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Professional training of designers in modern conditions of society development

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Abstract

Relevance. Modern society is experiencing rapid development in various fields, and design is no exception. The professional training of designers becomes critical as it requires keeping up with latest trends, technologies, and socio-cultural changes. Considering these factors, it is relevant to explore how to provide effective training that facilitates the adaptation of designers to the rapidly changing realities of contemporary society and leads to the development of innovative approaches in design.

Purpose. The purpose of this study was to analyse modern approaches to professional training of designers in the context of rapidly changing social development.

Methodology. The following methods were used in the study: analysis, generalisation, and systematisation.

Results. The study revealed that given the rapid technological changes, socio-cultural shifts and economic requirements, the training of designers should be closely related to the current challenges and needs of modern society. As a result, the need to consider the multifaceted nature of design approaches and teaching methods was explored and highlighted. The diversity of views and perspectives showed that professional training of designers requires a balanced approach that considers both the creative aspect and the practical application of skills. The paper presents the educational aspects that require modernisation in modern professional training of designers in Kazakhstan, namely digital skills, sustainability, multimedia, global perspective, working with data, communication skills, virtual reality, and entrepreneurship development.

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Conclusions. Scholars can use the findings of this study to further explore the issue of professional design training and assist undergraduate and postgraduate students seeking to navigate the rapidly changing field of design and choose the most effective training strategies for a successful career.

Keywords: innovation; competences; education; online learning; learning process.

Introduction

Advances in technology and globalisation are influencing design on a scale that was previously impossible. Therefore, it is important to investigate the adaptation of design education to new technological and communication realities, and to explore aspects of developing creative and analytical thinking in future designers so that they can successfully adapt to a rapidly changing market. This study is a major step towards providing quality training for professionals who can function successfully in today's dynamic design industry. The problematic of this study is to analyse modern approaches to professional training of designers in the conditions of rapidly changing social development. Substantiation of relevant approaches and ways of professional training of designers in modern conditions to ensure their successful entry and long-term adaptation in the creative industries market.

C. Rosa and J Ferreira [1] argue that design as a field can successfully adapt to modern learning formats, including distance learning. Researchers emphasise that distance learning can be effective and even foster creative and analytical skills specific to design. By analysing students' experiences, researchers confirm that distance learning can be successful in design education. The researchers note that in today's technological development, distance formats allow students to interact with visual materials, complete assignments and communicate with instructors and classmates across geographical limitations. The specific features of training designers in today's world need to be scrutinised more thoroughly.

Y. Ruan [2] addresses the importance of using immersive technologies in art and design education. The scholar emphasises that modern educational methods face the challenge of adapting to new technological realities, and virtual reality is becoming a powerful tool in this area. The researcher notes that the use of virtual reality (VR) allows students to literally immerse themselves in a virtual space where they can experiment with different art and design concepts, allowing for a more profound understanding of the material, interaction with it, and even creative experimentation. It is important to explore aspects of adapting the educational process to modern challenges and conditions, within the framework of professional training of designers.

T.K. Samuratova [3] investigated the issue of designers' education in Kazakhstan. The researcher emphasises that folk art is deeply rooted and reflects the cultural heritage and identity of the people, and the use of these traditions in design education can contribute to the creative development of students and provide them with a more profound understanding of cultural values. The author is convinced that folk art traditions can be an important source of inspiration for contemporary designers, as they help to create unique and original works that are characterised by a deep connection to culture and

heritage. This aspect of designer education needs to be more thoroughly explored.

A.A. Gorbachev et al. [4] emphasise the essential importance of developing pedagogical skills in Master of Design students in the light of modern educational requirements. Researchers emphasise that today's educational environment requires a better understanding of learning processes and the ability to effectively transfer knowledge. They highlight the importance of pedagogical competences for Master of Design students, as they will not only engage in creative practice, but can also act as teachers and mentors. The researchers address the need to include pedagogical training in educational programmes for Master of Design, which will allow them to develop skills of learning, communication, and adaptation to a variety of educational situations. It is necessary to investigate this issue within the framework of modern conditions of society's development.

L.M. Umralieva and A.L. Pavlovsky [5] are convinced of the need to improve the professional training of future Bachelor of Design. Researchers note that the modern world is facing rapid changes in the field of design, which requires professionals in this field to be highly competent and adaptable. In their paper, the researchers emphasise the importance of improving educational programmes and teaching methods to train professionals who can successfully face the challenges of the modern design world. It is necessary to investigate the issue of designers' education in the context of modern conditions of society development in greater depth.

