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THE FUTURE OF THE FASHION INDUSTRY: INTEGRATION OF TECHNOLOGY AND CREATIVITY IN THE EDUCATIONAL PROCESS

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The article discusses the scope of practical work using computer technologies in the educational process and the development of guidelines. In this regard, a method of applying computer technologies in education was proposed, highlighting the relevance of this study. The purpose is to assess the feasibility of modern computer tools in developing students' creative potential in professional education. Formation of a specialist in the fashion industry who can solve artistic, compositional, and technical problems based on the active use of creative methodologies in specialized disciplines. This approach increases the effectiveness of students' independent work, provides new opportunities for creativity, and strengthens professional skills using visual and graphical tools. This will allow future specialists not only to master theoretical knowledge but also to develop practical skills, such as creating sketches, de-

signing models, and working with various materials and technologies. The integration of creative methods in education contributes to the formation of students' flexible thinking, adaptability to changing fashion trends, and problem-solving abilities. The use of modern technologies such as 3D modeling, digital illustration, and computer-aided design enhances students' ability to visualize ideas and implement them. This helps future designers gain a deeper understanding of clothing creation processes and interact effectively with production stages, which is crucial for training competitive specialists. The article describes effective methods and results of using software tools that allow teachers to develop and adapt learning models. Thus, applying computer technologies fully reveals students' creative potential, professionalism, and competitiveness in the labor market.

Keywords: methodology, education, creativity, digitalization, neural network, graphic programs.

СӘН ИНДУСТРИЯСЫНЫҢ БОЛАШАҒЫ: ТЕХНОЛОГИЯЛАР МЕН ШЫҒАРМАШЫЛЫҚТЫ БІЛІМ БЕРУ ПРОЦЕСІНЕ ИНТЕГРАЦИЯЛАУ

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Мақалада білім беру процесінде компьютерлік технологияларды қолдану және тиісті әдістемелік нұсқауларды әзірлеу арқылы практикалық жұмыс саласы қарастырылады. Осыған байланысты оқу процесінде компьютерлік технологияларды қолдану әдістемесі ұсынылды, бұл ұсынылған жұмыстың өзектілігі болып табылады. Зерттеудің мақсаты - кәсіби білім алу процесінде студенттің шығармашылық әлеуетін дамытуда заманауи компьютерлік техно-логиялардың әдістері мен құралдарын қолданудың орындылығын зерттеу. Бейіндік пәндерді зерделеу кезінде оқу процесінде шығармашылық қызмет әдіснамасын белсенді қолдануға негізделген көркемдік-композициялық және техникалық міндеттерді шешуге қабілетті сән индустриясында маман қалыптастыру. Бұл тәсіл студенттердің өзіндік жұмысының тиімділігін арттырады, шығармашылыққа, кәсіби дағдыларды игеруге, креативті тәсіл үшін негізгі құралдарды визуалды-графикалық бейнелеу арқылы жаңа мүмкіндіктер береді. Бұл болашақ мамандарға теориялық білімді игеріп қана қоймай, сонымен қатар эскиздерді бейнелеу, модельдерді жобалау, әртүрлі материалдар мен технологиялармен жұмыс жасау сияқты практикалық дағдыларды дамытуға мүмкіндік береді. Шығармашылық әдістерді білім беру процесіне біріктіру студенттердің икемді ойлауын, сән индустриясының тез өзгеретін тенденцияларына бейімделу және стандартты емес шешімдерді табу қабілетін қалыптастыруға ықпал етеді. 3D модельдеу, цифрлық иллюстрация және компьютерлік дизайн сияқты заманауи технологияларды пайдалану негізінде студент-тердің идеяларын визуализациялау және жүзеге асыру мүмкіндіктерін кеңейтеді. Бұл болашақ дизайнерлерге киім жасау процестерін тереңірек түсінуге ғана емес, сонымен қатар бәсекеге қабілетті мамандарды даярлаудың маңызды аспектісі болып табылатын өндірістік кезеңдермен тиімді өзара әрекеттесуге көмектеседі. Мақалада оқытушыларға оқыту үлгілерін әзірлеуге және өзгертуге мүмкіндік беретін бағдарламалық құралдарды пайдаланудың тиімді әдістері мен нәти-желері сипатталған. Осылайша, компьютерлік технологияларды қолдану әдістемесі білім алу-шының шығармашылық әлеуетін, кәсібилігін толық ашуға және еңбек нарығында бәсекеге қабі-леттілігін арттыруға мүмкіндік береді.

