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Modern trends in the development of design education in universities in China and Kyrgyzstan

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Abstract

Relevance. China and Kyrgyzstan represent different approaches to the provision of design education, driven by socio-cultural and economic contexts. This is what determines the relevance of studying modern trends in the development of design education in these countries, in order to better understand their differences and similarities, as well as to find potential areas of cooperation.

Purpose. The purpose of this article is to study current trends in the development of design education in universities in China and Kyrgyzstan, as well as to identify potential ways to improve the quality of education provided.

Methodology. The methodology of the work is presented by theoretical research methods, including analysis, comparison, and generalization.

Results. The results of the study showed that in China and Kyrgyzstan there is a trend towards the development of design education. In addition, it was determined that an important factor contributing to development is the use of modern digital technologies and computer programs in the learning process. It was revealed that in both countries, special attention is paid to practical training and the development of students' professional skills. In this process, cooperation with industry and enterprises plays an important role, which contributes to the practical orientation of education and provides students with the opportunity to realize their projects in a real environment.

Conclusions. The results obtained are of great importance for understanding the current trends in the development of design education. They can be used to improve the programs and methods of teaching universities, develop partnerships with the industry, as well as to exchange experience between the two countries in the field of design education.

Keywords: digitalization; innovations; exchange of experience; creativity; teaching methods; design education; universities.

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Introduction

Design education plays an important role in the development of modern society. With the development of technology and globalization, design is becoming more and more in demand, influencing the socio-economic progress of countries [1].

China and Kyrgyzstan, as two countries with different cultural and educational contexts, are also undergoing evolution in this area. Modern trends in the development of design education in these countries are becoming the subject of increasing attention of scientists, as they contribute to the formation of highly qualified specialists who are ready to solve modern problems and challenges in the field of design.

In their scientific article, American researchers M. W. Meyer and D. Norman [2] emphasize that the current system of design education is rarely ready to prepare students for the real challenges they may face in their professional activities. The authors draw attention to the fact that traditional teaching methods and the content of design education programs need to be updated to meet modern requirements and challenges associated with the rapid pace of technological development, globalization, and changes in society. In the book by T. Fry et al. [3], design is considered not only from the point of view of the engine of the progress of society, but also from the point of view of the formation of cultural memory and identity, as well as a tool for the preservation and transmission of historical heritage.

Thus, design acts as a comprehensive tool that can develop society and offer innovative solutions, as well as providing cultural and historical value. The field of design interacts closely with social, political and economic contexts, and is also associated with technological and intellectual trends in society.

It is worth noting that in the context of design education, China and Kyrgyzstan have their own unique characteristics associated with historical, cultural and economic factors. The development of effective strategies and teaching methods adapted to the specific conditions of these countries is a key challenge for universities involved in design education.

In her scientific work, the Kyrgyz researcher G. M. Abdullaeva [4] speaks about the widespread occurrence of difficulties for graduates of higher educational institutions (HEIs) majoring in "Design" in the process of finding a job. Often, these difficulties are caused by the approach to providing information and teaching students. The author notes that the existing educational system is not ready for the new realities of vocational education, and also does not meet modern market requirements at all. Such conditions create obstacles for the development of the market, slowing down innovation processes. In many ways, the current difficulties are caused by the unpreparedness of the Kyrgyz society to rethink design approaches, as well as the lack of state interest in the development of this area. The author proposes not to abandon the traditional vision of design, aesthetic, humanitarian, spiritual and moral values, but to adapt them in accordance with modern trends.

In turn, China's design education has taken a significant step forward. Thus, the Chinese scientist J. Jin [5] speaks not about the need to develop design as such, but about the

need to introduce innovations into the educational model of design education based on the latest computer technologies (computer graphics, virtual reality, and much more). Another Chinese scientist J. Zhang [6] says that modern trends in the development of society determine the need to combine various disciplines, such as design, engineering, technology and others, within a single educational program, to stimulate creative thinking and development of students, as well as to increase the effectiveness of their subsequent professional activities.

