



Development of Professional Competencies of The Future Costume Designer in the Design System

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Submitted: 2022-10-04. Revised: 2024-01-08. Accepted: 2024-06-12

Abstract

High requirements for specialists, specifically in the field of Design, who can quickly respond to modern socio-economic conditions and work effectively in a market economy necessitate a substantial upgrade of the professional education system for training costume designers. This study aimed to substantiate and implement the methodology for developing professional competencies of future costume designers in higher education institutions in Kazakhstan. The methodological approach of this experimental study was based on the development of a methodology for developing the professional competencies of the future costume designer and readiness components: motivational, cognitive-activity, creative, and reflective. The content of the basic terms "professional competence" and "designer's professional competence" was determined; their signs and features were covered, and a methodology for developing professional competencies of the future costume designer in the design system was developed and implemented. In the conducted experimental study at the ascertaining stage of the experiment at Makhambet Utemisov West Kazakhstan University, methodological tools were developed to increase the readiness of the future costume designer to develop professional competencies in the design system. After conducting an experimental study, promising areas for improving the methodology for the readiness of a future costume designer to develop professional competencies in the design system in higher educational institutions of Kazakhstan were formed. The practical value of the study lies in training a specialist who can implement scientific ideas and developments in the field of fashion design in Kazakhstan.

Keywords: professional activity; labor market; clothing design; competence; design education

How to Cite: Faizulina, E., Yessengaliyeva, A., & Jumagaliyeva, V. (2024). Development of Professional Competencies of The Future Costume Designer in the Design System. *Harmonia: Journal of Arts Research and Education*, 24(1), 208-220

INTRODUCTION

In recent years, Kazakhstan's fashion and design industry has been rapidly evolving, fueled by changing consumer demands, globalization, and technological advancements. This growth has necessitated a transformation in the way fashion designers are trained to meet the dynamic needs of the industry. However,

Kazakhstan's existing educational system for training costume designers faces several challenges in keeping pace with these developments. One of the principal tasks of the modernization of higher education in Kazakhstan is the qualitative training of a professionally competent specialist capable of competing in the international labor market. Due to the high requirements for specialists, specifically in the field of

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Design, who are capable of quick reaction to modern socio-economic conditions and work effectively in a market economy, there is a need for a substantial update of the system of professional education for the training of costume designers.

Many higher education institutions still rely on traditional teaching methods that emphasize theoretical knowledge over practical, hands-on experience. This approach often fails to equip aspiring designers with the essential skills required to navigate the fast-paced and competitive fashion landscape. Furthermore, the curriculum may not adequately address contemporary design trends, emerging technologies, and the evolving expectations of consumers and businesses. The rapidly changing nature of the fashion industry demands that costume designers possess a diverse set of professional competencies. These include artistic and creative abilities, technical proficiency, problem-solving skills, adaptability, and an understanding of market dynamics and consumer behavior. Failure to develop these competencies can severely limit the employability and success of fashion graduates in the workforce. Moreover, the integration of Kazakhstan's fashion industry with global markets necessitates training designers who can compete internationally. This requires a solid foundation in design principles, cross-cultural awareness, effective communication skills, and the ability to collaborate with diverse teams and stakeholders.

An analysis of the scientific achievements of specialists on the research problem suggests that improving the quality of higher education in Kazakhstan and the competitiveness of costume designers in the labor market is embedded in the formation of their professional competencies (Diachenko, 2021). The researchers noted that the effectiveness of the development of professional competencies of future costume designers increases substantially when their educational activities are involved in professional activities (Mayer et al., 2014).

Thanks to innovative policies and transformation strategies, considerable changes are taking place in the educational sector of the national economy, closely related to the formation and practical implementation of new vectors of the individual's professional development. Therefore, the purpose of this study was to form the readiness of future costume designers to master professional competencies in higher educational institutions of Kazakhstan based on the implementation of project activities. The higher education system in Kazakhstan is undergoing a transformation associated with a systemic change in the model of socio-economic and cultural development of society and the nation.

