semenov and S. Stepanov in reflection distinguish such types of orientation as personal, intellectual, communicative and cooperative.

In pedagogical literature highlights the process of reflection in researches of U. Kulyutkina., M. Naidenov, V. Naidenova, L. Palamarchuk, V. Slastonina, R. Tura and others.

By conviction of O. Hnisaretskoho for correct interpretation of the design culture role it's important when new values that manifest themselves in project images become public only after the images are created and critically "edited" [12].

In his work "Reflection in design. Features and role "T. Habrel [13] emphasizes the concept of" reflection "and the existence of reflective environment, explores the place of reflexology in the creative process of the designer.

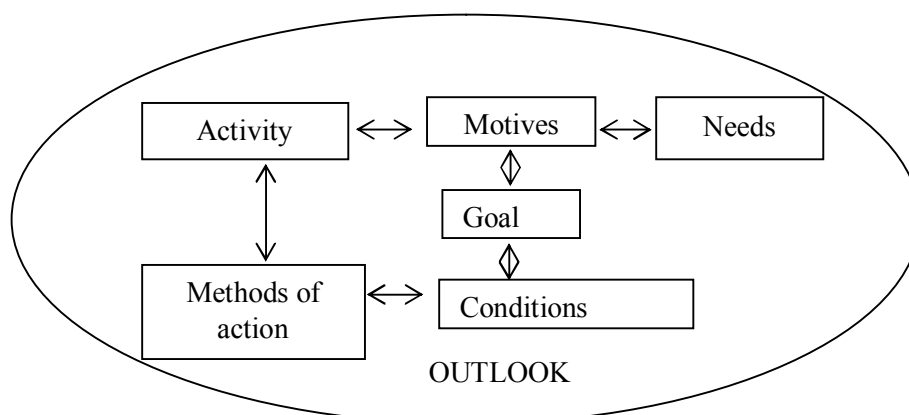
Creative thinking designer – is a special form of mental activitybased on art-associative, social, structural, technological, ergonomic and other aspects at designing of object of design and related reflexive processes [14].

So, the educational training process of future interior design Bachelor should focus on the revitalization of reflection that facilitates development creative and innovative component of the project activity, optimizing students' motivation and professional development of the individual.

**Activity** approach highlighted in the papers of famous psychologists such as J. Brunner, V. Davidov, D. Elkonin, L. Zankova, G. Kostyuk et al., Which emphasize the function and activity of this approach in higher education. The purpose of implementing this approach is the further self-development and self-improvement of the student.

Didactic foundations of the activity approach examined in the works of U. Babanskiy, B. Bim-Bud, N. Bordovska, S. Giessen, V. Zahv'yazyanskiy, V. Kravtsov, V. Kremen, Ch. Kupysevych, N. Menchinska, A. Nisimchuk, V. Oconia, O. Padalka, L. Perminov, V. Radkevich, A. Rean, N. Repkin, I. Smolyuk, A. Khutorskiy, O. Shpak and others.

Methodological principles of this approach developed by L. Vygotsky, A. Leont'yev, S. Rubinstein et al. The scientists noted that between learning and human development is the concept of activity. Personality aspects of professional development are formed due to "forms of activity". Content mechanism of this approach visualize by scheme:



Activity approach personality aspects of human positioned through the prism of subjective, volitional aspects of the process of self-development and self-improvement, self-fulfillment level and the educational process, its content aspects (objectives, means and approaches) – as essentially personality from the standpoint of experience during educational of the process in higher educational establishment [15].

One of the tasks in implementing of the activity approach theory is a task of students' creative thinking formation that in context relates to the dialectical knowledge, and problematic form – content shape of educational movement in the professional plane.

**Variational approach.** In the context of the research educational process is considered by us as activity influence of all socio-cultural space, aimed at the formation of individual of personality moral values, including motivational, cognitive, emotional component and provide orientation to the younger generation and a complete professional fulfillment in the new socio-economic conditions in Ukraine.

