



THROUGH ART EDUCATION, GAIN AESTHETIC VISION IN FASHION DESIGN EDUCATION

Res. Assist. Burcu Başaran
Selcuk University, Art and Design Faculty
Fashion Design Department, Konya- TURKEY
sezerburcu81@hotmail.com

Abstract

Creating fashion design objects with pleasant and by appealing to the senses, are to make main attraction for these projects which have value of commodity to the market through functions existing outside the aesthetic appearance. Produced and placed on the market these commodities that have aesthetic views firstly deal with the opinion of the designer's creative power and aesthetic view. Products having fashion design are to give this value and the designers to create aesthetic likes of which universities will function to bring up these designers and depended on these universities, departments can just achieve this aim by giving to students through arts education. When we think, the purpose of arts education, is not just to train artists in each individual's personal, social and professional life will take advantage of the numerous contributions to arts education of a lifetime; the importance of arts education, that is the fundamental basis of design education and its requirement should not be underestimated for individuals who studied fashion design also. The power of creative design fashion, designer who needs firstly, an advanced form of aesthetic expression and the way of expression can just happen with the quality of art education and its environment.

Key Words: Fashion Design Education, Art Education, Commodity Aesthetics.

INTRODUCTION

The term fashion in Turkish glossary is defined as “the temporary change seen in the daily life of society because of the need to changing or ornamentation wannabe” and “social admiration which is effective for a definite time and excessive fondness to something” (TDK, 2013).

Fashion is the passion to look for a renewal and changing. The styles and habits which are changing frequently are called as “fashion”. The pursuit for new styles for satisfying the feeling of beauty besides needs is seen frequently. The changings in mentality and life standards of people, the inventions in other areas are reflected on clothes and these changing dressing styles created “fashion”. Media, international trade, the development in garment industry, cheap production and developing technology increased the speed of fashion and renewal (Pektaş, 1994).

For Tunalı (2009: 108) fashion is the phenomenon to create new styles in the whole life of people, idea and admiration fields. Thus, it is a universal power changing the life of people and leading the cultural structure of society.

When the definitions are investigated, there are two distinctive elements of fashion: Renewal and Liking. Fashion changes constantly and each renewal and changing should be accepted and be liked. In other words, the objects produced as fashion should be liked by appealing to the senses despite of constant changings. The effort to create fashion design objects in an aesthetical style indicates the importance of aesthetical appearance of these merchandises in market besides their function and these appearances create the main attraction to buy these merchandises. Fashion design is a commodity which has economic value and utility function. For Tunalı, commodity is not only an economic element but also an aesthetical phenomena. (Tunalı, 2008: 92).



Each commodity has an appearance understood by senses. Sensual appearance of commodity should be distinguished from its usage. Appearance is more important than the existence in terms of selling. A commodity with bad appearance cannot be sold (Tunali, 2008). Thus, the commodity which is aesthetically good may be preferred when compared with more functional and useful commodity and such a commodity is bought just because of being liked.

The ones who controlled the appearance of commodity may control the society who is attracted by the commodity appeal to their sense (Haug, 1997: 25). Since the existence of human, the people who get the power use their powerful, different and aesthetical appearances in order to strengthen their authorities and not to lose their power. From gigantic structures to fantastic tombs, from flashy cities to works of art, even to their personal appearances, they use the appearances of commodity and their effects on other people in order to get power and authority.

The producer powers who see the economic attraction of the value of appearance want to use this situation. Thus, they have the desire to create new sensual styles, new requirement styles and new aesthetical renewal which is the equal of fashion means the total changing seen in the whole appearance areas, not only in definite areas (Tunali, 2008). The other way of producer powers to use appearance is related with creating again. In this method, the duration to consume the commodity is shortened. As it is understood, the appearance of commodity is used as a tool for economic target. An aesthetical value is changed only for the aim of getting profit. Thus, fashion is turned into a competition of brand among the firms (Tunali, 2009).

Fashion designers should develop original and creative ideas and should gain aesthetical appearances to get the applause of individuals besides the economical aim in the clothes they designed. The designer who directed to this aim should have the power to design and aesthetic and should have artistic and vocational information and ability. The schools which educate fashion designer should apply art education to grow a designer who has these abilities. The ability to think creative, original, aesthetic and functional way and the way to apply these abilities can be gathered by the design students through a qualified art education and environment.

