

UDC 72.01

Wail Houssin

Taibah University, Al Ula Community College

PROBLEMS OF ARCHITECTURAL EDUCATION AND FORMING OF REGIONAL SCHOOLS OF ARCHITECTURE

Architecture as a visual mouthpiece of culture reflects universalization tendencies and highlights the importance of keeping the national originality in Arab countries. The situation is enhanced by the weak development of local schools of architecture whose primary objective must consist in orientation towards studying the emotional and aesthetic subsystem of architecture. The issue of interpreting the Arab architectural legacy in the system of means and methods of architecture at the turn of 20th and 21st centuries within regional architectural education is emphasized.

Key words: architectural education, regional schools of architecture, originality, historical and architectural legacy.

Topicality of the issue and goals of the research

Architecture is a visual mouthpiece of culture, i. e. “those elements on whose base we interpret life and that can be called ethical and mythical fundamental principles of mankind” [1]. The tendency to universalize culture and, consequently, architecture that has been formed in the modern world at the same time brings to the foreground the directly opposite trend to the local traditions of the regions. The contrast of these tendencies becomes especially obvious in the regions of economic upturn that is accompanied by intensive city growth and active construction. Being a product of a certain region, architecture is also influenced by standardized means of production, building materials, universal principles of space organization. This results in the loss of the unique regional specific character of form-making. For instance, in the Middle East the all-pervading Western tendencies in architecture cause the destruction of cultural originality. This problem was first defined as early as in 1961 by Paul Ricoeur: “how to become modern without forgetting your origins, how to breathe life into an old sleeping civilization that at the same time is a part of the common civilization?” [1]. The answer to this question depends on the ability of the architect to create viable forms of regional architecture and at the same time combine them with outside influences at the level of scientific and technical achievements as well as the development of culture and society in general. The directions of architecture development that correspond to such an approach deal with the issues of establishing the architect’s professional awareness by means of developing regional schools of architecture. The latter, in their turn, must prefer the educational concept oriented towards studying the existing cultural and historical situation of

the given region, including such components as nature and landscape, society and world outlook. This situation requires to revise the principles and approaches in the system of design training. **The aim of this article** is to show the principles and priorities of the transformation of the national school of architecture with regard to national peculiarities using the example of Arab countries.

Presentation of the principal materials

It can be stated that the meaningful base of architectural education consists in involving the world culture in regional experience. It will help a future architect to include the world legacy into his or her creative works and in the meantime develop national culture. The attention of the students of architecture should be drawn to the understanding of the whole totality of problems in modern architecture in the context of regional conditions. These problems can be defined as follows.

1. First of all, gaining of professional knowledge consists in understanding the deepest fundamentals of architecture as a complex phenomenon that requires an interdisciplinary approach. The need of the interdisciplinary approach is explained by the range of issues that do not concentrate only on the field of architecture but also tackle the adjacent directions of research. The person beginning to study architecture faces, of course, the sphere of knowledge that in its essence is a complicated system. It includes technical and aesthetic blocks of knowledge. An architect must be aware of the issues of modern science and technology, culture and arts. For this reason together with engineering science it is important to study humanitarian disciplines, such as history and philosophy, aesthetics and psychology of environmental perception; a person needs some knowledge and skills

of working with an architectural object as a compositional, functional and figurative integrity.

A complex approach of this kind is connected with the nature of architecture and its two subsystems: the first, reflecting the material activity of humans, and the second that is spiritual, emotional and aesthetic. Their interaction results in the integrity of the architectural environment being created. There are no doubts concerning the first material subsystem: architecture must comply with the conditions of human acting, functional requirements, modern level of technology. Plenty of research and practical papers are devoted to the issues of this subsystem, and they are successfully implemented as long as economic conditions allow.

The issues concerning the emotional and aesthetic subsystem of architecture are usually more difficult to be solved. "It is not accidental that in some new regions a peculiar paradox is seen. Despite the fact that functional structure is well thought-out and all the norms are observed, a person often cannot "accept" the environment created there. At the same time she enjoys mental comfort and emotional satisfaction in an old town where the environment realizes the functions that are alien to her" [2]. It is obvious that a created environment in its architecture should be in the line with the world perception of a person, her general cultural and genetic roots. Hence, architecture must be perceived only as a result of interaction between the environment and the person. It cannot be understood outside the personality of a human being that acts in the urban environment and accepts its integrity. In this connection the issues of perceiving the environment by humans as well as creation and perception of its artistic image remain urgent.