Thus, it should be noted that, at the moment, China is actively integrating modern methods and technologies into its educational programs, which allows students to develop advanced skills and competencies in the field of design. On the other hand, Kyrgyzstan is at the initial stage of development in the field of design education. Unfortunately, at the current stage of development of the industry, the offer of educational programs is limited, and the country faces challenges in creating a full-fledged design education system. However, despite the limitations, Kyrgyzstan is showing interest and desire to develop design programs and attract experienced teachers and specialists from other countries.

Thus, the purpose of the current research work is to analyse current trends in the development of design education in higher educational institutions in China and Kyrgyzstan, in order to find the best ways to improve learning. To achieve this goal, the following tasks are defined:

1. To study the historical context of the development of design education in China and Kyrgyzstan, as well as to identify key points and stages of development, features and main directions of design.

2. Explore the role of technology in the provision of design education in China and Kyrgyzstan by analysing modern technologies used in the educational process, as well as assessing their impact on the development of students' skills and qualities in the field of design.

3. Systematize information about modern trends and specializations in design education in China and Kyrgyzstan, identifying the main similarities and differences in the proposed program specializations.

Completing these tasks will help to get a comprehensive understanding of the current trends in the development of design education in China and Kyrgyzstan, as well as compare their approaches and methodologies, which will make it possible to identify the best practices and approaches to learning in order to improve design education and train qualified specialists in Kyrgyzstan.

Materials and Methods

The theoretical basis of the current scientific article is the research work of Kyrgyz scientists, as well as foreign researchers (from countries such as China, America, and others). The studied research works are aimed at analysing different views on the development of design education in higher educational institutions, including the experience of Kyrgyzstan and China. Additionally, the methodological basis of the current work is based on official statistics and normative documents. All information used is freely available on the Internet. The use of these materials allows us to thoroughly and reliably analyse current trends in the

development of design education in universities in China and Kyrgyzstan. Official statistics provide information on the number of institutions offering design programs, specializations, teaching methods and other development factors. Normative documents supplement this information by revealing the strategies, policies, and priorities that influence the development of design education in these countries.

The analysis method was used, within the framework of the current research article, to study modern trends in the development of design education in higher educational institutions in China and Kyrgyzstan. The analysis allowed considering in detail various aspects of the issue under study. It made it possible to identify the main trends and changes in the field of design education, as well as to identify successful practices in the learning process, in addition, it made it possible to identify the main difficulties and challenges faced by educational institutions in both countries. In addition, the analysis made it possible to study current trends and main trends, as well as identify the latest approaches, methods and consider innovations used in the educational process that affect the development of design education in both countries.

Also, a comparison method was applied, which made it possible to identify similarities and differences in approaches, program requirements, emphasis and teaching methods between design education in both countries. The comparison made it possible to understand how design education developed in Kyrgyzstan and China, as well as to identify potential areas for mutual exchange of experience and cooperation. The application of the comparison method made it possible to identify general trends and educational models that can be successfully adapted and implemented in other contexts, taking into account economic and sociocultural contexts, which contributes to the development and improvement of design education in general.

Additionally, in the current study, a generalization method was used to systematize the results obtained and the analysed studies and data. This method also contributes to the development of recommendations and conclusions based on an extensive review of information, taking into account the current challenges and requirements of the modern world and professional practice.

Based on the selected methods and materials used, this study is aimed at providing a comprehensive and objective analysis of current trends in the development of design education in universities in China and Kyrgyzstan, which helps to identify various aspects and components in order to obtain a deeper understanding of the state and prospects for the development of this field of education.

