

**Discussing and Criticism to Nowadays Architectural Education**

**SUBJECT**

From the Paleolithic times to digital artifact nowadays, architecture has been made deepen successfully on each passing days. In the historical process of humanity, architecture could be presented itself with it's unique scale and diversity, that makes difference point of other human related formations in whole picture. Architecture has never been aimed to one purpose, basically wide open to all kind of choices and perspectives. As Le Corbusier said; "Architecture is about deeply thinking." As a same way questioning to find what is meant to be like nature itself. In this way the structure of the human mind, can turn into structure.

According to Karatani; architectural creation, making, construction, is never about the realization of design as a notion, but instead, it is a flawless action or a happening that exceeds the control of the maker. In this perfection, a faultless integrity emerges from the unity of thought and action.

Idea and action which interactions themselves establish the nature and present self-control. This self-control mechanism is special to only our spire in our planet. Constitution of subjects determined by subject itself, "we" and our "persona's" emphasize our judgement at every moment in our contribution to the constitution and create a "space" out of the constitution. At this space self-control emerges and "mean" occurs. This space seems like a balloon, because this will be repeated by ourselves repeatedly.

While continuousness of the nature arises out of self-sufficiency, human continuousness is consist of this space. Insist of prolongation is full of abundance and diversity which we fell but also is infangibility. We can feel our dynamic at the nature, that we see, is not through inertia, but only at this insist process. At this point architecture is like a bridge which linkages through that two distals. It is our "soul's" requirement.

Architecture never loose its self like art, because as Matisse mentioned, "art not only comes from person itself, at the same time progressing with history of civilization. Man can not do the action with himself. Talented artist can not do whatever he wants to do. If he use only his ability and talent, he wouldn't be exist. We're not the master of what we have made."

While we think we're the master, and what we have made are the servant, this illusion comes with a "definition". If a man choose the sharp edge of that illusion, it becomes to have a one unquestionable track- mind.

While the Architecture experiments the inner and outsider world beyond, our choice about experimenting architect must not come with obsession and fiction. Our choice would be aim more like dynamic to clear the illusion and relating the nature. In the isolated socialite examples there are more questionable failure platforms. Mainly named by education further more in the experimenting laboratories.

There will be many personalities whose waiting to underestimate and covering the one side perspective, and also there'll be some of ready to face up the truth itself. As a matter of fact most important detail is basically meeting and getting up face to face reality.

**AIM**

Architecture is more about to making real the structures and it needs effort to transferring knowledge to the practice and also for re-building environment. Architectural Education has a different role in Architectural platform awareness of responsibility instilling to person by education platform. For this reason education platform is meant to be more indirect way and long term participation. Knowledge; in architectural output building products its own circle. In architecture institutions its making with collective brainstorming and so many recording techniques. In the educational platform, there are no certainly truth one by one. Also it cannot be done with theories. We need more experimenting persona for make theories real. In this way, process will be stabilize on the platform.

In this platform designing activity is the first action to encounter. Two or more objects affects each other or relating the place where they exist, designing is the discipline that order these facts.

"Outside" is full of possibilities and combinations as well. Designer has responsibility at ordering this everlasting existence. Meanwhile doing the combinations and choose some of right ones. On the other hand this everlasting existence impossible to solve in a true one perspective to have the say as a matter fact designing as an action is, impossible.

In this situation workable process is mostly pratique. For example in a field there are two seeds to be plant. These two seeds have to be get distance like 20 cm -30 cm. There are two or varuable options to doing this action. In pratique mind action; under the ground they will putting sensible in a distance. Basically the meaning of these two options are the same for an observer. This fact; negating the impossibility of designing action. What's more opens a door to personal choosing pratique and giving a meaning to the distance itself. In this way, designer starts to counting his personal perspective including the everlasting outside facts. And designing action enables on this way. If the possibility of designing pratique orders the acquisition personal; designing action is the ability of solving problems on way of process. Although this process period belongs to educational platform, it's about more personal acquisitions. Because the implementation is not about doing meaningful or explaining mostly, more belongs to observing meaning itself. Possibility of everlasting perspective. The eye which sees can adorn the environment in his architecture education process. In possible reaction situation, autonomous expressionism excepts the action itself and came true with it's before and after facts, mostly can be realize for "now".