Sametova et al. (2022) believe that the current economic conditions of Kazakhstan's development dictate the need for national support of design specialties. According to the researchers, the strategy of modernization of professional education defines the "competence-based approach" as one of the principal conditions for its renewal, modernization, and transformation due to the new values of society of the 21st century, based on knowledge, information, and innovation. It is assumed that the updated content of education will be based on the development or formation of key professional competencies of applicants for education. The authors' research indicates the importance of developing the mathematical readiness of future costume designers to study special disciplines. Such readiness will simplify the development of current computer technologies and means of intercultural communication and ensure competitiveness in the labor market.

Dzhusubalieva et al. (2019) think that competence includes intellectual and cognitive components that are in constant interaction, namely general cultural, social, communicative, cognitive, and special. Professional competence is integrative since it includes several homogeneous or closely related skills and knowledge that correspond to a relatively wide field of culture

and activity (legal, informational). According to the researchers, with an integrated approach, institutions of higher education in Kazakhstan engaged in the training of costume designers should reconsider and rethink the content of the professional training of future designers.

Tisch et al. (2016) believe that the basis for the development of design education is the formation of a creative personality capable of possessing the full range of professional competencies. Cognitive and creative activity involves a constant search for new knowledge, artistic and design solutions, the study and use of advanced techniques and methods of work, the introduction of new, progressive, previously unused elements into the labor process. Researchers believe that, together with the active development of digital technologies and Design and technical communications, Design has a dominant role in increasing the competitiveness of all socio-economic sectors. Albers (2013) considers the competence approach to be one of the main conditions for the development of the project culture of a future costume designer capable of project thinking, innovative Design. Such specialists are aimed at working for the benefit of the state, its enrichment and prosperity.

Aitbaeva and Shaihozova (2022) believe that the problem of improving the quality of higher education in the field of Design has acquired a special status and priority of development in recent years. The modern national educational policy of Kazakhstan pursues the goal of determining strategic priorities to develop design education by forming a national model of multi-level continuing education that integrates into the global educational space and meets the needs of the individual and society. The professional training of designers should be directed towards the formation of readiness for the implementation of project activities using a creative approach. Thus, the professional competencies of a costume designer should be in an integral unity between practical professional skills, creative presentation of ideas,

and the implementation of their analysis, as well as the ability to put them into practice.

Beetham and Sharpe (2013) believe that the professional competencies of future costume designers should be formed while studying at higher educational institutions. Kiynova et al. (2021) and Natarajan et al. (2021) believe that in the conditions of modern development of globalization processes, the principal task of design specialists is the ability to develop projects. This approach is key in the educational process of preparing future costume designers and is the key to the development of professional competencies, the ability to creatively solve problems, and generate out-of-the-box ideas.

Educational programs in higher educational institutions of Kazakhstan are mainly focused on learning outcomes and are aimed at expanding professional recognition and mobility of a specialist in the labor market. Addressing these challenges is crucial for nurturing a new generation of talented and versatile costume designers who can contribute to the growth and competitiveness of Kazakhstan's fashion industry. It is imperative to evaluate and revise the existing educational methodologies to ensure they are aligned with industry demands and equip students with the necessary professional competencies. Higher education institutions can play a pivotal role in bridging the gap between academic training and industry requirements by conducting research and implementing innovative pedagogical approaches. This will benefit aspiring costume designers and contribute to the overall development and recognition of Kazakhstan's fashion industry on the global stage.

In current conditions, developing and improving the methodology to master the professional competencies of the future costume designer in the design system in higher educational institutions of Kazakhstan becomes relevant. Thus, the purpose of this study was to substantiate and implement a methodology for the development of professional competencies of

future costume designers in institutions of higher education in Kazakhstan, based on the use of Design as a guarantee of their readiness to carry out professional activities.