Results

The history of the development of design education in China and Kyrgyzstan

Design education in China has a rich history of development spanning several decades. During this time there were significant changes and reforms. Since the establishment of the Chinese Communist Party in 1949 and the establishment of the socialist order, design education has taken a new development. The country's leading educational institutions, such as the Central Academy of Fine Arts in Beijing and the Shanghai Academy of Fine

Arts, introduced the first design curricula, which became the starting point for the formation of the foundations of design education in the country [7].

During the period of economic reforms that began in the late 1970s, design education began to play an increasingly significant role. During this period, new design faculties and universities were created, modern teaching methods were introduced, and there was an active development of design culture in society. In the early 2000s, China began to actively invest in innovation and technology, which led to the development of design education focused on the development of creativity, innovation, and entrepreneurship. Specialized design schools and universities were opened, incubators for start-ups were created, and cooperation with industry was established [7].

At present, design education in China is actively interacting with international institutions and universities, sharing knowledge, experience and best practices. The Chinese design community is gaining more and more recognition and success, both domestically and internationally [3]. China offers a wide range of specializations in design education, including graphic design, industrial design, fashion design, interior design, and others [8]. Chinese educational institutions strive to create favourable conditions for the development of the creative potential of students and prepare them for the real challenges and requirements of the modern design industry.

In turn, design education in Kyrgyzstan has a relatively short history of development. In the early 1990s, after the independence of Kyrgyzstan, an active reform of the education system began, including the development of design education [9]. During this period, the first specialized faculties and departments for design were created at the universities and higher educational institutions of the country. One of the significant stages in the development of design education was the creation in 1996 of the Kyrgyz-Turkish Manas University, where the Faculty of Design was opened. This event was an important step in the development of professional design education in the country. Over time, other educational institutions have emerged offering design programs, including the Kyrgyz State Technical University named after I. Razzakov and others.

However, it should be noted that design education in Kyrgyzstan is still at the initial stage of development. Program offerings are limited and resources and infrastructure for design education are limited. In addition, there is a lack of specialized centres and laboratories in the country, the availability of modern equipment and materials is limited, which has a negative impact on the development of design education in the country [10].

Despite these limitations, design education in Kyrgyzstan is gradually developing and attracting the attention of young creative people who want to master the design profession. Educational institutions are looking to expand their offerings, improve the quality of education, and attract experienced educators and professionals from the design community.

In a general sense, design education is a comprehensive approach to teaching students in the field of design, which includes both theoretical knowledge and practical skills.

Within the framework of international experience, design education plays an important role in the preparation of qualified specialists in various fields of design, such as graphic design, industrial design, fashion design and others [11]. Along with the development of technology, education is also developing, including the field of design. The development of design education in universities is an important aspect of the modern educational process.

The role and impact of technology in design education

The development of technology in the modern world has a huge impact on various areas of human activity, and education is no exception. In particular, design education is undergoing significant changes and is being improved through the use of modern technologies. These technologies stimulate the development of students' skills and qualities in the field of design, as well as provide new opportunities for the creative process and professional growth.

Educational processes have undergone a major reform in connection with the emergence and spread of COVID-19 in 2020. The pandemic has brought distance education to a new level, increasing its relevance, at the same time requiring the introduction of new approaches to the provision of education. Modern approaches to learning are based not only on traditional education, but also on the use of digital and Internet technologies [12]. Distance learning methods increase the availability of educational resources, however, the effectiveness of online learning and the achievement of the required level of student motivation often require reforming approaches to teaching and adapting to new circumstances in teaching strategies.

Today, one of the key areas of technological influence is computer programs and digital tools. With the help of specialized programs, students can create and edit graphic images, model three-dimensional objects and animate projects, create visual illustrations, logos, interfaces, promotional materials, and much more [13]. This allows them to develop their creative and professional capabilities, as well as acquire skills in working with modern technologies that are in demand in the design industry. Thus, modern technologies and digitalization play a key role in transforming and improving the educational process, and also have a significant impact on the development of students' skills and professional qualities in the field of design.