Designing of variant teaching and educational models was carried out in the context of the cultivation theory ideas of J. Herberner, the theory of self-actualization of A. Maslow, social cognitive theory of A. Bandura. In certain areas of scientific researchers are turning to the analysis of personality formation during development in the socio-cultural basis.

In our conceptual model is defined fundamentality of outlined approach in constructing a model of professional training future interior designers. It was found that variability – is the sign of a basic level in the context of education and of professional training designers.

Level aspects in the implementation of this approach we have considered:

- the educational level – program variation in building learning and teaching materials, with the introduction of innovative methods and approaches in the training of future designers, results of professional activity of the world leading designers;

- at the level of higher educational institution – is, above all, its structure, organizational and functional aspects, qualitative and quantitative composition of design staff;

- at the regional level – structural model of design education – variability management, level of the design-education system, organization of feedback in the regional system of design education at the level of other areas of the region and the country as a whole;

- at the level of the higher education reorganization – the mechanisms of design education modern system formation in the context of European integration processes in Ukraine and the national doctrine development.

**Creative approach.** Scientific research in the context of personality creative possibilities highlighted in the works of many well-known educators and psychologists (eg V. Brushlynskiy, L.Vyhotskyi, O. Matyushkin, M. Makhmutov, J. Ponomarev, S. Rubinstein, I. Lerner and others.).

Criteria of professional specialist-designer skills provide the formation of creative personality that can implement creative ideas in solving professional problems. Creative qualities of personality actively investi-

gated by known psychologists since the mid-twentieth century. (J. Hylford, P. Torrens, R. Sternberg, J. Ponomarev, V. Druzhinin, N. Kipiani, P. Altshuler et al.). Later, the problem of the creative independence becoming as one of the most important components of creativity has separated (D. Bogoyavlenska, N. Vishnyakova).

Modern scholars in the study of creativity concept of using a fundamental approach R. Mooney and A. Stein (1963-1969 years) who are considering four main features of it: as an action, as an object in relation to the individual and the environment. Scientists emphasize the irrationality in consideration of these concepts separately, which violates systematicity in its understanding.

In the work [16] the researcher outlined seven relatively independent intellectual competencies that are positioned as skills, which form two fundamental tenets: generation and creative problem solving, as well as the widespread of use and high estimation in society.

The professional aspect of the project creativity of future designers vectorised in the functional and aesthetic "expressiveness" of the design object. For the formation of it's professional competence it is necessary to activate components of its design creativity [17, s.410].

By conviction of V. Prusak [18], to the creative activity aspects it's necessary to include: personal component in the projection of the classic triad knowledge-skills-ability on methodology for professional problems solving, identify problem areas, structuring, functionality, combining and adaptation of design decisions in each individual problematic situations.

**Acmeological approach.** The rapid pace of technological progress is argued by the new requirements of specialists training in the field of design. So, accordingly, relevance becomes the issue of a new level of quality of professional training of future designers.

Preparation of the future interior designers based on acmeological approach is the most challenging and important part of design education.

Note, that the attention of scientists to the problems of synergistic and acmeological approaches recent increases (V. Bransky V. Vakulenko, / O. Voznyuk, T. Grigorieva, G. Danilova, O. Dubasenyuk et al.).

Acmeological approach in modern system of design education, in our opinion, consists of strengthening of professional motivation, stimulating creative and search potential of the individual, detection and successful using of personal resources to achieve the professional excellence.

The condition of the optimization of the gradual personal and professional "growth" process of the future designer is to implement the two main conditions:

- development of motivation to independent work, professional and research activity and direction of student for achievement the goals in various activities;

- personality-oriented education based on research forms of the professional skills development.

Today without sufficient attention to the development degree, appropriate professional forming personal qualities and skills of the graduate and it's dynamics in the learning process.

The open questions about opportunities to use university stage of professional qualities formation forming of designer based on acmeological approach and

strategy of fulfillment, which includes self-test, analysis of own activity results in the chosen direction, self-esteem of the achieved level the professional competence and competitiveness.

The combination of psychological and pedagogical conditions of acmeological approach realization in higher design education, in our opinion, are determined by:

- understanding of the acmeological approach nature itself to design education;
  - acmeological orientation of the individual as the goal of this approach implementation;
  - creation of a harmonious conditions for mastering by students progressive modern methods and technologies of training and education;
- self-improvement and self-development of students.