Main objectives: To define the key professional competencies required for future costume designers and identify their components and criteria; To develop and implement a comprehensive methodology for enhancing the professional competencies of future costume designers, incorporating various teaching strategies, project-based learning, creative problem-solving techniques, and involvement in exhibitions and competitions; To evaluate the effectiveness of the proposed methodology in improving the motivational, cognitive-operational, creative, and reflective competencies of future costume designers through an experimental study; To provide empirical evidence and practical recommendations for educational institutions in Kazakhstan to align their curriculum and pedagogical approaches with the identified professional competencies and the proposed methodology for competency development.

METHOD

The main methods during the experimental study were aimed at investigating the problems of formation of the future costume designer's readiness for the development of professional competencies in the design system of higher education in Kazakhstan, which made provision for the development of a methodology for creating readiness components and criteria for them, namely motivation-based (motivational-value), cognitive-activity (cognitive-operational), creative, reflexive, and relevant indicators. Assessment of the formation of readiness components was carried out at three levels: high, medium, and low.

The methodology of formation of the future costume designer's readiness to develop professional competencies in the design system ensured the use of effective

methods that contribute to the improvement of professional education with an artistic focus. Such methods included the use of modeling through completing projects by respondents to create clothes of a certain assortment with their subsequent defense, questioning, testing, conversation, observation, surveying at the stage of ascertaining experiment to determine the input level of readiness of the future costume designer to develop professional competencies in the design system.

The experimental study was conducted at Makhambet Utemisov West Kazakhstan University. To ensure the representativeness and reliability of the sample, the features of the formation of the control and experimental groups, age, and gender were determined. The control and research array was formed by pairwise selection. The condition was considered that at the end of the selection, the number of the experimental group met the requirements of representativeness. The sample consisted of 68 undergraduates. Thirty-six respondents were involved in the control group, and 32 respondents were in the experimental group. From among the selected respondents, 30 women and 38 men were selected for the experimental study.

At the ascertaining stage, it is necessary to explore and analyze the literature on the subject under study, compare the opinions of scientists, systematize, classify and generalize theoretical data, comparative analysis; modelling and generalization of the training methodology for future costume designers, the components of the future designer's readiness to develop professional competencies in the design system are determined: motivation-based, cognitive-based, creative, and reflective. The study examines modern problems and conditions for increasing the formation of the future costume designer's readiness to develop professional competencies in the design system, which can be effectively and efficiently solved by using this technique in practice; the contingent of participants is determined, diagnostics of individual levels of formation of components of

the development of professional competencies of the future costume designer in the design system is performed, a questionnaire of undergraduates studying according to the educational program 7M02118 "Design. Fashion design", the necessary conclusions are made.

The formative stage of the experiment involved the analysis of the effectiveness of the outlined components of the readiness of the future designer to develop professional competencies in the design system. The author's courses "Project Graphics", "Design Graphics," "Methodology of Modern Scientific Research," "Modern Technologies of design activity" and "Costume composition" were developed with their subsequent introduction into the educational process under the educational program 7M02118 "Design. Fashion design." The students were involved in competitions and exhibitions, which allowed the development of the creative abilities of future costume designers. Implementation of author's projects using the system of creative search by Molyako is provided. A survey of undergraduates was carried out, diagnostic conversations, questioning, and testing were carried out to identify problems and solutions for training future costume designers. The data obtained was processed using mathematical statistics, processing the final indicators of the formation of the level of readiness of future designers for the development of professional competencies in the design system. At the control stage of the experiment, the analysis of the results obtained, their generalization and conclusions were made.

RESULT AND DISCUSSION

Key Components and Criteria for Professional Competencies of Costume Designers

The development of modern Design in the field of clothing manufacturing is an integral component of the development of an innovative society of the 21st century. The implementation of high-quality training of costume designers in higher edu-

ational institutions of Kazakhstan is the newest educational area which is actively developing. Since design education is a synthesis of art, science, and technology, presently Kazakhstan is actively searching for ways to develop the professional competence of costume designers, new forms and technologies for their education, which requires the introduction of innovations into the practice of higher education and their implementation in modern conditions of training specialists (On approval of the..., 2019).

