INTERNATIONAL SCIENTIFIC-PRACTICAL CONFERENCE

"EUROINTEGRATION IN ART, SCIENCE AND EDUCATION: EXPERIENCE, DEVELOPMENT PERSPECTIVES"

МІЖНАРОДНА НАУКОВО-ПРАКТИЧНА КОНФЕРЕНЦІЯ

"ЄВРОІНТЕГРАЦІЯ В МИСТЕЦТВІ, НАУЦІ ТА ОСВІТІ: ДОСВІД, ПЕРСПЕКТИВИ РОЗВИТКУ"

Klaipėda University,
2024

Bibliografinė informacija pateikiama Lietuvos integralios bibliotekų informacinės sistemos (LIBIS) portale ibiblioteka.lt

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Untranslated language of the authors.
Мову авторів збережено без змін та перекладу.

ISBN 978-609-481-206-4

Foreword

The First International Conference "EUROINTEGRATION IN THE ARTS, SCIENCE AND EDUCATION: PERSPECTIVES, PERSPECTIVES OF IMPLEMENTATION" is an event that demonstrates the support of Lithuanian scientists for their Ukrainian colleagues, and devoted to the relevant problems of art, culture, pedagogy and psychology.

The interdisciplinary nature of the conference provides an opportunity to explore new ways of interaction between researchers in these fields.

The collection of abstracts published during the conference reflects the main aim of the event, which was to bring together European and Ukrainian scientists who presented new theoretical ideas and their practical application in their respective thematic areas. The conference highlights opportunities for exchanging experiences in the research area; promoting the participation of Ukrainian researchers in the EU research programmes and initiatives; introducing the system of quality assurance of education and training according to the European standards and guidelines; and expanding the opportunities for academic mobility of students, pupils, teachers and researchers.

The publication of the proceedings in an online format is a deliberate move by the conference organisers, in consistence with one of the priorities of the European Green Deal - the rational use of natural resources and the development of an ecological consciousness in the global scientific community.

Compilers of the publication

Передмова

Перша Міжнародна конференція «ЄВРОІНТЕГРАЦІЯ В МИСТЕЦТВІ, НАУЦІ ТА ОСВІТІ: ДОСВІД, ПЕРСПЕКТИВИ РОЗВИТКУ» – захід, що демонструє підтримку українських вчених литовськими колегами, присвячений актуальним проблемам мистецтва, культури, педагогіки і психології.

Пошук нових шляхів взаємодії між дослідниками цих напрямів відкрито завдяки міждисциплінарному характеру конференції.

Збірка тез, що вийшла за результатами конференції, віддзеркалює головну мету заходу – об'єднання європейських та українських дослідників, які презентували нові теоретичні ідеї та їх практичне втілення у відповідній тематичній царині. Конференція розкриває можливості для обміну досвідом у дослідницькому просторі; сприяє участі українських дослідників у наукових програмах та ініціативах ЄС; знайомить із системою забезпечення якості освіти та навчання відповідно до європейських стандартів та рекомендацій; розширює можливості академічної мобільності для учнів, студентів, викладачів та дослідників.

Публікація матеріалів в онлайн-форматі – усвідомлений крок організаторів конференції, який відповідає одному з пріоритетних напрямів у реалізації європейського «зеленого курсу» – раціональному використанню природних ресурсів та формуванню еко-свідомості у світовій спільноті вчених.

Упорядники

FEATURES OF TEACHING COLOR SCIENCE AND COMPOSITION IN DESIGN FOR STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS

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Abstract. The thesis describes the peculiarities of teaching color science and composition in design to students of higher education institutions. Mastering these subjects contributes to the development of students' cognitive abilities and creative potential, which is important for creating high-quality design in the future. The common aspects in the methods of teaching composition and color science include: scientificity, educational nature of teaching, systematicity and consistency, conscious and active learning, and the connection of learning with practice. It is concluded that the training of future designers in modern conditions should be focused on their artistic creativity and involves not so much the transfer of professional knowledge and skills as the formation and development of their creative abilities. The process of forming students' creative abilities occurs, first of all, by involving each individual in active artistic and creative activity and has its own specifics, which consists in the constant solution of artistic and creative tasks assigned to them. Such a process requires clear planning of organizational and didactic actions, namely: providing methods for teaching such disciplines as composition and color science in design. The aim of educational programs is not only to provide technical knowledge, but also to develop artistic skills and aesthetic taste. Effective teaching implies orderliness and systematic approach to learning, close connection with practical activities, and an emphasis on individual creative activity of students.
Keywords: features of teaching, student-teacher interaction, form of organization of education, teaching methods, methodological techniques, composition, color science, artistic and creative activity, design, designer.