Problem

The problem of this research is to develop creativity and originality in fashion design education given at graduate level and to define the role of art education offered to students to provide an aesthetical regard and explanandum.

OBJECTIVE AND METHOD

In this research, the terms fashion, commodity aesthetic, art education and fashion design education are tried to be stated by investigating them within the relation among each other. Within these terms, the function of art education in providing aesthetical opinion and the way for statement to students in fashion design education is evaluated. The resources in literature are achieved by scanning method and the achieved books, thesis, articles, etc. are interpreted within the aim of research.

Aesthetic Education Through Art Education

Universities which generate the new power of society are responsible for growing educated and modern people. Art education has an indispensable importance in growing contemporary people. Art education is designed to teach the place and importance of art in life by experiencing and living it with the ones who are grown. Art types, historical develop, the power of art and its being the main requirement of people are tried to be shown with samples within definite programs. In addition, with applied studies in various branches, it is a training period directed to create artistic product.

Creative, inventive and free individuals should be grown against all the ideologies, dogma and pressure which limit the freedom of thought and prevent free life. Humanity owes the developments which gather speed to creative ones who think different from every one (Ilhan, 1995). It is the need of our era to create the functional and aesthetical objects. Creative people find new solutions to new problems by according with new conditions easily (Alp, 2009). Creativity is the most important intellectual element to determine the result in competition



among societies (Aktaran: Etike, 1995: 33). In a process or concept to be told as creative, there should be renewal, originality, prodigiousness, exception and difference may be found and these characteristics should be harmonized and synthesized (San, 2008).

Creativity in visual arts is the compound of technical data, sensual richness, excellence feeling, and visual-sensual intellectuality more than mental - mathematical intellectuality, over wise and expertise, skillfulness (Atalayer, 1994a: 103).

Person who is robotized, cried and isolated individually may know, tell himself/herself and communicate with the society through creative art activities. On the other hand, they contribute to developing of society with new ideas and inventions (Etike, 1995). When looked from general view, art education provides original, creative, investigative and researcher identity to individuals; provides self-reliance by developing intellectual and cultural point of view. By developing critical idea and power of sense, healthy communication is provided in gathering problem solving and sight. With technical data and abilities, affective, spiritual, sensual and cognitive power is developed; the individuals who overcome problems and who state himself/herself are educated (Artut, 2006).

Art education is required to educate the power and potential of people and to rationalize the aesthetical idea and sense. In supporting observation, originality, invention and personal approaches; develops the practical idea. The ability to animating and offering the ideas with various tools contributes to the educational success of people in artistic and scientific jobs. Aesthetical view and sight of the one who learn to think with values and to realize with qualities are expanded (Yolcu, 2009).

The ethical value and aesthetical value are provided to individual with art education (Özsoy, 2007: 47).

The terms aesthetical education and art education are generally identified. Aesthetical education is not accepted alone as an education because it does not have any specific topic. Aesthetical values do not create a specific objective area and it is seen in internalizing the world perceived sensually by people (Transferred by: Akin, 2006: 24). Aesthetic education is given during the art education within art education lessons, topics and applications. With such a transferring way, by giving aesthetical sensitivity to the ones who get art education, aesthetical perception, point of view, sight and understanding are given to these people. Thus, art education is the main and the most effective tool in providing aesthetical regard.

Read defines aesthetical education as the education of senses depending on conscious and individual provision and mind (Transferred by: Akin, 2006: 46). In a qualified art program, students develop their perceptual, interpretive and analytic abilities. They learn to find meaning with visual objects. As they use the language of art, they can state their ideas truly. Their ability to get aesthetical regard is getting better. These students understand the infrastructure which creates the base of their culture and they become more sensitive. A qualified art education program teaches the students the way to use provisions and elements of artistic arrangements aesthetically in stating the ideas, excitement and values visually (Akin, 2006).

Serap and Ufuk Buyurgan (2007: 4) argue that a qualified art education can be applied with:

A point of view which is aware of the existence and importance of art education,

An education program which renew itself in accordance with the changing and developing conditions of era,

Qualified art educator,

Enough course time and

The equipment and instruments well for the aim...