Негізгі сөздер: әдістеме, білім беру, шығармашылық, цифрландыру, нейрожелі, графикалық бағдарламалар.

БУДУЩЕЕ МОДНОЙ ИНДУСТРИИ: ИНТЕГРАЦИЯ ТЕХНОЛОГИЙ И ТВОРЧЕСТВА В ОБРАЗОВАТЕЛЬНЫЙ ПРОЦЕСС

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В статье рассматривается сфера практической работы с применением компьютерных технологий в образовательном процессе и разработкой соответствующих методических указаний. В связи с этим была предложена методика использования компьютерных технологий в учебном процессе, что является актуальностью представленной работы. Цель исследования - изучение целесообразности приме-

нения методов и средств современных компьютерных технологий в развитии творческого потенциала студента в процессе получения профессионального образования. Формирование специалиста в индустрии моды, способного решать художественно-композиционные и технические задачи, основанные на активном использовании методологии творческой деятельности в учебном процессе при изучении профильных дисциплин. Такой подход повышает эффективность самостоятельной работы студентов, дает новые возможности для творчества, приобретения профессиональных навыков, с помощью наглядно-графического представления базового инструментария для более креативного подхода. Это позволит будущим специалистам не только осваивать теоретические знания, но и развивать практические умения, такие как создание эскизов, проектирование моделей, работа с различными материалами и технологиями. Интеграция творческих методов в образовательный процесс способствует формированию у студентов гибкого мышления, умения адаптироваться к быстро меняющимся трендам индустрии моды и находить нестандартные решения. Использование современных технологий, таких как 3D-моделирование, цифровая иллюстрация и компьютерное проектирование, расширяет возможности студентов в визуализации идей и их реализации. Это помогает будущим дизайнерам не только глубже понимать процессы создания одежды, но и эффективно взаимодействовать с производственными этапами, что является важным аспектом в подготовке конкурентоспособных специалистов. В статье изложены эффективные методы и результаты использования программных средств, позволяющих преподавателям разрабатывать и изменять модели обучения. Таким образом, методика применения компьютерных технологий позволяет в полной мере раскрыть творческий потенциал обучающегося, профессионализм и повысить конкурентоспособность на рынке труда.

Ключевые слова: методика, образование, креатив, цифровизация, нейросеть, графические программы.

Introduction

According to the decree of the President of the Republic of Kazakhstan, 'increased attention is given to digitalization and innovation' [1], and the national project 'Technological Breakthrough through Digitalization, Science, and Innovation' [2] emphasizes the need for educational development. Therefore, the process of introducing computing machines also affects educational activities, in particular, when training specialists in the creative field. Designing and visualizing various design objects using computer technologies provides an opportunity for self-realization and development of students' creative and research abilities, which is undoubtedly a relevant topic.

In order to develop the students' creative potential in the course of their education, it is advisable to use the most developed and advanced methods and tools of modern computer technologies creating real opportunities for their use in the education system. [3] The application of computer technologies in the field of education causes increased interest in related professions, so when training specialists by using the capabilities of computer technologies, psychologists, teachers, and specialists in the field of information technologies were developed: G. M. Kleiman, I. V. Robert, I. Ya. Lerner, A. G. Gein, E. M. Razinkina, Yu. S. Branovsky, Yu. M. Kornienko, etc. [4].

The goal of the educational process in the Department of Design is to train specialists capable of solving artistic, compositional, and technical problems in the course of studying art and technical disciplines. The implementation of this goal is possible only with the active development of the methodology of creative activity, which allows students to develop open, flexible and creative thinking.

Disciplines that integrate artistic and technical components to train professionals for the fashion industry actively engage students in the creative process. The desire to enhance creative productivity has led to the development of various approaches and techniques that systematize the search for original ideas, stimulate thinking, and help reveal and realize a person's creative potential.

Materials and research methods

The methodology for organizing educational activities using computer technologies involves selecting models for structuring teaching and implementing student activities in the modern educational process based on professional training. Thus, in the course of the teacher-computer-student communication, the main goals of using computer technologies were outlined:

- formation of students' learning activities and core competencies;
- development of research and creative skills;
- individualization of the learning process according to the individual capabilities of students;
- training of qualified specialists in the fashion industry.

