


“Branding Theory, Design and Identity” Course Teaching Experience for Modern IT Specialists

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Abstract: This article contains a description of the author’s methodology for teaching the course “Branding Theory, Design, and Identity”. The article provides a list of topics studied by students. The results of students’ work, their achievements, and analysis of the results of the teacher’s work are described. The main goal in the development of the methodology is the formation of a high-quality IT specialist with the ability to approach the solution to various problems creatively. To achieve this goal, students are offered to work on one original topic within the framework of laboratory work. As a result, students prepare and present the brand book of their own company, having gone through all the stages of brand formation. The article presents the results of a survey of students on the quality of the proposed methodology, and positive and negative aspects of the teaching of the course are identified. Based on our observations, the methodology can be considered accurate, because, during the training, students showed the ability to creatively approach tasks, easily master various graphic editors and successfully combine them in practice.

1 INTRODUCTION


The modern world requires modern approaches in all areas of human activity. Ukraine and the world need high-quality specialists in all areas who can quickly, creatively, and efficiently solve non-standard tasks that humanity faces. Each future specialist in a different field, especially in the IT field, should always be ready to solve super-complex tasks, using the ability to analyze, make quick decisions, and find non-standard ways out of the current situation.


When preparing IT specialists, one should take into account the requirements of the labor market, and the relevance of the studied technologies that employers need. It is also important to form competencies


that will help a future specialist to make a significant contribution to the development of the IT sector (Vakaliuk et al., 2020, 2021b).


Modern trends in the development of professional training of future IT specialists include specialization of education, substantiation of its content, multi-level nature, the formation of professional competencies and qualities, the flexibility of curricula, strengthening the practical orientation, the introduction of information technology in education, the involvement of interactive teaching methods, the individualization of teaching staff with high scientific and pedagogical potential, capable of productive professional communication in the field of IT education (Varava et al., 2021).

The development of creativity also contributes to a better solution to programming problems. The formation of a specialist as a creative person capable of self-development, self-education, and innovation is one of

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the main tasks of higher education. The main focus of the work of teachers preparing IT specialists is to create conditions for the creative activity of students, while it is only necessary to stimulate the desire for creativity inherent in everyone. The organization of the educational process with the inclusion of elements of creative activity will make it possible to educate a comprehensively developed specialist who will have an innovative approach to future professional activities.

The main focus of the work of teachers preparing IT specialists is to create conditions for the creative activity of students, while it is only necessary to stimulate the desire for creativity inherent in everyone. The organization of the educational process with the inclusion of elements of creative activity will make it possible to educate a comprehensively developed specialist who will have an innovative approach to future professional activities.

In preparation for the research, an analysis of curricula and educational programs of students of IT majors was carried out, in particular, major 122 "Computer Science" Zaporizhzhia Polytechnic National University, specialty 121 "Software Engineering" Kharkiv National University of Radio Electronics, specialty 121 "Software Engineering" Cherkasy Bohdan Khmelnytskyi National University, specialty 121 "Software Engineering" National Technical University "Kharkiv Polytechnic Institute", specialty 122 "Computer Science" Lviv Polytechnic National University. The courses in these educational programs, in most cases, of a technical orientation and do not involve creative approaches to solving the tasks. In particular, to a greater extent in all higher education institutions, subjects related to programming are key, while graduates of IT specialties are in demand not only in the market of programmers, but also in the field of design and computer graphics. As a result, there is a need to implement new teaching methods that contribute to the formation of creative and creative competencies in students of IT specialties.

Creative courses in the training of IT specialists contribute to the formation of such competencies as the ability to apply knowledge in practical situations; the ability to generate new ideas (creativity); ability to search, process and analyze information from different sources.

At the Zhytomyr Polytechnic State University, students of the IT industry study the course "Branding Theory, Design, and Identity" (by the training curriculum specialty 122 "Computer Science"). When studying this course, students often turn to creative research, develop analytical skills, and independently go through the entire life cycle of a brand. After com-

pleting the course, students can work in the direction of design, namely the development of corporate identity or promotional products.

2 THEORETICAL BACKGROUND

The problem of high-quality training of IT specialists in the current state of digitalization of society is raised in many scientific papers. For the formation of different competencies in the professional training of IT specialists, scientists consider different methodologies.

