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EXPLORING CHILDREN IMAGINATION FOR HIGH QUALITY ENVIRONMENTAL DESIGN CONSIDERATIONS

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ABSTRACT

Always check the quality of space child care is founder recruitment of children into the next educational environment . because Positive attitude towards children In this space is founders subsequent attitudes In other educational space for example primary and secondary school. Since the last few decades after the second place is the human face are kindergartens and daycare. And lack of attention to Spatial qualities environments for children causes formation thinking Insecurity and stability in these places so that children is Constantly on the run of These places. This article that is a descriptive survey we decided that know quality Places of interest and the satisfaction of children so for discover the quality designed kindergarten 10 picture with various designs as examples of successful designs in the world, selected And shown 100 children between 5 and 6 (the ability to understand form) and after a brief description in variety of designs The children were asked to according to your interests selection among the 10 images then question reasons choose the first of children and was recorded the underlying factors. The results showed that children Imaginary places like cartoon form and the unusual Prefer for your nursery.and design this place create Sense of belonging for children.

KEYWORDS: children, learning environment (kindergarten), qualities

1. Introduction

Nowadays, most buildings being used as children's cultural/scientific centers are not suitable for children's real needs neither architecturally nor in activities types; while in a city like Tehran, there aren't essentially any specific places for children. They need places for both playing and learning, and should be non-restrictive, attractive, and more dynamic in nature for children on the other hand. Children could not be forced to move along in a corridor without touching anything, because they are more interested to gain experience; so those places which are designing for them, especially education ones, should be able to affect child`s mental forces and through this contribute to his/her education as well as create a joyful environment for him/her (Azmodeh, 1987). John Luck believes that human`s first experiences affect deeply on his/her subsequent life. Day and Midbjar (2007), following Rolph`s belief, also emphasis on the relationship between reception and experience and state that in sense of place, children would find a concept beyond that of structural properties and body element of a place, and they would feel to integrate with and deeply relate to it(Rolph,Cuthbert, 2006). What converts a space to a place is the senses resulted from child`s reception during long time; such senses are called unconscious or off dimension of the child`s experience. Thus these senses with affection in place, and geographer who know apparent things interpret them as loco-phily senses(Tuan,1974).

2. DESCRIPTION OF THE STUDY SITE

2.1. Blongness feeling

Robert Rayam, in his study about blongness feeling attempts to classify types of environment interactions into active, semi active, and passive ones; and propose the necessity of environmental interactions as one of the most important factors affecting on the formation of belongness feeling, and address the usage of natural elements in environmental designing as one of th main factors for building such a sense(Robert Rayan,1998).One of these active interactions forms with child`s playing in the place. John Pigoet states five constituents to recognize playing from work:1)playing is self -target, 2)playing is optional(not compulsory) ,3)playing is pleasant and joyful,4)playing is unorgnizable ,5)playing is free of quarrel and conflict; according to the most psychologists as food cause the child grows physically, playing also leads to his/her learns from intelligent grown; because the child will repeat what she/he learns from interaction and feedbacks to environment, and through this repetition she/he rethinks and better understand them(Maryam Azmodeh, architecture and design for children,1987).

2.2.Child's needs and his/her reception from environment

Considering human needs is essential for investigating both dimensions and nature of belongness sense (Mottallebi, 2005). Mazlu recognizes human needs as those begin from birth time, and categorizes them into primary and basic needs; primary needs of human being respectively are: physical needs, security and safety needs, needs of blongness, need for respect, and superior needs including self-florescence, recognition, and good-looking (Growth Psychology1 and 2,2011).

Children appeal to different ways to express their needs and feeling, one of them is picture making. Child`s artistic expression always passes through some steps which requires its own specific nature and device. One is age of 5-6;because from the age of 5 to 6 years old coping or reappearing from geometric shapes(i.e. Circle, rectangle, triangle, and rhombus) to complex shapes are developed, in this age children would be able to understand environmental forms (children's painting, L.Kerman, translated Parireh Dadsetan and Dr. Mohammad Mansour (1991). John Pigoet, the famous infant psychologist believes that children see the world different from the adults and they perceive their affairs through direct experience in surrounding environment (Ali Akbar Seif, 1999). General experience of child from a place is in a way that she/he firstly see phenomena or things in their general forms, then defines them through differently them. But the child relationship with environment is local one. In local recognition, the child pays attention to some relations including closeness, fairness, symmetry, integrating, and co-inputness than those of distance, dimension, angles, and mensuration. Therefore, the child first finds the most primary orders based on symmetry; for example, when she/he faces with a tree in an empty country yards, at first she/he does not perceive geometric properties of its shape(i.e. size, height, and its ratios)but she/he perceive local centrality of the tree in relation with surrounding environment(Mozafar *et al*, 2006). The child might move along because of his/her own curiosity and simplicity. Child`s reception from surrounding space is what she/he imagines by her/his self. There, we must provide them a healthful living space through which they could flourish their interesting (Bolhariri *et al*,1999).