Computer technologies provide students of creative programs with access to information resources, increase the productivity of independent work, and also open up unique opportunities for creativity, acquisition, and improvement of various professional skills.

Competent knowledge of specialized computer programs provides future designers with tools for generating initial concepts of a composite product solution, as well as contributes to the effective implementation and development of a design idea at all stages of its implementation. At the same time, at the stage of compositional shaping, a transition is made from mental activity to an active search for the optimal solution using a special set of tools and tools.

Thus, in the search for optimal solutions to a project problem, the graphical modeling method is used. This method ensures the graphic form aligns with the project's content, involves a variant search and experimental approach, follows a logical sequence, and applies a systematic problem-solving approach.

Results and discussion

Computer technologies provide a wide range of opportunities for the implementation of creative ideas and provide an effective and professional approach to work. The use of graphic editors provides a variety of tools for sketching clothing designs.

To effectively organize the training of creative students, the following tools are usually used:

- professional programs for the development of technical creativity Corel Draw, Adobe Photoshop, Fashion Design Sketches, Edraw Maxand Procreate, etc.;

- software for 3D modeling – Clo, *Marvelous*Designer,Valentina, Vstitcher, Lotta, Tailornova, etc.;

- computer-aided design systems – Grafis, Julivi, Grazia, PatternMaker, Assol, etc.

The choice of the presented training tools is carried out taking into account certain organizational and pedagogical conditions for the implementation of the designed system, which affects the formation of the readiness of future designers to implement two components: first, to develop students' creativity and, secondly, to use computer educational technologies in this process.

Among computer graphics programs for the implementation of creative works, it is most appropriate to use the multifunctional graphicих editors Adobe Photoshop and CorelDRAW. These programs offer an extensive set of tools for performing various creative tasks. It is convenient not only for photo editing but also for creating drawings and templates from scratch [4].

Working in Adobe Photoshop can be divided into two types: working with existing images and creating new ones from scratch. The software offers extensive drawing and editing capabilities, allowing for quick adjustments to color, texture, or material patterns. For a more realistic representation of clothing models, Photoshop enables the overlay of real fabric samples onto objects, which can be stored in the texture database [5].

When developing a fashion model, every element must be carefully considered—including silhouette, design solutions, fabric color and texture, and finishing details—since each aspect influences the final appearance of the product. At the sketching stage, modifications can be made, colors and lengths can be adjusted, and creative experimentation can take place [6].

Adobe Photoshop also provides extensive opportunities for developing unique stylistic trends and techniques. One notable feature is the ability to create custom brush sets that integrate with textures and patterns. Additionally, individual styles can be customized for specific sketch elements, such as applying a metallic texture to frame details [7].

First, a sketch of the future product, called a sketch, is made. This initial stage allows for creative exploration, where the designer can freely interpret ideas. This is followed by the development of an artistic sketch of the model, which is drawn on a figure in an arbitrary pose. The final sketch should align with the intended concept, ensuring both aesthetic appeal and practical comfort [8].

To create a contour, the student can use various tools, such as a brush (Brush) and a pen (Pen). These tools differ in the purpose and format of the illustration. The brush provides more flexibility for creating shapes and live sketches, while the pen is designed for precise and clear contour design. A fill can contain elements such as a color, gradient, pattern, and various textures for blending (Figure 1).

