

# FORMATION DESIGNERS' CAREER ORIENTATIONS IN THE SYSTEM OF ART EDUCATION

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**Abstract.** The problem of forming future designers' career orientations in art within the national system of art education is rather new and thereby insufficiently studied in Ukrainian professional pedagogy. The topicality of solving the problem of forming and developing career orientations, career competency and designing and building professional career consist in value orientations toward the enhancing role of the human capital. Perspectives of social development are mainly defined by career orientations of the youth, provided conditions for the realization of their potential. Conscious planning of future designers' professional career is a psychological basis for their further self-realization in creative activity.

In the article such notions as "professional career" and "career orientations" have been specified and the connection between them has been revealed. It has been highlighted that young people are perplexed with the freedom of choice as they become spontaneous, do not consider different factors before they make important decisions, are not ready for competitive market relations and, as a result, for many critical situations related to the development of professional career. The expediency of developing and implementing the methodology of value orientations diagnostics in career has been emphasized.

**Key words:** art education, designer, career, career orientations, professional training, development of career orientations.

## **Реферат**

Проблема формування кар'єрних орієнтацій майбутніх дизайнерів в межах національної системи мистецької освіти є порівняно новою і тим самим недостатньо вивченою в українській професійній педагогіці. Актуальність вирішення проблеми формування і розвитку кар'єрних орієнтацій, кар'єрної компетентності та проектування професійної кар'єри полягають в ціннісних орієнтаціях щодо підвищення ролі людського капіталу. Наголошується, що перспективи суспільного розвитку в основному визначаються кар'єрними орієнтаціями молоді, створенням умов для реалізації їх потенціалу. Усвідомлене планування професійної кар'єри майбутніх дизайнерів є психологічною основою для їхньої подальшої самореалізації у творчій діяльності.

У статті уточнюється визначення таких понять, як «професійна кар'єра» і «кар'єрні орієнтації». Підкреслюється, що свобода вибору стає

значною проблемою для молоді, оскільки вибір стає спонтанним якщо не враховуються різні фактори, перш ніж приймаються важливі рішення. Випускники навчальних закладів часто не готові до конкурентних ринкових відносин і, як наслідок, для багатьох критичних ситуацій, пов'язаних з розвитком професійної кар'єри. В зв'язку з цим підкреслюється доцільність розробки і впровадження методики діагностики кар'єрних орієнтацій.

**Ключові слова:** мистецька освіта, кар'єра дизайнера, кар'єрні орієнтації, професійна підготовка, розвиток кар'єрних орієнтацій.

Ukraine's striving for integration in the European educational space causes the need for solving a complex of tasks connected with the reformation of professional design education and its correspondence to world standards. In the context of modern social and economic, social and cultural and social and political phenomena one can observe the increasing significance of various issues, namely, professional development, rethinking of a value system, development of future designers' professional competency and career orientations. Professional development of a designer, obtaining of a relevant social status and recognition are becoming a complex problem. It consists of professional choice, professional qualification gaining, employment, professional career planning.

In the Communiqué of the Conference of European Ministers Responsible for Higher Education in Leuven/Louvain-la-Neuve, Belgium, on April 28 and 29, 2009 priorities for professional education development in the European space were defined; the student training for “future career and personal development” was emphasized. In addition, it was indicated that everyone should strive for the advancement of a primary qualification, retention and renewal of qualified staff based on the close collaboration between governments, education institutions, social partners and students. It allows employees to adequately meet their employers' needs and employers – to better understand the educational perspective. Education institutions together with governments, government institutions and employers should improve provision, accessibility and quality of services for career development and employment provided to students and graduates [1].

Since the middle of the 20<sup>th</sup> century a complex of problems associated with student training for planning and realizing professional career has been studied by scholars from Western Europe, the USA and Japan. Theory and practice of career development, in the direction of management in particular, have been analyzed by R. Ackoff, S. Covey, P. Drucker, G. Emerson, L. Erhard, H. Fayol, M. Follett, H. Ford, L. Iacocca, M. Ibuka, A. Matsushita, L. Mayo, Ye. Mogylovkin, A. Morita, D. McGregor, E. Schein, D. Super, F. Taylor, P. Vail, M. Weber. In foreign researches the notion of career is rather common.

