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PSYCHOLOGICAL CONTENT OF THE DESIGNER'S PROFESSIONAL ACTIVITY

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A — study design B — data collection D — manuscript preparation

Relevance of the research. Design is already today a new, extremely complex field of professional activity and at the same time a multi-level system of interdisciplinary knowledge, which claims the status of a separate science. However, the problem of the psychological essence and content of the designer's professional activity remains poorly studied.

The Aim is to determine the psychological content and the competent essence of the designer's professional activity.

Results. The psychological content of design, the designer's professional activity, its components and competences have been determined.

Conclusions. Design is becoming an extremely popular type of professional activity and even the general sphere of humanitarian knowledge is enriched with its new related terms (design program, design training, design thinking in business, etc.). Design as a profession is a design and form-making activity, the product of which are conceptual



design projects that correspond to the author's idea and leading idea. Therefore, the designed mental images are the main result of the professional activity of the designer of the 21st century. etc.). Design is a specific type of creative activity, which is associated with predicting the future and designing on its basis the material world, the living environment, as well as information and socio-cultural spaces and related systems. The professional activity of a designer is described through several content varieties (directions): 1) artistic and graphic, 2) design, 3) design, 4) technical and 5) technological. The professional competence of a future designer is an integrative ability of the individual, which allows him to effectively carry out artistic and design activities and creatively self-realize in the profession on the basis of existing professional knowledge, skills, abilities, and personal qualities. It has been determined that the professional competencies of future design specialists are artistic and aesthetic, visual and design.

Keywords: *design, professional activity, competence, specialist designer, professional competence of a designer.*

Психологічний зміст професійної діяльності дизайнера

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Актуальність дослідження. *Дизайн уже сьогодні є новітньою надскладною сферою професійної діяльності та водночас полірівневою системою міждисциплінарних знань, що претендує на статус окремої науки. Утім залишається маловивченою проблема психологічної сутності та зміст професійної діяльності дизайнера.*



Мета – визначити психологічний зміст та компетентні сну сутність професійної діяльності дизайнера.

Результати. Визначено психологічний зміст дизайну, професійної діяльності дизайнера, її складових та компетентності.

Висновки. Дизайн стає вкрай популярним видом професійної діяльності і навіть загальна сфера гуманітарного знання збагачується його новими спорідненими термінами (дизайн-програма, дизайн-тренінг, дизайн-мислення в бізнесі та ін.). Дизайн як професія є проектно-формотворчою діяльністю, продуктом котрої є концептуальні дизайн-проекти, що відповідають задуму й провідній ідеї автора. Відтак спроектовані мислеобрази є основним результатом професійної діяльності дизайнера XXI століття.знесі та ін.).

Дизайн є специфічним видом творчої діяльності, що пов'язаний з прогнозуванням майбутнього й проектуванням на його основі матеріального світу, середовища проживання, а також інформаційного та соціокультурного просторів й пов'язаних з ними систем.

Професійна діяльність дизайнера описується через декілька змістових різновидів (напрямів): 1) художньо-графічна, 2) проектна, 3) конструкторська, 4) технічна і 5) технологічна.

Професійна компетентність майбутнього дизайнера є інтегративною здатністю особистості, що дозволяє результативно здійснювати художньо-конструкторську діяльність і творчо самореалізовуватись у професії на основі наявних професійних знань, умінь, навичок, якостей особистості.

Визначено, що фаховими компетентностями майбутніх фахівців з дизайну є мистецько-естетична, образотворча та проектна.

Ключові слова: дизайн, професійна діяльність, компетентність, фахівець-дизайнер, професійна компетентність дизайнера.

