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**INTEGRATION OF INTERCULTURAL AND SPECIALLY PROFESSIONAL
COMPETENCIES FOR IMPLEMENTATION OF INTEGRATED COMPETENCY IN
THE SPHERE OF FASHION DESIGN**

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The place of intercultural competence in the general structure of the professional competences of specialist in the field of fashion design is defined. The special importance of the formation of intercultural competence for the training of a global student, as a composition of communication, cultural intelligence and professional intercultural abilities is proved. The analysis of structurally logical connections in the process of forming the basic competences of the designer of clothes is carried out. The ways of forming integral competence are determined. The main structural approaches to the introduction of the intercultural competence of the designer of clothes are offered. The schemes with parallel, sequential, individually parallel, combined formation of intercultural competence are developed. The parallel scheme is characterized by additional special courses on the formation of common intercultural competencies, as well as language practices. The sequential scheme assumes the integration of the special competencies of the designer of clothing in special pre-degree intercultural courses and an intercultural diploma project. An individual scheme presupposes the formation of intercultural competence within individual professional competences. The combined scheme combines the basic algorithms.

Key words: intercultural competence, fashion design, cultural intelligence, structural and logical connections, integration

Рябчикова К.М. «Інтеграція міжкультурної і спеціально-професійних компетентностей для реалізації інтегральної компетентності фахівця у сфері дизайну одягу»

Визначено місце міжкультурної компетентності в загальній структурі професійних компетентностей фахівця в галузі дизайну одягу. Доведена особлива важливість формування міжкультурної компетенції для навчання глобального студента як композиції комунікації, культурного інтелекту і професійних міжкультурних здібностей. Проведено аналіз структурно-логічних зв'язків у процесі формування основних компетентностей дизайнера одягу. Визначено шляхи формування інтегральної компетентності. Запропоновано основні структурні підходи до впровадження міжкультурної компетентності дизайнера одягу. Розроблено схеми паралельного, послідовного, індивідуально-паралельного, комбінованого формування міжкультурної компетенції. Паралельна схема характеризується додатковими спеціальними курсами з формування загальних міжкультурних компетентностей, а також мовної практики. Послідовна схема передбачає інтеграцію спеціальних компетентностей дизайнера одягу в спеціальні міжкультурні курси до ступеня і проект міжкультурного диплома. Індивідуальна схема передбачає формування міжкультурної компетенції в рамках індивідуальних професійних компетентностей. Комбінована схема об'єднує основні алгоритми.

Ключові слова: міжкультурна компетентність, дизайн одягу, культурний інтелект, структурно-логічні зв'язки, інтеграція.

Рябчикова К.М. «Интеграция межкультурной и специально профессиональных компетенций для реализации интегральной компетентности специалиста в области дизайна одежды»

Определено место межкультурной компетентности в общей структуре профессиональных компетенций специалиста в области дизайна одежды. Доказана особая важность формирования межкультурной компетенции для обучения мирового студента, как состава коммуникации, культурной разведки и профессиональных межкультурных способностей. Проводится анализ структурно-логических связей в процессе формирования основных компетенций дизайнера одежды. Определены пути формирования интегральной компетенции. Предложены основные структурные подходы к внедрению межкультурной компетенции дизайнера одежды. Разработаны схемы параллельного, последовательного, индивидуально-параллельного, комбинированного формирования межкультурной компетенции. Параллельная схема характеризуется дополнительными специальными курсами по формированию общих межкультурных компетенций, а также языковой практики. Последовательная схема предполагает интеграцию специальных компетенций дизайнера одежды в специальные межкультурные курсы до степени и проект межкультурного диплома. Индивидуальная схема предполагает формирование межкультурной компетенции в рамках индивидуальных профессиональных компетенций. Комбинированная схема объединяет основные алгоритмы.

Ключевые слова: межкультурная компетентность, дизайн одежды, культурный интеллект, структурно-логические связи, интеграция.

Formulation of the problem.

The specialty of fashion designer is developing dynamically in different countries of the world. In Ukraine, the development of this trend is delayed largely due to the consequences of a closed society. Procedures fashion design are sometimes developed in the light of national culture, which impedes the general entry of Ukrainian designers of clothing into the global market. Considering the cultural features of different peoples and countries, the opportunity to work in a multicultural environment, or in the context of communicating with representatives of other languages or cultures, today is an important feature of professionalism of a specialist - designer.

