Mutual Interaction Between Literature and Architectural Space

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Abstract---Examples of the interaction of literature and architectural space are considered in this article. The considered examples demonstrate the role of literature in solving various architectural problems. For example, social tasks related to the safety of the urban environment, in the creation of a unique image of the city, the development of stylistic trends, environmental problems. Human perception of architectural space, described in the literature, can make an invaluable contribution to scientific research in the social and humanitarian direction. The description of architectural spaces allows us to identify the level of comfort, the influence of architectural objects and landscape on people, the correspondence of the urban environment to the worldview of the townspeople. Both directions have huge scientific potential in research activities. The result of this research is the interpretation of the literary description of the subject environment of applied folk art in a modern interior. The architectural space has a scenic character reflecting the literary descriptions of the yurt's interior. This approach can be used as the main direction in the development of the concept of architectural spaces for different

functional purposes. This article examines an example of a kindergarten organized according to the principle of "the walls teach".

Introduction

In literary works, there are often models of the space of the urbanistic environment. Typically, this model takes the form of the so-called "artistic image" of the city. In the literary sources can be reflect a critical, negative reaction to the urban environment. And also, positive descriptions of fixing different levels of living comfort and emotional experiences associated with the urban landscape. The mutual interaction of literature and architectural space gives productive results for various areas of scientific research, as well as improves quality and creates comfortable conditions for various types of human activity (Amandykova et al., 2018; Carpo, 2021; Hill, 2019).

An example of the influence of literary descriptions on the solution of social problems related to security is the book by Jane Jacobs "Death and Life of Large American Cities." In the 60s of the twentieth century, the idea that spatial and environmental aspects can play a role in reducing the level of crime was one of the first to be expressed by Jane (2011). In her book "Death and Life of Great American Cities", written 50 years ago, has long become a classic, but still has not lost its revolutionary significance in the history of understanding the city and urban life. Using personal observations, she suggested that crime could be reduced by properly orienting windows to the street (planning technique "eyes on the street" - eyes upon the street), a variety of services, clear demarcation of private and public spaces, as well as the placement of courtyard spaces in the immediate proximity to heavily used urban areas.

An example of a literary description of the verbal modeling of the spatial environment of a city is the "Petersburg myth". In Russian literature, the "Petersburg myth" is of particular importance. It was formed from the variety of artistic reflections of the city. So, there are "Petersburg of Pushkin", "Petersburg of Gogol", "Petersburg of Dostoevsky", "Petersburg of Blok", "Petersburg of Andrey Bely". The phenomenon of the emergence and existence of the "urban myth" is an important component of urban culture. This is a kind of reflection of the "soul" of the city, the verbalization of the spatial sensations reflected in the subconscious that are present in its artistic descriptions. In this regard, the importance for the development of urban architecture of the connection of such artistic models of the city with its real and developing contexture is clear (Norlund, 2020; Oscar, 1973; Ruiz, 2019; Miall, 1985).

Uncomfortable perceptions of the urban environment are given in the novels of A. Kekilbaev. G. Gachev, analyzing the descriptions of the urban environment present in the novels of A. Kekilbaev "The End of the Legend" and M. Auezov "The Way of Abai", notes that these descriptions reflect the perception of the city by a nomad leading a traditional lifestyle. In these works, the city and the urban environment are presented to a person leading a nomadic lifestyle as an alien and

incomprehensible phenomenon. In the novel by A. Kekilbaev, one of the main characters - Zhappar, "an architect from nomads", builds a high minaret in order to literally "broaden one's horizons - and through the Vertical line return to the immense width and distance of the steppe and see it over the crowded steppe like a slave bustling city ". Climbing the minaret, he looked into the distance "… and he also dreamed that the expanse, rapidly approaching from behind the suddenly opened line, was hurrying here to free him, a loner, a stranger, an orphan who had lost his free steppe and was immured alive in brick walls". In M. Auezov's novel, one of the characters named Baidaly tells the main character of the novel, Abai, about his impressions of the city: "Even our horses are scared on the streets of the city. Close to us here. It can be seen that for the steppe people the city is like an off-road. "These passages clearly express the feeling of a nomad when faced with an unusual urban civilization. It took a considerable time the urban environment to become perceived, not yet comfortable enough, then at least not hostile (Eilouti, 2019; Stamps III, & Nasar, 1997; Mahdavi-Hezavehi et al., 2017).

Literature review

The interaction between comics, fiction and architecture is a creative approach. Comics are used as a graphic tool for the interpretation of architectural themes, from criticism and creative philosophy to teaching services (Grau & Barchino, 2021). In the journals D.Kh. Lawrence, W.H. Auden and others, presented to close reading not only fiction and poetry, but also buildings and architectural publications. Studying architecture as a "new three-dimensional poetry", these figures combined the words of Le Corbusier "Home is a machine for life" with I.A. Richards' book "a book is a machine to think with" to create a shared critical impulse in the 1930s and. 1940s by Maher (2019).

Fiction, especially in films and novels, can be used in many ways to reveal the invisible works of architecture. It aims to both forge connections on a variety of scales, from architectural details and interiors to urban strategy, and, with apparent contradiction, encourage ways of thinking about space that transcend these and other categories. This text takes advantage of the privileges of fiction. He switches between one space decoding method and another Shonfield (2000).

