



KINDERGARTEN ARCHITECTURAL DESIGNING OR PLANNING PRINCIPLES

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Article history:	Abstract:
Received August 13 th 2021 Accepted: September 13 th 2021 Published: October 18 th 2021	This paper describes the principles of kindergarten architectural designing or planning for a better and efficient educative environment for the children.
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Children are small and future-building members of society, and at ages 2-10 years, they get the most influence from their surroundings in order to form their thoughts and creativity from the environment, presence in spaces and places that motivate children's creativity and the possibility of change in that space by the child and in his desired form leads to the stimulation of his feelings and chastity and the mental context. Creativity becomes a child. Today, the majority of urban spaces that are allocated to children and their educational and educational resources are usually the same closed and introverted spaces of residential uses that with little change become unstandardized and low-yielding virtues. Today, in most developed countries of the world, it has been proven that the impact of Bahaz's spaces and Fabio-inducing elements such as light, color, water and plants and the ability to flourish the talents and creativity of children has a significant impact. Also, kindergartens as the first educational spaces of children have a three-point role and creative courage of children. The present study, which has been the result of library study using descriptive- interpretive method, examines the opinions or justified about of children and needs and needs in educational environments and kindergartens. It deals with the issue of creativity and demagoguery in children and finally explains the criteria and characteristics of kindergarten which leads to creativeness in children with environmental stimulations.

1. Fabian factors of the environment: creating landscape in a Fabian environment helps to grow creativity (McCoy and Evans 1,2002) Even the presence of plants in the interior affect the mood and creativity process (Shibata2 and Suzuki,4002).
2. The shape and breadth of spaces: The shape and size of spaces can pave the way for the gathering of individuals and create groups for interaction and social relations (Hornacer,35002). The amount and type of group orthoba has a positive effect on creativity process Space meta-pack (in terms of shape, size and performance) immediately increases the amount of orthoba and has a positive impact on the quality of these interactions, also affects the growth of creativity.
3. The use of children's works: as well as the works of leading artists in decorating the space and creating a space that allows the release of the work (from day to day), also has a positive impact on the development of the child's creativity (Edwards and Springitt4,5991).
4. Considering the background of this study, the effect of two factors of stimulating the physical elements of the environment (plants, light and water) and flexibility of functions 5 in promoting children's creativity, the results showed that the elements of Fabian stimulus and flexibility of functions increase the child's curiosity and motivation for play and participation in team work and pave the way for his fantasies (healing,011-8831:401).

HYPOTHESIS:

1. Hypothesis: It seems that creating play spaces for children in different age groups and creating challenges in the child's mind creates and enhances creativity.
2. Hypothesis: It is assumed that creating spaces that can be changed by children and transformed into a new space causes children's creativity and creativity.
3. Hypothesis: It seems that the combination of colors and differentiation of environments through color can be effective in enhancing children's creativity.
4. Hypothesis: It is assumed that creating green spaces has an impact on enhancing children's creativity.
5. Hypothesis: It is assumed that creating exciting spaces and connecting children with plants and planting and keeping them is effective in raising children's disturbances.

In general, the aim of this study is that children by being placed in appropriate educational and recreational environments in order to observe the principles and foundations of creativity, their creativity is strengthened and in the path of intellectual and mental development and the production of new thinking in the fields of disruption is very important and by creating creative environments can be talented and creative children. Upgrade.

1. SPECIAL ENVIRONMENTAL GRAPHICS FOR KINDERGARTEN

The space in which the child grows can play an important role in the formation of the child's mental and mental and ultimately the child's personality. In the meantime, kindergarten plays an important role as the first social space in which the child enters. The nursery environment should be tailored to its distortion and according to the recognition of the psychological and psychological characteristics of children. Farah can help from recognizing the colors and especially them, line, form and space to communicate effectively and create a desirable and pleasant atmosphere for the development and development of the child's thoughts and development. In the kindergarten building, child-centeredness is a priority. It means that the building must or children to be extrajudicial. This space should provide safety, health, health and comfort issues for children from the 3-month age group until the end of the age of 6.

2. Environmental Psychology

The specialized field of environmental psychology emphasizes on the impact of interaction behavior and physical factors and conditions of architecture and space of the environment more than other aspects. In environmental psychology, the need for continuous cooperation and exchange of ideas with other experts in social, cultural, physical and architectural aspects has always been tangible. Researchers in Gestalt books pay more attention to environmental conditions than other schools. Kofka (1935) One of the founders of this school separates the environment into two geographical and behavioral types, in his view, the geographical environment means the environment that exists abundantly and the behavioral environment as experienced by the individual (Mortazavi,1367). On the other hand, researchers at Gestalt School believe that behavior is subject to the interaction of factors that originate from the individual on the one hand and from the environment on the other hand, one of the most important foundations of this theory is: behavior is subject to the characteristics of the environment (the same source).

