INTERNATIONAL EXPERIENCE IN THE PROFESSIONAL TRAINING OF FUTURE DESIGNERS: THEORETICAL DIMENSIONS AND EDUCATIONAL PRACTICES

This article, drawing on an analysis of international experience, explores the specific features of professional training for future designers.

A comparative study of design education systems in Germany, France, Italy, Finland, and the United States has made it possible to identify both commonalities and national distinctions that contribute to the effectiveness of design education across diverse sociocultural contexts.

Professional training of future designers in Germany is characterized by a high degree of organizational efficiency, a practice-oriented approach, and the integration of innovative teaching methodologies. These features render the German model a valuable reference point for comparative analysis and potential adaptation within national educational systems.

France possesses one of the most advanced systems of design education in Europe, distinguished by the combination of long-standing academic traditions with innovative pedagogical strategies. Designer training is provided both in public higher education institutions and in private specialized schools of art and design. Particular emphasis is placed on the cultivation of aesthetic thinking, cultural awareness, and practical orientation of learning. The fundamental principles of design education in France include: the development of creativity and individual authorship; interdisciplinarity and integration with related domains such as architecture, fashion, and engineering; the formation of social responsibility among designers with a strong focus on sustainability; and active cooperation with industry, ensuring the practical preparedness of graduates.

Italy represents one of the global centers of design development, especially in the fields of fashion, industrial, product, and graphic design. Professional preparation of designers in Italy integrates classical artistic traditions with contemporary innovative approaches, thereby fostering highly skilled specialists

capable of balancing creativity with functionality. The Italian educational model emphasizes active student engagement in creative and research projects, close collaboration with the fashion and design industry, and systematic internships in design studios and companies. Educational curricula are developed with a clear orientation toward the real demands of the labor market, which contributes to the consistently high employability of graduates.

Finland occupies leading positions in Europe with respect to the quality of education, with design education forming an integral component of the national educational framework. The Finnish model is grounded in innovation, sustainable development, and a human-centered philosophy of design. It is further characterized by interdisciplinarity, a high degree of academic autonomy, and considerable creative freedom granted to students.

The United States of America has developed one of the most comprehensive systems of professional designer training worldwide. It is distinguished by pronounced practicality, academic freedom, interdisciplinarity, and strong integration with the labor market. Design education in the USA encompasses a broad spectrum of specializations, including graphic design, media design, industrial design, UI/UX design, fashion, visual communications, environmental design, among others.

National variations are manifested in the structure of curricula, cultural context, teaching methods, and the nature of collaboration with the professional sector.

The findings suggest that international experience in the professional preparation of designers constitutes a valuable resource for advancing the national design education system.

Its critical evaluation and context-sensitive adaptation offer new opportunities for enhancing the quality of professional training for future designers in Ukraine.

Key words: professional training, art education, future specialists in the field of art education, future design specialists, design education, educational practices, international experience.