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# PROFESSIONAL DEVELOPMENT OF DESIGN SPECIALISTS IN THE ERA OF GLOBALIZATION: EXPERIENCE, CHALLENGES, PROSPECTS

Globalization, as an economic, political, and cultural phenomenon, has fundamental implications for the process of development and the role of education within this process. Not only does it alter the nature of global markets and what it takes to be competitive within them, but it also changes the conditions under which states and their economic entities participate in the global economy and thus the potential pathways for development [1]. These changes inevitably entail various demands in terms of skills and knowledge and different opportunities for their acquisition. These changes and their consequences play a significant role in the professional development of design professionals.

Cumulative and interrelated changes at the global level that have occurred in the fields of technology, economy, politics, society, and culture have had a direct impact on the development of design. The reasons for the interest in the practice and theory of design can be attributed to the rapid development of digital technologies and the emergence of the worldwide network; globalization of the economy; competition in the market of educational services; proliferation of design forms; reform of European education, known as the "Bologna Process"; stratification of educational programs in the field of design: awarding bachelor's, master's, and doctoral degrees (PhD) in design, which involves defining the professional competencies of each degree.

Understanding design as a holistic phenomenon is determined by the specificity of universal design activity, the purpose of which is to establish harmony

between humans and the surrounding reality, creating a conditional spatial-temporal oikumene as a holistic, comprehensive anthropo-natural-cultural environment. In this environment, a person emerges not as an independent subject endowed with limited functionality, but as part of a whole (global) structural organism, as a subject who understands this globality and the ways of its projective and practical transformation [2]. That is, the designer is a creative figure who addresses not only operational, current tasks but also strategic, holistic ones.

At the present stage, design is recognized as an integral part of two key aspects of the activities of most organizations and commercial enterprises: innovation and identity. Companies recognize that in the conditions of competition within the country and on an international scale, they must constantly innovate, develop new products and services, as well as focus on the distinctiveness of their activities from competitors, attracting new and retaining old customers. To remain competitive and in demand, design institutions must respond to these trends.

The development of modern society, the development of the economy, the economy of "knowledge and impressions" – when the consumer is driven by both rational and emotional aspects of human nature, a rethinking of the forms and content of design is needed to ensure the completeness of cultural connotations. Among the main advantages of a professional designer, traditionally the ability to methodically solve complex tasks within the framework of a stable paradigm of scientific and technological progress and cultural evolution takes the lead, namely critical thinking, empirical actualization, and innate creative abilities.

The understanding by a designer of their professional competence and uniqueness will contribute to the formation of a new active unit of project activity, as personal branding today is the basis for building a self-sufficient and well-thought-out strategy of personal leadership [3].

It must be acknowledged that a certain degree of "standardization" in the content of professional training for designers is possible – in the part related to basic

knowledge, skills, competencies, without mastering which the activity of a designer is impossible in principle. But the higher level of future specialists presupposes great creative freedom, the search for an individual creative style of the designer, the acquisition of their own design "signature". From this perspective, at the initial stage of design education, a competency-based approach and the formation of professional competencies can be a quite acceptable guideline, allowing to reach the necessary and sufficient level.

The activity of designers is aimed at satisfying the aesthetic needs of people, modeling a comfortable and aesthetically pleasing environment for human existence. Design, on the one hand, creates modern culture, using its accumulated experience, and on the other hand, is an important tool for developing the creative potential of individuals, combining achievements of art, science, and technology. The development of design involves responding to the growing aesthetic demands of people for the quality and appearance of things and the surrounding environment; design cannot lag behind the development of science and technology, the development and implementation of new materials and methods of aestheticizing the human environment. These processes are closely interconnected, mutually defining each other. Undoubtedly, professional art education plays an important role in shaping the image of the future profession of a designer and the acquisition of professional competence by future designers.

In recent times, the ways and methods of developing professional competencies of future designers in the educational process of higher educational institutions have been intensively developing, which will have an impact on the level of designers' activity products. It is clear that the success of a designer in professional activity directly depends on students' mastery of knowledge, skills, and abilities, as well as on the formation of motives for self-development, self-education, and self-improvement.

In the profession of a designer, the human factor plays a significant role. In addition to technical and business aspects, it is important to develop interpersonal communication skills, such as flexibility, trust, knowledge exchange. It is important to instill in student's moderation skills, which should be used during project presentations, as well as introduce them to negotiation techniques.

For example, in the United States, there is a system of exams that must be passed after completing high school in design to obtain qualification and licensure for design activities. Registration on the list of designers or architects is mandatory. Only after certification of education and work experience can an applicant be considered a professional in the field of design and carry out professional activities.

Training in design disciplines in Germany, at the first stage, consists of six semesters. Alongside the common set of disciplines for design education, students in Germany are taught the course "Design Thinking," where they are imparted with a special, designer way of thinking. The main principle of design thinking is empathy – the ability to understand the needs of other people, their desires, aspirations to solve the tasks they face, in other words, to use methods of human-centered design.

It is worth noting that the professional activity of a designer involves accumulating knowledge from various fields – from geology and geography, history and biology to ecology and economics. Such a range of professional knowledge of a designer is associated with the fact that the object of their activity is a wide range of environments and real estate objects, spaces, and advertising structures, which requires their serious awareness of issues in economics, ergonomics, architectural fundamentals, and construction, geography, and ecology – knowledge of all these scientific areas allows for making informed project and planning decisions, finding the most rational and aesthetic solution to the creative task.

The professional development of a future designer and the achievement of a certain social and professional status are influenced by the formation of positive career orientations, readiness for professional career realization. Forming the

readiness of future designers for career development should be based on an awareness of the prospects for career growth in design activities, which, in turn, should ensure the quality process of professional training [4].

There are certain aspects related to the globalization process itself, such as increased mobility, which can also influence the types of problems individuals may encounter in professional activities. As economic forces change the demand for labor in different global environments.

Therefore, the degree of a designer's mastery of specialized knowledge, skills, and technologies, the formation of project activity experience, and motives for self-development and self-improvement determine the success of future independent professional activity of the designer.

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