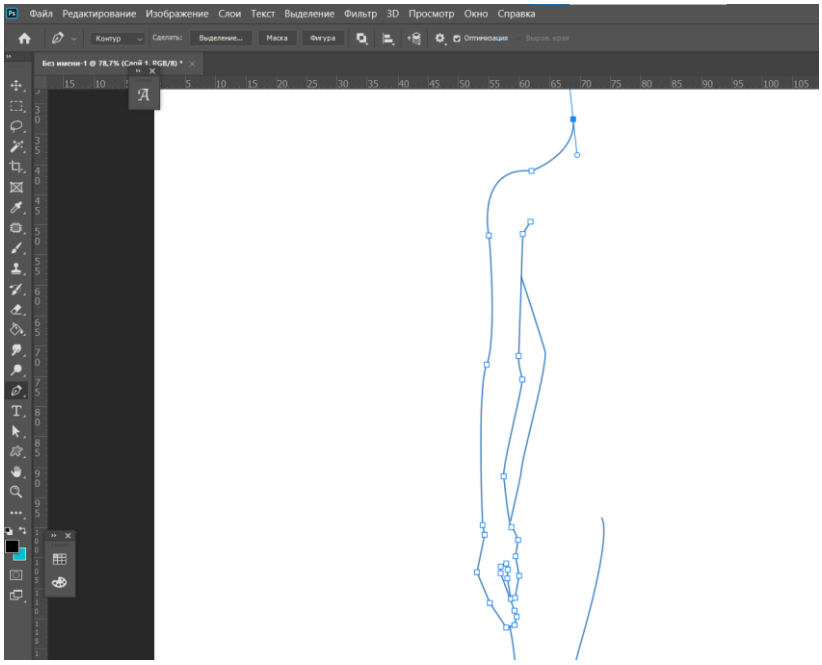

Figure 1. Creating an outline using the Pen tool

Students can use the basic functions of graphics programs and a special tool “Lasso” to create searchable sketches. This is a popular technique among concept artists, who use it to quickly create shapes that reflect the mood and character of the character.

Working with the lasso allows the student to freely experiment with shape and color, creating the first curved sketch. Then this sketch can be refined and turned into a final work. This approach makes it possible to catch unexpected shapes and find interesting stylistic solutions (Figure 2).

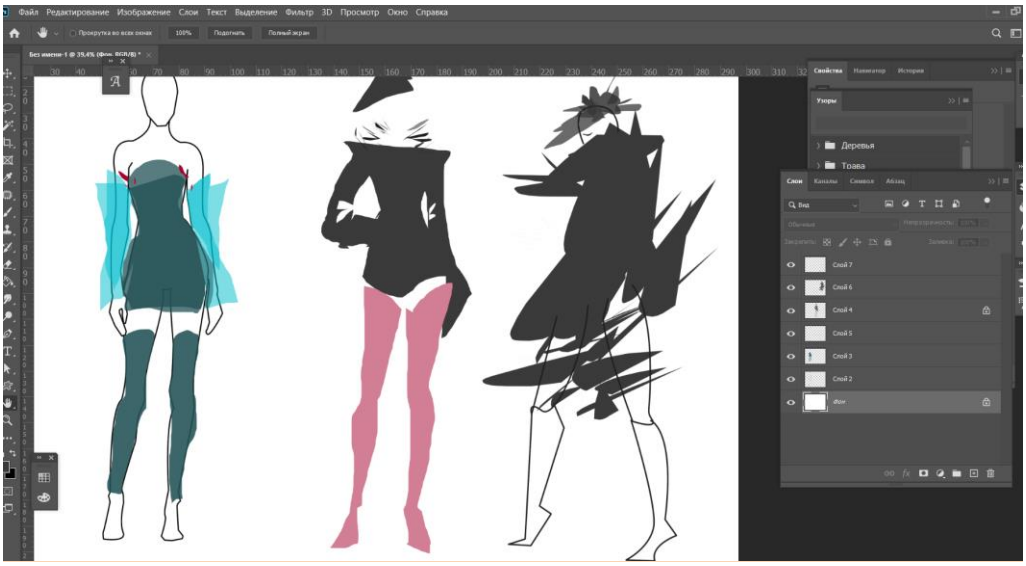

Figure 2. Getting thumbnails using the Lasso tool

In order to successfully prepare students for work in the programs, it is necessary to provide a deep understanding of their technical component. It is important to thoroughly study the interface of each program and master the necessary tools [9].

The main difficulties arise when interacting with the program. Despite the fact that each program has individual settings to improve the user-friendliness of professionals, for beginners these functions become a serious obstacle [10].

As an example, in Adobe Photoshop there are settings for hiding the interface, which can be accidentally activated when you click on the keyboard. There is no way to return hidden items, except for a separate restart of the program, or by pressing the same hotkey. (Hotkey – quick key, a key for quick access to a program element). Also, inside the system settings of the program, there is an item-continue panning. Associated with the tool "Hand" when the function is turned off, the canvas does not move when working in the program. There is no way to move closer to the desired point and place it in the center of the screen.