First, technology makes it possible to expand learning opportunities and overcome geographic and temporal constraints. With the introduction of online platforms, webinars, videos and interactive applications, students have been able to access educational resources from anywhere in the world and learn about current topics and technologies, creating a global educational environment where students can share experiences, collaborate and learn from leading experts in design [13].

Secondly, technology stimulates creative thinking and innovation. Modern design programs and tools, such as computer modelling, virtual and augmented reality, allow students to translate their ideas and concepts into visual images. This helps develop their creativity, experiment with new materials and shapes, and create innovative and functional design solutions.

Virtual and augmented reality (VR and AR technologies) provide students with new opportunities to experiment with design [14]. Creating virtual models and prototypes allows better understanding the spatial and formal aspects of design, as well as developing visualization and perception skills. With the help of virtual and augmented realities, students can interact with design objects in real time, creating a deeper and more immersive learning environment. For example, virtual mock-ups can be applied in the field of architecture to visualize and explore designs, and virtual clothing fittings can help fashion design students test ideas without creating physical samples.

Online platforms and courses also play an important role in the development of design education. With the ability to study design through online learning, students have access to a variety of courses, webinars, and videos. This allows them to independently master the materials, deepen their knowledge and expand their skills at a convenient time and place for them. In addition, communication technologies play an important role in collaboration and exchange of experience between students and teachers. Online forums, chat rooms, videoconferencing and collaborative platforms allow students to interact and collaborate on projects despite geographic distance [15]. However, it is worth remembering that such educational tools should not become a substitute for traditional education, but should provide an auxiliary function, increasing the practical and informational opportunities of students.

Another technological direction widely used in design education is 3D modelling. 3D modelling technologies play an essential role in modern design education, providing students with powerful tools for visualization and creation of three-dimensional models. These technologies have a significant impact on the development of skills and professional qualities of design students [16]. The use of 3D modelling technologies reveals a number of advantages and functionality that contribute to a more efficient educational process and increase the level of student learning. In addition, such programs provide a wide range of tools and capabilities for creating and manipulating 3D models, which contributes to more realistic visualization of projects and the development of visualization skills in students.

Comparative analysis of design education in China and Kyrgyzstan

Currently, design education plays an important role in developing the creative and innovative abilities of students, preparing them for the modern requirements of the design industry. Both China and Kyrgyzstan are trying to actively develop design education, striving to meet these requirements and the needs of the labour market in the field of design. It should be noted that, at the moment, in China there is a wide range of specializations in design education [17]. Some of these include graphic design, industrial design, fashion design, interior design, web design, and multimedia design. In addition, China is actively developing areas related to innovative technologies, such as virtual reality design, artificial intelligence design, and interactive device design.

In Kyrgyzstan, there is also a variety of specializations in design education. Leading areas include graphic design, industrial design, architectural design, fashion design and interior design. At the same time, Kyrgyzstan is actively developing the field of design in tourism and advertising, which is reflected in the specializations related to the design of tourist facilities, the design of exhibition spaces and advertising design. However, the information and technical base of Kyrgyz universities often does not meet the current market requirements [4].

One of the main similarities between China and Kyrgyzstan is the presence of common areas such as graphic design, industrial design and fashion design. This indicates that these areas are in demand and are of significant importance in both countries. However, there are also differences, ranging from the history of the development of design education, ending with the proposed program specializations (Table 1).

