

BASIC DESIGN STUDIO IN THE ARCHITECTURAL DESIGN EDUCATION; -AN ESSAY ON THE EVALUATION OF PERSONAL-OBJECTIVE AND LOCAL-CULTURAL FACTORS

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ABSTRACT

Thinking and creativity are mental processes which have close connections and are similar to each other. Discovering and developing the creative idea in the design education is important for the students to reach active-participating design in this process. Basic design education is one of the proficiency of the significant instruments student associating the realities of the external world with his realities in his own image.

In this study, an essay is presented which reveals the mental backgrounds of the individuals who received design education and which aims to reflect their individual differences by their free expressions in their designs.

Keywords: Architectural design, basic design, mental background, subjectiv-objective, local-cultural.

INTRODUCTION

In the history of humankind, transformation and development are inevitable realities. With its recent definitions such as “approach”, “course”, and “spreading to earth”, globalization also takes place among these realities. The mutual interaction between the global and local processes presents a complex relationship. This relationship is the combination of both concepts and the addition of different-multiform structure of localities in a global system.

Being the environments in which the values related to humans are expressed in terms of universality, the cultures of the societies are also main components in the globalization concept, and they are equivalent to humans. Distinctive objective and intellectual product of the societies are the arguments which guide the design of the living spaces. This image, in which the local cultural values are concretized, defines the architectural environment. In this scope, the actual problem which must be evaluated in the stage that have been reached today in lifestyles and architectural objects as their reflection is the identification of the image in the future (Ozek, and other, 2007).

The prevention of the problems caused by the globalization is dependent on the efficient use of technological facilities and enabling the establishment of a multicolored cultural mosaic instead of a uniform cultural environment (Ozek, and others, 2006).

In this respect, earning the architect candidates a professional formation is a necessity in terms of sustaining the local living spaces with their authentic values. Discovering and developing

the creative idea in the design education means organizing the architects to reach active-participating design skill peculiar to architects.

MEETING ENVIRONMENT

The most important components of this stage in which the architect candidate becomes aware of his own designer character, and a professional work area are as follows;

- design education,
- architect candidate,
- practitioners of the education model.

In relation with the design education;

Architecture education is defined as the system of effects that is carried out in order to form the behavioral changes that are required by the formation of the architect's profession in the individual via his/her own life.

The relationship between the architecture which is one of the communication instruments of the humankind and the abstract concepts such as "aesthetics" and "creativity", and architecture's dealing with a concrete fact like "being realizable" show the wideness and hardness of the area of interest. This pluralistic perspective is quite influential in the design process which has begun especially with the determination of the design problem in the architectural environment. Along with the fact that architectural object, which is reached as a result of the design process, reflects the solution to the problem, it is expected to form the right communication in terms of environment-human relationship.

On one hand, being scientific and analytic and on the other hand, ensuring the development of imagination and creativity abilities become the problem of architecture and architecture education. The fact that this contradictory condition is the source of new inventions forms the thrust energy of the development of this profession by itself. To form the information generating environments depends on reaching the available information, enabling these information to be reproducible and adapting these information into new conditions. Therefore, there arises a necessity of efficient evaluating of the interaction which also reflects all characteristics of our own society (Lökce, 1994).

Taking a certain education model as a pattern and sustaining it in a certain level creates a new problematic condition and integration problems with the recent thorny and complicated information quest. The negative effects of the education and production habits formed by the previously prepared prescriptions must be evaluated (Lökce, 1994).

In relation with the architect candidate;

Objective and subjective values define the individual identity of a person. All "important" values established in the conscious of the individuals and integrated in the subconscious are the personal assets that distinguish them from others. Its irreducibility, uniqueness and irreplaceable quality differentiate its "personality" from others.

Identity is the product of an existence form. The formation of an identity materializes as a result of the continuity of certain conditions. Some of these conditions can be listed as follows: cultural heritage or traditions, features and characteristics of the requirements of the

society, geography, topography, climate, technology, and the abilities of adaptability to changing conditions (Ozek, and others, 2006).

The cognitive and affective features of the students, intense teaching programs of our educational institutions are limited with their memorizing the factual information whose correctness is unquestionable and which develop memory with management principles and methods which render the personality to be unresponsive (Lökce, 1994).

It is clear that these deficiencies create hardships for the persons in reaching high level aims such as comprehension, analysis/synthesis and making evaluation. Created unresponsive personality causes qualitative weaknesses in the stages of receiving, attaining value, organizing and deciding which are unavoidable required for the architect in reaching affective and psychomotor aims.

