

The chair “Geometry” is made by superimposing and gluing modules (circles) together that vary in diameter. This piece of furniture combines such eco-friendly materials as wood and corrugated cardboard. The name of the object is explained by the combination of such geometric shapes as a cube and a truncated cone.

Reference list:

1. Corrugated furniture [Электронный ресурс]. – Режим доступа: <https://www.utupack.ru>. – Дата доступа: 06.11.2018.

FOREIGN EXPERIENCE IN DESIGN EDUCATION

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A distinctive feature of the systems of preparation in the EU is diversity and variability. According to one of the contracts, the countries of the European Union retain the sovereignty of their educational systems, which have strong national traditions and develop under the influence of local and sectoral features with the participation of social partners.

One of the most important features of foreign education is the possibility of training a person throughout his life. This trend has become particularly relevant at the present time, due to the demographic aging of the population and the increasing need of people for knowledge at any age.

The relevance of the topic is due to the inclusion in 2015 of Belarus in the European Higher Education Area (the Bologna process). As a result, our country has committed itself as a whole to follow the principles of building this educational space and to make the national higher education system understandable and transparent for other countries of the European continent.

The purpose of the article is to determine the characteristic features of design education in the leading countries of Europe, America and East Asia, to find the comparative differences between these programs, teaching methods and models of specialists.

Material and methods. The basic material of this study is the official websites of foreign educational institutions and articles of periodicals. The methodology of this study is based on a comparative and systemic approach to the process of learning.

Findings and their discussion. The development of English design education dates back to 1944, when the design council was created under the government, for the development of which the state still allocates funds. According to the program of this Council, the number of students admitted to universities should meet the needs of young specialists of this profile and is limited to strictly defined numbers. The system of English design education today covers more than a thousand courses in various aspects and areas of design, which are taught in 188 educational institutions. The training of specialists in the UK is differing by a

commitment to tradition in education; the study of engineering disciplines for designers related to production; increased attention to the creation of an attractive appearance of the samples, their ease of handling and ease of operation; the presence of social responsibility for the formation of the environment.

Over the years, principles of engineering and design education have been developed here, based on the idea of the innate sense of form and color in each person. According to this idea, one of the tasks of teaching in kindergarten was the development of creative and design skills in a child together with the assimilation of the principles of goodness and humanity. Children in the UK from an early age learn to set tasks and solve them. As a result, both student and professional projects are characterized by a special aesthetics, which can be described as the aesthetics of humanity [1].

Education in English schools has set itself certain goals: the desire of children to conduct scientific research, the development of their thinking and imagination, the organization of independent work, the evaluation of its results, their embodiment in life, representation and protection. This practice leads to the formation of future generations "inborn sense of design."

The specifics of the development of design in France is the performance of governments as the main customers for large design projects. The government adopted a resolution on the long-term development of artistic design of products and the training of design personnel in the country [2].

Much attention is paid to the development of the exchange program and the relationship with various firms and industrial enterprises, foreign educational institutions. Upon admission, all students, regardless of their previous education and practical experience, are divided into project groups, where they organize their work, determine the program of activities on projects, often in contact with industry. Students also learn to gather information, analyze sources and data, establish personal contacts, determine their level of knowledge. The curriculum is built on the basis of "modular elements" of various lengths and saturations. Each student has an individual program. There is no common annual curriculum; students create their programs in accordance with their individual tasks and needs, as defined upon admission and subsequently approved by the curator. At the state level, there is a system for predicting training, skills and qualifications, and professionalism.

Design education in Italy is made up of art schools that are not widely distributed throughout the country and connected to a sustainable system of educational institutions and educational programs. But the most effective and original form of organization of design education is a school operating within production, engaged in real and paid design; the school in which the design process is implemented, and not imitated. This form of education has determined the features that make up the peculiarity of the Italian line in design: high, professionalism and realism of design design, which gives the best examples of Italian design a kind of classicism [1].

Much attention is currently paid to design in Japan. Creative education in this country has the following areas: the relation of tradition and modernity;

interest in western (Euro-American) design. The designer, according to the Japanese, should have a thorough knowledge of the production and the market situation. The order of education is under strong state control. Japan refers to the design college and university as a place for education and research. The main task of design students is to focus on the needs of industry, the study of technology, the humanitarian needs of society, and culture. Educational institutions of the country take care of the thoughts and feelings of each student. Hence, some organizational features: in design schools, students are grouped into small groups, which allows teachers to pay more attention to each of them [3].

The United Professional Designers Society of the United States, for the development of which the government allocates substantial funds, contributes to the development of professional requirements for a designer, protecting his interests, raising the level of design projects, holding contests, and building relationships. The basis of the educational policy is the national programs, the credit system and, on its basis, the certification of graduates of educational institutions. The main trends in design education in the United States are internationalization, an emphasis on the social and civic aspects of education, the need to develop students' critical thinking skills. The task of teachers of American universities is to transform students from knowledge consumers into knowledge producers.

Conclusion. Foreign experience in obtaining design education in the modern world is considered not only creative, but primarily an intellectual process, which is based on theoretical disciplines, research activities and practical skills. Training of design students involves important social and aesthetic problems with the subsequent creative solution of these problems.

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THE FEATURES OF NEW MEDIA ART

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The rapid progress in science and technology has a huge impact on all types of human activity and art culture in particular. There are new forms of technically oriented art, which goes side by side with the formation of a new type of artistic consciousness. The powerful influence of information technology progress is reflected in the psychology of perception and the way of thinking of