



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.

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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

THEORETICAL JUSTIFICATION OF CONDUCTING THE FIRST LESSON IN THE FIELD OF DESIGN IN INSTITUTIONS OF VOCATIONAL AND TECHNICAL EDUCATION

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Annotation. The study raises the question of the relevance of the first lessons for the design direction and theoretically substantiates the focus in the study of professional training students on the basic principles of design and the stages of designing a design using graphic and compositional solutions.

Keywords: design-project, design-projection, first lesson, graphic and compositional solutions, methods, professional education, specialists in the field of design.

Introduction. The demands of the modern labor market are tough, requiring you to keep up with the times and adapt. To be competitive in any job, you need to be able to present your own projects. And this is where design comes in, which is necessary to improve the appearance of any project. Design is something that allows ideas and concepts to be presented, analyzed and explained more clearly. Vocational and technical educational institutions train competitive design professionals in their design classes. The first lesson should teach vocational training students the basic principles of design and study their use in design and planning.

The importance of the research results of Ukrainian scientists and foreign teachers on the issue of conducting the first design classes for the training of future design specialists is of great importance in the field of professional education.

The relevance of the outlined problem determines the purpose of the research: to theoretically substantiate the conduct of the first lesson of the design direction in vocational and technical education institutions.

We used pedagogical observation and analysis of scientific and pedagogical literature as scientific research methods.

Theoretical part. The first lesson should be simple, understandable and accessible to students of vocational and technical educational institutions. It should also describe the process, set goals and expectations, and define rules and procedures. At the same time, teachers must thoroughly prepare students for further education. Requirements for professional education students who plan to study design must have basic knowledge, skills and abilities in graphics, both computer and handwritten, illustration, color palette and composition.

John Reeves, one of the researchers in the field of design education, gave an important advice for organizing the first lesson in the direction of design, suggesting to combine master classes with a demonstration of a design project.

Also, Ukrainian and foreign scientists are suggested to start the first lesson with the study of basic principles of design and practice on a design project; the use of simple but effective methods of presentation and discussion of content.

Design is a part of visualization and has great importance for modern practices. It refers to the visual presentation of an idea or message and the use of techniques such as mixing text with pictures, colors.

Design can be used to create a brand and differentiate it from competitors. Thus, conducting the first lesson in the direction of design meets the modern demands of practice.

With the help of research methods, such as the analysis of literature, experience, current projects and practical exercises, the teachers of the vocational and technical education institution prepare for the first lesson (introductory lesson; orientation lesson; lesson on the consideration of examples; lesson-workshop) from the design direction and provide sufficient information to students about processes and principles in design.

In general, when planning the first lesson in the design direction, many issues need to be considered, in particular, the basic principles of design, the level of assimilation of information by students of professional education, the approach to evaluating their work and access to information resources.

First, teachers can conduct surveys to assess the level of knowledge and experience of students in vocational education. As a result, we can choose the optimal lesson topic that best meets the needs of those seeking professional education. At the first lesson, the teacher should familiarize the trainees with professional training with the main areas of design, explain the structure of the task and give examples of design projects created as a result of a properly organized process. Instructors can also provide specialized training for students to familiarize them with the software used and explain the various techniques and principles of creating design objects. Facilitation of discussion is an important element of teaching in the first lesson. This allows students undergoing professional training to discuss various issues and ideas related to the creation of design products. This allows students to clarify anything that is unclear to them and maximize their knowledge of the design experience.

At the final stage of the first lesson, the teacher can offer vocational training students to start performing practical tasks. It provides an opportunity for vocational students to demonstrate their knowledge and experience in creating design objects, and for teachers to assess their skills. In general, a properly constructed way of conducting the first lessons in design will help students to successfully complete this discipline and allow teachers to assess the level of knowledge and experience of students. The use of design projection is necessary to create attractive and accessible visual compositions that can be known for their meaningful and emotional power.

Below are the methods that can be used to conduct the first lesson in the discipline of design direction. First of all, it is necessary to introduce the concepts and principles of design to students receiving professional education. To this end, a series of discussions can be held to analyze important aspects of design such as composition, balance, harmony and spatial organization. At this stage, it will be important to introduce the professional students to the general design process, as well as various basic concepts and ideas about it. Next, you can conduct practical experiments based on the concepts you have learned. This can be achieved through various creative tasks. A properly selected method of conducting the first lesson in design will help students of professional education deepen their knowledge and skills in this discipline and be ready for further study.

Researchers who have developed theoretically oriented textbooks and tutorials, as well as practical case studies and step-by-step projects, include Ellen Lupton and Jennifer Cole Phillips, who offer a theoretical and practical approach to graphic design through visual examples (Lupton & Cole Phillips, 2020); Gavin Ambrose and Nigel Ohno-Billson for practical advice on working with ideas and schemes (Ambrose & Ohno-Billson, 2019); Robert Williams shows how to create a graphic product by correctly placing text and choosing appropriate fonts and colors during composition decisions (Williams, 2022); Kat Caldwell provides many practical tips on how to combine elements in graphic product design (Caldwell, 2019).

The above-mentioned textbooks and guides offer relevant principles and practical advice for starting a design education. This serves to establish the basic concepts and the formation of skills necessary for working with design. Therefore, it is important for the success of design research. A properly designed first design lesson is the most important step in the learning process. This is because the chosen tasks will give vocational students a real picture of what they are going to study. Then we can move on to a

detailed discussion of the study materials. Students undergoing professional training should also provide simple examples that demonstrate the practical application of graphic and compositional design solutions.

Studying design for vocational students has the advantage of being a new subject that interests them. Your first student design lesson should be designed in a way that grabs students' attention and engages them in learning. This requires taking into account the psychological and pedagogical characteristics of students in order to approach learning from the perspective of their needs and interests. First, it is necessary to take into account the age characteristics of the listener. It is necessary to provide an age-oriented cognitive climate, proportional to the number of students in the group.

In addition, it is important to consider the discussion method when conducting the first design lesson for students of vocational education. It would be a good idea to let everyone in the audience know that they have the right to express their opinions and ask questions. People should be encouraged to discuss the material in groups and use real-life examples. In addition, it is recommended to conduct practical lessons in order to consolidate the concepts taught in the textbook and give students the opportunity to actually practice them.

Conclusions. Students who receive professional training in the first lessons need a special approach in the process of adapting to a new environment and educational process. An important role in this process is played by the student's psychological and pedagogical characteristics. For successful preparation and productive learning, teachers need to understand their students, especially in the first lessons. He must carry out an initial diagnosis of the applicant's psychological and pedagogical characteristics and, based on the results, choose appropriate methods of education. This will help students reach their full potential, increase motivation and achieve success.

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