Introduction. In the modern post-industrial (information) society, the most valuable commodity is reliable information and "know-how" (English know-how, "know how") as a product of intellectual property, which provides competitive advantages and



commercial benefits. Creativity, innovation, innovativeness, creative activity are an ability, resource and an integral feature of a highly qualified specialist in any field, as well as one of the integral indicators of a self-actualized personality. Design as a creative process, method and result of artistic and technical design is oriented towards achieving maximum compliance of created objects and the environment with the utilitarian and aesthetic needs of a person. The designer's goal can be to solve design problems from the smallest detail of a household structure to complex mental structures and global philosophical ideas. Therefore, the object of design is a material or ideal object that is subject to projective transformation or modification in order to achieve the desired technical parameters (constructivity, functionality, comfort, etc.) or aesthetic or social attractiveness. So, design is already today a new, extremely complex field of professional activity and at the same time a multi-level system of interdisciplinary knowledge that claims the status of a separate science. However, the problem of the psychological essence and content of the designer's professional activity remains poorly studied.

The **Aim** is to determine the psychological content and competent essence of the designer's professional activity.

Results. A designer is a specialist in the field of designing the object world, forming products necessary for human life, armed with a sum of various knowledge, capable of fully realizing his ideas about the social needs of society in a specific material object. Design education, being in the process of formation, is naturally aimed at a humanitarian worldview, the development of a humanistic style of thinking of a new generation of designers in independent Ukraine. Art education for the formation of a designer's professional competence is the basis, thanks to which the creative potential of a student designer is realized. Design education is aimed at studying design methodology, methods of structural organization of form, based on purpose, socio-cultural function, and possibilities of technological implementation of design development in production.



Today, it is necessary to increase the level of professional training of designers, further study the possibilities of design in the field of production, which would allow coordinating the joint work of the designer with the technologist and other specialists, which makes it possible to achieve the final effect of design (Demkiv, 2021).

The English word “design” (from the English design – to design, draw, conceive, as well as project, plan, drawing) has become a term that means a type of activity in the design of the objective world (Design, 2010), and it comes from the Italian “disegno”, which means not only a drawing or drawing, but also complex things – almost the entire field of an artist’s work, with the exception of easel art (Demkiv, 2021). Initially, this word characterized the specific activity of artists in the field of designing and implementing holistic design of premises, but today the generally accepted definition is the one proposed by the outstanding designer T. Maldonado and approved at the ICSID (International Council of Societies of Industrial Design) congress in London in 1969: “Design is a creative activity, the purpose of which is to determine the formal properties of industrial products. These properties include the external features of the product, but mainly those structural and functional relationships that transform the product into a single whole from both the consumer and the manufacturer's perspective” (Chernyak, 2006).

Design as an activity reflects its procedural essence, however, the result of such creative artistic and design activity is an image or a finished creative product. Design as a creative process, method and result of artistic and technical design is oriented towards achieving maximum compliance of created objects and the environment with the utilitarian and aesthetic needs of a person. The designer’s goal can be to solve design problems from the smallest detail of a household structure to complex mental structures and global philosophical ideas. Therefore, the object of design is a material or ideal object that is subject to projective transformation or modification in order to achieve the desired technical parameters



(constructivity, functionality, comfort, etc.) or aesthetic or social attractiveness. So, design is already today a new, extremely complex field of professional activity and at the same time a multi-level system of interdisciplinary knowledge, which claims the status of a separate science.

The essence of design activity is in the predictive orientation of creativity, in the ability to combine a holistic image of the future, in the specificity of creative mastery of reality, creative imagination and special non-standard thinking. The difference between design and other types of design activity lies in the dynamism of processes and the constant variability of forms (Shandruk & Demkiv, 2021). In the psychology of professional activity, discussions on the psychological content of design as an activity are relevant today, since the complexity of this phenomenon, the variety of types and areas of application do not allow it to be unambiguously reduced to artistic and design, artistic and graphic, artistic and technical, artistic and engineering or creative types of activity. O.P. Golikova, T.A. Shevchuk (2021) believe that design is a specific design activity that combines artistic and subject creativity and engineering practice. S.M. Mikhailov, L.M. Kuleev note that today design is a complex interdisciplinary design and artistic activity that integrates natural science, technical, humanitarian knowledge, engineering and artistic thinking, aimed at forming the objective world on an industrial basis in an extremely large “contact zone” of it with man in all spheres of life without exception (Demkiv, 2021). A.G. Dmytruk defines design as a creative activity in the artistic construction (design) of industrial products in accordance with the laws of beauty and functionality, understanding by this the activity of harmonizing attitudes towards the objective world, its creation in accordance with the measure of man and the measure of the phenomena of the objective world (Demkiv, 2021).