For this reason the method of environmental approach must become a priority in architectural education, i. e. the understanding of architecture as an environment which the architect enters directly with his or her building, creating or re-creating its integrity. The object designed is seen as an integral part of the environment, and the integrity is not an abstract notion but something that the person feels at the preceptive and conceptual levels. This method requires studying not the formal geometrical means of architectural composition but the principles of environmental perception by humans in accordance with its specific national character. For this kind of education it is very important to make the curricula open and include examples or real design situations. For a student to understand the task presented in this way, the person must possess great erudition, be well-developed in intellectual, cultural and spiritual matters.

2. When searching for the most efficient approaches to architectural education, the education structure in the higher educational establishments of Germany deserves special mentioning. The European

architectural education took its origin in these institutions. It takes the following general principle as its basis: every student is an active creative personality, he or she makes up an individual studying plan and chooses lectures according to his/her individual aptitudes and interests. Profound studying of traditional and the latest constructive systems, modern building materials, production technologies, functional and planning tendencies of space organization is combined harmoniously with compositional and aesthetic issues of architecture. A priority of designing is environmental approach according to which the role of the object being designed is found out in its environment. Architectural design taught by practitioners of architecture working at the famous design firms of the country, lectures read by the leading architects of Germany, exhibitions of students' works, seminars, experience exchange with other universities — all this is intended for comprehensive development of architect's personality, professional growth and readiness for creative activity.

Such European tendencies penetrate regional schools of architecture. For instance, in Ukraine the school of architecture created by Doctor of Architecture, Professor V. L. Antonov, the curriculum includes some disciplines that introduce pieces of arts to architecture: literature, painting, cinema, and music. Nowadays such an approach is especially urgent. Contemporary mass media have adjusted human perception to compare different art forms, and architecture is perceived through the prism of this synthesis that shapes modern architectural language.

The complexity of creating a modern view and image of an object of architecture consists in the diversity of architectural methods, various signs, symbols, constructive and tectonic forms as well as lots of ways to combine them to create a meaningful architectural language. The problem of creating an architectural language that is clear both for specialists and consumers consists in the fact that this language is constantly changing, transforming itself and for this reason it first becomes "partially unclear", then usual, and after that it no more corresponds to modern tastes. Ethnic culture components serve as a stabilizing system in this process. For this reason regional architectural preferences and their modification require constant studying, reconsideration and recognition of its connection with modern culture. Architecture as an always complicated and disputable discipline needs studying, classification and systematization of knowledge about evolutionary changes of architectural styles, methods and preferences.

3. Modern problems of architecture are mostly explained by complicated interaction between regional architectural forms and the world culture. Aesthetic expressiveness of architectural forms belong to the most

contradicting part of regional problems in architectural design. They are intended to solve the following tasks:

- analysis of architectural environment as an artificially created space for the existence of humans, society, and civilization, carried out at every level of spacial and temporal structural organization of an object;

- studying of spacial stereotypes characteristic for the regional architectural environment;

- detection of idea-and-emotional relations between a certain architectural form and modern regional culture;

- organization of a socially and compositionally significant form as an element of architectural system;

- detection of interrelation between the form and substance in architecture;

- detection of historical and cultural prerequisites for the main developmental trends in contemporary architectural form making with regard to national and regional specific features;

- establishment of interrelation between emotional, aesthetical, functional needs and an artistic image when creating architectural objects;

- definition of the integrity principles in architectural environment as well as interaction of its language elements;

- definition of the role of rhythm in the spacial-temporal organization of architectural environment;

- establishing of spacial-scale ratio between a human being and the world in the forms of modern architecture;

- determining the laws of information rendering in architecture.

4. The tasks mentioned above are solved according to the historically formed environment, regional peculiarities of behaviour and thinking of people, their lifestyle pattern, etc. Their solution is, first of all, connected with the development of local schools of architecture and overcoming of some regional problems in the system of architectural education of Arab countries. The main of them are the following:

- the content of architectural education in these countries is secondary to the schools of architecture in mother countries;

- the system of professional communication is not developed, especially architecture press;

- in the majority of Arab countries a student still cannot get highly professional qualification due to the absence of master training programmes. High school graduates of Syrian and Egyptian universities receive bachelor degree in their motherland and have to complete their education at universities or higher technical schools in Europe or America.

- lack of their own system of preparation of teaching and research staff in the field of architecture in Arab countries;

- absence of schools of architecture that are culturally and ideologically independent enough to be able to conduct a professional dialogue with their former mother countries on equal terms.