The purpose of this study was to consider modern strategies for the formation of professional training of designers in the conditions of dynamic social development.

Materials and Methods

In this scientific research the methods of analysis, generalisation and systematisation are used for deeper and more comprehensive understanding of problems and prospects of development of professional training of specialists in the sphere of design in the conditions of modern society. The method of analysis was applied to analyse and explore key trends, challenges, and successful approaches in the field of professional design training. The analysis allowed identifying the main challenges and trends faced by design professionals in the current environment. Using the method of analysis applied to the study of professional training of designers in the conditions of modern social development, the educational aspects requiring actualisation in the modern practice of training designers in the Republic of Kazakhstan were considered, namely, skills of work with digital technologies, aspiration to sustainable development, flexibility in multimedia space, global understanding, ability to work with data, communication skills, mastering virtual reality, and development of entrepreneurial abilities.

The research process made extensive use of the method of generalisation, which provided a comprehensive view of

the current state of research in the field of professional training of designers. This method was used to identify common trends and patterns of development in design education. A particular focus, using this method, was to analyse online education in the context of design, with an in-depth study of its implementation on commercial platforms. Based on the method of generalisation, issues related to the use of virtual technologies, which play a significant role in modern approaches to design training, were considered. This method helped to structure the information and highlight key aspects, among which the impact of online learning on the quality of education, the effectiveness of commercial platforms in design education, and the prospects of introducing virtual reality into the learning process for a deeper understanding of design principles stand out.

The method of systematisation allowed to create a logical structure of important aspects and problems related to the professional training of designers. This method also helped in identifying similarities and differences between the views of the scholars, as well as establishing relationships between different aspects of the study. Using the method of systematisation, an analysis of distinctive design fields such as architectural design, urban environmental design and costume design was carried out. In this method, not only the competences important for design professionals were investigated, but also the interrelationships and interactions between them were given. Using the method of systematisation, aspects for the professional training of costume designers were identified, namely practical skills in the field of dressmaking, the specific features of the research approach, the importance of communication skills, the application of multimedia and technological knowledge, the development of analytical thinking and creative thinking, and the observance of ethical principles and sustainability. This method enabled a more profound understanding of the structure and interrelationships of the competences required for successful training of design professionals and to evaluate their contribution to the professional training process. The use of these methods facilitated a more comprehensive and impartial exploration of the challenges and possibilities facing the advancement of vocational education for experts specialising in design under the present circumstances of social progress.

Results

In the conditions of modern social development, one of the key missions of education in the field of design becomes the formation of a personality with a pronounced creative individuality and developed creative thinking. Today's education attaches immense importance not only to the transmission of information, but also to the acquisition of the ability to independently assimilate and apply knowledge in the professional sphere. The central goal of art education becomes the training of specialists capable of original and creative thinking, capable of finding non-standard solutions and making innovations in the field of design. This challenges educational programmes not only to provide a certain amount of information, but also to develop students' critical thinking, analytical and self-learning skills. This training enables graduates to successfully adapt to the rapidly changing conditions and

demands of the design industry. Thus, modern design education is oriented not only on the transfer of knowledge, but also on the formation of students' ability for creative thinking, self-learning and innovative approach, which plays a key role in their professional success and contribution to modern society.

In the conditions of modern development of Kazakhstan's society, professional training of designers becomes especially important. An understanding of design presents it as a complex process involving the creation, planning, execution and evaluation of products or solutions aimed at meeting specific needs and solving relevant problems. This process combines aesthetic, functional, technical, and contextual aspects that influence the results [6-8]. To successfully train designers, modernity requires the development of creative and innovative thinking, the ability to analyse and solve complex problems. The approach to learning in design aims to equip students with the skills to interact, communicate effectively and create products with functionality, aesthetics, and user interaction in mind. The development of art education in the culture of Central Kazakhstan is rightly considered promising and in demand. Especially relevant is the development of creative qualities of modern specialists [9; 10]. Against the background of accelerated socio-cultural development and technological progress of modern society, art education becomes an essential factor for the preservation and enrichment of the cultural heritage of the area.