Table 1. Main differences in design education in China and Kyrgyzstan

Criterion	China	Kyrgyzstan
Story	A long history of the development of design education.	Relatively short history of the development of design education.
Availability of educational institutions with design programs	A wide range of educational institutions offering design programs.	Limited number of schools offering design programs
Specializations	A wide variety of specializations in design education.	Limited offer of programs and specializations of a narrow focus.
Resources and infrastructure	Well-developed infrastructure, free access to modern equipment and resources.	Limited resources and infrastructure, limited availability of modern equipment and materials.
The quality of education	A high level of professional education provided with a focus on practical skills and innovation.	Gradual improvement of the quality of education, reforming the system in accordance with modern requirements.
Development and innovation	Active development and innovation in design education, introduction of modern technologies.	Low rates of development and gradual pursuit of innovations in education.
Professional opportunities for graduates	Great opportunities for professional growth and employment in the field of design.	Opportunities for professional development and employment in design are severely limited.
The international cooperation	Active international cooperation and exchange of students in the field of design.	Opportunities for international cooperation are limited.

Source: created by the authors.

It is worth noting that in China, more emphasis is placed on the development of new technologies and innovative areas of design, such as virtual reality and artificial intelligence. At the same time, in Kyrgyzstan, more attention is paid to the development of design in the context of tourism and advertising, which is associated with the characteristics of the country and its tourism potential. Thus, modern directions and specializations in design education in China and Kyrgyzstan have common

grounds, but at the same time reflect the specifics and priorities of each country in the development of the design industry.

Thus, a comparative analysis of design education in China and Kyrgyzstan allows a better understanding of the features and similarities in approaches, program specializations and the use of technology in education (Table 2).

Table 2. Educational programs of universities in China and Kyrgyzstan

University	Available educational programs	Duration and level of training
China		
Jiangsu University of Science and Technology	Interactive Media Design Program, Graphic, and Advertising Design Program (Visual Communication Design); Industrial Design.	Undergraduate (4 years); m magistracy (2-3 years)
Henan University	Industrial Design; Product design; Visual communication design.	Undergraduate (4 years); m magistracy (2-3 years)

Sichuan University	Graphic Design and Advertising Program; Visual communication design; Ecological design; Study of the history and theory of design art; Contemporary Public Art and Landscape Theory; Public art design; Studies of architectural space design (Interior Design, Landscape Architecture Design); Landscaping.	Undergraduate (4 years); m magistracy (2-3 years)
Kyrgyzstan		
Kyrgyz State University named after I. Razzakova – Institute of Architecture and Design	Design of Architectural Environment; Design.	Undergraduate (4 years)
Kyrgyz-Turkish University “Manas”	Graphic design.	Undergraduate (4 of the year)
International University of Innovative Technologies	Environmental architecture design; Interior Design; Clothing design; Technology and design of light industry products.	Undergraduate (4 of the year)

Source: created by the authors.

Chinese universities offer a wide range of design education programs covering various specializations and aspects of design creativity. Programs include interactive media design, graphic and advertising design, industrial design, interior design, fashion design, and others. Chinese universities provide the opportunity to obtain undergraduate and graduate programs, with a duration of study of 4 years for bachelor's and 2-3 years for master's. This is indicative of the broader prospects for teaching and development in the field of design in Chinese universities. On the other hand, Kyrgyz universities offer a more limited range of design programs. Bachelor's programs with a duration of study of 4 years are currently available. The specializations are limited to graphic design, architectural design, interior design, and fashion design. The limited set of programs may be related to the development and specifics of the design industry in Kyrgyzstan.

Recommendations for improving the quality of design education in Kyrgyzstan

As part of the study, it was determined that design education in Kyrgyzstan is developing very slowly, and the educational program needs to be reformed. Taking into account the fact that, at present, design education plays an important role in the development of culture, industry, and the economy of any country, the government of Kyrgyzstan should pay attention to increasing the pace of development in this area. The main recommendations for improving the quality of design education in Kyrgyzstan include the following:

1. Curriculum Update: Curricula need to be reviewed and updated to keep them up to date with current design requirements and trends. Programs should include relevant topics such as digital technologies, sustainable design and design for social innovation.

2. Development of technical infrastructure: it is necessary to provide students with access to modern equipment and software for practical classes. This may

include 3D printers, computers with design software, and access to digital technologies such as virtual and augmented reality.

