



ПЛАТФОРМА 1. МИСТЕЦТВОЗНАВЧІ ТА КУЛЬТУРОЛОГІЧНІ ЧИННИКИ  
ДИЗАЙНУ

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## SOME FEATURES OF FASHION DESIGN CURRICULUM IN UKRAINE AND ETHIOPIA

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*The core competencies for the formation of an international scientific plan were formulated on the base of the analysis of the curricula for the preparation of fashion designers in Ukraine and Ethiopia. They include such competences as general social competence, typical scientific competence, historical, cultural and cultural enlightenment competence, art competence, technological and project-technical competence, material science competence, especially professional competence, designing competence, computer competence, managerial competence, creative competence, communicative competence, marketing competence.*

**Key words:** *international curriculum, fashion design, competence.*

### INTRODUCTION

Traditionally, education associated with fashion design is seen as the prerogative of developed countries. For example, in the United States, more than 200 postsecondary schools across the country offer fashion-related programs and prepare students for jobs in the fashion industry. Fashion education is also developed in countries such as Italy, France, Spain.

The global processes of globalization presuppose the mandatory introduction of other countries to the fashion industry and fashion education.

The development of fashion education, as well as any other, involves the creation of an agreed curriculum that ensures the development of a complex of competencies to provide the designer with the necessary knowledge, skills, communications, autonomy and responsibilities.



In modern studies, the development of international curricula in the field of fashion design is considered relevant [2]. Some attempts to create such plans in the training of specialists in the garment industry were considered in [3].

### **ASSIGNMENT OF THE TASK**

To formulate the core competencies for the formation of an international scientific plan on the base of the analysis of the curricula for the preparation of fashion designers in Ukraine and Ethiopia.

### **RESULTS OF THE STUDY AND THEIR DISCUSSION**

Comparative analysis of the curriculum allowed putting forward a hypothesis about comparability of competencies obtained in various universities. We will further note that in considering competence in the following form and also note several key provisions and formulations.

Based on the analysis of the curriculum for fashion designers on the example of the EITEX, Bahir Dar University (Ethiopia) and Ukrainian Engineering and Pedagogical Academy (Kharkiv, Ukraine), we can identify the following key competencies acquired during training.

The core competence for all key competencies is the base and includes the experience of cognitive, educational, research and other activities; the ability to see and formulate the problem, find solutions and choose the most effective of them; readiness to be responsible for your choice; the ability to give a reasoned assessment of different views and positions, realistically assess their capabilities.

- *General Social competence* is the ability to form their own ideological position in general terms, the ability to analyze social and political relations and formation of adequate models of social behavior, the capacity for storage, dissemination and enrichment of cultural potential, the ability to receive, process and reproduce the information on state and foreign languages. This competence meets module "Humanity and Language".

- A typical *scientific competence* - the ability to solve typical tasks specific to a particular subject area, basic skills on mathematical, physical and graphical modeling in the subject area, the ability to use modern computer technology in the subject area, The ability to analyze the results of calculations, measurements and observations in the subject area. This competence meets module "General Computing Skills".

- *Historical, cultural and cultural enlightenment competencies* serve as the internal basis for solving creative, research, organizational, methodological and other tasks. This includes competence in the field of aesthetics, artistic creativity and artistic culture, the competence of the historical and cultural cycle (art history, the history of material culture, as well as the history of certain arts by specialization), sociological and socio-psychological knowledge, artistic influence on the formation of the aesthetic environment and artistic culture of the population. This competence meets module "History of Fashion".



- *Art competence* skills in academic drawing and painting, competence in the constructional and artistic cycle, the competence of specific features of related arts (painting, graphics, and sculpture) and in the problems of artistic synthesis. Competence meets module “Foundation of Drawing”.

- *Technological and project-technical competence* – skills and abilities in materials science, technology of industrial materials, principles of construction and technical design, manufacturing processes and production, equipment and tools, manufacturing techniques, modeling, prototyping. Competence meets module “Fashion Industry”.

- *Material science competence* - the ability to use knowledge of material properties specific to a particular subject area corresponding to the technological, design, environmental and other requirements. Competence meets module “Fundamentals of Textiles”.

- *Especially professional competence* - the ability to analyze the system of technical and educational systems, processes and environments, the study of advanced industrial and teaching experience, the introduction of domestic and foreign science and technology. Competence corresponds module “Fashion Design”.

- *Designing competence* - the ability to solve typical specialized tasks related to the choice of materials, execution of necessary calculations, designing technical objects in their subject area. Competence meets the module “Garment Construction”.

- *Computer competence* - ability to use modern methods of automation of the design, manufacturing and engineering (CAD / CAM / CAE). Competence corresponds the module “CAD in Fashion Design”.

- *Managerial competence* - the ability to plan and organize their professional activities and the activities of subordinates or students in the industrial sector or education, providing the necessary conditions for the use of space-time, logistical, financial, economic and others resources considering relations of objectives, time and space. Competence corresponds to module “Fashion Management”.

- *Creative competence* - the ability to generate original, creative ideas to solve industrial and educational situations. Competence corresponds to module “Research Methods”.

- *Communicative competence* - the ability to activate quickly interact with other business or educational production processes, establishing contacts in the labor and student group, and constructive conflict resolution, possession of methods of self-emotional state. Competence corresponds to module “Communication Skills”.

- *Marketing competence* - the ability to analyze the technical and economic parameters of technological processes in their subject area. The ability to carry out systematic monitoring of industrial or educational processes and quickly correct them by appropriate additional technology, competence in the organization and management of the project cycle,



economic aspects, management and marketing of industrial art production enterprises, design and engineering organizations, labor safety issues, safety engineering, technical aesthetics. Competence corresponds to module "Fashion Business".

### **CONCLUSIONS**

As a result of the analysis, the integral competence, as well as the basic competence in the training of fashion designers, is formulated. They include general social competence, typical scientific competence, historical, cultural and cultural enlightenment competence, art competence, technological and project-technical competence, material science competence, especially professional competence, designing competence, computer competence, managerial competence, creative competence, communicative competence, marketing competence.

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### **ДЕЯКІ ОСОБЛИВОСТІ НАВЧАЛЬНИХ ПЛАНІВ ПІДГОТОВКИ ДИЗАЙНЕРІВ МОДИ В УКРАЇНІ ТА ЕФІОПІЇ**

*Основні компетенції щодо формування міжнародного навчального плану були сформульовані на основі аналізу навчальних програм для підготовки дизайнерів одягу в Україні та Ефіопії. Вони включають такі компетенції як загальна соціальна компетенція, типова наукова компетенція, компетенція історичної, культурно-просвітницької, художньої діяльності, технологічну та проектної технічну компетентність, компетенції матеріалознавства, особливо професійну компетентність, проектувальну компетентність, комп'ютерну, управлінську, творчу, комунікативну, маркетингову.*

***Ключові слова:** міжнародний навчальний план, дизайн моди, компетентність.*