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## Interior design education programs during historical periods

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### Abstract

Interior architecture education includes undergraduate and post-graduate programs under different units. There are pre-design and after-design periods in interior architecture. Interior architect takes part in the team that achieve periods from the first stages of space design to the completion of the application, presents contemporary, genuine and innovative solutions for space design. Accomplishing livable spaces for each developing user of today is the responsibility of the interior architect. The question of where the mission of interior architect starts and where his/her responsibility ends is quite significant for the success of education. Education in this field, in which the aim is bringing genuine designer identity for interior architect candidates, is a whole of courses, workshops, projects, sketches, seminars, site trips, other related works and graduation project.

Interior architecture education has some differences from preliminary periods until today. The initial institutions that forms the beginning of interior architecture education in Turkey are State Academy of Fine Arts and Collage of Applied Fine Arts. These two institutions constituting the base of interior architecture education have a crucial significance. During historical periods, different undergraduate and post graduate programs were generated special for the interior architecture institutions' structure and features that continuing the existence of space design tradition. Degrees of certificates are diverse in interior architecture field as well. Post graduate programs have an essential role in periods of raising academicians. These programs should have flexible structures in terms of specialization areas for contribution to academic and scientific development. Interior architecture programs consists of scientific and artistic works, current tendencies, innovative approaches for the future and areas that forms the memory of the profession in the frame of inter-disciplinary educational approach.

Formation of the programs are based on sustainability of corporate identity, and innovative approaches are developed for art and design issues due to contemporary understanding. In the frame of this approach, it is aimed to raise professionals who able to think analytically for the future by following current, technical and technological developments, able to use necessities of the profession in the concept of today's circumstances and opportunities, able to harmonize our features of essential corporate identity with the knowledge of other science areas, in addition to traditional interior architecture education. Programs foresee the embracement of an inter-disciplinary approach due to the nature of interior architecture professions and aims to expertise on analytical thinking in science and art intersection.

In this study, interior architecture education in Turkey is examined in detail during historical periods, importance of undergraduate and post graduate programs and diversities in education system for different programs are addressed for the contribution of academic and scientific developments in this area.

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### 1. Introduction

In Turkey, the 'interior design education' has had a special place from the first days on which it started to today. Because, it contains both scientific and artistic fields. The education fiction has been established by combining the art with the scientific studies. In the education staff, not only the interior architects have gathered, but also the various

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sciences and art branches such as architect, painter etc. have come together. The spaces should also meet the personal requests in addition to their functional characteristics. The fulfilling of these requests is also an important objective. The spaces are designed and shaped with the most appropriate material and technology by being dealt with the social, physiological and psychological terms according to the user requests in a way they will meet their functions under the light of the fundamental principles. Making the space livable is under the responsibility of the interior architect. For the gaining of the vocational identity in the field of the interior architecture and the fulfilling of the user request by the designer and the development of the original and innovative thought, the education is very important. In the field of the interior architecture, there are undergraduate and master programmes which includes all knowledge and methods of the profession and in which the science and art education are given. In these programmes, in addition to the theoretical knowledge accumulation, the skills of reaching to the creative solutions on the space and space hardwares and developing the creative thought and developing scientific methods to the designer and catching the original approaches are gained.

While the world is changing with an unbelievable speed, the field of interior design also encounters with the changes and shows continuously development. For coping with the change in the education system and keeping pace with such a dynamism, our unchanged principle is the continuous learning and development. Within this development, the interior architecture has gained a situation which requires new expertise fields. The method developments in the production, developments in the material, the changes in the user requests and the new concepts arising in the design require the targeting of a design order which is open to the time and developing the education system. The interior design reveals an interdisciplinary attribution not only at the implementation stages but also at the education system. The field of the interior design requires the design and implementation by sharing with a wide expert group. Due to the developed technology, having expertise in the interior design is also inevitable. Therefore, the interdisciplinary interaction is important in the education system. In the interior design education, the undergraduate and master programmes should be formed as a process which is required to be dealt with not only in terms of the development of the creative thought, but also in terms of giving fruits and being oriented to the implementation.

## 2. Interior Design Education in Turkey in the Historical Process

When being dealt within the historical process; the institutions establishing the foundation of the interior design education system in Turkey are

\* Devlet Güzel Sanatlar Akademisi (D.G.S.A) (State Academy of Fine Arts) and

\* Tatbiki Güzel Sanatlar Yüksek Okulu (College of Applied Fine Arts).

These two institutions ensuring that the space design tradition continues its existences have importance in terms of the "internal design education". Also, it is a big stage in terms of putting the interior design education in an academic discipline. The first education institution that educated interior architect in Turkey is the Devlet Güzel Sanatlar Akademisi (State Academy of Fine Arts).

The official name of the Devlet Güzel Sanatlar Akademisi (D.G.S.A) (State Academy of Fine Arts) is "Mekteb-i Sanayi-i Nefise-i Şahane". In Sanayii Nefise, the education started in 3rd March 1883. "It was transformed into the *Güzel Sanatlar Akademisi (Fine Arts Academy) in the year of 1928. By this way, it became the first higher education institution having the name and status of the Academy*" (GIRAY, M., 1983, p.1-4).

*"With the adaptation of the Academy in the Turkish Language by getting the name of the Devlet Güzel Sanatlar Akademisi (State Academy of Fine Arts) by Sanayii Nefise Mektebi in which the education was given in the fields of painting, sculpture, architecture and decoration at the high levels, the honor of the establishment of an academy in which the high art education was realized in Turkey has belonged to the Turkish nation"*(TANSUĞ, S., 1986, p.158).

As Küçükerman mentioned in the article titled 'TURKISH ART IN 1970 – INTERIOR ARCHITECTURE', *"According to a law current in the time of Abdulhamid, the academy students were exempted from the military service and the academy students were given the Education Medals. The Sanayii Nefise Mektebi students and graduates also had these rights"* (The brochure which was published due to the 85th anniversary of the establishment of D.G.S.A., p.9; Cited by:KÜÇÜKERMAN, Ö., 1970, p.34).

*"The most important innovation and development in terms of the organization in the year of 1914 is the establishment of the department of the ornamentation. Avni Lifij is the first teacher of this department. When the duty of Philipp Ginther started, the department developed a little more. In the following years, this development also continues. For time to time, some changes were made in the regulation of Sanayi Nefise Mektebi. In the regulation belonging to the year of 1911, the education duration is 5 years for the painting department after the preparation class and 4 years for the architecture and sculpture departments and three years for the engraving department. In the regulation belonging to year of 1924, there are the names of two new departments. One of them is the department of Ornamentation and the other is Painting Teaching Department. By this way, the department of Ornamentation which was established one year ago entered to the regulation for the first time"* (GIRAY, M., CEZAR, M. and ERKÜN, S., 1983, p.20).

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