Methodology

The methodological basis of this research is the symbiosis of literary and architectural design activities. The texts of literary sources, illustrations of the subject environment of folk applied art used in the educational process are interpreted into the elements of the interior design of a preschool institution. Thus, the subject-spatial environment of the interior has a specific design, and creates an environment corresponding to the literary description. The social "responsiveness" of architecture makes it an expression not only of the ideological, political and material and technical intentions of society. Her artistic language is one of the most fundamental and visible exponents of the spatial representations of society and the changes taking place in it. The qualities of the architecture described above contribute to the development of a plot basis and new thematic directions in literature (Hubbard, 1996; Wirakusumah et al., 2021; Srivastava & Mishra, 2016).

Results

Students of the Design department are provided with educational materials intended for preschool children. The thematic section of the educational process is devoted to the study of Kazakh folk applied art. Educational materials are folk tales, poems, illustrative images of objects of applied art and their functional purpose. For example, the book by the Kazakh archaeologist and historian A.Kh. Margulan "Folk applied art", the poem by S. Seifullin "The secret chest" ("Cheese sandyk"), as well as the game "White chest blue chest" (Ak sandyk-kok sandyk).

The chest is one of the brightest objects of folk applied art, without which it is impossible to imagine a traditional Kazakh yurt. From time immemorial, the chest has replaced many interior items. It played the role of a chair, table, wardrobe and even a bed. In the chest clothes and shoes, dishes and food, documents and jewelry were kept. Thus, the chest is a multifunctional item. Depending on what was stored inside, the Kazakhs' chests were divided into types. There are several types of chests in traditional culture. It is designed for storing things, materials, fabrics, bedding. They are carved and decorated with semi-precious stones. On such a chest there was an ornament, mostly rectangular in shape. Kebezhe - designed for dishes, food storage. Decoratively decorated with bones, silver, carved ornaments. Made of such wood as elm, birch, oak. Sandyk - for clothes, it is also designated as a piece of furniture. Zhukayak is a sandyk stand, used as a shoe stand (SHILDERKHANOV et al., 2018; Thompson, 2020; Kukil, 2021).

Based on the result of the analysis and the studied literary material, a paper model of the lamp was developed and executed, and using a 3-D program, the design of a fragment of the interior of a preschool institution. The results of this work were introduced to the leadership of preschool education for practical implementation.

Figure 1. Lamp. M.A.Chatybekova's work

This lamp can be used in both interior and exterior space. The image of the chest is interpreted in the form of a cube, the decorative elements of which are stylized as national decorations. In the form of decorative elements, stylized images of tumar are used - a chest decoration, a symbolic meaning - a talisman. And also, the bride's headdress - saukele, the ring "Kudagi zhuzik" - a ring - a traditional gift from the daughter-in-law's parents to a young mother-in-law, "zhumyr bilezik" - a bracelet.

Another example is an outerwear wardrobe. The wardrobe is also equipped with modern details such as sliding doors and decorative niches.

Figure 2. Exploratory model

Figure 3. Sliding door wardrobe. Student's project: Zh. Imanbayeva

Thus, the task at hand is the creation of an educational environment, the basis of the methodological material of which is made up of literary sources and a specifically organized spatial environment (Tolegen, 2021; Tolegen et al., 2018; TOLEGEN, 2021). The subject-spatial environment is created by the method of interpreting the figurative solution, but with the preservation of the functional purpose of the elements of the national applied art. This approach will make it possible to implement the idea of "walls - teach". The daily use of a specific subject-spatial environment, as well as the theoretical study of their history, can become a unique pedagogical approach in the upbringing of preschool children.

Discussion

Currently, the process of modernization of the pedagogical methodology of Kazakhstani preschool institutions is underway in order to increase the developmental effects of the subject-spatial environment, stimulating the educational process. The developing subject environment is a system of material objects of a child's activity, created to simulate the spiritual and physical development of children. One of the main conditions for the formation of a developing environment is reliance on the implementation of a new pedagogical approach. Another very important aspect in organizing a developmental environment is the build up of a creative atmosphere. The increased attention to the implementation of the concept of a developing environment is aggravated by the large economic and political changes in society that have taken place in recent years. These changes have had a significant impact on the development of the entire educational system and the problems of organizing the subject-spatial environment (Putrayasa, 2017; Hoang, 2019; Suryasa et al., 2019).

In the pedagogical methodology, this is, first of all, the development of new educational and methodological materials in the Kazakh language, the illustrations of which are presented at a high polygraphic level. Changes have also taken place in the content of textbooks. In recent years, in the entire post-Soviet space, the search for national identity in the development of cultural processes and in-depth research of an ethnic character have become relevant. Design

activity has become an integral part of the creative process (Lewis & Lago, 2015; Shi & Yang, 2013; Murphy et al., 2013). Design today is perceived not only as a comfortable, functional environment but also as an educational technology included in the educational program. In design lessons, children can design and implement in the material their own ideas about the functionality of things, their reliability, ease of use and beauty, a holistic and harmonious object environment. They can create for themselves didactic aids and toys, play costumes, educational play equipment from available items and materials, including furniture, etc. The issue of the artistic and figurative solution of the spatial environment of preschool institutions is especially highlighted. The subject-spatial environment, being a part of the educational and upbringing process, puts forward a material culture that expresses the taste preferences of society in a given space-time stage (Zeman, 2020; Udendhran et al., 2020; Besker et al., 2018).

Conclusion

The development and interaction of literary and architectural activities contributes to the development of a creative direction and an effective search for internal kinship with heritage, the preservation of traditions. An attempt by creatively gifted specialists to merge the past, present and future into an indivisible whole, cultural search should be reflected in curricula. Such dramatic changes contribute to the modeling of aesthetic attitudes and the formation of the worldview in children. Therefore, the content of pedagogical education should be developed in the context of the situation in the cultural area. The effect of these events can be the formation of a new type of thinking and methods of understanding the world.

Gratitude

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