The basic approach to training a specialist of any qualification is the requirement of forming special competencies in him. Such competences define the basic abilities that a specialist should demonstrate in his professional activities. Traditionally, the competence is associated with the requirements of employers with the conditions of performance of the employee specific functions.

The general tendency towards globalization, the aspiration of Ukraine to join the pan-European and world education system, means expanding the specific function of activity, which requires communication with representatives of other cultures, countries and peoples. This function involves not only fluency in a foreign language, but also taking into account the peculiarities of another culture in the process of communication and professional activity.

These features require the introduction of intercultural competence in the system of training fashion designers as a necessary component of the curriculum.

This fact raises the question of the place of this competence in the overall system of competences, the problem of maintaining the level of basic professional qualities in the implementation of intercultural competence.

Analysis of recent research and publications.

Recently, a large number of publications on the development of intercultural competence appeared in scientific pedagogical literature. In particular, Deardorff D.K., Arasaratnam-Smith L.A worked in this area. In their fundamental work [1] the main issues of internationalization of education are considered. They addressed issues such as intersectorality, segmentation and clustering of intercultural competencies; their studies are presented in the context of internationalization. The crucial question posed in this study relates to how to integrate intercultural competencies into the preparation of students who are ready for global learning.

Koester J., Lustig M.W. in their work [2] determine the main problems with the study of the essence, educational conditions, methods for measuring intercultural competences.

Hong, J.-Y. [3] determines that the creation of a system of cultural intelligence is a component of the formation of intercultural competence. In his opinion, cultural intelligence is one of the forms of human intelligence. Cultural intelligence goes hand in hand with intercultural competence and is a necessary part of the formation of a modern specialist in the field of fashion design.

Melissa McMullen in [4] argues that research in the field of intercultural understanding in the preparation of designers is very limited. It proves that a large amount of design-related information includes understanding of culture and intercultural issues that can provide a key insight into professional processes. It is noted that one of the key competencies of designers is the ability to use a variety of cultural features and include their understanding in their work. The paper proposes an approach to the preparation of designers with the transition through the cultural boundaries. Given the trends in the profession of clothing designer, the growing need to address cultural influences and the complex relationships between culture and communication, it is necessary to create appropriate training structures for specialists.

It should be noted that, despite the expressed desire for a pan-European and world education system, the expansion of the system of student and professional mobility, the problem of the formation of intercultural competence, including future designers of clothing, is reflected rather fragmentary.

In particular, the work [5] reflects the pedagogical conditions for the formation of professional competence of future fashion designers. Quite rightly, the required professional competencies are considered from a systematic approach. In this case, the system of competencies is considered as a structure with their properties and interconnections. Formation of intercultural competence in this work has not been sufficiently reflected.

Requirements for the improvement of the training of fashion designers on the basis of competences related to the specifics of their professional activities described in [6-7]. Particular attention is devoted to the process of forming professional competencies and methods of measuring them. The structural components of the professional skills of the designer are determined. The necessity of comprehensive development of personality of specialist-designer is noted. The method of definition of formation of competencies of designer clothes is revealed.

In [8] an attempt was made to determine the individual components of the competence of the overall integral competence of the designer of clothing. In particular, certain artistic and creative competences are defined, which, in our opinion, are not quite reasonably interpreted as abilities. Quite rightly, these competencies are considered in integration with others, in particular design, technological, organizational, although, in our view, it would be desirable to do so in a more explicit form.

The analysis of publications in the field of training fashion designers shows that the issue of the formation of intercultural competence has not been reflected. Theoretical studies in the field of formation of intercultural competence are not supported by methodical approaches to creating pedagogical conditions for its formation. The place of intercultural competence in the general structure of competencies is not defined.

There is a contradiction between the need to introduce intercultural competencies into the practice of training specialists in the field of fashion design and the real problems of determining its place in the training system

The purpose of the work is to determine the place of intercultural competence in the training system of fashion designers on the basis of analysis of the content of training, analysis of the structure of competencies and the determination of their significance in the formation of integral competence.

Presentation of the main research material.

Modern European and world approaches define learning as a process of acquiring certain competencies [9].

As defined by a number of researchers, the complex of competences of a specialist in the field of fashion design is formulated on the basis of an iterative process of communication with employers, specialists in education and professional field [10].

Implementation of the competence approach in the educational process involves the formulation of abilities to perform certain activities. Any competence, according to Dublin descriptors [9], should include knowledge, skills, communication, autonomy and responsibility, and be aimed at the formulation of integral competence that determines the ability of a specialist to work in a specialty.