Facing with some spaces are in adult scale, children might have feelings like weakness, disability, and fear; because of this they would prefer to place themselves in small scale environment being more suitable to their size. In such a scale they would try more complex playing with more high focus and accurate as well as for longer period. This also effects on the children's independence sense and their dis dependency to adults, because they will pose their own abilities and preferences on the environment (IzadPanah Jahromi, 2004).

Architectures believe that they should design those buildings for children in whom they feel as if they are in their own home, and the buildings could induce their creativity. In other word, children tend to have an identity feeling toward their playing places and through this feeling they could freely manipulate the environment and improve their internal creativity sense (Pour Jafar *et al*, 2010).

3. MATERIALS AND METHODS

3.1. The study`s subject: importance and necessity

With all its characteristics, space plays crucial role in forming individual`s personality. Also, high quality spaces are more specifically main factors for children`s growth.

Today, most buildings being used as children education centers are not suitable for their needs neither structurally nor in activity respect; positive attitudes of children toward this space are fundamental for their subsequent attitudes toward other education spaces, like primary, middle, and high school. Since in last decades kindergartens are second place after home which human being are faced with, ignoring place qualities in the children specific environments will cause to form environmental non secure thought toward and stability in these places, so that the child is permanently in thought of escaping from them. Thus, conducting a study about attractiveness of education environments, designed for 5 to 6 years old children in accordance with their interesting, paves the way for developing children's positive attitude toward official academic courses. so for discover the quality designed kindergarten 10 picture with various designs as examples of successful designs in the world, selected And shown 100 children between 5 and 6 (the ability to understand form).

About this study, Dr. Karim Mardomi and Engineer Mahsa Delshad have worked on the subject of "flexible learning environments" and found that such environments which have the capability of turning to other environments in

accordance with children requests will increase qualities of education environments related to this group through improving children curiosity sense. Also, Dr. Sho`leh Amiri , in her study about "preferable analysis of color revolution in children " has found that different age groups have different color preferences, but in most groups some colors, like red, pink, and blue are more preferable than some colors like white, grey, and black. Therefore, in sample selecting from successful kindergartens, we preferably used those of those of flexible and colorful in which we examined the levels of children's satisfaction and belongness feeling toward these forms.

4. Instrument

4.1. Sample and population

As mentioned in introduction, selection 100 children of 5-6 years old will be able to recognize geometric shapes including circle, rectangle, triangle,…; and environmental perception of this age, which is highest: among kindergarten`s age groups exceeds from other group and their attitudes toward subsequent education environments are more affective; thus we, in this study, decided to select our study population among this age group.

Figure 1. Sample of kindergartens with various designs

5. Data Analysis Method

The following, they were individually asked for choosing among the picture and then determining their own first priority. After that, abbreviation related to each picture was written in one column, then to avoid from children confusion, we moved away given picture from their sight and again asked them to choose among other pictures. This job continued until the last picture was selected, and in related columns, all the abbreviations from 1 to 10 were respectively written. Then, we asked the child why she/he has selected the pictures of first five priorities, and then we wrote the acquired points of the child aspect T-list as positive points. After that, we documented the numbers of those students which had selected each of presented pictures as their own first five priorities, and we considered their percentage as those satisfied from these kindergartens; because we were documenting the percentages after sampling from each kindergartens, these percentages were less different among all the kindergartens; and we, therefore, ensured from our findings and provided our final percentages as a whole.

6. RESULTS AND DISCUSSION

Being observed from frequency table (table 1), 61 kindergarten students had selected those colorful cartoon/ imaginative forms [1] from column 1, and only 3 students had chosen them from last column. When we asked children why they selected a specific picture, nearly most of them considered the shape and bigness of cartoon bodies in the kindergarten`s space as a positive property. Even though they recognized cartoon`s shapes as suitable forms for the kindergarten. After that, most of the children selected those colored pictures placed on simple walls[2] as their second

[6].Forms which are in the shape of strange animals/creatures(i.e. they do not exist in real world).
7 . Various painting drawn on the kindergarten`s uniform walls.

priority, and they stated those labels on the internal and external walls as common factors. Even though, some of them recognized given pictures as same as those they had seen in their own kindergartens. After that, as their third priority, children selected complex mobile forms[3] and recognized vertical stairs and/or step by step crusts as work indexes. As their fourth priority, they mostly selected colored curve forms[4], recognized movability among these abnormal forms as positive property. Even though, many of them recognized these forms more suitable for some games, including hide-and seek. Colored rectangle form[5] were other priority of most of the children; as they recognized the color variety (or in their term"rainbow- likeness") of given design as a positive property of it.