Petrenko et al. (2020) describes the use of pedagogical crowd technologies in the professional training of future information technology specialists and also analyzes the impact of using mobile devices and online services when learning foreign languages. The authors have developed an experimental conceptual model for the use of pedagogical crowd technologies (Petrenko et al., 2020). The article states that training using crowd technologies implies a general set of pedagogical conditions aimed at developing the necessary competencies for the professional activities of IT specialists in the future. The authors conducted an experiment, which proved the feasibility of using modern online services at all stages of the educational process when formulating a goal, learning new material, and controlling knowledge. It is also possible to simultaneously use different types of a crowd – crowd teaching, and crowd assessment both in a complex and each type separately. The effectiveness of the introduction of the conceptual use of pedagogical crowd-technologies is indicative: the level of motivation has increased and the cognitive interest of students and their activity in the classroom has increased, work in groups became coordinated, and relationships became trusting (Petrenko et al., 2020).

The works of Striuk et al. describes the experience of the Department of Simulation Software Engineering of the Kryvyi Rih National University in solving the problems of training IT specialists in modern conditions, and the author presents the main trends and technologies that are advanced for the formation of well-trained specialists who become competitive in the market. Students take part in projects and receive high-quality training that allows them to enter the working environment of the IT market with a formed set of knowledge and skills necessary for a successful start of their career in IT companies (Striuk and Semerikov, 2019, 2022; Striuk et al., 2022).

To determine the main approaches and teaching methods for IT specialists, it is important to identify the most common problems that future special-

ists face during the development of the course. The works by Vakaliuk et al. describes the problems of professional training of future IT specialists in the educational and information environment of a technical university. The authors notes that the processes that are constantly changing the education system and approach to learning and teaching significantly affect the formation of the competencies of future specialists. The authors refers to such problems as the rapid updating of knowledge. The main task that is set for higher education institutions in the training of IT specialists is to quickly adapt to dynamically changing conditions. Students are required to independently acquire the knowledge and skills necessary for successful work, apply them in practice to solve various problems; independently, critically think, be able to see the problems that arise in reality, and look for rational ways to solve them using modern technologies; work efficiently with information to solve the tasks; be able to work in teams that bring together specialists from different fields of knowledge (Vakaliuk, 2021; Vakaliuk et al., 2021a, 2023).

To constantly improve the methods of training IT specialists, various areas of education should be introduced. The book of Duran et al. (2015) reports the results of a three-year research program funded by the National Science Foundation which targeted students and teachers from four Detroit high schools in order for them to learn, experience, and use IT within the context of STEM (IT/STEM), and explore 21st century career and educational pathways. The book discusses the accomplishment of these goals through the creation of a Community of Designers – an environment in which high school students and teachers, undergraduate/graduate student assistants, and STEM area faculty and industry experts worked together as a cohesive team. The program created four project-based design teams, one for each STEM area. Each team had access to two year-round IT/STEM enrichment experiences to create high-quality learning projects, strategies, and curriculum models. These strategies were applied in after school, weekend, and summer settings through hands-on, inquiry-based activities with a strong emphasis on non-traditional approaches to learning and understanding.

Szymkowiak et al. (2021) describes the importance of using modern information technologies in the preparation of students in different areas. The authors point out that the Internet represents an important place as a “source of expansion of horizons”.

In preparing high-quality future specialists, a fundamental principle is an accessible education for everyone. As noted Haleem et al. (2022), one of the fundamental components of the UN sustainable develop-

ment agenda until 2030 is quality education. It aims to provide inclusive and equitable quality education for all. Information technology has become an important tool for achieving this goal. The study examines questions aimed at determining the importance of introducing information technologies into the educational process, and what changes can be achieved as a result.

The most important indicator of the quality of the university is the rate of employment of graduates after graduation from higher education. For graduates to be ready for employment in the company, the learning process must go beyond the formation of skills and the transfer of knowledge, and the existing competencies must meet the requirements of the market. Albina and Sumagaysay (2020) explores the employment of graduates of information technology education at a public university in the Philippines.

Weng et al. (2022) explores the issue of the formation of creativity and entrepreneurship of students through real education based on the creation of problems. The study identified how real-world problem tasks contributed to student creativity in the dimensions of novelty, usefulness, aesthetics, authenticity, and entrepreneurship in the areas of ideas and opportunities, resources, and activities throughout the learning stages. The development of creativity is an important aspect of the education of students of various specialties, including technical ones.