Therefore, for the convenience of working in programs, it is needed to know these subtleties and features of the work. In the future, when working out individual tools, it is necessary to give the student an understanding of the possibility of combining different tools, as well as their interaction and various applications [11]. There are actions and techniques that lead to similar results, but they differ in algorithms and time spent. These algorithms are designed to work with different types of tasks, and can be adjusted and changed later to meet individual requests.

To speed up and automate the work, it is recommended to provide the student with knowledge about how to work with internal macros. Macro – A sequence of actions or keystrokes recorded in a separate file for activation in one click. This way, the processes of painting can be automated, or applying textures and formatting when performing batch processing of files. For example, when creating various collections with their visual and graphical display.

Today, based on the results of viewing practical, term papers and theses, it can be summarized that the study and application of computer graphics, that is, this area of information technology is increasingly being used both in the training of designers and in the field of professional design [12]. The presented Figures 3 and 4 demonstrate the process of creating a model in a suit and the result of the collection created for student models.

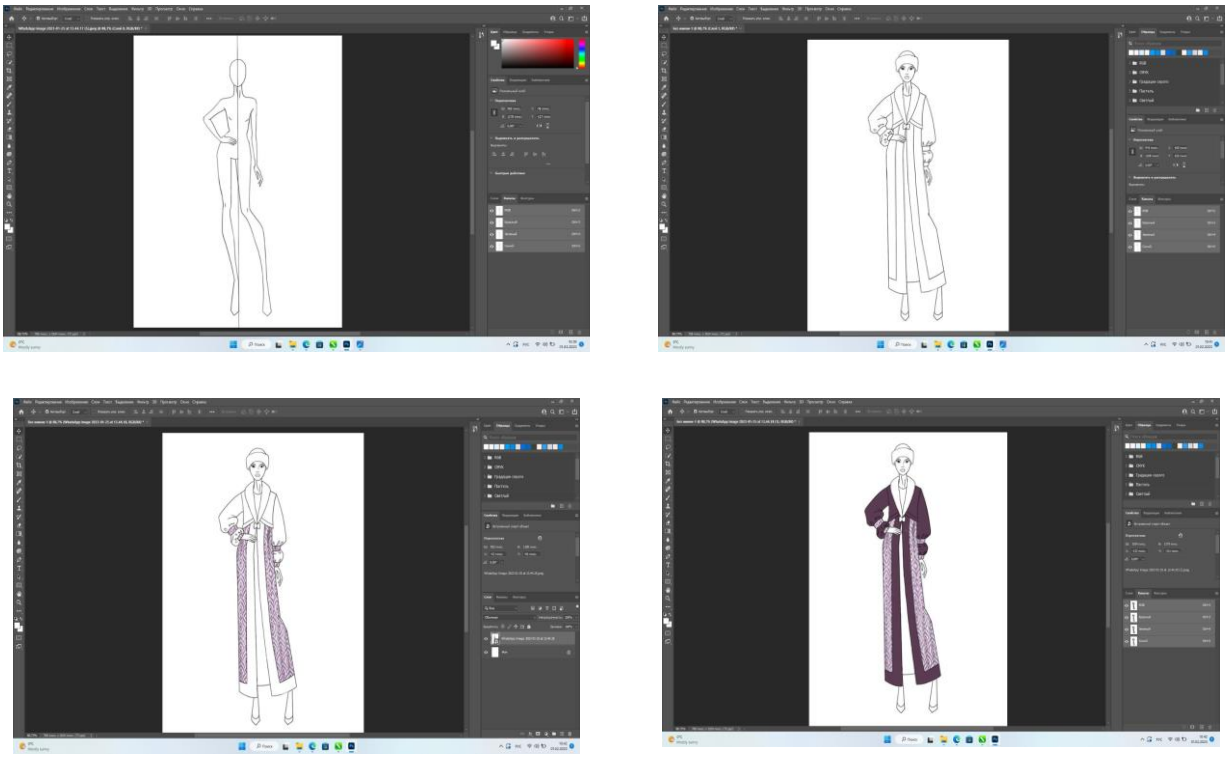

Figure 3. Costume model creation progress

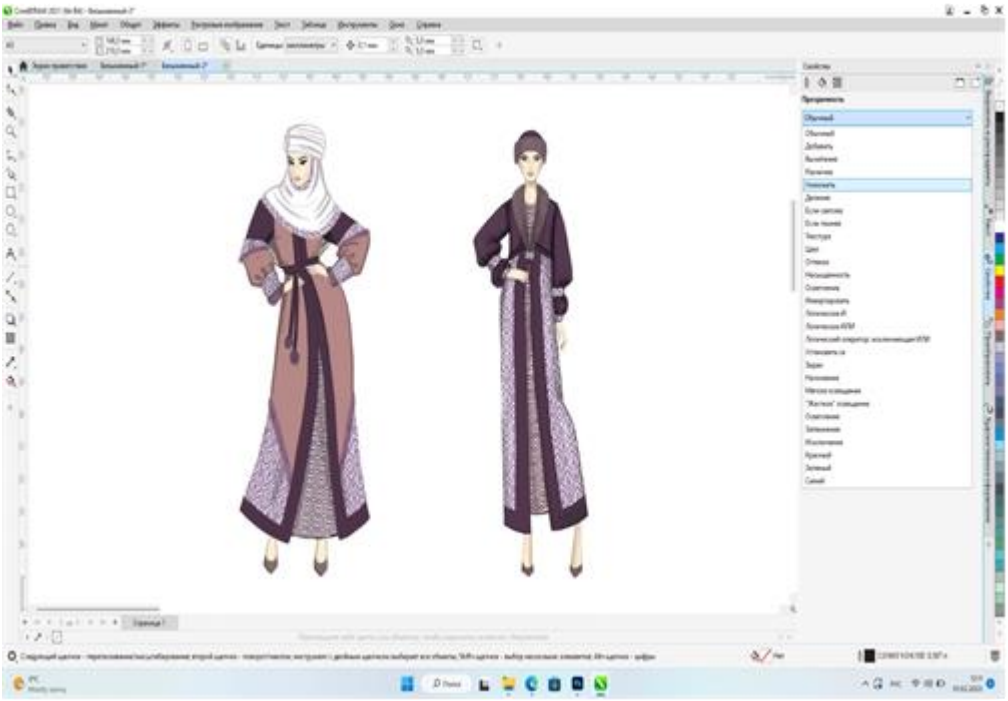

Figure 4. Final processing of the model

Students actively use both stationary and portable computers in practical classes, while completing coursework and projects. This indicates that they are engaged in computer graphics not only as part of a computer class, but also when doing homework, creating sketches, and other tasks. In addition, multimedia equipment is effectively used in the classroom, which allows you to clearly demonstrate the techniques, tools, and methods of using them being studied [13].

To increase the effectiveness of learning and interaction, we recommend using graphic tablets. Popular models such as Wacom, Huion, and XP-Pen are on the market. These devices allow working with program functions more accurately and expressively, which contributes to the implementation of an author's ideas and the development of artistic skills.

