

AN EXPERIMENTAL STUDY ON THE IMPROVED CREATIVE ATTITUDE OF THE DESIGN EDUCATION ON THE FIRST GRADE



Design is a creative activity that gives way to define the problems of an object or of a system according to the aimed results to form structure and to decide on the issue. It is a combination of techniques, skills and approaches that are used to form the individual products, environment and the spaces of the future (Bayazit, Uluoğlu 1986).

On the contrary, the **design education** is a kind of education that aims to make students put forward the vision of the real or that's to be real world, to get it to model and to form its structure that can enlarge their skill of perception. And it is a beneficial education in the concepts of art, craft, handworking and scientific courses. The education of design improves one's attitude towards criticism, creativity, recentness and enterpenrality (Bayazit, Uluoğlu 1986).

The concept of **creativity** that lies at the core of design education is a kind of challenge (Becer, 1997). Creativity is a way of living, defining and evaluating and also a component of this complex activity process. At the end of this creative activity in which the process of learning is formed in the best way the enterpranuer notice that their experiences' concepts get a creative meaning and that the realisation of the "self-realisation" and "self-expression" (San, 1979). To scholars creativity is a skill, a sensitive process, a lifestyle and a property that is distributed to the ones. In their definitions, experts handle creativity on the concept of original views, new industrial invents, recentness in science and also various products in arts.

Creativity is not solely a logical process; It also contains activity. Defining one as a creative one means, he/she creates something intentionally. So, emergence and improvement of creativity are headlines in the education of design. Many schools of design which give education in Turkey and the world in the recent years, have been studying intensely on the improvement of creativity. These studies are supported with different activities together with the courses given at school. Thereby, awareness of the student is increased with informal studies such as formal education; and especially the success rate is increased in studio courses. With these informal activities such as workshops, exhibitions, biennials, technical visits, student internalizes the life he/she lives and perceives the education he/she receives better. He/she would understand that design is made not only by reading or drawing but through seeing, realizing, feeling. In addition to this, he/she would acquire new technical knowledge about concrete facts such as the skill of acting with information about local and global historical and cultural priorities, material and structure.

"Drawing sketch" is especially an important action which improves handcraft and narration, not taking skill of a student who receives design education. Drawing sketch is student's way of taking note of what he/she thinks or wants to remember with his/her own technique. In this way the sketch helps him/her to interpret what is in his/her mind and to transfer this to the people in the most correct way. In addition to this, sketch is an indispensable studying technique of design studio courses. In design studio courses students are expected to explain their works through sketches. Sketches which are drawn different, distinctive, in colors, in black and white reflect working style, personality, creativity, in short the essence of student. In the first year of design education, students are provided with the habit of drawing sketch and increase their creativity through "continuous thinking and drawing".

In this sense, first class of the design education which composed the first step is an important step in improving creative attitude for those who receive this education. They can raise their creativity with the knowledge they receive through their education process and with informal activities. Individuals cannot attain creative mind in emptiness. Ability cannot be created with education yet can succeed so much improving the performance. With this approach, performance of the student who does not have sufficient ability and creativity can be improved up to a specific point. Especially in formal courses, students carry out different studies about the subject and have the chance to think over this, which shows that the subject is actually adopted.

With this notion, the study was carried out with first-class students of Istanbul Kültür University, Department of Interior Architecture and Environmental Design. The announcement is composed of final works of a series of studies carried out under the name of "Sketch Workshop" in the scope of Interior Architecture Project 1 course at 2011-2012 fall semester. "Sketch Workshops" which are carried out with the participation of first-class students of Istanbul Kültür University, Department of Interior Architecture and Environmental Design were conducted at different points of Istanbul such as Süleymaniye, Beşiktaş, Arnavutköy, Fener and Balat. Themes and purposes of the study can be expressed as such.

Sketch Workshop-1

Sketch Workshop-2

Sketch Workshop-3



Characteristics of the study field, the aim of study, important points are explained to students by the related academic member on arrival to the study field. In this way, the student perceives the essence of matter and attains necessary information and visual documents correctly. With the sketches drawn and photographs taken on the study field, the issue is analyzed in details. In the scope of this study, results of informal activities which are carried out with the participation of first-class students of Istanbul Kültür University, Department of Interior Architecture and Environmental Design can be listed in the sense of students as such:

- * Adopting the habit of drawing sketch which is a technique of thinking and note taking,
- * Providing new thinking styles through efficient using of this technique in the scope of formal courses,
- * Increase of the level of success by improving creative performance for formal courses which compose the basis of design education,
- * Understanding that design education is not only carried out with reading and drawing techniques; but different cultural activities should be done as well,
- * Students' actually feeling the environment he/she lives by recognizing, understanding and internalizing,
- * Forming a distinctive way of thinking in order to put forward negative proposals for Istanbul which has multi-cultural, multi-historical and many different characteristics,

In this way, it was enabled for students to lay the foundations of the aim and principle of "creating habitable environment" in their pupillage and occupational life thereafter.

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