Problem statement. It is quite clear that in modern conditions, the development of creative professions plays a key role in bringing Ukraine to a new economic level. It is important to support and develop talented design and art professionals who have the ability to create unique author's products. In this way, Ukraine will be able to compete on the global market and increase its credibility. Due attention should be paid to the methodology of teaching composition and color science in design, so that trained specialists are ready for market challenges and can successfully realize themselves in the professional field.
The purpose is to determine the main features of the discipline "Fundamentals of Composition" and "Fundamentals of Color Science"; to identify common aspects in the methodology of teaching them to design students. To achieve this goal, a variety of scientific **research methods** were used. The first group (***theoretical methods***) included a critical analysis of the literature on psychological and pedagogical, philosophical, design and art history aspects of the problem, synthesis and generalization of psychological and pedagogical experience to determine the levels, stages and criteria for the development of creative abilities of future design professionals. The second group of methods (***empirical methods***) included pedagogical observation, conversation, questionnaires, interviews, testing, discussion, analysis of artistic works of future designers, expert evaluation and self-assessment.

Theoretical part. Composition is based on the principles of visual perception and includes elements of both content and appearance. Color Science covers the study of color and its properties. The main

objectives of studying these two disciplines are: development of students' artistic and creative abilities (emotional attitude to objects and phenomena of the world around them, visual and imaginative memory, fantasy); education of aesthetic taste, sense of beauty; formation of the basic foundations of visual literacy - composition, sense of rhythm, color harmony, proportionality, etc.

The common aspects in the methods of teaching composition and color science reflect an integrated approach to teaching and developing students in the field of design. Let's take a closer look at each of them:

1. *Science*: the basis of teaching is scientifically based principles and laws that allow students to understand and systematize the knowledge they have gained. Understanding the scientific aspects helps in the development of practical skills and abilities, as well as in preventing mistakes in the artistic process.
2. *Educational nature*: training is aimed not only at mastering theoretical knowledge, but also at developing aesthetic taste and perception of beauty. A systematic approach helps students develop their thinking and cognitive abilities.
3. *Conscious and active learning*: students are actively involved in the learning process and consciously master skills and knowledge. This allows them to develop creative thinking and the ability to create creative works on their own.
4. *Connection to practice*: learning is closely linked to practical work, where students use theoretical knowledge to create artworks. This connection ensures the practical usefulness and effectiveness of learning.

All these aspects together help students not only to learn theoretical knowledge, but also to develop their creative abilities, aesthetic perception and independence in the creative process.

The external side of organizing the process of interaction between a student and a teacher is determined by the forms of learning organization. Such forms of learning organization as lectures, practical classes, consultations, master classes, studios, creative laboratories, excursions, meetings with interesting people and competitions, exhibitions of student creative works, home independent work are important and effective means of organizing the educational process in the training of future design professionals.

Lectures can vary from problem-based presentation to lectures-dialogues and lectures-visualizations, which allows to activate students' interest and promote better learning. *Practical classes, master classes and creative laboratories* allow students to gain practical skills and abilities by using them in real projects. *Consultations* are an important element for an individual approach to each student, solving their problems and supporting them in their studies. *Excursions and meetings with design professionals* broaden students' horizons and give them the opportunity to gain practical experience and advice from experts in the field. *Competitions and exhibitions* of student work stimulate students' creativity and help them demonstrate their achievements.

Practical tasks in composition and color science reflect the programs of the disciplines "Fundamentals of Composition" and "Fundamentals of Color Science". They have a variety of topics and methods of implementation, which covers all aspects of learning activities, including the perception, consolidation and updating of theoretical material, as well as mastering skills in composition and color harmony. The selection of special tasks and their methodological orientation contribute to the effective teaching of composition and the basics of color science to students. Practical assignments involve the study of theoretical material and its actualization through compositional analysis and coloristic solutions based on visual material, such as reproductions of works of art, design and architectural projects by famous Ukrainian and foreign authors. This approach to practical tasks allows students not only to consolidate theoretical knowledge but also to apply it in practice through analysis and completion of specific tasks. This contributes to deeper learning and the development of students' creative skills.