3. Attracting experienced teachers and practitioners: it is important to attract highly qualified teachers and design practitioners who can share their experience and knowledge with students. This will help students develop practical skills and gain an understanding of the real requirements and challenges in the field of design.

4. Development of professional connections and cooperation with the industry: it is important to establish partnerships with design organizations and industrial enterprises so that students have the opportunity to participate in real projects and internships. These activities will allow students to put their knowledge into practice and develop connections with potential employers.

5. Support for research and innovation: It is important to create incentives for research work of students and teachers in the field of design. Supporting research and innovation promotes creativity, diversity, and excellence in design education.

In general, within the framework of the development of design education in Kyrgyzstan, taking into account modern trends, it will be relevant to use the experience of China. For example, the Chinese design education system has diverse and modern curricula that cover various areas of design. The study of these programs can help in identifying relevant topics and subjects that should be included in the curricula in Kyrgyzstan. In addition, the study of teaching approaches and methods in China can contribute to the improvement of teaching methodology in Kyrgyzstan. And studying the experience of China in international relations and exchanges of experience can contribute to the development of international partnerships and exchanges of experience in design education in Kyrgyzstan (including cooperation and exchange of experience with China).

Thus, the active application of the acquired knowledge and experience will help to improve design education in Kyrgyzstan more effectively, adapting it to modern requirements and preparing students for a successful career in the field of design.

Discussion

As part of the study, materials aimed at highlighting the topic of modern trends in the development of design education in higher educational institutions of the world, in particular, in universities in China and Kyrgyzstan, were studied. Thanks to this, it became possible to conduct a comprehensive analysis, taking into account the socio-cultural, economic and technological features of the development of these countries.

In a scientific study G. M. Abdullaeva [4] analyses methods and approaches to the development of professional competencies of design students in higher educational institutions of Kyrgyzstan. The author of the article draws attention to the need to develop competencies that will meet the requirements of the modern design market. It offers technology that will help students develop professional skills adapted to modern technological and creative requirements. The article describes the stages and methods of developing competencies, such as studying the theoretical foundations of design, developing skills in working with professional tools and software, mastering creative thinking and solving design problems, as well as conducting practical projects. The author describes the importance of using modern technologies and programs for the development and visualization of design projects.

Ongoing research work has determined that the use of modern technology makes it possible to simplify the learning process, increase student engagement and creativity, and provide a platform for collaboration and exchange of experience through collaborative work on design projects via the Internet.

The work of researchers A. V. Glazunova and A. N. Kojokulova [18] is aimed at studying the features of distance education in the context of architecture and design. In the work, the authors draw attention to the importance of distance education and its role in the development of professional skills of architects and designers. They examine the specifics associated with teaching and learning design and architecture online, and explore in detail various aspects of distance education, such as the use of virtual classrooms, online platforms, and design modelling and visualization software. The authors discuss the effectiveness and prospects of using these technologies in teaching students and developing their creative potential.

Chinese scholar W. Liu [19] explores the challenges and strategies of textile design in China. The author examines the limitations of the traditional approach to teaching design and considers the possibilities for introducing more creative teaching methods. His scientific work proposes strategies and approaches to creative design teaching that can help overcome existing problems and increase the effectiveness of the educational process. The author notes that textile design in China suffers from a lack of innovation and original ideas. Most designers limit themselves to copying and repeating existing models and styles, which hinders the development of the industry and

reduces its competitiveness. In addition, the author focuses on the fact that the industry has a low rate of development due to insufficient professional education and training of designers. The researcher notes that current problems in the industry can be solved by updating curricula, using innovative educational tools and encouraging students to work with new materials and technologies.

The current research study has also highlighted the trend towards the use of the latest digital technologies in the delivery of design education. The results of the study showed that these educational tools received special development during the spread of COVID-19 in 2020. However, the study demonstrated the need to develop an optimal educational model that can integrate distance learning tools into the traditional educational process, without replacing one with another. Thus, an effective educational model should cover both traditional learning tools (including practical exercises) and include elements of digital education.