3. An Approach to Color Psychology

Psychology is a knowledge that deals with the mind, with thought processes and chastity, byreferring to the behavior and study of mental, emotional, dreams and everything that a person experiences that these categories are rooted in the conscious, semi-conscious and unconscious. Self-awareness is part of the layer of personality that comes from thinking, feeling and will and the person is aware of it, semi-conscious is called phenomena that if we pay attention to them, we can be aware of them (somewhere between sleep and wakefulness) and unconsciously is a set of all thoughts of dreams, desires and emotions, etc.that appear unconsciously in our behavior. And the person is not aware of it. Color affects all levels of personality, including conscious, semi-conscious and unconscious, and we will have behavioral reactions by receiving color from ourselves. Experiments in which people are forced to think about the psychological aspects of crimson have at times changed to full- fashion, which has shown that this color stimulates the nervous system, which means it raises blood pressure and speeds up the skin and heart rate. Therefore, red color is a stimulant factor in terms of its effect on the nervous system, especially the sympathetic branch of the automated nervous system. On the other hand, similar experiments on the blue color of garlic have reversed results, (Lowshar 1389). blood pressure has decreased and the rate of one and heart rate has decreased. This reaction, in addition to its psychological and perceptual aspects, has a physiologic and physical aspect, which is why color is a psychophysiological phenomenon that is created in our minds and psyches and will not have any obstacles outside the mind.

1.3. Color and its impact on spatial perception

Colors have a significant impact on humans. Colors dominate humans. They can create feelings of health, discomfort, passivity or being active. Painting factories, offices, schools or hospitals can have a positive impact on patients' health, which will be applied indirectly with larger or smaller room looks and thus the impact of the place that increases the engraving of restrictions or freedom (Noifer, 1386).

Intelligent color in space can affect people's thoughts and evasiveness, enhance the level of powering, attract attention and also adjust the main text of space. Here are some of the characteristics of colors in interior and architecture:

Warm colors are front-ding and cold colors are pack-oriented, meaning that hot colors have higher full wave and cold colors are shorter than full wave. As a result, warm colors are seen earlier.

Warm colors have an active, stimulating and even stimulating effect, but cool colors are used for relaxing and relaxing spaces.

The effect created by colors depends more on the darkness and clarity of the position. Warm bright colors are stimulants if placed above in psychological form, if used at the bottom, have a elevating effect. If they are located in afraf, they have a limited effect on thereceiver, and if they are used under the work, they transfer the afminan state (the same source).

Bright colors in small space visually show space large, and dark colors in large space make space smaller.

The brightly colored object is visually estimated to be larger than the actual size. In the meantime, the yellow color is wider and then white, red, green, blue and black

The light-colored object is seen larger when placed in a black background, and the dark-colored body looks small when placed in the bright field.

2.3. The effect of color and form on the child

In the role of color in the image, we read: color is closest to human emotions and emotions, and the role or form of color in art is more motivational than anything else, while the line accompanies more thoughtful qualities (Akrami, 1384). The child's fabiyat is full of bright colors without which half of the world's imagination, beauty and love are hidden, addressing the color of a unique opportunity that allows Farah to express her mental imagination within farah's framework, in a pleasant and pleasant way to show the viewer about the place of form and color for children, in the book of painting and color:

In childhood and between the ages of three and six, the child is more affected by internal pressures, has a passion for color and considers it a priority over the form of objects, but gradually as he decreases his dependence on color, his interest in the primacy of the form grows. Most children under primary school, i.e. between the ages of 3 and 6, show a strong interest in colors, but at the age of 7 to 9 the age of 7, they pay attention to the form and this interest is maximized at the age of the child, in parallel with the child's age 9, tendency to fabiyat and form.

3.3. The effect of color of the surrounding environment on the child

Children are curious. The desire to search for and understand The Environment of Afraf is evident in him from the early months of his childhood. Curiosity and the need to know a major contribution to the child's knowledge of their surroundings and this carving has caused the child to have the necessary motivation to be careful in seeing and hearing. Color plays an important role in the spaces used by the child. Color can be used as a means of communicating with children because the child loves colors and simply reacts to it with their own language.

4.3. Color of its effect on children's intelligence

A lot of compliments of intelligence are provided. One of the earliest interpretations proposed by Wexler in 1985 was that he considered intelligence a general concept that includes the ability of the individual to transcend purposefully, regional interpretation and collision with the environment (Marnat, 1375). As new born body has the necessary capability and capacity for proper nutrition, exercises and physical exercises. Azla, the baby's muscles and joints under such activities have greater abilities and capabilities, and mental ability and intelligence-related actions, such as his body, can be said that the development of intelligence depends on increasing the magnitude of the five essential carvings of the Kahdak, one of the most important senses. It is the visual carving that stimulates this carving, which increases visual intelligence in the uhodeck. The use of high-wave full-wave colors in the spaces used by children (kindergarten) attracts the child's attention and consequently strengthens the child's visual power and increases his intelligence.

5.3. Color and its impact on creative activity

Colors can be used to enhance the clarity of thought and promote mental activities. By combining disruptive colors and neutral colors such as pure white or beige, any independent element can be widened in the fazha fahour shahaf and give it a specific place and indicators.

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