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USING INTEGRATED LEARNING TECHNOLOGY IN THE SYSTEM OF TRAINING FUTURE CLOTHING DESIGNERS

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The purpose of project activity is, ultimately, to promote in such a diverse world of modern industry the highest aesthetic and spiritual values, organically included in the structure of a technical object. Integration in modern society explains the need for integration in education. Therefore, graduates of higher education in the field of fashion design should have a holistic vision of solving professional problems in creating design objects. The paper discusses individual approaches to the selection of pedagogical technologies for training future clothing designers. The characteristics of the author's teaching methodology, based on the classical technology of integrated learning in combination with the technology of creative workshops, are presented.

Key words: *fashion design, educational technology, integration, creative workshop.*

INTRODUCTION

In modern society, design activity has established itself as a synthesizing approach that combines into a single concept the points of view of a researcher, technician, economist, manager, sociologist and anthropologist regarding the creation of a new product. Design thus lies at the intersection of four major fields of study and research: technology, art, sociology of needs, and environmental psychology. The role of the designer is to bring about a synthesis between the industrial, scientific and technical sectors and the general field of art, so that the new project is not reduced to a partial view of the object [1]. The above imposes very high demands on the training of designers, and specifically, clothing designers. In this situation, higher education is faced with the difficult task of developing integrated knowledge and skills of graduates, in particular, in the field of textile materials, design and manufacturing technology of clothing.

PURPOSE

Usually, education in higher education involves block study of disciplines, and the integrated use of knowledge appears only at the stage of developing the graduation project [2]. To ensure that students develop a holistic vision of problems in the field of fashion design, a review of the pedagogical teaching technologies used is necessary.



RESULTS AND DISCUSSION

To solve the identified problem, at the Faculty of Design of the Technical University of Moldova, a new discipline Atelier Design was introduced into the curriculum for the specialty Industrial Fashion Design. This discipline has a practical orientation and is studied in the first three semesters according to the curriculum. The main objective of this discipline is to form in students generalized ideas about the process of creating clothing in the close relationship of its main stages: development of a model sketch, selection of materials, clothing modeling and technological design of clothing, including the process of making a prototype. Thus, students are given a complex task from developing a model concept to obtaining a finished product. With a relatively small number of hours of classroom work (15 hours of lectures and 45 hours of practical classes), achieving the expected results is possible only with the right choice of pedagogical technologies. Under these conditions, a traditional school that implements the classical model of education is unlikely to be productive.

In the context of modern requirements for the training of specialists, along with the traditional model of education, the following types of pedagogical technologies become the most relevant: information and communication technology, technology for the development of critical thinking, project technology, developmental learning technology, health-saving technologies, problem-based learning technology, gaming technologies, modular technology, workshop technology, case technology, technology of integrated learning, pedagogy of cooperation, technology of level differentiation, etc. [2].

To organize the learning process in new conditions, a decision was made from the entire arsenal of currently known pedagogical technologies to choose the technology of integrative learning and the technology of creative workshops. The decision made is based on the widespread opinion that in modern pedagogical technologies, the functions of a teacher have begun to vary from information-controlling to advisory-coordinating [3]. Based on the symbiosis of the above-mentioned pedagogical technologies, the author's teaching methodology was obtained, which is as follows:

1) taking into account the specifics of the integrated technology, purposes were outlined and training content was selected;

2) the structuring of the stages of classes and the sequence of assignments were carried out according to the methodology of creative workshops (Fig. 1).

The technology of integrated learning involves deep interpenetration, merging, as far as possible, in one educational material of generalized knowledge in a particular area. The form of integrated classes is non-standard and interesting. Changing types of activities (research, conceptual, artistic, design, technological) during practical classes maintains students' attention at a high level, which allows us to talk about the sufficient effectiveness of classes. Integrated classes develop the potential of the students themselves, encourage them to actively search for the necessary information, to comprehend and find cause-and-effect relationships, to



develop logic, thinking, and communication abilities. In addition, integrated classes reveal significant pedagogical opportunities.