Career (from Italian “*carriera*”, i.e. an action, a course of life, profession from Latin “*carrus*”, i.e. a cart) is a fast and successful progress of an official, social, scientific and other activity, an achievement of popularity, profit; an occupation.

Career (from French “*carrière*”) is a professional way to success through the

professional ladder, to prestigious social status. In social psychology and psychology of professional activity the notion of career is considered to be a social dynamics of personal development and expressions associated with experience and activity in the professional field during a lifetime [2].

As for professional career and career orientations of future designers we view career as a constantly changing and developing process that ensures a succession of stages of both personal and professional life, the process of self-realization and implementation of creative opportunities.

Conceptual approaches to forming future specialists' career orientations and relevant pedagogical experience are highlighted in the works of such native researches as S. Alyeksyeyeva, V. Baidulin, V. Biskup, L. Karamushka, M. Klymenko, O. Kucheryavyi, L. Kuzminska, V. Ovsyannikova, A. Poplavska, N. Velychko, D. Zakatnyi, L. Zlochevska. The researchers emphasize that formation of career orientations and development of career competency form a complex dynamic system of quantitative and qualitative changes that are somehow taking place in the consciousness of students at

professional school. These changes are connected with their age and enrichment of life experience according to social conditions, which they live in, and psychical characteristics. Among typical psychological problems of forming career orientations and developing professional qualification of a modern personality V. Lozovetska singles out the inconsistency between an ideal and real image of the chosen profession, the imperception of value orientations toward successful professional activity in terms of market environment, the contradiction between real and ideal motivation toward professional self-actualization of personality in modern working conditions, the inadequacy of self-evaluation of one's own abilities and capabilities [3]. D. Zakatnov accentuates the importance of designing educational pedagogical technologies, including the technologies of teaching students how to choose and realize professional career taking into account the peculiarities of individual development and career orientations at the stage of professional training [4].

The problem of forming future designers' career orientations is related to the globalization of world economy, the information technology revolution, the modernization and mechanization of production, the rapid development of information and communication technologies, that require the implementation of fundamental changes in the national design education aimed at training a new generation of professionals perfectly able to transform the world, to improve the understanding of the beauty of objects and landscapes.

Priority directions of their activity include the concern for the future of humanity, the search for ways to solve new challenges in design education, the intensification of integration processes in the field of art education, the provision of high quality designer training, the creation of flexible access to continuous design education, the development of design disciplines accorded with world standards, the transformation of design training content, the exchange of experience, the forming of the single European space in design education, etc.

Designers possess artistic abilities, which they realize by creating a

comfortable and beautiful environment simultaneously. In metropolitan areas where people have almost no contact with nature, a designer is to replace communication with the harmony of arranging the space in which they live. The microclimate in offices, apartments, harmonious appearance of buildings and their proper distribution in the structure of a big city, interspersed elements of natural systems in the space of almost continuous high-rise building can be transformed with the help of contemporary designers. The variety of tasks is explained by the demand for designers in the world today, but only few people wonder how a career in design is being formed, what theoretical and methodological principles career orientations for future designers are grounded on that helps and prevents the successful employment of graduates from design schools, as a society may help young talented artists to realize their potential and thereby make our lives better.

