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Criticizing architectural education through abstraction

Asu Besgen Gencosmanoglu^a *, Seda Nezor^b

^aAssist. Prof. Dr., Karadeniz Technical University, Faculty of Architecture, Department of Architecture, Trabzon, 61080, Turkey

^bArchitect, Ph.D. Student, Karadeniz Technical University, Faculty of Architecture, Department of Architecture, Trabzon, 61080, Turkey

Abstract

As a result of the researches conducted so far, it is determined that the individuals who have received architectural education, gain a differentiation in perception, and therefore, the architectural education is somehow directive and distinctive. For this reason, in the paper, it is tried to analyze the differences of the perception and expression of abstraction by the effects of architectural education.

In the lights of learning and teaching relationship, the change and/or changes occurring through abstractions among the individuals who have newly started to receive the architectural education and who are about to complete the architectural education are put forward.

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Keywords: Architectural Education; Abstraction; Learning; Teaching.

1. Introduction

Man has been trying to rule nature since he existed in the world. In order to make the environment that he has lived in a more liveable place, he has defined, organized and tried to save it from chaos, he has made its presence existent and he himself has become existent in the process of doing so.

While trying to save his world from chaos, although man is not aware of it, his existence brings about an action that starts with his own existence. Perhaps the reason why this state of action has not been defined for many years is the fact that it has been nestling deeply and intrinsically within human beings.

And finally man defines the action that will differentiate himself from other living creatures: Abstraction...

* Asu Besgen Gencosmanoglu. Tel.: +90-462-377-2035; fax: +90-462-325-5588.

E-mail address: abesgen@ktu.edu.tr

2. Abstract, abstraction

Abstract is the name of the living thing or being which is accepted via thinking (Anonym, 1988).

The act of abstraction is a mental process that relies on isolating the common element of a group of objects or defining the common relationship of more than one object (Anonym, 1989). Abstraction is the intellect designing something that is not distinct and independent in reality as separate and abstracting it from its own material (Agakay, 1974).

Abstraction is done in order to achieve abstract concepts that realize the most competent stage of the enlightenment process. It is not possible to obtain knowledge of the essence and reality of anything without first obtaining abstract concepts. Concrete phenomenon and events can only give a formal and outward reality; it is abstraction that gives essential information. In reality abstraction is a method, a tool that is used to approach the concrete again and perceive the concrete wholeness totally also in its parts, in its relations with each other (Hancerlioglu, 2005).

Human beings, since their existence, have realized the action of abstraction instinctively or fictionally for many purposes and with regard to these purposes abstraction has been expressed in many different ways.

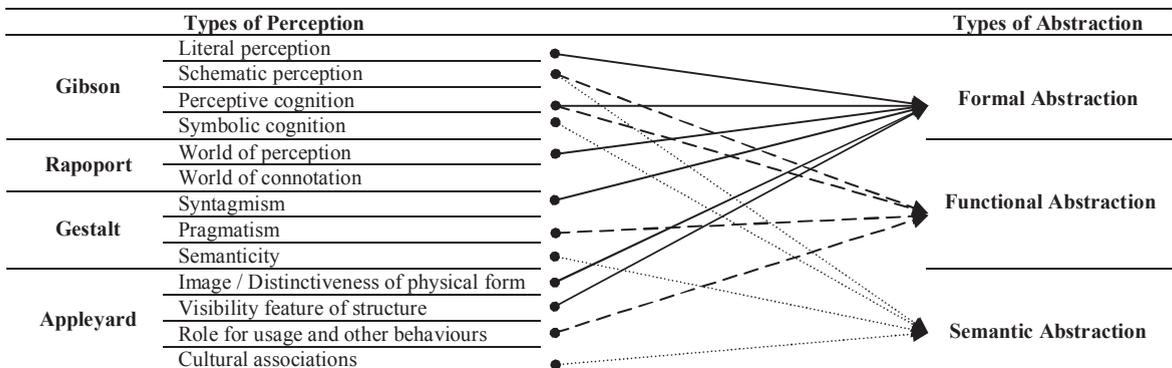
3. Perception, abstraction and architecture

In architecture abstraction exists in various stages of design process from beginning till the end and presents itself in the final product. Abstraction is used as a method in the environmental knowledge acquisition and developing opinion phases of designing process. The rough sketches and drafting, that transform concrete form into abstract and that unfold the whole notwithstanding their simplicity are also known as abstractions. The abstractions approach of the designer is classified by Uraz as “purifying from details, decreasing / reducing, differentiating / emphasizing and making comparisons” (Uraz, 1993).

Also the meanings that the architectural result product gained through abstraction were determined as “differentiating, isolating, correlativity, generality, simplicity, geometrization and reaching the essence” (Besgen, 1996). The common point in these distinctions is the desire and purpose of “reaching the reality; the essence” (Besgen, 1996; Yavuz, 2007).

The human being abstracts what he/she perceives and perceives what he/she abstracts, and can express the environment as much as his/her ability in environmental perception. For this reason the types of abstraction in architecture can be considered not from the point of result but with the types of environmental perception of human beings including the intellectual process. According to the perception theories of Gibson (1950, 1968), Rapoport (1977), Appleyard (1973, 1980) and Gestalt Theory, the types of abstraction are shown in Table 1 (Besgen Gencosmanoglu & Nezor, 2010).

Table 1. Relationship of perception and abstraction



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