

SYSTEMS APPROACH IN THE STRUCTURE OF CONTINUING DESIGN EDUCATION

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Systematic method of analysis, prediction and justification of projects became widespread, since the second half of the XX century, in designing any complex systems and structures. In general philosophical understanding the system can be defined as an objective unity of naturally interconnected elements, objects, events, and knowledge of nature and society. In our case, the system — it is a purposeful set of selectively involved elements, the interaction of which contributes to the achievement of a given useful result (goal), which is accepted as the main system-forming factor. Modern educational systems refer to a class of complex dynamic systems, which can not be considered as the sum of its parts. For a systematic approach three systemic concepts are important: relations, ties, and interaction. Complex systems have the following features: single functioning objective; several hierarchically related system levels and structures of their management; large number of connections between subsystems, integrated make-up of the system — including people, infrastructure, equipment, training and methodological support; resistance to the influence of external and internal perturbing factors and existence of self-organization elements [1].

The systematic approach in the structure of continuing professional design education enables to reveal the organization of the system and methods of its operation, to show the succession of the system stages and the internal pattern of their transition from one to the other, to see the way in which the ultimate result is formed — by the end result — the training quality of the designer and the way in which this process affects the formation of creative qualities of the individual. Today it's time to create a horizontally integrated complexes combining educational institutions of the same or similar training profile of both a medium and senior specialists, the time of realization of the program of continuing training “through life” in the “school—college—university—postgraduate education” system (shown in figure 1). The presented multi-level system of continuing professional design education has its own integrated complex, which includes five educational levels (subsystems) with description of the objectives, structures and

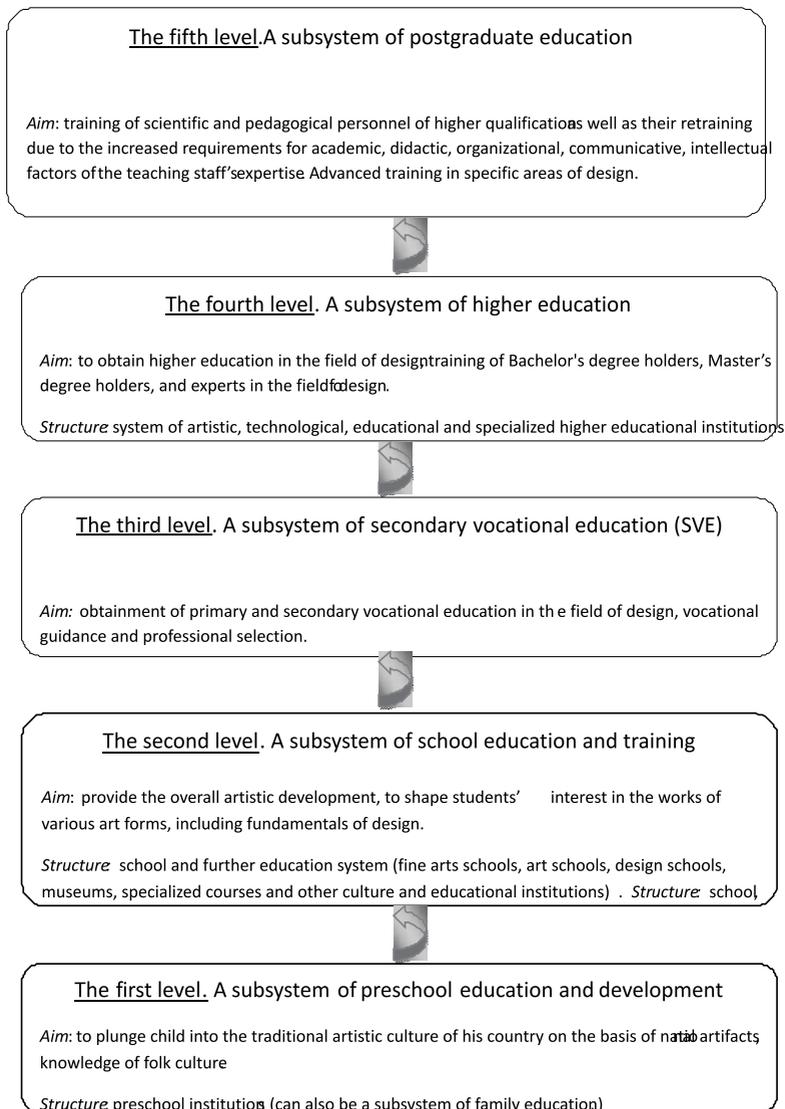


Figure 1 – Model of multi-level system of continuing professional design education

interaction processes in the adjacent hierarchically conjugated subsystems. It should be noted that 1-2 levels of the system to a greater extent fulfill function of education, motivation and development of personality by creative means. Vocational education starts at the 3rd level of the presented system model.