Aesthetical Education in Fashion Design Education Through Art Education

In this era in which we live the period of technology and machine, we need art education, aesthetic education more than the other eras. Industrial age teaches us new thought systems. People should be creative and constructive. If the industrial age is seen only as a technical term and if a modern thought system was not created; then a modern life shall be difficult and it shall not be more than imitation (Buyurgan, 2007).



As a need of the age in which we live, in the achieved industrial and technology environment, each product requires an education system including its time interval (Atalayer, 1994b). Art services to industry with the age of technology. Especially in America, art is required to provide service for industry. It is aimed to raise the quality by growing new designers. There is an increasing demand for better and talented designers day by day (Erbay, 1997).

A contemporary art and education applicable for the existence of industry technology can be humanized by giving life and soul to the machines and their products which have the integrity of mind-function (Atalayer, 1994b).

Vocational art education, being different from general art education, aims to develop human power which can adopt the developing technology and the requirements of age and the art educators to grow this power (Alp, 2009).

In Germany, Bauhaus school which was found by Gropius in 20's is the leader and the best example of art and design education given turned to industry. This school which integrates art, applied arts and craft reflects the aesthetical understanding to products and it can be functional, too. The reflections of this school which marks a new epoch are seen still. This cult which aims to meet the needs of industry with Applied Fine Arts School in Turkey does not continue completely but inspires a lot of design schools today.

For Pektaş, technical and industrial products are the products of a design such as the work of art; thus each of them is also an aesthetical object. Work of art is only an aesthetical product as an original feeling, idea and imagination; but function design should be taken into consideration besides aesthetical design in design of product (Pektaş, 2011: 223).

Each of the produced objects is a commodity and they have a value in economic structure of our age. Each design is also a commodity but it is not true to say that each commodity has an aesthetical value. The designs of commodity depending on obligational effort and machine rhythms are rough and they are strange for people because of their vulgar structures. The products of such a strange reality which pollute our life and environment and communication can also be equipped via creative effort with humanitarian value (Atalayer, 1994b).

The individual of whom aesthetical value is trained can use technology better than an engineer or a technician for creating "aesthetical beauty". The one who don't get art education, whose abilities are not developed, whose abilities are not professionalized and who don't have aesthetical background is not successful in creating an aesthetical design (Atalayer, 1994a).

In this data and informatics age achieved with the developing of industry in line with technology, creative ideas and products should be designed which are appropriate for the speed and dynamism of the era, the life styles of human and social events and their sense of art and appropriate for the spirit of renewal and changing at the level to meet all the points. Textile and outfit sector developed with the proceeding of technology and industry has played an important role in development of country in Turkey. It is not enough to watch the technology in outfit and fashion sector in which idea and design are important besides production. The products produced with technology are designed with creative idea just as the power which designs technology and which is generated by creative.

With the changing of locations and places of countries in global markets as a result of globalization, the location of Turkey which is a cut producer in fashion sector is also changing. In today's world where branding is getting important, the quality of products and their creative and aesthetical design get the first line in parallel with the usage of technology. In order to create aesthetical designs by isolating cut production and imitation, the need to qualified education in fashion design is generated. With the aim of meeting the demands of sector by seeing this need, the departments of fashion design are given education in state and foundation universities, especially in İstanbul. The number of these departments which give education at graduate level is about thirty. However, when the programs of these departments are investigated, it is determined that art education



lessons are given enough. Fashion design education given as oriented to production in a lot of department lost its validity in today which requires renewal, creativity, aesthetic and originality.

The power of branding and design determining the national and international competition is shaped in line with aesthetical appearance which affects the customer besides quality and functionality. Thus, the designers to be grown for this sector should be educated within this conscious. In such an area where aesthetical appearance is important, the designers should have an aesthetical point of view.

Hablemitoğlu states that there is a relation between the desire of being adored by others and themselves by wearing the clothes they choose and aesthetic. Aesthetic put the other factors designing the quality of cloth into shadow thanks to this effect (Hablemitoğlu, 2006: 3).

