



STRUCTURE OF PROFESSIONAL-PRACTICAL COMPETENCE OF STUDENTS IN THE DESIGN (COSTUME) EDUCATIONAL PROGRAM

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Abstract

This thesis examines the structure and essence of professional-practical competence among students enrolled in design education programs, specifically within the field of costume design. The study analyzes the integration of artistic, technological, communicative, and reflective components that shape the holistic professional competence of future costume designers. It highlights how creative thinking, technical mastery, and socio-cultural awareness interact in the learning process to form a competent, innovative specialist capable of translating artistic concepts into practical fashion solutions.

Keywords: costume design, professional competence, creative education, artistic thinking, practical skills, design pedagogy, innovation.

In the contemporary creative industries, design education — particularly in the field of costume and fashion — must prepare students not only to master artistic and technological skills but also to function effectively in a rapidly changing professional environment. The professional-practical competence of design students represents a multidimensional construct that encompasses creativity, technical literacy, cultural awareness, and entrepreneurial initiative. The concept implies readiness for independent artistic and design activity, where the student transforms aesthetic ideas into tangible, functional, and culturally meaningful costume products [1].

In costume design education, competence formation goes beyond craftsmanship; it includes the ability to conceptualize, model, visualize, and realize a design project in accordance with social and artistic contexts. Thus, the structure of professional-practical competence reflects both the cognitive and operational aspects of professional training and the student's personal creative worldview.



The competence-based approach in art and design education emerged in response to the need for integrating theoretical knowledge with creative practice. Scholars such as Spencer, Boyatzis, and Mulder emphasized that competence should be understood as a synthesis of professional knowledge, operational skills, motivation, and ethical responsibility. In the design context, competence assumes an additional aesthetic dimension, since creative production requires harmony between functionality, expressiveness, and innovation [2].

In costume design, this approach acquires specific relevance: it involves both artistic expression and technological precision. Students must understand textile materials, color psychology, human anatomy, and fashion trends while mastering design visualization tools such as digital sketching and 3D modeling. Therefore, professional-practical competence becomes a system that unites creative intuition with evidence-based decision-making and technological literacy.

The structure of professional-practical competence in the costume design program is complex and interrelated. It can be represented through the following key components [3]:

Artistic-Creative Component — includes imagination, compositional thinking, aesthetic taste, and originality of design concepts. This component enables students to generate unique costume ideas that reflect cultural values and personal vision.

Technological Component — encompasses technical proficiency in garment construction, pattern-making, materials science, and sewing technologies. A competent designer must be able to transform sketches into ready-to-wear products that meet functional and ergonomic requirements.

Cognitive-Analytical Component — involves the ability to conduct research, analyze artistic styles, understand historical costume evolution, and predict fashion trends. Analytical competence supports evidence-based design decisions and problem-solving in creative production.

Communicative Component — covers collaboration, client communication, teamwork, and presentation skills. Since costume design is often a collective process involving designers, tailors, stylists, and clients, communication competence ensures successful coordination and project delivery [4].



Reflective and Self-Development Component — promotes critical self-assessment, professional reflection, and lifelong learning. Reflection allows students to evaluate their creative processes, identify strengths and weaknesses, and continuously refine their artistic identity.

Each of these components contributes to forming an integrated system that ensures professional readiness and creative autonomy in design graduates.

Developing professional-practical competence in the design (costume) program requires practice-oriented and project-based pedagogical methods. Effective training models integrate studio practice, digital technologies, and interdisciplinary collaboration.

Project-Based Learning (PBL): Students design costumes for real or simulated projects, combining research, sketching, prototyping, and final presentation.

Studio Practice [5]: In studio settings, students engage in creative experimentation with fabrics, colors, and forms under the guidance of experienced mentors.

Digital Integration: The use of CAD systems, 3D modeling software, and digital illustration platforms enhances visualization and precision in design execution.

Professional-practical competence in the design (costume) educational program represents an integrated unity of artistic creativity, technical mastery, analytical reasoning, communication, and self-reflection. Its structure embodies the interdisciplinary nature of design education, combining elements of art, technology, and human sciences.

Effective formation of this competence requires continuous alignment between educational content and the real needs of the creative industry. Teachers should act as mentors, guiding students through reflective practice, project realization, and professional self-identification. The ultimate goal is to prepare graduates who are capable of producing innovative, aesthetically valuable, and functionally sound design solutions.

Thus, professional-practical competence in costume design is not static knowledge but a living system of skills and values, constantly evolving through creative exploration, cultural engagement, and technological advancement.

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