The first level — subsystem of preschool education and development of children. The basic structural unit — preschool institutions (can also be a subsystem of family education). The aim of the development at this stage is to plunge child into the traditional artistic culture of his country on the basis of national artifacts. Natural environment, landscape, plants, animals, architecture, people with their diverse characters and appearance, aspirations, which can be represented by teacher or educator in a different application to the moral sense of life situations. “All this composes the notion of “cultural memory”, which absorbs not only horizontal connections (with modern natural and cultural environment), but also vertical connections with previous and future generations” (G. Gachev) [2].

These techniques are based on the following principles: 1) conducting classes on the material that takes into account the historical and socio-cultural environment of the child, on the basis of the national culture artifacts; 2) the use of methods of interaction and integration of arts; 3) extensive use of gaming techniques; 4) communicate with children using familiar and understandable art images; and 5) active development of children’s imagination and fantasy with regard to their achievement age. It should be emphasized that the development is based on the child’s creative activity and is carried out in real conditions of the external environment, in a particular geographic area, ethnic and verbal environment, historical, social and cultural conditions. Forms of the external environment are fully considered both vertically, taking into account experience of previous generations and forecast for the future, and horizontally i.e. in the interconnection of the phenomena occurring at the present stage.

The second level — a subsystem of school education and training. The structure: school and further education system (fine arts schools, art schools, design schools, museums, specialized courses and other culture and educational institutions). The aim: provide the overall artistic development, to shape students’ interest in the works of various art forms, including fundamentals of design. Artistic and creative development of pupils at this stage is based on the integration and interaction of arts and consists of the organized integrated activity

at a fixed time and out-of-school. Considering the system of artistic and creative activities such as multi-level development of learners, it should be mentioned that the child involved in artistic activity since the first form will take this process as natural and necessary form of manifestation and self-affirmation. In such a system, the training goal is not reduced to the creation of the activity products and the increase of knowledge, but important is the process of artistic activity of the child, as the rise of the human being, as a process of elevation of feeling and awareness of their boundless creative abilities, where intercommunication with the art contributes to spiritual self-realization of pupils [3].

Optimization of artistic and creative development of learners at this level of the system model can be represented by the following tasks: 1) formation and development of emotional-volitional, sensory-perceptual and apperceptive spheres of the child that goes to the upper registers of the imagination; 2) development of the associativity, figurativeness, variability and conceptual-orientation of the creative thinking; 3) development of visual culture of reality perception and formation of the ability “to see”, to create an artistic image and convert it to a different modality of arts. The latter is very important for the development of the design qualities of projective thinking of future specialists.

The third level – a subsystem of secondary vocational education (SVE). The basic structure: a system of secondary vocational institutions. The aim: obtainment of primary and secondary vocational education in the field of design, vocational guidance and professional selection. The educational process is based on the fulfillment of the requirements of federal state educational standards of professional education (FSSES PE). It is the period of “the artist’s birth” saturated by information using interactive forms of learning and methods of projective thinking, enabling to intensify the learning process. The period of study, when projective culture of the future designer is formed, and it is gaining strength and creativity, getting its individuality. Today formation of the projective culture of thinking is an essential characteristic of any activity.

The fourth level – a subsystem of higher education. The structure: The system of artistic, technological, educational and specialized higher educational institutions. The aim: to obtain higher education in the field of design, training of Bachelor’s degree holders, Master’s degree holders, and experts in the field of design. The educational

process is based on the fulfillment of requirements of Federal State Educational Standards (FSES), educational programs in the field of training approved by the university and relevant working programs based on an integrative study of the art and science teaching material with widespread adoption of innovative educational technologies and keeping the historic artistic traditions. Quality indicators of design education are competitiveness and demand for graduates in the labor market.

The fifth level — a subsystem of postgraduate education. The structure: PhD courses, Grand PhD courses, advanced training institutions and other existing courses. The aim: training of scientific and pedagogical personnel of higher qualification as well as their retraining due to the increased requirements for academic, didactic, organizational, communicative, intellectual factors of expertise; advanced training in specific areas of design. Main tasks: 1) development of arts and sciences through research and creative activity of research and teaching staff, PhD students, Grand PhD students and application of scientific results in the learning process; 2) the systematization and scientific analysis of the advanced educational experience of domestic and foreign educational institutions, which conduct training of specialists in the field of design; 3) development of training complex of basic educational programs, including postgraduate education programs, creation of methodological and electronic teaching aids, textbooks, guidelines, development of new and modernization of the existing training programs [4].

Thereby, using a systematic approach, we have presented the structure, levels, interrelations and interaction of all the elements of training of teacher-designer and designer in the form of a linear structure of the interacting elements at each age level of the learners.

Nowadays, in conditions of establishment of a new system of education not less significant factor of training actualization is formation of a creative personality with integrative, interdisciplinary thinking [5]. Design includes basic methods of learning that shape the culture of projective thinking, important in any activity, so the design should be considered as part of general and vocational education.

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