Therefore, design is a creative design and artistic activity associated with the generation of an image of the objective world, aimed at forming a harmonious objective environment that satisfies



human needs, as a result of which a creative product or other result of this activity is created.

The profession of a future designer involves knowledge of the laws of composition, painting, graphics, equipment, technology, sculpture, etc., which also requires the ability to analyze the market and consumers, psychological awareness, the ability to perceive and choose appropriate visual means, effective solutions to the task set by the customer (Shandruk & Demkiv, 2021).

A feature of designers is their mastery of the methods of “metaphorical understanding” of the world. A designer knows the language of objects, hears what they say, and is endowed with the ability to create new objects that will carry new messages (Demkiv, 2021).

S.V. Chirchik (2017) identified several substantive varieties (directions) of a designer's professional activity, which include:

1) artistic and graphic activity, which consists in mastering at a perfect and high professional level the skills of design graphics, varieties of artistic and graphic techniques and technical means, artistic construction, layout and modeling, in awareness of the elements and laws of composition, the manifestation of aesthetic taste;

2) projective activity, which is based on the methodology and phasing of work on the task, perfect mastery of the professional features of planning the creative process of architectural and artistic design and performing skills, creating design projects; professional work with reference and thematic literature, documents, standards, the ability to systematize thematic material, search sketching and clauses, designing individual elements of a complex design project of the environment, etc.;

3) constructive activity, which consists in the skillful use of methodological, regulatory, technical and other directive materials, the design of individual elements and complexes under the guidance of leading specialists, taking into account the requirements of ergonomics and aesthetics of production and everyday life, in



accordance with the requirements of a unified system of design and technical documentation, the ability to search for optimal and rational options for a constructive solution;

4) technical activity, which is based on his/her professional level design graphics skills, varieties of graphic techniques and technical means of layout, techniques and technical means of performing skills, the ability to professionally use modern technical means of computer graphics in his/her creative and performing work, using technical means and professional skills to perform constructive drawings and templates, prepare an explanatory note in accordance with the scope of the project and the requirements of current standards, mastery of graphic techniques, technical means of three-dimensional plastic modeling, using advanced domestic and foreign experience of industrial design, develop technical and accompanying documentation for design projects with the professional use of computer technology or traditional technologies;

5) technological activity, which is built on the basis of awareness of materials technology (construction, finishing, monumental and decorative) for the application of the latest design technologies in creative and performing activities, the ability, based on knowledge of materials technology, labor protection requirements, safety, industrial sanitation, ecology, production technology, to compile a technological map of industrial replication of the designed product and skillfully use the latest design design technologies. To summarize, the designer's activity should combine the following components: subject creativity, technical aesthetics, artistic design and construction, industrial art, understanding of general and highly specialized problems of professional activity (Demkiv, 2021). All these types of professional activity of a designer are the content of his creative activity and are embodied in his professional competence.

The development of creative skills and the development of creative potential for future design specialists is one of the most important tasks of their training, the importance of which lies not



only in the need to educate a comprehensively developed creative personality, but also in the development of students' ability to implement their creative ideas in future professional activities (Demkiv, 2021).

L.V. Saprykina (2016) defines the professional competence of a future designer as an integrative ability of a person, which allows him to effectively carry out artistic and design activities and creatively realize himself in the profession based on existing professional knowledge, skills, abilities, and personal qualities.

