

THE EXPERIENCE OF FASHION DESIGN EDUCATION ON A GLOBAL SCALE

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Abstract: *The article analyzes the impact of rapid development in design fields in recent years in developing countries, highlighting the significant increase in demand for designer specialists. Additionally, the article discusses the experiences of countries with established traditions in fashion design education.*

Key words: *designer specialists, industrial society, education model in higher education systems, USA, Italy, Japan, educational experience in design fields, characteristics of innovation.*

INTRODUCTION

In recent years, it is worth noting that not only countries with developed art, industry, and economy sectors but also those, that are just stepping into the stage of development are experiencing rapid growth in design fields. In this process, the demand for designer specialists in society has significantly increased.

As we transition from an industrial society to the age of information technology, the development model of design fields has undergone drastic changes. In some developed countries of the world, the implementation of design development models has primarily prompted the modernization of the education model in higher education systems aimed at training designer specialists. Naturally, the reforms and innovations carried out in this area in developed countries are relevant for implementing similar changes within our country's higher education system in design fields. It is not an exaggeration to say that one of the pressing tasks facing the field of education is to develop theoretical and practical methodologies for applying the advanced experiences that are yielding results on a global scale in our national clothing design education systems.

If we take a look at the history of the emergence of design, it is worth noting that the term was first used by American specialists in the 1960s. Until the period of independence, both in the former Soviet republics and in our country, the terms "design" and "designer" were expressed through phrases like "technical aesthetics," "artistic processing activities," or "master of artistic processing." Naturally, these terms did not adequately convey the main idea of design, as their original meanings are associated with "planning" and "planner."

THE MAIN RESULTS AND FINDINGS

The fields of design, such as architectural interiors, industrial and household objects, require the ability to wisely utilize social, economic, creative, and

functional principles in implementing conceptual ideas formed based on design laws. It is certainly encouraging to see that design fields are developing today. In this process, it is worth noting the achievements of innovative and nanotechnological applications, software programs, and marketing strategies used in the design object planning processes. Naturally, these achievements are primarily related to the modernization processes of educational system in this field, which is being implemented based on the latest technologies and conceptual principles.

Our reflections on this matter were investigated through examples of design educational institutions in the USA, France, and Japan.

Firstly, regarding the experience of teaching in the field of fashion design in the USA:

Parsons School of Design, which is located in New York City, is a private art and design school that is considered one of the leading institutions in the world. It is the first digital design school in the United States and ranks among the top three educational institutions globally. In 2021, Forbes magazine recognized Parsons as the most prestigious design school in the USA, with its fashion design program receiving special acclaim.



1-3-Image. Parsons School of Design and the Educational Process at the School

Parsons School of Design was established in 1896 by William Chase with the aim of exploring individual artistic expression. It was the first educational institution in the country to offer training in fashion

design, advertising, interior design, and graphic design. The school offers undergraduate and graduate programs for applicants wishing to pursue education in various design fields.

Parsons graduates include many renowned fashion designers, photographers, designers, and artists who have significantly contributed to the development of these design fields. In the realm of fashion design, this educational institution has produced famous designers such as Donna Karan, Kay Unger, Scott Salvator, Marc Jacobs, Alexander Wang, Tom Ford, Anna Sui, Jason Wu, Narciso Rodriguez, Jack McCollough, Lazaro Hernandez, Isaac Mizrahi, Samantha Sleeper, and Derek Lam. Additionally, notable fashion representatives like Prabal Gurung, Heron Preston, Julie Umerle, Jenna Lyons, Joe Kopelman, and Jasper Conran are also alumni of Parsons School of Design. The school is a member of the National Association of Schools of Art and Design and the Association of Independent Colleges of Art and Design. Currently, there are approximately 3,800 undergraduate and 400 graduate students studying at the school.

Parsons School is comprised of five divisions:

1. School of Art and Design History and Theory.
2. School of Art, Media, and Technology.
3. School of Constructed Environments.
4. School of Design Strategies.
5. School of Fashion.

Programs include:

1. Fashion Design.
2. Fashion Marketing.
3. Graphic Design.
4. Interior Design.

Secondly: The experience of teaching in the field of fashion design in Italy (as exemplified by the activities of the institute Marangoni:

The institute Marangoni was established in Milan in 1935 and remains the main campus of the educational institution to this day. Additionally, the institute Marangoni is one of the most prestigious and oldest fashion, design, and art schools in the world. Furthermore, currently, the campuses of the institute Marangoni are located in global fashion capitals: Milan, Florence, London, Paris, as well as Miami, Mumbai, and Shenzhen, among others. Approximately four thousand students study at the Marangoni branches. Today, the institute offers nearly 90 creative and business programs across its five campuses.

In 2022, it ranked 20th among the world's leading educational institutions for training designers and models.

