This research is undertaken through empiric research method. Firstly a local context for implementing an abstraction process is assigned. Then the performance of the students and the assignment is interpreted for proposing a cognitive educational method. In this framework the students are expected to abstract a view of the city of Antalya by expressing it in platonic forms.

Results

Before experiencing the process the students should acquire theoretical knowledge. During the initial experience the students should realize their problems in realizing abstraction. The instructors should guide the student by giving critiques based on application. It is helpful to assign a tangible object or situation whose visual features can be abstracted.

Conclusion

When an architectural context in which the students live is chosen as a design issue, it is easier for the students to understand and apply their theoretical knowledge concerning abstraction. Since abstraction is vital for basic design and since basic design is the first and the most important stage of architectural education, this cognitive method can be successful. The student learns to make final selections by reconsidering the alternatives. In this process the compositions which express the underlying compositional aspects of the urban scene are taken into reconsideration. As a result it becomes possible for the student to understand the process of abstraction in connection to a familiar space and its components.

References

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