According to A. Shevchenko (2016), the specialized competencies of a designer should include:

- artistic and aesthetic competence, which involves mastering cultural-historical and artistic and aesthetic knowledge, skills and abilities of artistic and aesthetic perception, analysis and interpretation of works of art in accordance with the author's intention, understanding the unity of form and content, the desire and ability to implement artistic and aesthetic potential in practice to obtain an original result of creative activity; -

- visual competence as the ability to understand and create works of art on one's own, competently using the means of artistic expression, the language of visual art (technicality and ability to create images), mastering a system of skills and abilities to analyze, interpret and evaluate works of art, to reveal their national identity, as well as knowledge of the main stylistic directions in art, a set of features that allow us to assert that the studied object belongs to a certain style, the ability to create objects with given stylistic characteristics if necessary, curiosity, freshness of view, the ability to choose the most vivid ones in the chaos of everyday impressions for their further embodiment; the ability to artistic self-realization, cultural self-expression, satisfaction of the need for spiritual self-improvement and artistic self-education, a formed personal and value attitude towards art and the surrounding world, the ability to perceive, understand and create artistic images;



- project competence, which is realized through the ability to generate ideas, put forward hypotheses, fantasize, associative thinking, i.e. the creative process, which consists of the stages of preparation (intensive familiarization with the problem), inspiration (emergence of an idea, action of imagination), insight (moment of enlightenment, sudden understanding) and decision-making (implementation of a creative idea); seeing contradictions, transferring knowledge and skills to new situations, rejection of obsessive ideas, overcoming inertia and excessive criticality of thinking, independence of judgments; the ability to make an evaluative judgment of the development of artistic and creative inclinations and abilities, the degree of mastery of effective knowledge of form formation, the methodology of creative search, the figurative language of plastic art and the technology of artistic materials, which determines the effectiveness of professional activity.

Therefore, the professional competencies of future design specialists are artistic and aesthetic, visual, and design (Shevchenko, 2016).

The main idea of implementing the content of training design specialists is to form poly-artistic and multicultural images of the world in the minds of students. Therefore, design education is aimed at the integrative principle of forming artistic knowledge and ideas of future design specialists, which provides the opportunity to shift the emphasis from studying the subject to its use as a means of forming a holistic personality of the student, to educating each of them in an aesthetic attitude to design activity (Shevchenko, 2016).

A specialist in the field of design must be able to solve non-standard tasks and have a specific worldview focused on the artistic transformation of the surrounding objective world (Demkiv, 2021). In our opinion, the psychological basis for the formation of the above-mentioned competencies should be provided by such components of creative activity as creativity, qualities and abilities of



figurative thinking and memory, aesthetic abilities and aesthetic intelligence.

There are special difficulties in training future graphic design specialists. Design is not art, not engineering, and not science. It is integrative and generalizing (Demkiv, 2021), and in developed countries, the designer is a market subject, he creates goods that are consciously sold and services. In this regard, future graphic design specialists at the very beginning of the educational process must be placed in a situation where intelligence, the ability to act independently (i.e., the presence of a strong element of self-education in the educational process) and the priority of the student's abilities prevail over all other qualities.

Conclusions. Design is becoming an extremely popular type of professional activity and even the general sphere of humanitarian knowledge is enriched with its new related terms (design program, design training, design thinking in business, etc.). Design as a profession is a design and form-making activity, the product of which is conceptual design projects that correspond to the author's idea and leading idea. Therefore, designed mental images are the main result of the professional activity of a designer of the 21st century. etc.). Design is a specific type of creative activity that is associated with predicting the future and designing on its basis the material world, the living environment, as well as information and socio-cultural spaces and related systems. The professional activity of a designer is described through several content varieties (directions): 1) artistic and graphic, 2) projective, 3) constructive, 4) technical and 5) technological.

The professional competence of a future designer is an integrative ability of a person, which allows him to effectively carry out artistic and design activities and creatively realize himself in the profession on the basis of existing professional knowledge, skills, abilities, and personal qualities.



It has been determined that the professional competences of future design specialists are artistic and aesthetic, visual and projective.

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