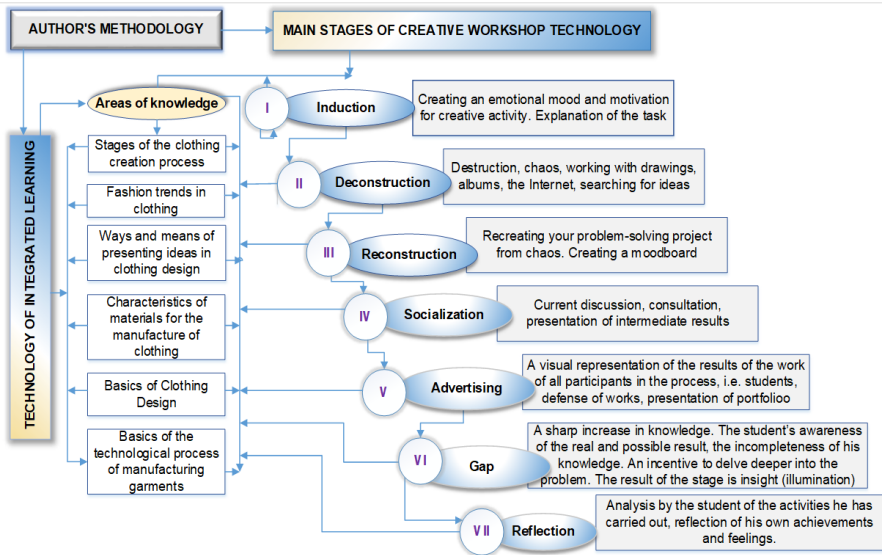


Fig. 1. Scheme of organizing the educational process based on integrated learning technology

In its turn, the technology of creative workshops is one of the alternative and effective ways of studying and acquiring new knowledge, which can be used not only in the case of learning new material, but also when repeating and consolidating what has been previously learned. It represents an alternative to the traditional organization of the educational process and in the classical version, this technology uses relationship pedagogy, the project method and immersion methods, and the creative activity of students.

A workshop is a technology that involves organizing the learning process in such a way that the teacher introduces students to the learning process through the creation of an emotional atmosphere in which the student can express himself as a creator. In this technology, knowledge is not given, but is built by the student himself or in a pair/group based on his personal experience or suggested sources of information; the teacher only provides him with the necessary material in the form of tasks for reflection. A workshop is similar to project-based learning because there is a problem to be solved. The teacher creates conditions and helps to understand the essence of the problem that needs to be worked on. Students formulate this problem and offer options for solving it. Various types of practical tasks can serve as problems.



This technology allows the individual to build their own knowledge, independently formulate the objectives of the lesson, find the most effective ways to achieve them, develop creativity and intelligence in this it is very similar to problem-based learning. Conditions are created for the development of the student's creative potential. The communicative qualities of the individual are formed, as well as the subjectivity of the student – the ability to be a subject, an active participant in activities, independently determine purposes, plan, carry out activities and analyze.

CONCLUSIONS

As practice has shown, one of the most effective pedagogical technologies for training clothing designers are integrated learning technologies that can be used in symbiosis with the technology of creative workshops. The use of such technologies, to a greater extent than conventional classes, helps to increase learning motivation, develop students' analytical and creative thinking, develop independence and contribute to a holistic vision of problems and the formation of integrated knowledge in the field of fashion design. All of the above ultimately ensures the competitiveness of graduates.

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СУГАК О.

ВИКОРИСТАННЯ ІНТЕГРОВАНОЇ ТЕХНОЛОГІЇ НАВЧАННЯ У СИСТЕМІ ПІДГОТОВКИ МАЙБУТНІХ ДИЗАЙНЕРІВ ОДЯГУ

Метою проектної діяльності є просування у різноманітному світі сучасної промисловості вищих естетичних і духовних цінностей, органічно включених у структуру технічного об'єкта. Інтеграція у суспільстві пояснює необхідність інтеграції освіти. Тому випускники вищої школи в галузі дизайну одягу мають сформувати цілісне бачення вирішення професійних завдань зі створення об'єктів дизайну. У статті розглянуто окремі підходи щодо вибору педагогічних технологій навчання майбутніх дизайнерів одягу. Наведено характеристику авторської методики викладання, заснованої на класичній технології інтегрованого навчання в комбінації з технологією творчих майстерень.

Ключові слова: дизайн одягу, педагогічна технологія, інтеграція, творча майстерня.