Kant explains problem concept as a problematic in Critique of Pure Reason as; "Problematical judgements are those in which the affirmation or negation is accepted as merely possible (ad libitum). In the assertorial, we regard the proposition as real (true); in the apodeictical, we look on it as necessary." This perspective dispatch us tu judgement truth or falsity paradox from now on, personal mind and choosing reaction step in to the problematic. Because the problematics are the voluntary facts for the building the problem itself. Problematics appear in the subject and arrive in to the awareness of subject again. Which means initiative.

With this process, problematic becomes stand-alone without subject and its possibilities. Which is absolutely unique furthermore not about ending although rising in endless existence.

**SOLVING**

"Analysis is part of the immense process of the glacion of meaning. Competition between theories is quite secondary by comparison with their joint commitment to the operation of dissection and transparency. Whatever you analyse and however you do it, you are helping to give primacy to desert forms, indifferent forms.

Fortunately, stupidity remains the sanctuary of the referent, the indestructible refuge of meaning. Unfortunately, even that fundamental stupidity has become merely a fossilized monster. He who believes in meaning will perish by meaning, or will be buried beneath the irony of appearances."

As Baudrillard mentioned, with analyzing, humankind cannot have any results further than chaotic density that he created in his own internal view. Like in everything else, this is valid in architecture too. Analyses, despite appearing at first as needs in systematics and ending up as course titles in curricula, are elements of the equation that will transform education to architecture. Since the institutionalization of architecture education, the studies that came closer to the solution took place in not classrooms, but in atelier and studios.

Although architecture education atelier has a deep meaning of action itself; this place cover with inhabited with assimilation danger; representation. Figurative life style most widely accepted nowadays. Meanwhile this figuratively situation is in consequent dimension of mind thinking. Although living with these forms of representative life style, architecture education exposure with current specific imitation. As a matter of fact architecture education to come to terms with object, socialize and nature. In the Ancient Greek philosophy Plato and Aristo handle this imitation subject in a two ways. Plato defines this situation as a deception, Aristo defines as a reflection of truth. In this way we could analyze it in Plato perspective on the other hand in the imitation defining we would be close to the Aristo perspective. Being the truth itself and reflect in it's way as well as possible in this two sided perspective.

Education platform can not accept the absolute truth. If any perspective would do this, it has to be experiment once first. In this way stability will be prevelanced.

In the architecture education corporations, high depth of coinciousness belongs to the designer itself.

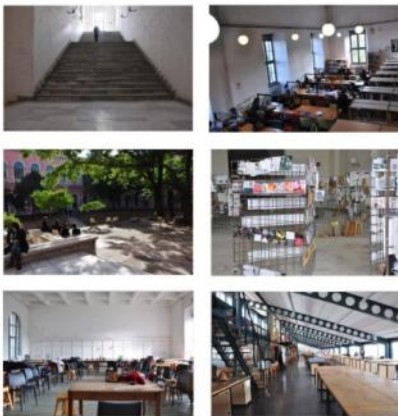
As Teymur mentioned, architecture education must have two aims. First of all, growing up an architecture to get over like best known social facts, in a critical way. And the second way is that sensitive personality about socialize, imaginative and critical in all progress.

If these facts can bring up in the future: " Architecture Education Corporations" will end up with dissociation. Likewise these corporations will be mobilize.

Another meaning; they can be get together with wordly perspective as an educational system. cycle. They will serve for the discovery indirect way. These two perspectives show us micro and macro seems, about personal vision about educational cosmopolit harmony.

**VISUAL DATA COMPARASIONS OF TURKISH ARCHITECTURE SCHOOLS**

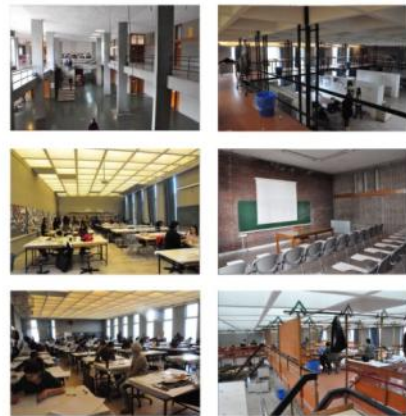
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