5. Within the educational issues of the Arab school of architecture the problem of interpreting the Arab architectural legacy in the system of architectural means and methods at the turn of 20th and 21st centuries becomes more pressing. There exists a dramatic gap in professional consciousness between the high level of theoretical mastering of the traditional Arab architectural principles and the real implementation of this legacy in urban architectural practice. It is supposed that one of the central places in the system of architectural means and methods should be taken by the historical traditions of regional architecture, making it a priority to protect the local urban architectural legacy and the existing historical architectural environment.



Pic. 1. Students Taibah University, AIUla Community College, Visit to WHS Madain Saleh, 2015



Pic. 1. Architecture and Town planning in Arabic Islamic City, Macca & AlMadena AlMonawara " Example "



Pic. 1. Presentation in AIUla Cultural Committee. 15.04.2015

Taking into consideration everything mentioned above, it seems important to orient the development of the Arab school of architecture towards the following goals:

- the contents of architectural education should be based on deep analysis and contemporary rethinking of the Arab Islamic architectural legacy, including the assimilation of experience in non-European architecture and the architecture of 20th century in line with the artistic traditions of Arab architecture;
- mastering of the latest teaching methods, creation of a research centre network for the development of scientific preparation methods with regard to the social and cultural specificity of the region;
- development of research orientation in educational design and in teaching staff activity;
- transformation of architectural schools into efficient cultural centres that spread achievements of national architecture. Apart from pedagogic activity regional schools are supposed to carry out research and ensure development with view of continuous accumulation of independent potential in design, historical and architectural as well as pedagogical culture to become the development centres of national architecture, interschool communication, practice of all-Arab and subregional conferences, exhibitions, and contests.

Conclusions

While putting the above mentioned goals of transforming the national school of architecture into practice, the principles and priorities that conform to the modern view of educational system forming with regard to national peculiarities should be observed:

- Involvement of the world architectural culture into the process of education;
- Making interdisciplinary training and environmental approach more prominent in the process of education;
- Social and productive openness of education due to the inclusion of real design situations into curricula;
- The priority of studying and preservation of the local urban architectural legacy as well as the existing historical and architectural environment;
- Development of research orientation in design training and teaching staff activity.

Anticipatory development of university research, upbringing of new teaching staff while executing research projects and programmes concerning some local topics play a decisive role in updating the school of architecture. Such school development should be seen as a constituent of the complex project targeted at the development of professional architectural design in Arab countries.

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Reviewer: Dr. of Architecture, Prof. S. A. Shubovich, O.M. Beketov National University of Urban Economy in Kharkiv

Author: WAIL HOUSSIN
Taibah University, AIUla Community Colleague, AIUla City, Saudi Arabia, PhD in Architecture, Professor.
E-mail – archiwail06@yahoo.com

ПРОБЛЕМЫ АРХИТЕКТУРНОГО ОБРАЗОВАНИЯ И ФОРМИРОВАНИЕ РЕГИОНАЛЬНЫХ АРХИТЕКТУРНЫХ ШКОЛ

Ваэль Хуссейн

Архитектура как наглядный выразитель культуры отражает тенденции к универсализации, обостряя важность сохранения национальной самобытности в странах Арабского региона. Ситуация усугубляется слабой развитостью местных архитектурных школ, приоритетной задачей которых должно стать направленность на изучение эмоционально-эстетической подсистемы архитектуры. Акцентируется значимость вопроса интерпретации Арабского архитектурного наследия в системе средств и методов архитектуры рубежа XX - XXI вв в рамках регионального архитектурного образования.

Ключевые слова: архитектурное образование, региональные архитектурные школы, самобытность, историко-архитектурное наследие.

ПРОБЛЕМИ АРХІТЕКТУРНОЇ ОСВІТИ ТА ФОРМУВАННЯ РЕГІОНАЛЬНИХ АРХІТЕКТУРНИХ ШКІЛ

Ваэль Хуссейн

Архітектура як наочний виразник культури відображає тенденції до універсалізації, загострюючи важливість збереження національної самобутності в країнах Арабського регіону. Ситуація ускладнюється слабким розвитком місцевих архітектурних шкіл, пріоритетним завданням яких повинно стати спрямування на вивчення емоційно-естетичної підсистеми архітектури. Акцентується значимість питання інтерпретації Арабської архітектурної спадщини в системі засобів та методів архітектури кінця XX – початку XXI ст. в рамках архітектурної освіти.

Ключові слова: архітектурна освіта, регіональні архітектурні школи, самобутність, історично-архітектурна спадщина