Without being conscious of evaluating his/her own knowledge, skills and areas of interest the student canalizes himself to the architect profession by social, economic and other effects. In the end of the education, the individual must have gained the qualities to put questions on existent events that can apply a certain level to his/her designs while generating the solutions.

COMMUNICATION IN THE ENVIRONMENT

In the design education, it is aimed for the individual to gain knowledge related to form and environment and to evaluate and design this knowledge with its cultural, professional, scientific, artistic, morphologic dimensions via the skills which must be earned during the entire architecture education.

For designing of the environments in which we live, designer qualities are required, which do not exclude requests such as overcoming the monotonies, establishing original and surprising messages, replying all conscious and subconscious tendencies.

EXPERIENCE OF THE ENVIRONMENT

The education program is trying to establish thinking systematics and analytical design model with the concepts by enabling the architect candidates to use their local and cultural backgrounds. Ensuring the formation of an image in the conscious of the student constitutes the starting point of this model. Conceptualization of the images will be directed by the sub-concepts formation of the students. Setting free the imagination of the study group is important in developing the creative ideas and discovering the new ones. The purpose is the development of a logic discipline based on “perception-questioning-fictionalization”. The students who received education in different aspects and qualities, coming from different social backgrounds and whose architectural opinions have not been formed yet, firstly enter into stage of gaining knowledge in the program process. The relationship which the individual fictionalizes on his/her own mental background and forms with his/her physical and social environment completes the formation of his/her own conscious.

The formation of conscious, based on the person’s creative mental background is actualized with the interaction of gaining knowledge that contains experience and learning and mental potentials that evaluate the creative aspects of the person. This interaction fictionalizes the

orbit of the design process which runs from abstract to concrete. A study model which is based on the concept fictions has been formed with this point of view (Figure 1) (Ozek, and other, 2007).

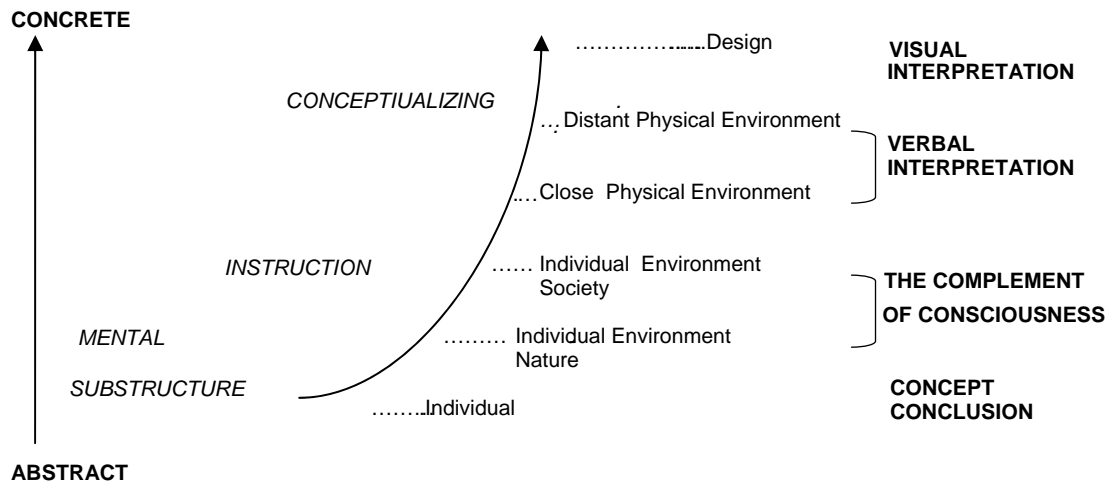


Figure 1. Design Experience

SAMPLING

Introverting, identifying oneself, avoiding all factors that limit the thought are the processes which are performed by the student in his/her subconscious world as subjective data. The student correlates the image-diagram which he/she forms in his/her mind as a subjective data and the information which he/she receives in education as objective data are the starting points for the concept fictions in his/her expressions. The stages in the expression studies based on concept fictions which are performed in the basic design education are as follows:

1. determining the problem area: title,
2. the mental process in which the student forms concept sets related to his/her own world under the determined title,
3. discussing the concept sets,
4. forming the expression.

In the first stage, a title is ordered from the student in order to focus the mental process. The second stage is the subjective study stage in which the student is set free in his/her own world. In the third stage, subjective data is discussed, shared with other students and concept sets are determined, which are related to the title. In the last stage, the student is set free again to form his/her own expression. The main objective of this process is to set the subconscious as free as possible while transforming student's distinctive image-diagram into a design product in the formation of the expression.