In addition, the Chinese researcher Y. Yi [20] studies the experience used in design education in higher education institutions in the United States of America. The author explores various approaches and techniques used in design education curricula at American universities. The scientific article describes various thinking models used in the educational process, such as design thinking, systems thinking, creative thinking, and others. The author analyses how these models affect the ability of students to generate new ideas, solve problems and apply design concepts in practice. He pays special attention to teaching methods that promote the development of critical thinking, communication skills, collaboration and innovative thinking. The author explores the influence of various factors, such as the learning environment, educational materials and technologies, on the formation of the thinking of design students.

The results of the study showed that the influence of the learning environment, learning materials and technologies on the formation of the thinking of design students in Kyrgyzstan is an important aspect of the educational process. The development of design education in Kyrgyzstan is carried out within the socio-cultural, economic and informational context. The educational environment in which design students are trained plays a key role in shaping their thinking. The quality of teaching, support from teachers, access to resources and opportunities for the practical application of knowledge influence the development of students' creative thinking. The quality of educational materials used in the learning process also influences the formation of the thinking of design students. It is important that teaching materials reflect current design trends and include challenges that encourage students to explore, experiment and find new solutions. The use of modern technologies in education can also significantly influence the formation of the thinking of design students. For this, it is necessary to determine the optimal ways of building the educational process, taking into account all the factors of influence.

Contemporary design education is a dynamic and rapidly developing area where it is important to take into account the changing demands of the labour market and technological innovations. As part of their scientific work, researchers L. Yuan and Z. Tiejun [21] highlight the need

for international cooperation in the provision of design education. The authors say that modern social requirements and challenges in the development of the professional qualities of designers require changes. The researchers note that joint educational projects between China and foreign partners have a positive impact on the cultivation of creative thinking and the development of students' creative design skills. The authors discuss the advantages of this approach. Within the framework of this study, the authors focus on the fact that international cooperation in the field of design makes a significant contribution to the development of educational programs and improving the quality of training for Chinese students. Collaboration projects allowed students to access international experience, the latest methods and approaches in the field of design, as well as develop their creative abilities and skills. An important aspect of such cooperation is also the creation of a platform for the exchange of knowledge and experience between universities, as well as the involvement of leading experts and professionals in the field of design for master classes and lectures.

It should be noted that with a significantly low level of development of design education in Kyrgyzstan, at the moment, the issue of establishing international cooperation can become one of the main directions for the development of the design field in the country. However, as the results of the current study show, the problems associated with the limited technical and information base of universities providing design education should first be addressed.

Thus, it should be noted that the analysed scientific works, as well as the conducted research in the field of design education and its development, draw attention to a number of important aspects, emphasizing the role of modern digital and Internet technologies in the development of professional skills among students in this field. There is also a significant development of digital technologies in design education, especially during the COVID-19 pandemic. However, to achieve optimal results, it is necessary to integrate digital tools into the traditional educational process, while maintaining the interaction between participants.

Research emphasizes that modern design education must be dynamic and flexible, responding to the demands of the labour market and taking into account technological innovations. However, in order to achieve a high level of design education, Kyrgyzstan needs to reform its educational system, which can be helped by the experience of other countries that are leaders in this industry.

Conclusions

As part of the current research article, an analysis was made of current trends in the development of design education in universities in China and Kyrgyzstan in order to determine the best directions for improving education in Kyrgyzstan. To achieve this goal, the following tasks were solved: the study of the historical context of the development of design education in both countries, the study of the role of technology in the educational process and the systematization of information about modern trends and specializations in design education.

