Creation of a network of creative zones on the basis of factory territories with the use of innovative achievements in the field of environmental design, the placement of artistic-type catering establishments in these zones, spectacular equipped art sites, the location of small architectural forms and art objects, will give a new life to not used territories and increase overall creativity of urban environment.

Fig. 1. «Mechanics» art factory.

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CONCEPT OF FUNCTIONAL COMFORT IN DESIGN OF EDUCATIONAL SPACE OF THE HIGH SCHOOL

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Design of inclusive learning environment, made with taking into account the particular health of the students, it is important for the child who stays in this space for a long time. Visual perception of the image of the educational class (especially for multifunctional learning space) helps students: 1) to navigate the common space; 2) to separate functional zones of local space; 3) to have the choice of moving in the right direction; 4) to receive a positive psycho-emotional evaluation of the design of the room; 5) to develop the aesthetic taste of the child. The above components satisfy the aesthetic needs of students in harmonizing the learning space and have an impact on the emotional and psychological state of children. Therefore, improving the life processes of students with disabilities and their further social integration rests on the concept of functional comfort offered by researchers [2]. This is a concept developed in the mid-1960s. Its main objective is the interaction of design objects with the
environment and with the user of the design object. It should be added that to date, the ergo-design approach envisages the improvement of almost all types of active activity of students (educational, labor, sports, creative, gaming, etc.). The main thing here is the psychophysiological state of the students, which changes according to changes in its purposeful activity. According to scientists, an important criterion for the level of functional comfort from learning processes is the level of functional tension of the central nervous system of the child. During experimental studies of this concept, the researchers identified two main basic factors: psychological and psychophysiological, where the first component significantly affects the psychophysiological state of the student. As a result of obtaining high indicators of design-organization of functional comfort of educational space students have the necessary positive psycho-emotional state, which becomes a condition for a successful educational process. Therefore, in order to achieve high rates of implementation of this concept, designers and architects should take into account the degree of optimization of the behavioral and internal characteristics of students’ functional status. As a result of a positive attitude to the learning processes, the ergonomic design of the educational space of the secondary school should be aesthetically solved, in which the functional-technological and artistic-figurative components are harmoniously interconnected on the basis of an inclusive approach.

For example, analyzing the theoretical and practical experience of forming an inclusive design of a learning space based on the concept of functional comfort, it will be appropriate to focus on professionally defined functions that are professionally solved in the design organization of a school in Glasgow, Scotland. Students at this school have multiple health disorders: impaired vision, hearing, mobility, or cognitive impairment. The Barrier-Free Space of the School is an innovative, modern project designed to attend group and individual classes for students with special needs, namely:

- **for students with visual impairments**: the study rooms are equipped with the necessary equipment (PCs, video augmenters, 3D - Braille printers, tiflo players and other systems that improve the perception of information);
- **for students with hearing impairments**: specialized audio systems are used, auditory simulators which help develop auditory perception of information;
- **for students with impaired musculoskeletal system**: the study area is equipped with special tables with the possibility of adjusting their height.

Equally important is the design organization of classes where the issues of visual and auditory communications are professionally addressed. The clear organization of the school's teaching space allows students to move and navigate visually impaired and with cognitive or mental disorders. For comfortable orientation, the following components are used in the training space: the reception of color contrast (linear or on the whole surface, with respect to vertical and horizontal surfaces, taking into account the types of deviations of visual perception of color); the presence of directional pointers; tactile marks; embossed Braille characters.

Thus, the analysis of the material showed that the design of an inclusive learning space is based on a comprehensive approach that takes into account students’ personal health problems. Specificity of educational processes is changing rapidly due to the organization of design of secondary schools with the help of modern technologies and implementation of the best innovative projects created on the basis of the concept of functional comfort.

**References:**