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## Re-thinking bauhaus on the context of architectural education

Bengi Yurtsever<sup>a\*</sup>

<sup>a</sup>*Karabuk University, Safranbolu Fethi Toker Fine Arts and Design Faculty, Department of Architecture, Karabuk 78600, Turkey*

### Abstract

It is thought that people don't interrogate their environment in these age. In this rapid life, interrogate is seen a waste of time. As a result of this an insensitive generation continues their entity who settles with finished, rapid, inflexible information and doesn't overrate their own thoughts, their environments'. Even if people don't want to continue their life according to these standarts, the order drifts them to this. But one of the way of for to internalize or understand something literally is to interrogate them. Interrogate something requires re-thinking. Also re-thinking is to evaluate something with making transition between the environment of it has been before and the environment of now it has. These transitions provide to see different directions of both environments and each time new different approach can be exposed. It can be effective and provide to internalize and understand the problems with approaching the problems according into this context. The problem of architectural education become different situations with process. Education is in a complexity about how it should be, it doesn't decide a literally strategy. In this context it is aimed that rethinking basic design course which is came into being with education strategy of Bauhaus and interrogating the education problem with making transitions between the way of thinking Bauhaus's environment and today. When these transitions are made, question process which is started with "what is architecture" will be discussed with some concepts.

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### 1. Introduction

Architect Frank Lloyd Wright has described the architecture as "life which is formed"; and Roman architect Vitruvius has also described as "durability, utility, beauty" which is known as "utilitas, firmitas, venustas". Paul Klee who is well-known from Bauhaus School, has seen the art as achieve to a whole. Also he has explained that: "Prove, base, support, establish and organize, it's all good but cannot access with them to integrity." Art is not law, is above the law according to Klee. He has said without intuition a work of art will remain foreign to the artist. So, what is intuition? According to the Bergson, intuition can be able to seen the essence which has been in person. Also intuition is never static, is dynamic; because it is within a continuous flow. This flow is linked to human existence. Person may have got different idea every moment. The most important factor of having this idea is the environment. Environment which is been by people in has got a constant association with. It is a cycle of association between environment and human continuous with people's life. Therefore, at the same time intuition exists with the process. This cycle provides to human and human's intuitive power being dynamic. As can be understood from the description and explanations of architecture, art or design in general, they are not the means that only expressions of something with drawing. Together with all of these people should internalize all they have learned and reflect them into the profession and also have a way of life with it.

\*Bengi Yurtsever. Tel.: +0-370-712-8707

E-mail address: [bengiyurtsever@karabuk.edu.tr](mailto:bengiyurtsever@karabuk.edu.tr)

Nowadays, architecture is only described and restricted as ordering space. The basic reason of this is the difference between with the education of architecture and the practical fields of architecture; and so on the basic design can't be came to a situation of life style. It is required that to internalize all studies and education, for to able to come to the situation of life style. These days, in spite of the fact that education of architecture is always in a way of searching, the basic strategy can't be determined and in this respect architecture come to a situation as a profession which has got some contradictions and which causes to antrophly with its own, instead of become a productive profession.

At that point, the education of Basic Design which the students of architecture firstly met with it on the first semester of education becomes very important. Basic Design is a case that came into being with Bauhaus. In this context, it can't be able to think separate education of architecture from the Basic Design; and also Basic Design from Bauhaus. The aim of this study is to approach the problem of architectural education in different context and make awareness on people. In short, it is a kind of suggestion of approach to the problem.

## **2. The Environment of Bauhaus**

It is required to evaluate every age on its own conditions. To do evaluation only with deciding today's conditions doesn't provide any approach about the past age. Because the important thing on there is thinking the age with its own conditions and according to that looking with today's point of view. This can be called as creating empathy.

The most effected situation is definitely becoming widespread and increasing technology and mass production with Industrial Revolution on the Bauhaus's age. Traditional production methods have changed with Industrial Revolution. There has been a little production with man power at the past, then instead of it big industrial production methods took place.

The aim of Bauhaus has been to make people conscious about public's social subjects and to load up duty (Yüksel, 1985). Actually, they wanted to create awareness on people, to determine a strategy to changing world order. Bauhaus is not only a school, it is a way of seeing. One of the aims of Bauhaus is togetherness of art and life and determined life style by them (Kaplan, 2003). School has decided to use conditions of age for itself for to do it.

On the age of Bauhaus mass production has increased so fast. At the same age technology has announced itself but public hasn't known enough information about that so they haven't decided how to use it. Whether the works of art have to consider the technology or this might be denied and continue with traditional methods? Bauhaus's basic approach on this subject is the slogan of "not against to technique, together with technique". According to Bauhaus, art and craft are the whole. Therefore technique and technology can be of value to art always.

According to Heidegger who was the philosopher of 20. Century, technology is a kind of frame. He has named it *ge-stell*. He has explained technology as a power which arouses people. And he has thought all people relate to it. This power actually is a kind of intuitive power. Metaphysics finds its most clear expression on technology. General approach of 20. Century shows itself on the subject of technology too. It is required that use of technology, but this situation doesn't show that technology is good or bad. This power should be required to use with interpreting. Therefore in this age, there isn't anything that to disregard or to elevate on idea. To know that to determine how it can be used and what kind of strategy can it be applied is important there. In Bauhaus, this situation has been explained as: "If person knows what technique is used, he/she can use it on required time. He/she doesn't become its prisoner." According to the Moholy-Nagy who was the instructor of Bauhaus, the art which will enter to the industrial age/public, should be required to find a solution to problems with technique.

## **3. The Education Strategy of Bauhaus**

Strategy, in general, means to evaluate the differences between situations and to determine an approach according to the situations or context. Considering the situations can't be always same and to behave according to changing idea is a kind of strategic approach. Strategy isn't a close approach or completed decision; is a dynamic approach which can be showed differences with the process.

Creativity has been so important for Bauhaus. Being efficient on work education has related to arouse the creativity power of students (Ipsiroglu, 1978). In the academic program, it has aimed that to bring creativity in the foreground and to develop it. Actually, grasp something with their contrasts which is explained in Bauhaus courses,

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