Historical analysis has shown that design education in China and Kyrgyzstan has gone through key stages of

development, reflecting changes in social and cultural conditions. Both countries attach great importance to design and its role in the development of the economy and culture. In China, the development of design education is actively supported by the state, which contributes to the creation of highly qualified specialists in this field. In Kyrgyzstan, there is a growing interest in design, and universities are striving to offer programs that meet the modern requirements of the labour market, however, at the moment, this educational area is rather poorly developed.

The study of the role of technologies in the educational process has shown that their use is effective and promising. The use of modern technologies, such as computer programs and virtual instruments, allows students to realize their ideas, develop creativity and improve their design skills. However, it is necessary to constantly adapt and update educational approaches and materials in order to comply with modern trends in design and effectively use technology in the educational process.

The systematization of information on modern trends and specializations in design education showed that both China and Kyrgyzstan offer a wide range of programs that allow students to choose the appropriate area of specialization depending on their interests and needs. However, some differences were identified in the specializations offered. Chinese universities focus on modern technology and innovation, while Kyrgyz universities specialize in tourism and advertising design, taking into account local cultural and artistic traditions.

The results of this study indicate the need for continuous improvement in design education. Improving the quality of education can be achieved through the integration of modern technologies into the educational process, updating program specializations and updating teaching materials. It is also important to ensure cooperation between universities and industrial enterprises to create a practical base and organize internships for students. The successful development of design education also requires the organization of the exchange of experience and knowledge with international partners.

Thus, the implementation of optimal directions for improving design education requires an integrated approach, including updating curricula, introducing modern technologies, cooperating with industry and exchanging experience with international partners. This will help design students develop their creative thinking, and technical skills and prepare for a successful career in design. One of the prospects for the development of design education in Kyrgyzstan may be the strengthening of cooperation between universities and industrial enterprises. This can facilitate the introduction of hands-on learning, internships and project work, allowing students to gain real experience and improve their skills in the learning process.

In general, the development of design education in Kyrgyzstan is a continuous process that requires constant improvement and adaptation to modern requirements and trends in the field of design. It is important to continue to strengthen and develop the infrastructure, programs, and resources to provide students with opportunities for creative growth and development in the field of design in Kyrgyzstan.

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Conflict of Interest

None.

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Сучасні тенденції розвитку дизайнерської освіти в університетах Китаю та Киргизстану

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Анотація

Актуальність. Китай і Киргизстан представляють різні підходи до надання дизайнерської освіти, зумовлені соціокультурним та економічним контекстами. Саме це зумовлює актуальність дослідження сучасних тенденцій розвитку дизайн-освіти в цих країнах, щоб краще зрозуміти їхні відмінності та схожість, а також знайти потенційні напрями співпраці.

Мета. Метою цієї статті є дослідження сучасних тенденцій розвитку дизайнерської освіти в університетах Китаю та Киргизстану, а також визначення потенційних шляхів підвищення якості освіти, що надається.

Методологія. Методологія роботи представлена теоретичними методами дослідження, серед яких аналіз, порівняння та узагальнення.

Результати. Результати дослідження показали, що в Китаї та Киргизстані спостерігається тенденція до розвитку дизайнерської освіти. Крім того, було визначено, що важливим фактором, який сприяє розвитку, є використання сучасних цифрових технологій та комп'ютерних програм у навчальному процесі. Виявлено, що в обох країнах особлива увага приділяється практичній підготовці та розвитку професійних навичок студентів. У цьому процесі важливу роль відіграє співпраця з промисловістю та підприємствами, що сприяє практичній спрямованості освіти та надає студентам можливість реалізувати свої проекти в реальному середовищі.

Висновки. Отримані результати мають велике значення для розуміння сучасних тенденцій розвитку дизайнерської освіти. Вони можуть бути використані для вдосконалення програм і методів викладання в університетах, розвитку партнерства з індустрією, а також для обміну досвідом між двома країнами у сфері дизайн-освіти.

Ключові слова: діджиталізація; інновації; обмін досвідом; креативність; методи навчання; дизайнерська освіта; університети.