In the concept conclusion stage, students have been awaited to express the given concepts by using their creativity after the determination of the problem area has been formed by the instructors.

Table 2. Encounter


<p>Abstract</p>	<p>Student: ESRA ÇAKIR*</p> <p>Topic: TENSION Human organism creates stress when it comes across a different condition other than an ordinary condition. This stress is somehow a reaction against the new condition. When the stress forming condition disappears, the organism returns to its normal state.</p> 	<p>Verbal interpretation</p> <p>Visual interpretation</p>
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Table 3. Encounter


<p>Abstract</p>	<p>Student :ONUR DENİZ ÖZDEMİR*</p> <p>Topic: TENSION Tension is a defense mechanism in human, material, society, etc. which sharpens and hardens itself to adapt to the conditions. For instance, it will be able to create a transformation in itself to ease and eliminate the hard environment conditions which prevent the human; thus, it will open the road which it needs.</p> 	<p>Verbal interpretation</p> <p>Visual interpretation</p>
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Table 4. Meeting


<p>Abstract</p>	<p>Student: CANAN KIRAZ*</p> <p>Topic: ARCHITECTURE EDUCATION</p> <p>The curves created lineally using various colors are the expressions of the complex thoughts existent within the brain of the person. Colorlessness of the ground aims to strengthen the idea that clarity expression is weak. However, the ground forces the brain to a tendency being unaware. As a result of these weak tendencies, a thought starts a tendency by making a decision in view of colorful, linear but solid formations that are encountered. The formed large mass contains uneven formations. Its purpose is the expression of uneasiness and immediate successes. The fact that the large formation has solid borders means that an improvement has been achieved in this issue.</p> 	<p>Verbal interpretation</p> <p>Visual interpretation</p>
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Table 5. Meeting

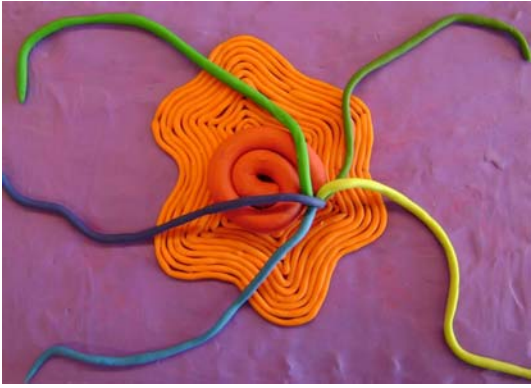

<p>Abstract</p>	<p>Student :TUGÇE ELİF SUBAŞI*</p> <p>Topic: ARCHITECTURE EDUCATION</p> <p>While the incidents-things seen could not be interpreted differently before the architecture education, becomes possible to be able to think differently by the architecture education.</p> 	<p>Verbal interpretation</p> <p>Visual interpretation</p>
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Table 6. Meeting

<p>Abstract</p> <p>Concrete</p>	<p>Student :NAZİRE BİLGİLİ*</p> <p>Topic: ARCHITECTURE EDUCATION</p> <p>The expectations of a person from the architecture means that he/she sometimes finds disturbance when thinking that they are positive, and sometimes finds happiness when expecting the bad conditions.</p> <p>The offerings and expectations of the architecture are as follows,</p> <ul style="list-style-type: none">-the roads in which a precise answer can be given never, and chaos resulted from the moment of first meeting.-dreams which drive the person to pessimism or optimism and which rise in time.-person's feeling himself/herself as to be great, strong, or unimportant. 	<p>Verbal interpretation</p> <p>Visual interpretation</p>
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CONCLUSIONS

The events experienced by the individual who prepares for life in his/her environment are discussed in the study titled “encounter”. It defines a process in which individual’s reaction opposed to these events and his/her solution quests are integrated. In this study group, the student has been asked to produce any sub-concepts. For instance, among the concepts such as “tension”, “illness”, “death” and “love”, the “tension” concept has been sampled in this study.

The study titled “meeting” discusses a process peculiar to architecture education beyond any encounters in the life of the student. It is an intersection process in which the individual at the point of beginning architecture education goes beyond the previous patterns in the view and forming opinion style for his/her environment; in other words, in which he/she learns to experience “looking, seeing, searching” actions together.

In the model discussed in the study, an environment is fictionalized in which the mental and cultural backgrounds of the architect candidate individual in the general life flows are redefined in the distinguishing characteristic of the profession.

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