In today's environment, it is important to pay attention to the effectiveness of online design education, especially on commercial platforms [11]. With the advancement of technology and the spread of the internet, online education has become widely available and in demand in the field of design. Modern design education is undergoing notable change, and indeed the emphasis is shifting from educational institutions to practical skills and abilities [12-14]. The traditional presence in the classroom is being reimagined in light of online accessibility and global connectedness. Education is increasingly less linked to physical presence in a particular institution, emphasising the importance of skills and knowledge regardless of their source. Technological advances and increased access to online courses allow students to study design in a flexible and personalised way. Therewith, the training of the future designer is still key. Specialised knowledge, understanding of design trends and innovations, practical skills and abilities all require quality and professional training. However, this training can now take place not only within the walls of the university, but also through online courses, practical masterclasses, and interaction with industry. Thus, modern design education provides students with a wide range of opportunities to acquire knowledge and skills, with an emphasis on the competences themselves rather than just formal education [15; 16].

In exploring contemporary aspects of online education, one needs to look at different areas of design, specifically the role of design in architecture. The training of architectural professionals is also affected by current trends and technologies. Just as in other areas of design, architectural education is at the intersection of aesthetics, functionality, and technical aspects. Architectural designers today are required to consider current development trends, innovations in construction, and the

use of modern modelling tools and software. This requires creative thinking, analytical skills, and the ability to translate complex concepts into real-world projects.

Educational programmes in urban environmental design play a vital role in developing quality and competent professionals for the development of urban spaces. Urban environments are becoming increasingly complex and multifaceted, requiring professionals with a prominent level of knowledge and skills in the design and planning of urban spaces. It is important to pay attention to the variety of educational programmes offered by higher education institutions in the Republic of Kazakhstan. Successful training in urban design requires a balanced combination of theoretical learning and practical experience. It is essential to include modern technologies and tools in educational programmes, and to focus not only on architectural aspects, but also on sustainable urban development and environmental sustainability. Urban design education should be adapted to modern challenges and needs of society, including consideration of cultural, social and economic factors [17]. Considering this approach, Toraighyrov University (Pavlodar, Republic of Kazakhstan) has developed and implemented an educational programme “Urbanism and Urban Planning”, combining various aspects of environmental design and architecture, providing comprehensive training for students in this field.

Advances in technology and ever-changing market demands make the field of design extremely dynamic and competitive [18; 19]. Design professionals must not only be creative and imaginative, but also well-versed in the latest trends and proficient in advanced tools and programmes. Modern education for designers should consider not only theoretical aspects, but also practical training. This means that students should be given the opportunity to work with real projects, practice creating design concepts, and learn how to interact with clients and the team. Furthermore, developing analytical and critical skills is an essential part of the training of designers. Professionals must be able to analyse the market, audience needs and competitors to create design solutions that will be successful and in demand. Thus, the training of specialists in the field of design in modern conditions should be comprehensive, including both theoretical knowledge and practical skills. Only such graduates will be able to successfully meet the challenges of the rapidly changing design world and create innovative and relevant solutions.

Virtual technologies play a significant role in visual communication design education. In the current conditions of technology development, virtual reality provides unique opportunities to enrich students' educational experience. Virtual technology allows students to delve into an immersive visual space where they can not only learn design concepts but also interact with them in real time. The use of virtual reality promotes a deeper and more practical understanding of the principles of visual communication design [20]. Students can literally ‘walk’ into the design spaces created, exploring composition, colour schemes, interaction of elements. This promotes an active and interactive form of learning that enriches the educational experience. The use of virtual reality can foster students' creativity and innovative thinking. Interacting

with design objects in a virtual environment allows students to experiment, creatively try different solutions and observe the results in real time [21].

It is also important to pay attention to the trend towards gamification of professional training of designers in the modern environment, where students can quickly receive knowledge and feedback. The feedback provided by virtual games can have a significant impact on learning outcomes. When players are informed about their performance and success in the game, it can boost their motivation and help them better understand their mistakes. Game-based models of learning also play a significant role. They allow players to see their progress, level of achievement and areas in which to progress. This transparency can help players develop more consciously and purposefully as part of their gameplay. The combination of feedback and open-ended learning models can create a more effective learning experience in virtual games. It promotes active self-regulation, deeper understanding and stimulates learner motivation, which is important for effective learning in virtual environments [22]. Notably, the integration of virtual characters into architectural models can substantially change the perception of design architectural concepts. The presence of virtual images of people has a significant impact on the way in which first year architecture students perceive the spaces created. This emphasises the importance of including the human presence aspect in the design process, as the human mind perceives spaces not only as abstract forms, but also through the lens of human interaction. Virtual images of people can add an element of liveliness and realism to design, allowing students to become more deeply embedded in architectural projects and analyse their functional aspects [23].