Considering the requirements of modern Kazakhstan society, the formation of professional competencies at a prominent level is the key to the successful introduction of modern innovations into the practice of design education and their implementation in new economic and political conditions. The formation of professional competencies of the future costume designer in the design system is a prerequisite and an indicator of the readiness of specialists for professional activity. Specifically, the introduction of artistic disciplines into the practice of training a future costume designer, the content of which is based on a competency-based approach, plays an important role in general education training (Wesselink et al., 2020).

The term "professional competence" refers to the willingness of a specialist to carry out their professional activities in a certain area at a high professional and methodological level, as well as to conduct self-assessment of the results of their activities. The study defines "designer's professional competence" as readiness and ability to solve professional tasks and problems in the field of Design at a high methodological and organizational level, as well as to carry out self-assessment of the results of their activities. In the study, the professional competencies of the future costume designer are coordinated with the direction of their professional activity and consist of the following stages: 1. Acquisition of professional knowledge, skills, and abilities; 2. Acquisition and practical application of a system of creative, artistic, and

analytical abilities; the presence of a developed imagination and spatial thinking; 3. Integration of acquired competencies into modernity, which allows competition in the labor market.

Based on the results of the analysis of scientific achievements on the training of future costume designers in Kazakhstan, as well as based on a survey of students at the ascertaining stage of the experiment, studying at Makhambet Utemisov West Kazakhstan University under the educational program 7M02118 "Design. Fashion Design" defines the main professional activities of a costume designer, namely (Reiser, 2001): 1. Artistic and graphic activity includes the mastery of design graphics, a variety of artistic and graphic techniques, and technical means; skills in artistic Design, layout, and modeling; knowledge of the elements and laws of composition; and aesthetic taste; 2. Project activity consists of organizing the planning of the creative process, conducting exploratory sketching when creating design projects, and implementing performing skills; 3. Design activity is aimed at the ability to use methodological, regulatory, technical, and other directive materials to design individual elements and compositions, considering the requirements of ergonomics and aesthetics; 4. Technical activity. Its essence lies in possession of skills to implement project schedules at a quality level, apply graphic techniques and technical layout tools, possession of modern technical means of computer graphics ability to perform structural drawings and templates, carry out the development of technical and accompanying documentation for design projects with the professional use of computer technology or conventional technologies; 5. Technological activity includes knowledge of the technological features of sewing materials, using the latest design technologies, creating a technological map of the industrial replication of the designed product, and carrying out projects using design engineering technologies; 6. Organizational and managerial activity includes the ability to build an algorithm for

the technical implementation of the project and the manifestation of organizational abilities; 7. Controlling activity. It is based on the ability to control the compliance of production programs and work schedules, aesthetics in production, ergonomics, scientific organization of labor, safety, industrial sanitation, and ecology provided for by the project; 8. Research and experimental activity. Its purpose is the high-quality execution of experimental work in the design authorship.

Based on certain types of professional activity, the term "costume designer's professional competence" can be interpreted as the integration of theoretical and practical readiness to carry out project activities that characterize a specialist as a professional in their field. The designated types of professional activity of a costume designer underlie the components of the development of professional competencies of a future costume designer in the design system, namely motivation-based, cognitive-operational, creative, and reflexive. Based on the analysis of scientific achievements in the field of training the future costume designer and the selected components of readiness, criteria are outlined that allow building a system for improving professional competence. The highlighted criteria include: 1. motivational-value – consists of goals, motives, needs, values, and professional interests; 2. cognitive-operational is manifested in the presence of knowledge: general professional, professional, special, methodical; skills and abilities to implement them in practice; 3. creative manifests itself in the ability to generate new ideas and implement modern projects, forecasting fashion styles and trends; 4. reflexive, 5. manifests itself in the ability to analyze psychological characteristics and professional inclinations, predict and control the results of their activities, and mobilize personal potential, creative energy, self-expressiveness, self-development, and self-improvement.