Higher education institutions work closely with specialized companies interested in high-quality personnel – university graduates. There is a close relationship between the software development industry and IT education. Cico et al. (2021) explores the main trends in software engineering in the academic environment. In the course of the study, the authors notes that trends such as software adoption, usability, and global software engineering are relatively small in the academic community, and also that there are certain differences between the field of software engineering development and the training of IT specialists.

However, teaching creative courses to IT professionals has not yet been studied, and therefore requires attention.

The **purpose** of the article is to describe the author’s methodology for teaching the course “Branding Theory, Design, and Identity” and to study its feasibility in the training of modern IT specialists.

3 METHODS

We used the following methods to conduct the research:

- A systematic method and explanation for describing the methodology of teaching the course “Theory of Branding, Design and Identity”.
- Visual methods for a visual demonstration of the results of students’ work on assigned tasks within the framework of laboratory work and display of the results of the use of project presentation tools.
- Survey, to conduct a questionnaire to determine the expediency of the implemented methodology for teaching the course “Theory of Branding, Design and Identity”.

4 RESULTS

When preparing IT specialists, an important aspect is the development of the creative skills of future specialists. The labor market in the field of information technology is constantly changing, as are the criteria for selecting employees.

As part of the course “Branding Theory, Design and Identity”, the main goal is to prepare high-quality specialists in the direction of developing a corporate identity and developing the creative abilities of specialists studying technical specialties.

The purpose of the course is to familiarize students with the basic concepts and established units of corporate identity development, branding, and corporate identity, the practical use of graphic editors to create an identity; development of a brand book, familiarization with the main stages of the presentation of the project, and working with the customer; to get acquainted with the concept of “corporate style”, “guideline”, “brand”, and “naming”.

After completing the course, students will be able to demonstrate real corporate identity development solutions and learn to analyze the elements and components of corporate identity. In addition, the implementation of all laboratory work implies the development of a full cycle of corporate identity. In the theoretical blocks of the course, students get acquainted with the main stages of working with a customer, the theory of presentation, and the defense of their project.

Here is an indicative list of topics for studying this course:

1. Introduction. The concept of branding, corporate identity, and corporate style. Basic concepts of branding. Brand building. The concept of identity. Features of the use of corporate identity. Elements of the corporate identity of the company.
2. Types of computer graphics. Work with vector graphics. Resources for creating your own corporate identity. Work with color and text in Adobe Illustrator. Work with primitives.
3. Logo. Corporate style constants. Graphic image. History of logos. Symbolism in the brand name. Stages of creating a logo. Types of logos. Classification and semantic overload of corporate symbols.
4. Logo. Formation of a palette of corporate colors and fonts. Selection of font pairs in the logo. Psychology of color perception. The semantic load of color in the system of corporate identity.
5. Corporate business documentation. Design rules. Development of business documentation, and its role in the corporate identity system. Business cards as a means of communication. Letterhead and business identification. Corporate envelopes and folders.
6. Work with raster graphics. Mockup. How to create a mockup. Processing existing presentation templates through raster graphics editors.
7. Rules for the design of outdoor advertising. Types of outdoor advertising. Stages of development. Formation of an advertising offer. The effectiveness of advertising media.
8. Combination of raster and vector graphics. Graphic techniques in advertising. Combination of vector and raster graphics in design layouts. Work with vector graphics in a raster graphics editor. Creation of advertising compositions.
9. Corporate website and advertising on the Internet. Types of corporate websites. Stages of creation. Creation of a corporate blog using online designers. Advertising on websites and the Internet.
10. Composition and visual hierarchy in web design. Rules for constructing a visual composition. Principles of building web page architecture. Selection of fonts and colors for the website.
11. Point of sale. POS types. Ways to influence the buyer. Printed advertising products.
12. Brand book development, design rules. Types of brand books. Basic design rules. Image and visual component. The guideline, logo book.
13. Work with the customer. Principles of project presentation.
14. Corporate periodicals. Advertising in the media space. Types of corporate periodicals. Types of media advertising, principles of creation.

When studying the first topic, students get acquainted with the concept of branding and corporate identity. When entering the course, special attention

is paid to the review of existing brands, the study of the history of the creation of their corporate identity, and changes in the process of rebranding. For a more detailed immersion in the concept of branding and consolidation of the studied stages, students need to prepare a presentation using free software on the topic “Corporate Identity of a World Famous Brand”. As a result of completing the task, students form the image of the brand and understand the approaches to its creation.