A significant stage in the professional activity of a designer, as well as in the educational process of students, is the development of neural networks, which are an innovative and revolutionary technology. In this regard, students need to thoroughly study and understand the principles of functioning of these systems, including the mechanisms for generating visual and textual elements, which is an integral part of their professional training [14].

In addition to the prospects for large-scale development and integration of neural networks into professional activities and everyday life, this technology industry needs to be purposefully researched and mastered due to the high risk of loss of competitiveness [15]. In the context of active implementation of neural networks in various areas, it is critically important to have a fundamental understanding of their functioning. At the same time, it is necessary to integrate processes based on neural networks to optimize workflows, simplify the generation of search options and thumbnails, as well as to master methods for combining multiple images in order to create unique author's works based on synthesized data.

In the process of development, neural networks accumulate an extensive knowledge base, which allows them to generate popular models, such as synthesizing multiple images, creating visual content based on text queries, retouching, and presenting design projects. Neural networks are able to develop concept art with detailed elaboration and visualization of ready-made solutions on interactive models, simulating various conditions and lighting parameters to achieve maximum realism and detail of the presentation.

Similar to working in specialized computer programs, neural networks have the functionality to replace individual elements of finished works, as well as implement a variety of search and retouching methods. However, their key difference is the limited level of control on the part of the user, which is due to the autonomy of their algo-

rithms. As a result, the final result in most cases is characterized by a high degree of unpredictability.