Implementing and Evaluating the Competency Development Methodology

During the ascertaining stage of the experiment, a set of adapted methods for studying the levels of development and formation of professional competencies of the definition under study at different stages of the experiment was designed. A comparative analysis of the scientific sources on the subject under study, systematization, classification, and generalization of theoretical data was carried out, modeling and summarizing the training methodology for future costume designers, determining the components of the future designer's readiness to develop professional competencies in the design system: namely, motivational, cognitive-activity, creative, and reflective.

The sample size was 68 Makhambet Utemisov West Kazakhstan University students studying under the educational program 7M02118 "Design. Fashion design". Thirty-six respondents were involved in the control group, and 32 respondents, including 30 women and 38 men, were involved in the experimental group. During the ascertaining experiment, a survey of undergraduates enrolled in the educational program 7M02118 "Design. Fashion Design", the contingent of participants was determined, the diagnostics of individual levels of formation of the components of the development of professional competencies of the future costume designer in the design system was performed. Makhambet Utemisov West Kazakhstan University provides training for the educational program 7M02118 "Design. Fashion design". During the training, students in this area learn to use modern trends, carry out technological preparation of garments, apply the method of constructing clothes, consider the characteristics of the fabrics from which clothes are made, choose a rational technique when making sketches, decorating garments. Specialists in this field are engaged in the Design and construction of clothing.

During the training, students acquire knowledge of the principles of constructing simple geometric fonts, font compositions, and fine-font compositions; ru-

les of technical safety in the execution of sketches; and properties and purpose of various working tools used in the work. The modeling method, one of the basic approaches to training specialists of a certain specialty, was used to determine the input level of development of future costume designers' professional competencies at the experiment's ascertaining stage in the control group. The role of the modeling method is to build clothing models using modern computer technologies, graphics, and materials. Since educational modeling is an important component in the design education system, during the experimental study, respondents were asked to design a project work according to the requirements for performing such work. At the defense of graphic works, first of all, the acquired professional competencies of future costume designers were evaluated.

Testing was also carried out in the disciplines "Project graphics", "Design graphics", "Methodology of modern scientific research", "Modern technologies of design activities", "Costume composition" to assess the professional competencies that students have, interviews, observations, a survey among respondents to determine the level of their training and prospects for improving the content of the outlined disciplines. The results of the evaluation of completed projects and the survey of students allowed concluding that the respondents are mainly at an average and low level of development of professional competencies. The results are presented in Figure 1.

At the formation stage of the experiment, the methods to develop professional competencies of future costume designers in the design system were selected. To form professional competencies in the experimental group, the author's courses "Project Graphics," "Design Graphics," "Methodology of Modern Scientific Research," "Modern Technologies of Design Activity," and "Costume Composition" were developed. They were taught the methods of enhancing creative activity: modeling, problematic, heuristic, "case

method”, and “brainstorming” (individual and collective). This approach ensured the qualitative formation of motivational and cognitive-creative readiness components.

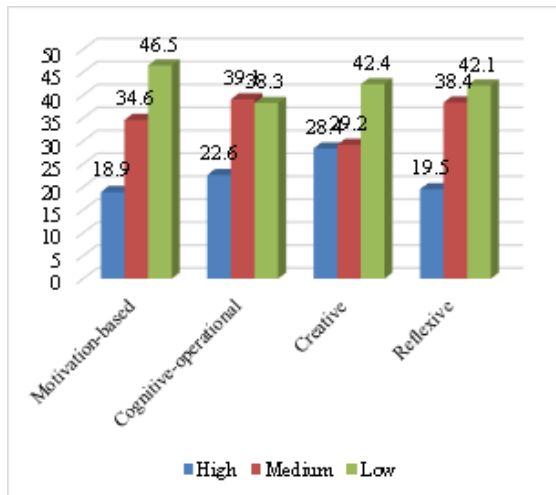


Figure 1. The Results of Diagnostics of the Future Costume Designer’s Readiness to Develop Professional Competencies at the Ascertaining Stage of the Experiment

The content and topics of scientific research provided for by the educational program 7M02118 “Design. Fashion Design” Makhambet Utemisov West Kazakhstan University. The requirements for final creative works have been increased, the involvement of respondents in exhibition and competitive activities has been strengthened, to ensure the activation of creative processes, which will open new prospects for creative work and the implementation of design projects in practice. Due to the involvement of students in exhibition activities, according to the results of the initial stage of the experiment, there was a considerable increase in the development of the creative and reflexive component of readiness by forming an informational and practical mechanism of interaction between future costume designers and the manufacturer.