The unique approach to performing laboratory work in this course is that each student works on his topic throughout the course, which provides an individual approach to completing tasks. In the first lesson, students are invited to choose their topic and develop terms of reference for working on a brand book on the chosen topic. The theme can be any non-existent company or one that was created recently and does not have its own corporate identity.

Analyzing the results of students after studying the first topic, one should pay attention to the fact that at this stage of mastering the course, when preparing a presentation about one of the well-known brands, students learn to make a creative search, analyze the existing corporate identity, separate its main components and present it. Another important skill to be formed is the ability to set clear goals and requirements for your future project in the form of a technical assignment.

The next stage in the work of students is to gain skills in working with vector graphics, which becomes the basis for creating corporate identity constants. To consolidate the acquired skills, students create illustrations using a vector graphics editor. Also, one of the tasks of the next topic is to prepare background images for the upcoming presentation on the previously selected topic.

The result of the work is a set of vector images created using a vector graphics editor. Tasks of this type allow you to learn new tools that will be useful in future work. When creating illustrations, students learn to choose shades and build a composition. Some of the students of the course, as practice shows, depart from the proposed samples and create new or improved existing illustrations, which indicates the manifestation of creativity and independence in work.

The basis of the entire course is the third theme. It is built in such a way that after completing all the tasks, students receive the basic elements of corporate identity, based on which the entire corporate identity is raised.

The first task of this theme is to create a mood board as a means of conveying mood and design style figure 1. The next important stage in the work of stu-

dents is the study of a competitive market in their chosen field. By doing research, you can ensure a high-quality and unique design, while avoiding plagiarism in the name and stylistic features. After conducting preparatory studies, students move on to the most important stage in the development of a corporate identity – a logo. To begin with, sketches are developed based on reference projects selected by students. From the sketches, one version of the logo is selected, which is necessarily finalized and presented. In the technical part of the corporate identity constants section, an important point is the technical requirements for using the logo in all corporate-style media. Students prepare requirements for the minimum distance between the logo and stylistic elements in layouts, and provide for the design of unacceptable options for using the logo, namely, changing colors, deleting existing or adding new graphic objects, disproportionate transformation, etc. (figure 2).

During the study of this topic, students form a palette of corporate colors with a description of the stylistic load and select font pairs, indicating their combination and use in advertising, souvenirs, and branded business documentation.

When studying this topic, again, as experience shows, students present a whole range of developments on their topic, which involves several stages. To begin with, market research, competitors, and the uniqueness of the product or service are presented. At the same time, the concept of work is based on a thorough study of the topic and the history of the product. Most of the student’s present hand-drawn logo sketches in their work, indicating that the students were keen to develop a truly own and unique logo. When selecting colors, students use specialized resources such as Adobe Color (Adobe, 2023), as well as build a color palette based on theoretical material on the topic of the lecture “Color Theory”. As part of this work, students selected font pairs, as a result of which a clear distribution of typefaces for use in the logo and use in business documentation was demonstrated.

After the development and technical description of corporate identity constants, students proceed to the design of business documentation (figure 3). In preparation for this stage, students learn how to correctly present their work using a mockup. A mockup is a special layout, an image of a real object, on which a design element is superimposed: a logo, a cover, a screenshot, and so on. Mockups allow you to immediately see how the object will look in reality.

It is important to note that students are encouraged to use resources with stock raster and vector images throughout their study of the “Branding Theory, De-



Figure 1: Mood board example.

sign and Identity” course to use their resources in their designs. Namely, Unsplash (unsplash.com, 2023) is a stock of bitmap files, Pixabay (pixabay.com, 2023) is a storage of bitmap graphics, and Freepick (freepik.com, 2023) is a stock for searching source files of vector and bitmap graphics. Students also use well-known portfolio sites to keep track of current corporate identity design trends.

The next step in creating the identity of the selected company, students to develop corporate business documentation. The task consists of designing business cards, and letterhead, and designing envelopes for correspondence. A business card is created, at the choice of the student, personal or general for the company. The letterhead is submitted for verification in two versions – the main and the black-and-white version. Branded envelopes are presented in C6 and Euro formats. When developing corporate business documentation, students adhere to the corporate style, colors, and fonts selected earlier. When pre-

sending all elements, mockups are used, the style of which reflects the mood of the company.