In modern conditions of society development, costume design in Kazakhstan becomes a unique phenomenon that combines and integrates the rich experience of artistic creativity combined with modern requirements of industry. Currently, three key areas are actively developing in the field of costume design: creation of author's haute couture collections, mass production of industrial collections and development of costumes for stage performances. Progress in costume design is closely related to historical trends in social development and is largely determined by social and economic factors [24]. The professional training of costume designers should include the development of artistic and design competence. The essence of this competence is the ability of costume design students to work creatively and professionally on the creation of costumes, considering the specific features of culture and identity of Kazakhstan. In their work designers analyse the content and key aspects of the development of artistic and design competence of future costume designers based on Kazakh materials.

Important aspects for the professional training of costume designers, apart from the development of artistic and design competence, are as follows:

1. Profound understanding and study of costume history: Understanding the evolution of costume in different eras and cultures allows costume designers to create authentic and creative designs.

2. Current trends in fashion: Awareness of the latest fashion trends allows designers to create relevant and sought-after collections.

3. Practical skills in costume making: Working with varied materials, sewing, and decorating techniques allows costume designers to translate their ideas into real models.

4. Exploratory approach: The ability to seek inspiration from history, culture, art and nature helps designers to create unique and original collections.

5. Communication skills: Interaction with clients, mannequins, stylists, and other fashion industry professionals is important for the successful realisation of design projects.

6. Multimedia and technological knowledge: In the modern era, it is important to be proficient in graphics software and technology to create visualisations and models.

7. Analytical mind-set: The ability to analyse market requirements, target audience needs, and the competitive environment allows you to create successful design solutions.

8. Creative thinking and innovation: The ability to go beyond standard solutions and produce new, innovative ideas in costume design.

9. Ethics and sustainability: Considering the importance of ethical and environmental aspects in the

costume design process and understanding the significance of a sustainable approach to the fashion industry.

10. Support and collaboration: The opportunity to work in a team and collaborate with other fashion professionals to achieve the best results.

These aspects of professional training of costume designers in modern conditions, are of immense importance for successful adaptation to the changing requirements of the fashion industry. All these aspects together contribute to the creation of high quality, innovative and socially responsible models, and ensure the successful professional development of costume designers in today's fashion industry. This area of activity in design education at Toraighyrov University is currently reflected in the inclusion of an educational module of the entrepreneurial activity Fashion Design developed by the Department of Architecture and Design, in which students from other specialities will be involved to obtain other competences (minor-program). Modern society is rapidly evolving in all spheres, and design is not left out of this dynamic. Professional training of designers in Kazakhstan plays a key role in the formation of specialists capable of operating modern trends, technologies, and social changes. In this context, there is an urgent need to modernise educational approaches so that curricula meet modern requirements and labour market expectations (Table 1).

Table 1. Educational aspects that need to be modernised in modern professional training of designers in the Republic of Kazakhstan

No.	Aspect	Description
1	Digital skills	Integrate training in modern graphics programmes and online tools.
2	Stability	Teaching the principles of sustainable design, considering environmental and social aspects.
3	Multimedia	Developing the ability to create multimedia content including animation and web design.
4	Global perspective	Incorporating cross-cultural learning and the requirements of different markets.
5	Working with data	An introduction to data analysis and the use of data to make design decisions.
6	Communication skills	Learning how to communicate effectively with customers, colleagues and audiences.
7	Virtual reality	Familiarity with virtual and augmented reality technologies for design projects.
8	Entrepreneurship development	Incorporating practical aspects of business management and self-promotion in the industry.

Source: compiled by the authors of this study.

Modern training of designers in Kazakhstan requires special attention and modernisation due to rapid changes in social development and technological advance. The introduction of digital skills is essential as modern design is closely linked to computer programmes and online tools. Sustainability in design is becoming important because of the increasing focus on ecology and social responsibility. Multimedia is required to adapt to multimedia environments and create interactive content. A global perspective is important because global trends and cultural differences can strongly influence the success of design projects. Working with data is becoming relevant because of the rise of analytics and the importance of data-driven decision making. Communication skills are important to interact effectively with customers and colleagues. Virtual reality expands the horizons of design creativity. Developing entrepreneurial skills is essential to successfully market one's work and manage one's

business. In modern conditions, when design becomes an important factor in the development of various industries, adaptation to new requirements and technologies becomes a key aspect of design education in Kazakhstan.