In the process of training specialists in the educational level "Bachelor", as a rule, you can distinguish two groups of competencies (Fig. 1). The first group defines the general professional qualities of a specialist and is universal for this area of training. This group acts as a provider for a group of competencies of a specific professional profile that directly forms the overall integral competence.

To provide the necessary professional competencies, you need to create a modular curriculum that takes into account the necessary logical connections between objects and modules.

The block diagram of the modules' connections must be realized in the formation of the competencies necessary for the effective work of fashion designer.

This structural scheme allows you to design a curriculum based on achieving the main goal - the formation of integral professional competence of a specialist in the field of fashion design.

Realization of the possibility of forming intercultural competency should make certain changes to the given structural scheme. The main question in this case should be the problem of finding a place for this competence in the general scheme of competence development.

The most natural logical step in this may be the introduction of a separate intercultural competence in the parallel structure of the formation of professional competencies (Fig. 2). In this structure, a separate module, which includes disciplines of intercultural communication, must correspond to the formation of intercultural competence. An additional condition for a parallel scheme for the formation of intercultural competence is the completion of professional language training at foreign enterprises and representative offices of foreign firms in Ukraine.

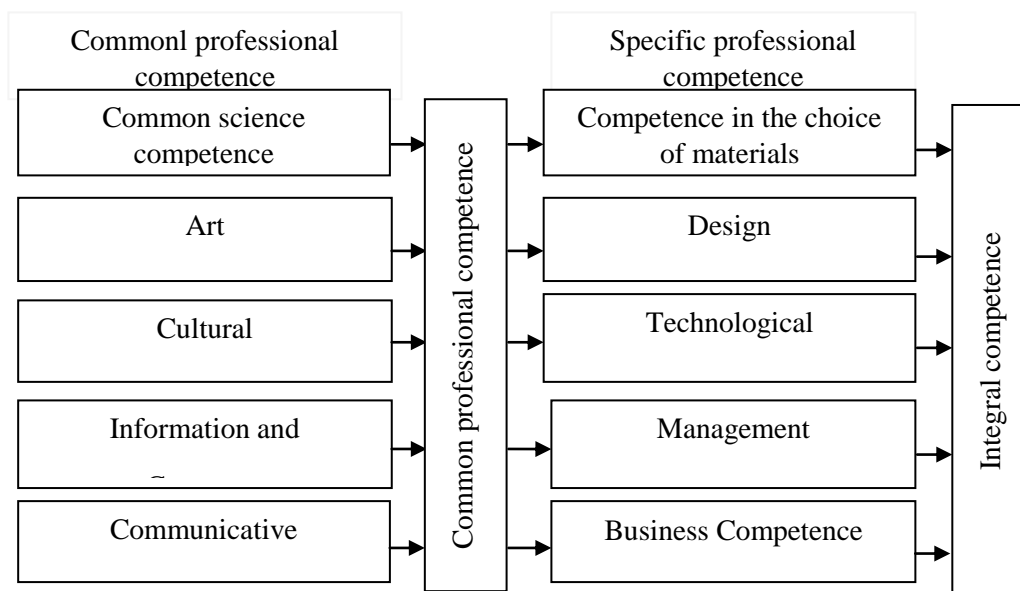


Fig.1 Procedure for forming the integral competence of the designer of the garment

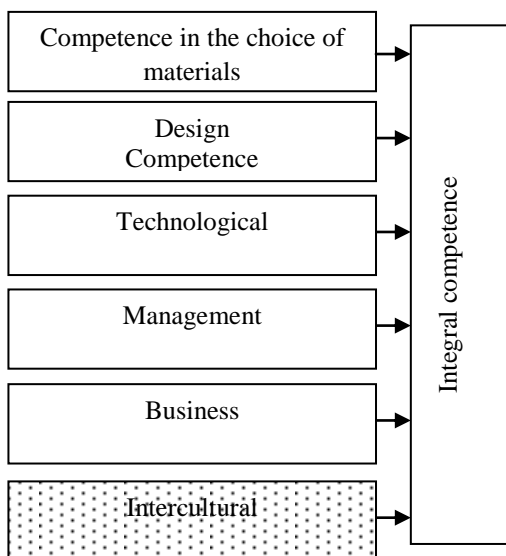


Fig.2 Parallel formation of intercultural competency of fashion designer

Parallel formation of intercultural competence is useful for its versatility, when this competence is formed in the broad sense and takes into account the cultural features of many cultures. In this case, the practical orientation of such a scheme may be reduced due to the uncertainty of the place of intercultural competence in the sense of forming a common integral competence. There may be a threat to the mechanical addition of intercultural competency instead of the organic integration of competences in the direction of achieving the main goal.

