

Секція 6
**Інновації у підготовці фахівців
для текстильної та фешн індустрії**

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RYABCHUKOVA K.

¹Ukrainian Engineering Pedagogics Academy, Kharkov, Ukraine

²AOD International Design Campus, Colombo, Sri Lanka

**METHOD OF INTERNATIONAL PROJECTS
IN THE EDUCATION SYSTEM OF FASHION
DESIGNERS**

Purpose. Purpose of this article is to ground the conditions of formation of global student's teams for realization of intercultural projects in the field of fashion design.

Scientific novelty. Methods of training of global student teams in the field of fashion design, taking into account the intercultural characteristics of the partner countries are improved.

Practical value. The results of the work allow forming the intercultural competence of design students to effectively promote their design solutions in different cultures.

Keywords: fashion design, intercultural competence, global project team, international fashion project.

Objectives. Effects of globalization, heightened mobility possibilities offer great influence on modern society. One of the fields that in large degree is affected by these phenomena is activity of fashion designer. Mobility processes improve possibilities of fashion to promotion all over the world, for development of fashion brands. In the same time fashion trends in many cases meet with difficulties of realization as a result of culture features in different parts of the world. This problem in our opinion must be solved on the stage of education of fashion designer. Together with other problems this task is raised in some publications [1]. Task of intercultural competence formation on the stage of education in the case of right conditions may lead to training of global student [2], which able to solve tasks in the field of fashion design in the conditions of different cultures.

Theoretical training in the field of intercultural competence include common cultural, historical, art aspects of design, foreign language, basis of communication skills. All these components form the basis of cultural intelligence [3]. In the same

time this is not enough for professional work as fashion designer in different cultural conditions. On our point of view we must radically change content of educational projects, that must be turn into intercultural tasks, solved by international student team. It's possible to realize the project method [4], which in this case can evolve to international project with participation of global student's teams.

Methodology. Ukrainian engineer and pedagogic academy have certain experience in forming of intercultural competency during training of fashion designers.

There are different intercultural practices, that allow to deepen in learning the culture of different countries. Agreements for cooperation are signed with Tyanzin technical university (TTU) in China, ARCH academy of design in Jaipur (India), AOD academy of design in Colombo (Sri Lanka), Institute of textile and design EITEX, Liberetz technological university (LTU), Special school of business and design (SOS).

Differences in culture are determined in the process of virtual communications in on-line regime and during foreign communicational practices.

For example such features of China culture and apparel are determined: silk goods with national motives with images of dragons and other fantastic animals of china folklore, usage of national pearls [5-6].

Student internship in India is followed by investigation and development of clothes with national motives (fig.1). The main features of Indian clothes are mentioned: use of traditional textile, national traditions in dyeing, usage of cultural features of Hinduism [7].



Fig. 1. Students of Ukraine, Brazil, China on a design internship at the Academy of Design in Jaipur (India)



Fig. 2. Students fashion show in Bahr Dar University (Ethiopia)

Practice in Ethiopia is followed with participation in fashionshow (fig.2). It's important to take into account orthodox Christian traditions in this country including original religious embroidery together with African features, large volume of cotton and cotton clothes [8].



Fig. 3. International fashion project in India (participants – India, Brazil, Ukraine)

During studying of Sri-Lanka fashion culture it's necessary to pay attention to traditional culture based on Buddhism [9], national features of textile crafts.

Policy of developing of intercultural competency allowed to form international project teams that include Ukrainian, Indian, Brazilian students that took part in mutual fashion project (fig.3).

Research results. Described experience allowed to formulate main demands to policy of creature of intercultural student project teams. The first step in this direction may be creation of bilateral projects with students of partner university (fig4,a).

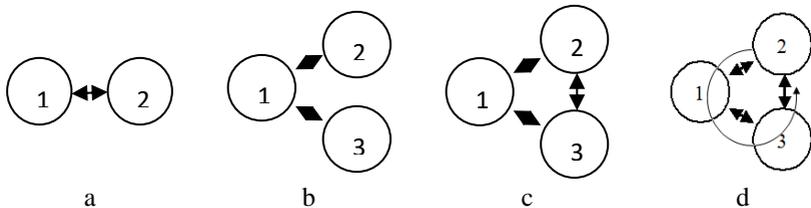


Fig. 4. Scheme of formation of international project teams

Raising of experience of project activity is followed of raising quantity of intercultural project groups in the boundaries of bilateral agreements (fig.4,b). Preparation of global project teams is followed by creation of contacts with three or more universities (fig.4,c), that allows to develop multilateral project group (fig.4,d).

We held analysis of opportunity of creation those intercultural groups with participation of UEPA (fig.5). Analysis of scheme fig.5 shows the opportunity of creation of two those intercultural project groups in the field of fashion design.

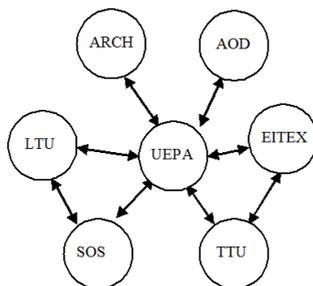


Fig.5. Example of formation of international project teams

Conclusion. Methodic of creation of intercultural project teams allows training specialist in the field of fashion design that can effectively work in promotion of fashion product in conditions of other culture. Scheme of realization of multilateral student project groups is proposed. Conditions of creation of such group are grounded.

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