The creative projects were implemented through the creative search system by V. Molyako, the purpose of which is to activate the process of working out five main strategies, including combinatorial actions, search for analogs, reconstructive

actions, universal strategy, spontaneous substitution strategy (Wasson & Kirschner, 2020). At the same time, it is acknowledged that the problem of the formation of professional competencies of future fashion designers cannot be solved within the framework of a course of academic disciplines. It is necessary to involve future costume designers in creative and project activities. During the implementation of the experimental methodology, the respondents’ knowledge and practical skills gained when studying the history, artistic features, composition, and manufacturing technology of the national Kazakh costume were considerably updated. This stimulated the development of the creative imagination of future costume designers.

During compositional search for a costume upon learning the discipline “Composition of a costume”, namely the model-image (model-idea), students summarize all their preliminary considerations and express them in sketched ideas. According to one of the most expressive for scenarios, interestingly solved plastically, compositionally, graphically and reflecting the theme, the completed composition is performed. The finished work is a multiplot composition. The results of the data obtained at the initial stage of the experiment are presented in Figure 2.

Based on the conducted experimental research, it was established that the formation of professional competence is an important component of the professionalism of a specialist in the design profile. Implementing the competence approach in the preparation of the future costume designer forms the ability to carry out effective practical activities, provides a creative approach to solving professional tasks, and has a work culture. It is considered expedient to base the professional competencies of future costume designers on specialized competencies, which is an important indicator of their readiness to carry out professional activities. The specialized competencies include artistic aesthetic and visual ones. Thus, the development of professional competencies of

the future costume designer in the design system is a system that takes place in the educational environment of training such specialists. The continuity of the educational component is an important condition for the expansion and deepening of professional competencies and opportunities for professional growth. As a result of the conducted experimental study, a methodology was developed to improve the formation of professional competencies of future costume designers in higher education institutions of Kazakhstan based on the use of project activities. The results of the data obtained in the control and experimental groups confirm the relevance of the proposed methodological tools.

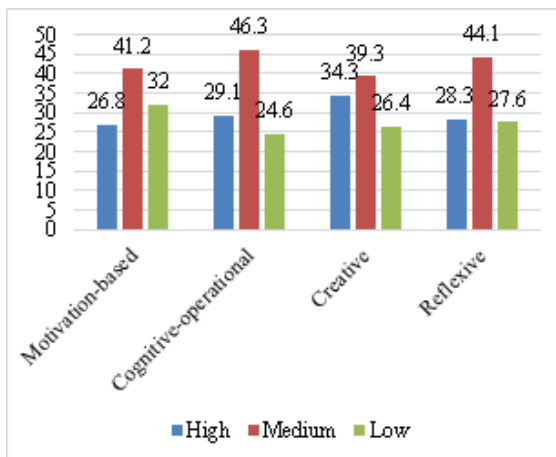


Figure 2. The Results of Diagnostics of the Future Costume Designer's Readiness to Develop Professional Competencies at the Initial Stage of the Experiment

Discussion

Modern socio-economic changes are taking place in Kazakhstan today; its entry into the world economic community has led to the need to modernize social institutions, namely the system of higher education, directly related to the system of training artistic and Design personnel.

Aitbaeva and Shaihozova (2022) believe that the strategy of modernization of education defines the "competence approach" as one of the basic conditions for its renewal, modernization, and transformation due to the new values of society of the 21st century, based on knowledge,

information, and innovation. In our study, the identification of the key professional competencies required for future costume designers in Kazakhstan were categorized into four components: motivational, cognitive-operational, creative, and reflective. This comprehensive framework addresses the multifaceted nature of the costume designer's role, encompassing not only technical skills but also cognitive, creative, and self-reflective abilities. By delineating these competencies, the study provides a clear roadmap for educational institutions to align their curriculum and pedagogical approaches with the specific requirements of the profession.