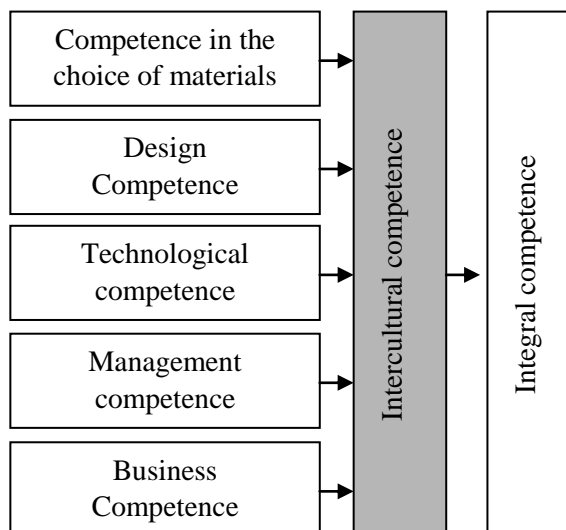


Fig. 3 Consistent formation of intercultural competency of fashion designer

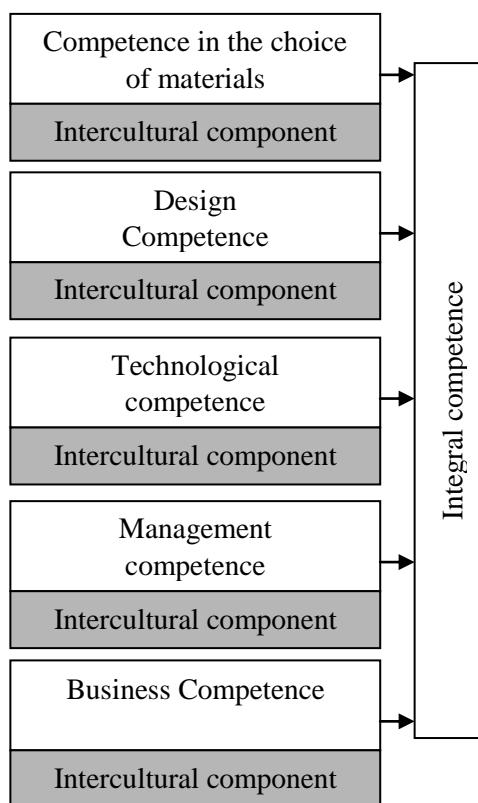


Fig.4 Parallel individual formation of intercultural competence of fashion designer

The scheme of successive formation of intercultural competence involves the integration of all core competencies within the framework of a special course or measure for the implementation of a project that provides basic integral competence (Fig. 3). Such competence can be provided within the framework of pre-diploma special professional practice, pre-diploma course, intercultural exchanges, online conferences for the joint implementation of projects with students from other countries.

Formation of intercultural competence can be provided at the level of individual courses that form specific professional competencies. In this case, the scheme of parallel individual formation of intercultural competence can be realized (Fig. 4). The structure of the curriculum work program must be changed. All or some of the disciplines should include sections or training blocks that are responsible for the development of intercultural competence in a particular field. It is desirable to use specific forms of learning, such as online conferences with representatives of students from other countries, lectures by foreign specialists.

The most effective way to create intercultural competency can be combined scheme, when intercultural competencies are formed in the process of formation of separate competencies. An additional course provides the formation of a general between subject competence, pre-graduate work integrates between subject competence (Fig. 6). It is quite difficult to implement such a scheme in full. Intermediate combination schemes can be considered when intercultural competencies are implemented in the most important international courses that are most sensitive to intercultural influences. Parallel formation of intercultural competence can be useful for the purpose of general cultural development in order to enhance the universalization of specialist training.

Formation of intercultural competencies can be carried out, which is a universal function, as well as special cultural, taking into account the individual features of certain cultures.

This scheme looks very effective and versatile, but it may require excessive time, material and other resources.

Conclusions from this study and prospects for further exploration in this direction.

The place of intercultural competence in the training system of fashion designers is determined on the basis of analysis of the content of training, analysis of the structure of competencies and determination of their significance in the formation of integral competence. The directions of integration of intercultural and special professional competencies for implementation of the integral competence of a specialist in the field of design of clothing are explored. Structurally logical schemes of formation of intercultural competence in the form of sequential, parallel, individual parallel and combined schemes are developed.

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