Thus, in the context of our study conceptual psychological and pedagogical conditions are acmeological principles implementation, personality-oriented educational interaction on the basis of motivational-value and regulatory-activity capacity of the individual. It forms the acmeological orientation of the individual, the implementation of which argues the choice and use of appropriate methodology in organizing educational activities, creating a favorable "creative" microclimate in the team, clear "regulatory" position of teachers according to the substantive content of the profession.

Model of acmeological approach implementation identifies the following sequence of its realization steps:

- pedagogical and organizational – pedagogical skills of teaching staff in the implementation of acmeological approach in the training of future interior designers (acmeological knowledge, methods and conditions of design education acmeological orientation, teacher professional orientation, self-analysis and planning professional tasks);
- basic – aimed at acmeological approach implementing in the training of future interior designers (acmeological orientation of the future designers individual through purposeful introduction of professorial academic staff in the educational quality activity diagnosed psychological and pedagogical conditions for its implementation);
- correctional – diagnosis and analysis of acmeological formation level of future orientation of personality of designer and if necessary correction of the educational process.

The level of formation acmeological orientation in education can be assessed on the following criteria:

- awareness of the professional and design values content and their implementation as subject of professional development and self-identity motivational orientations;
- awareness of the personal goal in professional training and self-development;
- harmonization of professional preferences and aspirations;
- reflective abilities;
- predictability of professional orientations;
- self-development and creative-searching professional self-fulfillment.

**Competence approach.** Today, the priority become not only to obtain knowledge but to information management mechanisms to solve meaningful aesthetic social

and professional tasks in which they can appear. Educational outcomes and priorities in this situation are displaced from certain knowledge level achieving and skills to a set of professional competencies to successfully adapt to the dynamic world. There is a transformation of the focus on the person, on its role in changing environmental conditions. So, competency approach is a reaction of professional education to modern socio-economic conditions [19, p.6].

Categorical base of this approach synthesizes ideas of planning teaching and educational activities where competences acquired higher, synthesis of skills of students and classical content of the triad in education supplemented to quadruple model (knowledge, skills, abilities, experience (creative activity value ratio, etc.).

Competence approach realizes the goal of establishing new quality level in education (J. Zymnia, E. Zeyer et al.). It does not reduce the traditional values of acquired, in learning, knowledge and skills, whose role within the activity-paradigm in its time was critically reviewed by J. Brunner, K. Platonov and others. but offers the prospect of improving the designers training quality based on the idea of future designer personality's self-worth and system-oriented approaches by establishing feedback university to the labor market, expanding the base of direction purposes through the concretization of learning objectives, alternative organization and activation technical modernization of the educational process [ 20].

Some approaches to understanding the nature and structure of professional competence laid down in the works of such Ukrainian scientists as L. Zelenska, T. Mala, I. Matiykiv, N. Murowana, L. Petukhova, A. Polyakov, S. Rakov, O. Romanenko, V . Rostovska, V. Sayuk, M. Stepanenko and others.

But the current competences level of specialist determined not only by the existing base of knowledge and skills. Competence approach professional level determines readiness for solving various problematic tasks based on this basis.

In this approach educational paradigm is set personal creative potential is positioned. Thus, the educational result modeled by answering the question: what's new student learns at the university, and what exactly he will learn [19, c.11].

Some problems of transition to future designers competency training system considered in works of L. Romanova – considers the problem of reforming professional education in the plane of the Bologna Process, V. Orlov, which outlines axiological value of competence approach in design education at the theoretical level. O. Chervova and J. Anikova are considering the most relevant aspects of the competence approach implementation in the development of teacher professional training in the field of design (educational qualification of "Bachelor"). O. Shkil reveals the features of professional Bachelor design and qualification aspects defined professional competence designer. The problem of forming art and design competences of the teacher professional training in design is considered by V. Falk.

So, we can say that the implementation of competence approach represents one of the main characteristics of contemporary Ukrainian design education development strategy.

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