It is assumed that the basis of the updated content of education as the main goals will be the development or formation of key competencies of future costume designers (Ulendeeva, 2015). Our study also outlined specific criteria for assessing each of these competency components, such as motivational-value, cognitive-operational, creative, and reflective criteria. These criteria serve as valuable tools for evaluating the effectiveness of educational programs in developing the necessary competencies among aspiring costume designers. Institutions can use these criteria to assess their students' progress and identify areas that require further attention or improvement.

Beetham and Sharpe (2013) stated that people should not limit themselves solely to professional competencies acquired during formal education since self-education, professional development, and participation in exhibition activities also play a significant role. In our experimental study, the competence-based approach in higher professional education of training future costume designers should be focused on the comprehensive development and training of applicants for education throughout the educational process, as well as the work of students on their self-improvement, self-education, creative decision-making and the development of humanistic values. The results from the ascertaining stage of the experiment revealed that the current level of professional

competency development among costume design students at Makhambet Utemisov West Kazakhstan University was predominantly low to average. This finding underscores the need to implement the proposed methodology and highlights the existing gap between the industry's demands and the current educational practices. By identifying this gap, the study justifies the necessity for educational reform and the adoption of innovative approaches to better prepare future costume designers.

Mynbayeva et al. (2017) believe that in educational practice, competence as an educational goal has recently become one of the central concepts, and the inclusion of the formation of key competencies to educational goals and related changes in teaching methods is the main area of reforming (modernization) of educational activities. The authors of this study support the opinion of the mentioned scientists and believe that the term "competence" is ambiguous: opportunities for applicants for education in the field of their specialty questions on which applicants for education have experience. This study is an attempt to clarify this ambiguity by defining the term "professional competence" in the context of costume design education and specifying the components (motivational, cognitive-operational, creative, and reflective) that constitute professional competencies for future costume designers. The current study aligns with the idea of competence being a central concept in educational practice. It focused on identifying and developing the professional competencies required for future costume designers, which is essential for their success in the field.

According to Reinmann et al. (2022), in the training structure of a future costume designer, there should be not only structural components of the designer's professional competence, but also functional ones, among which development is distinguished: cognitive-operational, motivational-value, individual-personal components. Nevertheless, the present study identifies the following components of the future

costume designer's readiness to develop professional competencies in the design system, namely: motivation-based, cognitive-operational, creative, reflexive. The current findings offer a practical implementation of this approach within the specific context of costume design education in Kazakhstan. goes beyond just identifying the necessary components; it also proposes and implements a methodology for developing these components among future costume designers. This methodology, which includes project-based learning, creative problem-solving techniques, and involvement in exhibitions and competitions, provides a practical framework for enhancing functional competencies.

The authors of this study support the opinion of Bartlett and Burton (2020), who believe that design activity in education is becoming a considerable subject area, the basis of which is the system of continuous design education, the core of a new subject area is a competency-based approach to the formation of the content of education. Modern concepts of design education are based on the following ideas: 1. It is important to ensure the effect of using design and design education as important factors in improving the welfare of the population; 2. Improving the efficiency of the use of design and design education as key factors in the growth of competitiveness of products and services of enterprises in various sectors of the economy; 3. Promoting the development of design education and design enterprises, factoring in the growing contribution of marketing and design services to the company's structure - the cost of both consumer and industrial goods.

The purpose of the designer's activity is the qualitative implementation of the Design and creation of a human subject environment. The subject of the costume designer's work lies in the implementation of the artistic and technical Design of the garment and the creation of working documentation. The current research is contextualized to the specific needs and challenges of costume design education in Kazakhstan, making current findings

more relevant and applicable to the local context than the opinions of Bartlett and Burton (2020).