Expanding the set of corporate identity elements, students move on to creating layouts for advertising media – billboards, and signboards (figure 4). When getting acquainted with the topic of External advertising, an important step is to get acquainted with the principles of creating a unique advertising offer, the principles of advertising design, and matching the layout to the corporate style. The outdoor advertising media provided for creation clearly show the rules for using corporate identity in advertising. During the presentation of layouts, students test for compliance with the design and localization of the advertising media site.

Advertising design is a new direction for students. When developing advertising layouts, each of the students analyzes the existing, high-quality, and popular advertising forms their advertising offers and presents them on the appropriate sites. The results of the work,

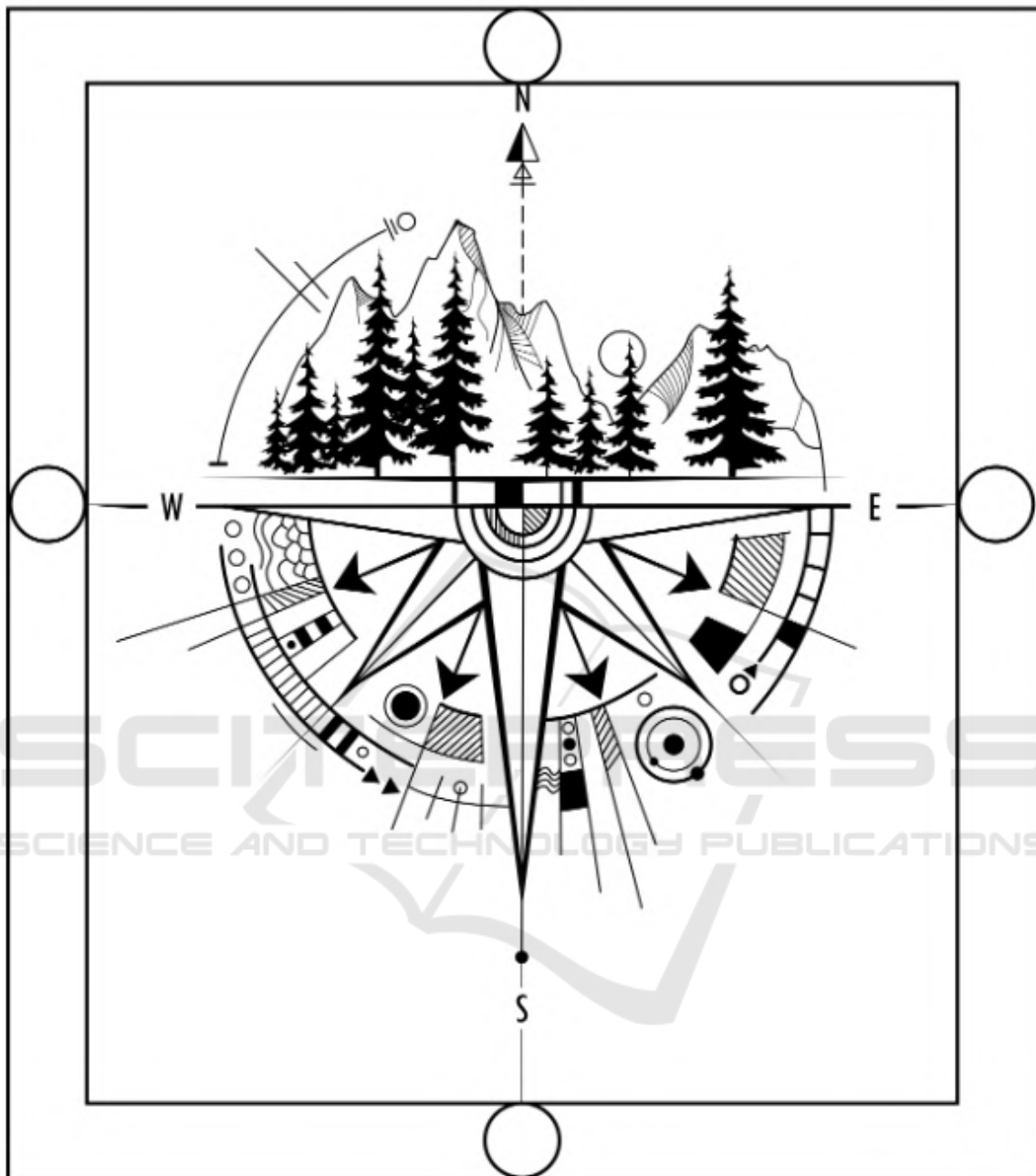


Figure 2: Logo red lines example.

as experience shows, are very diverse in terms of the creative potential of each of the students and their skills as graphic editors.