Customers evaluate the quality of clothes not only according to the functionality, but also to “aesthetic” factor which defines a satisfaction and pleasure depending on sensual, emotional and cognitive perception (Transferred by: Hablemitoğlu, 2006: 2).

The designer of a cloth who put the aesthetical value to the cloth as a commodity should have a qualified education based on art education besides vocational and technic data. Alpan emphasizes that the main determining factor in textile and cloth designing, which is defined as an artistic activity are, is artistic creativity (Alpan, 2003).

The design elements and principles which provide formal shape to cloth should be organized to give aesthetical pleasure in generating the appearance of cloth, as a commodity. In order to actualize the original and creative ideas of designer which are generated by internalized in inner world of designer through textiles, accessories and required materials visualized and drawn with an aesthetical point of view, the main design elements, in other word the main point of art and art education, should be known and applied well. Visual elements and values of basic art education which are required to be applied for fashion design are grouped by Atalayer in the way given below:

Elements of Aesthetical Statement: Style, Rhythm, Move, Plainness, Harmony;

Effects of Aesthetical Elements: Beautiful, Good, Well, True, Nice, Magnificent, Funny, and Great;

Elements of Internal Aesthetic: Meaning, Function;

Elements of Narration Technique: Point, Line and Stain;

Elements of External Aesthetic Appearance: Form and Style, Light-Shadow, Color, Tissue, Direction, Measure and Interval (Atalayer, 1994b).

Fashion designer can only gain the aesthetical sight, creative, innovative and original idea, artistic and sensual education via a qualified art education and environment. By taking the fashion design training into consideration, the lessons such as basic design education, figure drawing, technical drawing, fashion illustration, history of art, contemporary art history, and aesthetic and art philosophy should be obligational in fashion design trainings (Başaran, 2013). The training programs prepared in line with the conditions of age and special requirements of the field should be conducted with qualified trainers, by separating enough time and with various and matching equipment.

The fashion designer which was educated in such a qualified training can ground his/her designs on intellectual base by developing his/her imagination with gained education. He / she can reflect his/her ideas to the designs. He / she moves by taking the aesthetical pleasures of the age and society in which he live into consideration and uses the elements and previsions of design in his/her designs in the most effective and better way. By developing the visual and sensual side, he/she can use this side in thoughts and practices. By taking into consideration the psychological and aesthetical effects of colors, he/she can give color to his/her design in the better and right way. He / she can gain the integrity of aesthetical appearance in designs. He /she can picture the ideas in his/her dream in a right and understandable way or an artistic way; he / she can develop the creativity and design more functional or private use products. By learning the human body better; he / she can produce ergonomic, functional and aesthetical clothes.



CONCLUSION

Art is an indispensable part of human life. No matter where we look, we see the works of art and design. However, we see the reflection art and design styles in our environment from the plates to clothes and furniture which we use almost every day (Transferred by: Mercin and Alakuş, 2007:15).

Thousands of objects designed for our usage in our life are goods at first and they are commodities which has exchange value in market. However, we do not buy almost an object only for its functional aspect. While we buy an object, besides the function and quality of an object, the appearance of this object is an attractive point when we buy an object.

Especially in our wearing and accessory preferences, our satisfaction in terms of their appearances becomes the first point in our preference to buy such materials when compared with the functions and accessories. The appearances of clothes and accessories attracting us by addressing our senses are the most important means when we aestheticize our body for others or for us. We show the action of purchasing because of the intention of having the commodity as a result of the aesthetical pleasure in our sense even we do not need the commodity because of its function.

When we look from the fashion of clothes and accessories, the designers who gain aesthetical point of view are grown by gaining art education besides vocational and technical education in fashion design departments of universities within increasing demands.

The developments and innovations in technology, science, art and design and increasing knowledge make it obligatory for us to keep up with the age. With an active, innovative and flexible program; an environment where students show their creative powers clearly and show their ideas easily; a rich environment should be created to feed their ideas. A technical and vocational education based on art education should be given for effective and quality fashion design education. The designers whom senses are open, who thought creatively and originally, of whom aesthetical sight is developed should be grown. In order to give required aesthetical statement and point of view to fashion designers, the art lessons should be included in education programs. Artistic activities should be conducted inside or outside the school; Current art activities in domestic and abroad should be followed and participated.

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