Chyrchik (2017) believes that a costume designer should have the following skills: the desire to create new things and constantly improve and develop, master color theory, have their own professional style, and be empathic and disciplined. The researcher, conducting research on the process of training future costume designers, noted that academic disciplines in the training of costume design specialists should be aimed at the development of creative thinking. In terms of the results obtained in this study, the use of the proposed approach may be correct, namely, the purposeful design-imaginative thinking of costume designers should be developed throughout the entire training period in practical and theoretical activities. The essential condition for the development of professional competencies of future costume designers is the use and adaptation of Kazakhstan's national culture and folk crafts to the needs of modern design.

Rooij et al. (2020), conducting research on the development of project activities in the modern fashion industry, noted that a future costume designer, along with professional competencies, should have programmatic competencies in the field of fashion design, the use of which will contribute to the development of general and professional competencies in the field of Design. Focusing on modern technologies of design activity in work allows a costume designer to realize their creative potential through the following competencies: 1. The ability to demonstrate the presentation of professional knowledge methods of designing spatial structures of complex design projects of clothing; 2. The ability to independently solve issues and conduct research on the development of creativity as a type of design activity; 3. Assimilation of skills, methods, and knowledge of the criteria for the characteristics of the main heuristic methods of design activity; 4. The ability to carry out a campaign to search for an informative base to investigate research

information in project work; 5. Mastering the skills of scientific and methodological transformation of heuristics; 6. Mastering the skills of applying scientific and Design analysis methodology in design activities; 7. Summarize the results of pre-project and project studies conducted within the framework of design activities.

While Rooij et al. (2020) focus primarily on programmatic competencies related to fashion design and project activities, the current research proposes a more comprehensive framework that encompasses a broader range of professional competencies essential for future costume designers. In the study, the specific challenges and needs of training future costume designers are taken into account, ensuring our findings are more directly applicable to this specialized field. The study identifies the necessary professional competencies and introduces and implements a comprehensive methodology for developing these competencies. This methodology incorporates various teaching strategies, project-based learning, creative problem-solving techniques, and involvement in exhibitions and competitions, offering a practical and actionable approach.

The improvement of the ways of forming the professional competencies of future costume designers should be ensured by introducing updated forms and methods of training, methods of training such specialists, the implementation of the readiness components outlined in the study. The methodology of training future costume designers should make provision for modelling the process of developing the professional competencies of the aforementioned specialists in the design system. Thus, the improvement of professional training of future costume designers will solve a number of problems related to the development of design education in Kazakhstan and will create conditions for the rapid professionalization of future costume designers in the labor market.

CONCLUSIONS

The terms “professional competence” and “designer’s professional competence” were defined during the study. Promising areas for improving the process of formation and development of professional competencies of the future costume designer in the design system in Kazakhstan have been formed. Upon conducting the ascertaining stage of the study, it was found that future costume designers’ training level and the competencies they acquire during such training are at a low and average position. This trend requires the creation of the necessary methodological tools, which will increase the training of future costume designers and, as a result, the development of their professional competencies. The study outlined the components of the readiness of future costume designers to develop professional competencies in the design system, namely motivation-based, cognitive-activity, creative, reflexive, as well as criteria: motivational-value, cognitive-operational, creative, and reflexive and indicators for them; the method of their formation has been developed and implemented. The generalized data of the results of the initial stage of the experiment after the introduction of the proposed methodology allows concluding on the effectiveness of the implemented methodological materials. In this regard, the policy of educational institutions of Kazakhstan should be aimed at updating the methodology of training future costume designers in the design system.

A promising area for further research is the consideration of modern international-level programs for future designers with the possibility of their involvement in design competitions both in Kazakhstan and abroad through the introduction of the results of their research. Scientific research, as well as the conclusions formulated on its basis, can be used in the future as an effective basis for improving the training of undergraduates and ways to increase the level of professional competence using the practices of foreign countries. A promising area for improving the professional training of future costume designers is also

the introduction of digital resources for organizing research activities of applicants for higher education, designing clothing collections, and expanding the study of the structure of professional competencies of future costume designers in the design system.

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