Another important direction in the corporate style of the company is the dissemination of information about the brand on the Internet. Online advertising occupies an important place in brand promotion, and the design of a corporate website is an indispensable

condition for the formation of the integrity of corporate identity. Students, using the software, make out the main page of the corporate website. One of the types of corporate web resources is selected by the theme. When designing the main page of the site, students must follow the rules of their own corporate identity and corporate style, use corporate colors and fonts, displaying the company's theme in the smallest



Figure 3: Documentation example.



Figure 4: Billboard example.

details of web design. The next task is to develop banners for advertising on the Internet. In banners, stu-

dents form three different promotional offers to promote the company on web pages and social networks.

The result of the work is the presentation of the corporate website design and a set of three banners for advertising on the Internet.

When performing this work, the adaptability of students in the use of various software tools and web resources is observed. Students are encouraged to use available website builders and online editors to create interface prototypes. At the same time, students also demonstrate how the corporate identity of the company works on web resources of various types, which is an important step in the development of corporate identity because at present the main promotion of companies occurs through the Internet.

The final stage is the development of a line of souvenirs, a set of packaging, and the development of a design for branded clothing for employees (figure 5). The elements of souvenir products for each student may differ, depending on the correspondence between the theme of the project and souvenir products. Souvenirs, branded packaging, and clothing are designed by students by their own corporate identity.

When demonstrating souvenirs, packaging, and branded clothing, students use mockup files. The main requirement was that students use a mockup of the same style, fit their subject, and the general concept of corporate identity.

The final work of the course “Branding Theory, Design and Identity” is the formation of a company’s brand book on the chosen topic, on which students worked individually during the course. Valid project presentation options are a printed version, an electronic version in PDF, or a brand book in the form of a website. All parts of the corporate identity are presented as file mockups. In the working version of the brand book, students include the following sections: about the company; logo; corporate colors; corporate fonts; business documentation (business card, letterhead, envelope); outdoor advertising (billboard, signboard); souvenir products (at least three units); branded packaging (at least three units); branded clothing.

When submitting the final project, each student will present his work on all the requirements for the presentation of projects in IT companies (see figure 6). As part of the lectures, students are provided with material for working with the customer, the basics of creating technical specifications, and briefing.

To determine the appropriateness of the teaching methodology for this course, we analyzed two final works of students in the course “Branding Theory, Design and Identity”. Each student studied full-time and completed a full course of lecture material and laboratory work. As a result, the company’s brand book on a unique theme was submitted for review.

The first work for analysis was the work on the topic “Beast Gym Sports Club”. “Beast Gym” – a network of gyms for people mainly from 12 years old of any category, interested in maintaining physical health, improving health, and changing lifestyles. The main goal is to provide training services, spread the ideas of a healthy lifestyle, and help achieve sports goals (figure 7).

The chosen stylistic design of the brand book is fully consistent with the chosen theme. The logo as a corporate identity constant is completely accurate and reflects the style and character of the institution. The symbol in the logo consists of the image of a lion and a dumbbell, which he holds in his teeth.

The technical description of the use of corporate identity constants is complete, there are examples of business documentation, outdoor advertising, souvenirs, branded packaging, and clothing.

The following work is done in a classic, minimalist style. The theme of the work is “Black Rabbit Barbershop Network” (figure 8).

All requirements have been met. It should be noted that the student completed a complete description of the history of brand creation, which is an important step in the formation of corporate identity and corporate style. The brand book contains all the required sections, and the results of the work are presented in the form of a mockup.

It should be noted that the reviewed works were completed in compliance with all requirements, taking into account the theoretical material of the lectures. However, each of the works is unique in its theme, style, and technical description, which indicates that when developing brand books, students used a creative approach to work, laboratory work was able to form the ability to generate new ideas, engage in creative search and bring ideas to life.