For other pictures, some of them stated some points; for example, for picture1, among those five who had selected it as their first priority, three of them preferred the colored steep roof as a positive property, and for picture C, all four who had selected it as their first priority referred to the mobile walls as the positive property of the kindergarten. For picture J both the children who had selected it as their first priority preferred those flower-like sofa in the kindergarten, and the external form was less important to them. The child who had selected the simple broken form (H-like) was a boy who recognized the external pool (in the given picture) as appropriate property. And according to this study no child preferred the simple curve form with lots of glasses as his/her first priority.

Table 1. Number of children selection from pictures A to H in respect with priorities of 1 to 10.

10	9	8	7	6	5	4	3	2	1	Preference of choice 1to 10
3	0	1	3	3	2	6	11	10	61	A=Kindergarten with Imaginative and colorful cartoon form
2	4	1	9	15	7	9	35	7	11	B=Complex animated form
3	6	12	31	9	9	9	10	7	4	C=Simple animated form
7	6	4	12	7	10	7	13	30	4	D=Color images on Simple wall
3	5	9	6	10	36	8	5	15	3	E=Colored rectangular forms
2	7	11	4	9	8	35	10	5	9	F=Colored curved forms
54	15	7	8	3	7	3	3	0	0	G=Simple curve forms
13	43	9	8	7	7	7	2	3	1	H=Simple broken form
5	5	7	11	33	2	10	8	14	5	I=Colored broken forms
8	9	39	8	4	12	6	3	9	2	J=Simple rectangular form

As shown in above table and figure, at first, children showed their satisfaction toward those kindergartens with imaginative and cartoon forms; as their second priority had the same satisfaction to both simple walls and colored curve forms; as their fourth and fifth priorities they had more satisfaction respectively toward complex mobile forms and colored rectangle forms; as their sixth and seventh they showed same satisfaction to both colored broken forms and simple mobile forms; as well as their final priority they showed satisfaction to simple curve forms.

[8] . Non-simple colorful forms which are moveable , like moved stairs which are never accessible for children in real world.
[9] . Sofa curve-like forms with three lines, like oval shapes.

10. All- colored cubic shapes with the combination of vertical and horizontal colors.

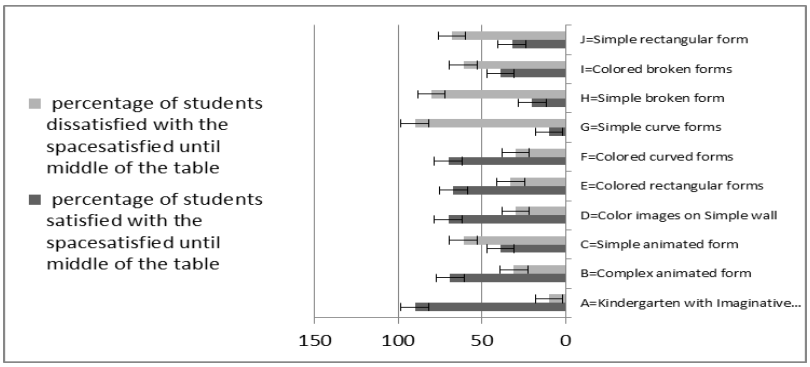

Figure 2. Error bars figure for satisfied /dissatisfied children (%) in respect with all pictures to fifth column.

CONCLUSION

1. Children will be satisfied more when they are in familiar with locations being appropriate with their imaginations and painting than those of typical and specific for adults. Because human beings always seek to have their own locations appropriate to their morals(due to their ownership sense), and since these kinds of child morals are observed more in children specific paintings and cartoons, they will tend toward and belong to forms like above more than others.
2. All children like colorful spaces than those of single-color; and when there are paintings and cartoon shapes on their kindergartens walls exhibit more satisfaction and belongness toward them. So that the case is also proved in their paintings as well as their imaged tests.
3.Children are more pleased to plan view or up-down view their spaces, because this is more pleasant to them to watch from upper points for either children's group playing or those shapes being new to them. And this is also observable in children's paintings and their priorities.
4. Children are more pleased to leap and they want to discharge their energies in a way that they like; for example, through jumping on vertical stairs when they are up or down stairing. This was observed in their priorities about picture B.
5. Being together closed and open spaces was a point that children referred to both in their paintings and in their selections. They like more to have an opportunity to play with their friends in an open space than they simply play in a closed space.
6. Children satisfied when there were big playing devices either in or out space; because the devices provide them to play in groups as well as their bigness is new and interesting for children.
7. When children are with their peers and they are in places in which they could meet each other and these places are appropriate with their affectional needs and feelings as well as they are familiar to them, their satisfaction from an environment will be increased and thus it leads to improve their belongness sense, in a way that it will be even memorable for adulthood.

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