Marangoni Institute and the Educational Process



4-5-Image The Marangoni Institute and the educational process at the institute

Over its 80-year history, the Marangoni Institute has gained a significant reputation as a leading creative institution and has become one of the top educational establishments in the field of fashion. In addition to its fashion programs, the Marangoni Institute offers high-quality higher education in design and art through its bachelor's and master's degree programs. The institute places great emphasis on practical training: students prepare design projects based on advanced concepts in the fashion industry and actively participate in exhibitions and fashion shows.

Educational Programs:

1. Basic Skills: This course is designed to nurture young talents and expand their knowledge in the fields of fashion and design. It aims to prepare students for creative bachelor's programs. Students are trained to acquire new knowledge, thinking methods, and academic practices at a high level.

2. Bachelor's Degree Program: Intended for those wishing to obtain higher education related to the fashion and design industry. It is aimed at applicants over 18 years of age who have completed secondary education and possess a good command of a foreign language. Students in these programs study a complete curriculum of theoretical and practical subjects in the field of fashion and design according to their chosen specialization.

3. Master's Degree Program: This program is designed for applicants with specialized education or work experience in fashion, design, business, or art. During their studies, students gain in-depth knowledge, highly specialized skills, and practical experience.

Knowledge Offered at the Institute:

- Clothing Design
- Footwear Design
- Accessories Design
- Textile Design
- Jewelry Design
- Fashion Styling
- Fashion Illustration
- Multimedia Arts
- Art in Fashion, Art History, and Culture
- Interior Design
- Industrial Design
- Visual Design (Landscape)
- Graphic Design
- Communication and Media in Fashion
- Fashion Marketing
- Purchasing in Fashion (Marketing)
- Trends in Brand Management in the Fashion Industry.

Marangoni Institute offers its students education in the following three main specializations: Fashion Design, Fashion Styling, and Fashion Industry.

Due to partnerships with leading fashion houses, the university helps students find employment. In building careers, the institute's additional specialists provide recommendations for writing resumes and passing interviews. Graduates can work in many renowned brands in positions such as fashion designer,

product manager, studio director, and marketing manager.

The goal and mission of the Marangoni Institute is to unite cultures, ideas, and styles from around the world. The Marangoni Institute is a globally recognized advanced educational institution that has trained fashion leaders such as Domenico Dolce (Dolce & Gabbana), Franko Moschino (Moschino), and Alessandra Fanchonette (Tod's).

Key Differences in Fashion Education between the USA and Europe:

1. Academic Approach: In the USA, fashion universities focus on technical skills and practical approaches. Many fashion programs in the United States emphasize real-life application of products, internships, and collaboration with industry professionals. In contrast, European fashion education often emphasizes creativity, innovation, and experimental design concepts, leaning more towards theoretical and specific conceptual directions.

2. Curriculum and Duration: In the USA, fashion education typically follows a four-year bachelor's program, with a strong fundamental curriculum. There are many specializations in fields such as fashion design, merchandising, marketing, and management. In Europe, however, fashion education is structured in shorter, specialized programs that culminate in diplomas or certificates rather than traditional degrees.

3. Opportunities in the Industry: Fashion education in the USA benefits from strong connections with the global fashion industry, with many universities located in major fashion capitals like New York and Los Angeles. Proximity to industry leaders, brands, and shows provides students with numerous opportunities for internships and gaining experience. In Europe, opportunities in the fashion industry and education are well-connected only at prestigious fashion universities located in major fashion cities like Paris, Milan, and London.

Third: The Experience of Fashion Design Education in Japan, Exemplified by Bunka Fashion College.

Bunka Fashion College was established in 1919 by Isaburo Namiki to train women in sewing. In 1936, it adopted the name Bunka Fashion College. In the early years of its operation, the college aimed to provide knowledge and skills to the public for self-made clothing to help alleviate economic difficulties in society. Since the 1960s, designers such as Kenzo Takada and Yoji Yamamoto have contributed to elevating the college's status in the global fashion industry.

Since 2000, Bunka Fashion College has aimed to train qualified specialists with sufficient knowledge and skills to build a sustainable and globally recognized fashion industry. The college offers programs focused on fashion design, fashion technology, fashion marketing, fashion accessories, and textiles. In 2012, Bunka Gakuen University established a joint higher education institution connected with the college. The university launched a master's program in fashion

studies aimed at international students. This course is referred to as Global Fashion Concentration and is taught entirely in English.

Bunka Fashion College reflects the philosophies of Satori and Kaizen in its education. Only the master's program is conducted in English.



6-7-8 image. Bunka Fashion College and the educational process at the college.

CONCLUSION

In conclusion, it can be stated that the experiences of the countries analyzed above in design education systems and their current relevant teaching methods serve as a foundation for creating theoretical bases that embody the characteristics of project culture in clothing models. These characteristics include expressiveness, systematically, and innovation, which are harmoniously integrated with new technologies during the artistic and production processes created by students in the educational process.

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