Career orientations of future designers can be characterized by multidimensionality. This is a complex interlacing, a combination of future specialists' ideas of their professional development, a level of professional, personal, general cultural development and measures for self-presentation, self-promotion, development of necessary connections. In addition, the development of career orientation is an obligatory participation, actions within the design environment aimed at creating the conditions for growth and realization of future specialists' potential, developing a system of a fair, objective evaluation of their creative work. Consequently, designers' career orientations are a general result of their ideas about professional success and efforts in cooperation with the environment for a successful professional, personal, career development. Designers make their own efforts to build a career and achieve success only after mastering the basic guidelines for a successful career. When people say that someone made a successful career, they mean different value orientations. Some of them imagine a high salary, others - a high position, most designers - enthusiasm for work. However, the latter are sometimes surprised that they are paid money for that. It is also a career. S. Covey believes that people with a great career are those who make a significant contribution to the life of other people. This can be any person, regardless of title and position<sup>5</sup>.

In modern psychology and professional pedagogy there is a range of definitions of career orientations. Adapting the E. Schein's classification to career orientations of native designers we would like to characterize them as follows:

*Professional competency* is linked to abilities and talents in a particular field of activity. (It characterizes people who want to be masters in their field and are particularly pleased when they achieve certain success in it, but they sometimes lose interest in their work if they do not reach new heights in their career development).

*Management* orients personality toward the integration of other people's efforts and encourages them to take responsibility for the outcome. A person such a career orientation is sure that the main purpose of their career is a high position, which makes it possible to control other people and creative processes, to solve financial and organizational issues.

- *Autonomy* (independence) for an artist-designer means a release of

organizational rules, regulations and restrictions. It is characterized by the constant need to do everything on their own, to decide when, what and how much they must work.

*Stability* is defined by the need for security, stability and predictability of life events. There is job stability and stability of residence. The first one involves search for a job that would provide long-term work in an organization, have a good reputation, take care of its employees. This type of person is oriented toward the stability of residence, connects themselves with a geographical region, settling down in a certain place and investing money in their house.

*Service* presupposes such core values as “work with people”, “service to humanity”, “helping people”, “the desire to make the world better”, etc.

*Challenge* being a key value in career orientation of this type encompasses competition, victory over

others, overcoming obstacles, solving difficult problems. A person is ready “to accept the challenge”. Struggle and victory

are more important for such a person than a particular qualification or a field of activity.

*Integration of lifestyles* means that people are oriented toward the integration of various sides of

lifestyles. Usually they appreciate life in general - where they live, how they develop themselves, - a specific job, career or organization. For example, the school where they learn or work.

*Entrepreneurship* means that a designer with such a career orientation aims to create something new, wants to overcome obstacles, is ready to take risks. He/she does not want to work for others, wants to have his/her own brand, his/her business, sufficient financial support. The most important for him/her is to found a business that would meet his/her own creative concept. So, he/she is willing to open, for example, a design studio, but in such a way so that his/her dreams, plans, life purposes may be realized.

To solve the problem of forming future designers' career orientations and developing career competency the students' efforts are not enough. Appropriate psychological and pedagogical conditions are being created in the most prestigious education institutions of Ukraine. In particular, they are a career coaching and tutoring, i.e. a psychological and organizational support of future specialists' professional career starting from its early stages.

A tutor's success is only possible when the program and so-called national standards do not determine the content of design training and the needs of a person and their career orientations form the basis of training programs. Anthropocentric paradigm of art education can be realized due to the efforts of tutors. During career tutoring the content of undergraduate training involves modern social needs, individual characteristics and interests of future designers. Graduate students are given recommendations for employment, career is carried out while their realizing tasks provided by their teacher or employer. Tutors specify the topics of course works and diploma design projects according to the students' real practical activity. As a result, when career tutoring has been completed, graduate students

have work experience and probation in their chosen field. So, the question of employment and beginning of professional career can be easily dealt with - a future designer is already implementing his/her own individual strategy of his/her creative career.

Psychological and pedagogical conditions of forming future designers' career orientations include coaching system implementation, where technologies of career can be realized. A coach (trainer) forms a vision of a future career and encourages future designers to make the most informed decision about his/her professional career independently. A future designer, who collaborates with a career coach, is aware of his/her own actions, determines how to achieve results and thereby takes responsibility for his/her decisions and accounts for the quality of the achieved results in his/her career.

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