Discussion

In modern conditions of society development, where technologies are rapidly changing the world, professional training of designers becomes especially relevant. Design plays an important role in creating products and solutions that meet the requirements of modern society, its cultural and economic needs. A multifaceted view of the problem allows finding new ways and strategies of development, contributing to a more successful adaptation of designers to the rapidly changing realities of the modern era.

The researchers of this issue B. Taneri and F. Dogan [25] emphasise that teaching creativity in design is a complex and multifaceted process. Students perceive

design as a deeper understanding of a project than just its appearance. The researchers found that students' perceptions of design, the design process, and design education change throughout their education. Students, according to the researchers, begin to realise not only the aesthetic aspects but also the contextual, functional, and socio-cultural aspects of design, they rethink their understanding of the design process, becoming more flexible and adaptive in their approach to problem solving. Thus, comparing the results of this study, changing students' perceptions of design and the design process during their studies is an important part of the professional training of specialists in this field, but is a natural process.

T. Page [26] argues that the use of mobile devices with applications has significant potential in design education. The author is convinced that the use of mobile devices and applications promotes more flexible and interactive learning and allows students to expand their creative skills. The researcher emphasises that mobile devices with a variety of applications allow students to work more effectively on projects, create designs, interact with visual ideas, and showcase their work. This approach, according to the scholar, encourages active learning, promotes a more profound understanding of the design process and allows the application of the knowledge gained in practical assignments. The researcher also addresses the fact that the use of mobile devices in design education promotes the development of students' technological literacy and prepares them for the real demands of today's design industry. In comparison with the findings of this study, learning with mobile devices can indeed contribute to a more successful training of future designers, but a complete set of modernisations of conventional education of designers is needed, to prepare qualified specialists in the modern conditions of society development.

D.C. Kowaltowski et al. [27] draw attention to the fact that there are several methods that can stimulate creativity in architectural design, which are effectively applied in the education of architects. The authors argue that these methods promote innovative approaches to design and enhance students' ability to think creatively and originally. The researchers emphasise that methods such as brainstorming, use of metaphors, analogy and backward thinking can enhance creative processes in teaching designers, as these methods stimulate the generation of innovative ideas, enriching concept variation and finding unconventional solutions. The authors also argue that the integration of such methods into the educational process promotes the development of creative thinking skills, adaptability to a variety of design challenges and readiness for innovation in future professional paths. Notably, in comparison with the results of this study, the use of these methods in design education in Kazakhstan will contribute to the effective training of future specialists considering the requirements of modern design.

S. Orr and A. Shreeve [28] in their study argue that art and design education at the tertiary level has its own characteristics, including the complex interplay between knowledge, values and uncertainty within the creative curriculum. Researchers emphasise that learning in this area requires balancing the provision of structured information with the development of analytical, critical thinking and independent research skills. The researchers

pay special attention to the importance of ethical aspects in the educational process and emphasise that art and design students should be aware of the impact of their work on society, culture, and environment. In this context, comparing the results of this study, developing an understanding of ethical issues and socio-cultural responsibility becomes an important part of the training of future designers.

J. Corazzo [29] draws attention to the importance of physical studio space in art, design, and architecture education. The scholar emphasises that the material space of the studio in curricula plays a key role in shaping students' experiences and their creative process. The studio, the scientist said, as a physical place to work and experiment, provides students not only with the tools and materials they need, but also important opportunities to interact with pairs and teachers, sharing ideas and experiences. The researcher argues that in this context, the studio space becomes a source of inspiration, co-creation, and knowledge sharing. Comparing the results of this study, the physical space of the studio does have a profound influence on the educational experience of design students, and its organisation and characteristics play a significant role in shaping quality education and creative thinking.

E.T. Eren et al. [30] argue that landscape architecture students' attitudes towards distance and face-to-face learning methods have an impact on their academic achievement in a design course. The researchers address the fact that students may have different views on distance and face-to-face learning in the context of architectural training. They analysed students' attitudes towards these teaching methods and assessed how these attitudes might affect their success in the learning process, especially in project-based courses. A study by researchers revealed that students' attitudes towards different teaching methods have an impact on their academic performance. Based on the results of the study, it can be concluded that students' attitudes towards distance and face-to-face learning can influence their motivation, engagement, and success in the learning process, particularly in design-based landscape architecture courses. Modern conditions of training specialists in the field of design offer a variety of forms of training, however, it is worth considering individual approaches to designers of different spheres to form the best educational conditions for them [31-34].