With the advent of neural networks, a significant part of students had legitimate doubts about the expediency of continuing the educational process in the context of the expanding capabilities of this technology. Nevertheless, it is important to emphasize that neural networks are a tool and auxiliary resource, but in no way can they serve as a substitute for the professional competencies of a future specialist [16].

This situation is also aggravated by the presence of fears and lack of motivation. The most common problems are: difficulties in mastering technical terminology, as well as reduced motivation due to the complexity of the educational material and the practical application of the acquired knowledge [17].

Technical terminology requires prior familiarization of students with basic knowledge and descriptions of relevant technical processes, which in the future will allow them to effectively navigate the search for necessary information using key concepts in the framework of independent training. This aspect is a priority, because in the process of self-study, as well as when mastering materials through courses or video content, there are often no clear definitions and explanations of specialized terminology.

The complexity of the material and its practical application is the second key step in working with students [18]. To overcome this barrier, it is necessary to develop specialized tasks that involve a combination of standard software functions in order to achieve non-standard and specific results, thereby stimulating an in-depth understanding and mastering of the tools.

To increase motivation, it is advisable to use a demonstration of personal professional experience, as well as actively use available educational resources, such as online courses and specialized platforms [19]. In addition, it is recommended to systematically monitor the appearance of updates and innovative solutions in the framework of performing technical tasks, which will ensure that the level of knowledge of students meets current requirements and current trends.

Conclusion

In the course of purposeful development of innovative teaching methods in the educational process, each student has the opportunity to develop, first of all, their own personal techniques and stereotypes for solving creative problems with technical skillsам. As a result, a technical specialist is formed who has the qualities of a creative person. The result of training students based on the use of methods of activating creative thinking, interactive teaching methods based on the use of computer technologies allow them to successfully demonstrate their abilities in design activities.

An in-depth study of computers and specialized design programs allows students not only to improve their technical skills, but also to expand their creative potential. Mastering tools such as Adobe Illustrator, Photoshop, 3D, and others allows you to create more accurate and detailed projects, visualize ideas at a professional level, and experiment with different concepts. It also helps students adapt more quickly to the realities of today's industry, where digital technologies play a key role.

However, the introduction of new technologies, such as neural networks and artificial intelligence, can cause students to feel insecure and even demotivated. Automation of processes, the ability to generate designs using AI, and high competition with machines can create the impression that human creativity is losing its value. In addition, the rapid development of technology sometimes frightens with its complexity and the need for constant training, which can become a psychological barrier for some students. Therefore, a deep understanding of computer technologies and their capabilities allows students not only to use them as a tool, but also to find a balance between human creativity and machine accuracy.

Thus, the integration of digital technologies into the educational process not only increases the level of professional training of students, but also contributes to their personal growth, making them more confident and ready for the challenges of the modern labor market. By overcoming fears and learning new tools, future professionals can unlock their potential and become the driving force behind innovation in the fashion industry. As a result, graduates become more popular in the labor market due to their creative qualities, and their adaptation to the professional environment is much easier.

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PARADIGM OF ETHNODESIGN OF CLOTHING AS AN ELEMENT OF CULTURAL IDENTITY OF KAZAKHSTAN PEOPLE

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In the period of globalization of international designs, the emergence of new styles and brands of clothing, as well as their collaboration - the direction of ethnodesign is most relevant and in demand. The authors of the article, based on domestic and foreign sources, using a comprehensive methodological approach, created a theoretical basis for the paradigm of considering the ethno-cultural code in clothing design as one of the main elements in the formation of the cultural identity of Kazakhstanis. The study is of interest in terms of studying the historical aspects of the emergence of the culture of national clothing and its classification, as well as analyzing the path of development of domestic design. The purpose of the article is to show the transformation of the Kazakh national costume, from part of the culture of one people, into an element of identity of the multinational Kazakhstani society. According to the authors of the study, ethnic motifs in clothing design have gone beyond national costumes and represent a brand of Kazakhstani identity at the international level. The practical significance of this study lies in the accessibility of the presentation and the possibility of its use in the development of a theoretical basis for courses on the history of art, cultural studies, Kazakh national costume, domestic design and philosophy.

Keywords: ethnodesign, protodesign, cultural identity, paradigm, fashion designers, model range.