5 DISCUSSION

To determine the feasibility of the introduced methodology for teaching the course “Branding Theory, Design and Identity”, an anonymous survey of students trained according to this methodology was conducted. Applicants for higher education must answer the following questions:

1. Do the course assignments match the lecture materials and laboratory assignments?
2. Do the topics fit the learning objectives of the course?
3. Select the topics that you think are 100% necessary.



Figure 5: Branded clothing example.



Figure 6: Business document presentation example.

4. Select topics to remove.
5. Write down what topics you think could be covered in this course.
6. How interesting was the course for you.

7. What do you remember most about your studies?

40 second-year students of specialty 122 “Computer Science” were involved in the survey. Participation in the survey was voluntary and anonymous.



Figure 7: “Beast Gym” brand book cover.



Figure 8: “Black Rabbit” brand book cover.

After working through the results of the survey, it was found that students were happy to study this course, and all the topics proposed for study are fully consistent with the goals of the course. Since the students who participated in the survey study were only in the 2nd year, everyone answered the same ques-

tions for 3, 4, and 5 questions (that all topics are needed for studying, nothing needs to be added and taken away).

The results of the student survey indicate that it is difficult for students to adapt quickly to a creative environment. Part of the students have difficulties at

the stage of forming the topic of the work. This is due to insufficient immersion in corporate identity trends of companies of different directions and locations.

Since the beginning of work on the graphic component of the brand is the creation of a logo, students feel a lack of material for forming the concept and idea of the brand. Formation of the brand's mission and philosophy is an important stage in the development of corporate identity.

As a solution to this problem, within laboratory work, which precedes the creation of the logo, students are offered to delve into the topic of their choice:

1. Analyze the relevance of the product or services.
2. Research the competitive market locally.
3. To identify the relevance of the products or services offered by them among others on the market.
4. Form the target audience and develop user portraits.
5. Describe the philosophy of the brand and form a mission.

The next problem that students face is the presentation of work. After all, the success of the project as a whole depends on the presentation of the materials. Most students lack oral presentation skills and use outdated resources to present visual materials. The solution to this problem is to provide students with electronic resources of collections of mockups that they can use in their works.

Regarding what was most memorable when studying this course, the students indicated that it was the opportunity to use any means (there was no link to specific means, which the students liked), the teacher's creative approach to tasks, and, accordingly, students' implementation of the tasks.

Summing up and taking into account the interviews of students conducted during the defense of final works, the main advantages and disadvantages of the proposed methodology were identified. Among the disadvantages are:

- a complex adaptation of technical students in a completely creative environment;
- insufficient amount of lecture material for perfect mastery of graphic editors.

Benefits include:

- improving the skill of oral presentations;
- development of creative thinking;
- elaboration of quite individual thinking;
- application of acquired skills in vocational education.

6 CONCLUSIONS

The introduction of creative courses into the curricula of students studying technical specialties is an integral part of the formation of a high-quality IT specialist. When developing the teaching methodology "Branding Theory, Design, and Identity", the main requirement was to ensure the formation of the ability to generate new ideas (creativity) and teach students to independently search, process, and analyze information from various sources. As external resources, students are offered services for publishing the work of designers, including corporate identity design. During the laboratory work, students have the opportunity to work on a topic of interest to them, developing a design for that area of activity that interests them, which as a result increases students' motivation to perform laboratory work.

As a result of taking the course "Branding Theory, Design and Identity", students learned creative search and analysis, learned the stages of brand formation. Each of the course participants developed their own corporate identity and prepared a working version of the brand book by the evaluation criteria. The course methodology allows students to develop such competencies as the ability to apply knowledge in practical situations, the ability to generate new ideas (creativity), and the ability to search, process, and analyze information from different sources. During the training, students showed the ability to creatively approach tasks, easily master different graphic editors and successfully combine them in practice.

During the implementation of this methodology, we discovered some difficulties that students face during their studies, namely the problem of rapid immersion in the creative space, the insufficient study of graphic editors, and a noticeable lack of material for forming the concept and idea of a brand. Each of these problems will be worked out in detail by the authors in the future, which will allow us to expand the course by adding new theoretical material and some practical tasks.

The prospects for further research include the selection of criteria and indicators for the selection of digital learning tools for studying this course, as well as to carry out the appropriate expert selection.

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