C.E. Standoli et al. [35] are convinced that the conventional areas of design education in the modern world are being revised and transferred to the era of distance learning and this requires special attention. Researchers argue that with the development of technology and the spread of distance learning, design teaching methods are also changing. However, conventional methods are essential elements of design education, even in a distance learning environment [36; 37]. Researchers argue that listening, observing the world around us, and hands-on creation of design projects stay relevant and important components of the learning process, even when learning takes place remotely. Aspects of conventional design education combined with modern technologies and methods ensure that students are actively involved in the creative process [38-41].

Professional training of designers in modern conditions of society development is a multifaceted and complex task. Researchers share the view that it is important to adapt educational programmes and methods to innovative trends, technologies, and socio-cultural changes. The importance of implementing online learning, the use of virtual and augmented reality, and other modern technologies is supported by research.

Conclusions

In a rapidly changing society, the contemporary professional training of designers is critical. The results of the study underline the relevance of adapting educational programmes and methods to the new requirements. Technological innovations, including online learning and virtual technology, have become an integral part of training. They provide students with unique opportunities for hands-on work and experimentation. However, conventional teaching methods also have a prominent place, particularly the studio environment and interaction with faculty and peers. This allows developing not only technical skills, but also creative thinking, the ability to collaborate and communicate. The study also highlighted the importance of cultural and visual literacy in the education of designers, as understanding aesthetic and contextual aspects influences the creation of products that meet the needs and values of contemporary society.

Successful training of designers requires a balanced approach. It is necessary to combine advanced technologies with traditional methods, providing flexibility, and adaptation to new challenges. Training

should include not only technical aspects but also the development of creativity, critical thinking, and communication skills. This study also draws attention to the educational aspects that need to be rethought for modern design training in Kazakhstan. Emphasis was placed on digital competencies, sustainability, multimedia, world perspective, data skills, effective communication skills, understanding virtual reality and developing an entrepreneurial mind-set. Thus, professional training of designers in modern conditions of society development requires the synthesis of innovations and traditions. An effective combination of technology, studio practice and cultural awareness is key to developing competent and successful professionals ready to meet the complex challenges of today's design field.

Future researchers of this issue are recommended to pay attention to studying the role of technology in design education, in particular what online platforms, virtual tools and programmes are used and how these technologies influence the quality of learning and professional development of design students.

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Conflict of Interest

None.

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Професійна підготовка дизайнерів у сучасних умовах розвитку суспільства

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Анотація

Актуальність. Сучасне суспільство переживає стрімкий розвиток у різних сферах, і дизайн не є винятком. Професійна підготовка дизайнерів набуває особливого значення, оскільки вимагає від них бути в курсі останніх тенденцій, технологій та соціокультурних змін. Враховуючи ці фактори, актуальним є дослідження шляхів забезпечення ефективного навчання, що сприяє адаптації дизайнерів до швидкозмінних реалій сучасного суспільства та призводить до розвитку інноваційних підходів у дизайні.

Мета. Метою даного дослідження є аналіз сучасних підходів до професійної підготовки дизайнерів в умовах швидкоплинного суспільного розвитку.

Методологія. У дослідженні використано такі методи: аналіз, узагальнення та систематизація.

Результати. Дослідження виявило, що в умовах стрімких технологічних змін, соціокультурних зрушень та економічних вимог підготовка дизайнерів має бути тісно пов'язана з актуальними викликами та потребами сучасного суспільства. Як наслідок, було досліджено та виокремлено необхідність врахування багатогранності підходів та методів навчання дизайну. Різноманітність поглядів і перспектив показала, що професійна підготовка дизайнерів вимагає збалансованого підходу, який враховує як творчий аспект, так і практичне застосування навичок. У статті представлені освітні аспекти, які потребують модернізації в сучасній професійній підготовці дизайнерів у Казахстані, а саме: цифрові навички, стійкість, мультимедіа, глобальна перспектива, робота з даними, комунікаційні навички, віртуальна реальність і розвиток підприємництва.

Висновки. Результати цього дослідження можуть бути використані науковцями для подальшого вивчення питання професійної підготовки дизайнерів, а також для допомоги студентам та аспірантам, які прагнуть зорієнтуватися у швидкозмінній сфері дизайну та обрати найефективніші стратегії навчання для успішної кар'єри.

Ключові слова: інновації; компетенції; освіта; онлайн-навчання; навчальний процес.