Reproductive questions in the context of teaching composition and color science are aimed at developing students' long-term associative memory and shaping their desire to seek new information. This may include questions about typical solutions in works of art, historical facts about the use of colors and

compositional techniques in famous works of art, and stimulate students to further research and study the topic. Problem-solving questions are aimed at active thinking and analysis of students. This may include setting tasks that require students to consider problematic aspects of composition and color science, as well as to look for alternative ways to solve problems. Questions that encourage professional self-determination help students to better understand how their skills and knowledge can be applied in real life and in their future professional activities. This can include asking how students want to develop their skills and how they plan to use them in their design career.

Training exercises and tasks in composition and color studies play an important role in the development of students as future designers. They not only help to improve practical skills, but also create internal prerequisites for creativity and prepare students for practical creative tasks. In these training tasks, students have the opportunity to develop their analytical, synthetic, and creative abilities. They learn to analyze complex problems, break them down into their component parts, and find optimal solutions. Such exercises contribute to the development of students' holistic thinking, imagination, and fantasy. Tasks of different difficulty levels allow us to take into account the individual abilities of each student. This encourages each student to develop themselves and achieve their own success in learning. This approach contributes to the enrichment of the educational process and the formation of various competencies in future design professionals.

Independent work is an integral part of the educational process and an important stage in the formation of a student's personality. This type of study promotes self-determination and creative self-realization of students, develops their independence as a personal trait and professional quality. The purpose of independent work is to develop the skills of knowledge systematization, time planning, control and self-regulation. Students learn to work on tasks without the direct guidance of a teacher, using the acquired knowledge and skills to solve problems. Independent work also helps to develop students' creativity and self-expression. They have the opportunity to experiment freely, to look for new ideas and ways to solve problems, which contributes to their creative development. This process also builds important self-organization and self-discipline skills that will be useful in their future professional activities. Students learn how to effectively use their time and resources to achieve their goals without direct supervision.

In general, the variety of forms of organizing education ensures an effective and interesting process of training future designers, and promotes the development of their creative potential and professional skills.

In order to achieve educational goals, different methods and techniques of teacher-student interaction are used in each case. In scientific sources, teaching methods are defined in different ways:

1) a set of teaching methods is a variety of techniques, methods, strategies used by a teacher to transfer knowledge and skills to students;

2) the way a teacher leads a student to knowledge describes the process of interaction between a teacher and a student, where the teacher uses various methods and techniques to facilitate student learning;

3) the form of movement of the learning content - this means that teaching methods determine the way knowledge is transferred and assimilated in accordance with the content and purpose of the educational process;

4) ways of interconnected activities of the teacher and the student - describe the interaction between the teacher and the student in the learning process, when both parties work together to achieve the set educational goals.

In each case, it is important to take into account the context of a particular learning situation, the needs and capabilities of students, as well as the goals and objectives of the learning process in order to choose the appropriate teaching method. As Bondar (2005) notes, methods are not selected from a certain set, but are constructed in each case and therefore can have many modifications (p.91-95). The personal orientation of education emphasizes the importance of an individual approach to each student and the active involvement of their personal functions in the learning process.

Studying various forms and methods of design can really open up new horizons for students, allowing them to immerse themselves in various aspects of this field and develop their creative abilities. It's important to create a stimulating learning environment where students can experiment, connect with like-minded people, and get their questions answered. In such a supportive environment, learning can become an exciting and effective experience for each student.

Conclusions. It has been concluded that the training of future design professionals in modern conditions should be focused on their artistic creativity and involves not so much the transfer of professional knowledge and skills as the formation and development of their creative abilities. The process of forming students' creative abilities requires their active participation in artistic and creative activities. This means that they should participate in a variety of creative projects, tasks, exercises where they can apply their knowledge and skills, experiment with ideas and solutions, and develop their design vision.

Constantly solving artistic and creative tasks contributes to the active development of students' creative thinking and skills. This allows them to learn to implement their ideas in practical projects, look for non-standard solutions, and learn to work confidently with creative challenges and difficulties.

This process requires detailed planning of organizational and educational activities, in particular, the development of teaching methods for such subjects as composition and color science in design. Thus, the involvement of students in active artistic and creative activities is a key element in shaping their creative abilities and preparing them for professional activities in the field of design.

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