

Comparing and Contrasting The Heritage Identity of Iraqi Architecture to That of Arab Universities (Developing and Applying the Concept of Innovation for Architecture Students)

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Abstract. University architectural education generally seeks to graduate a number of architects with the need of the labor market. Most of the study plans contain a number of method of teaching, that forms the architectural thoughts of students. Despite the student learning from the heritage of his country through the educational courses he studies, such as the history of architecture and structure materials & others, However, the rapid technological progress in the means of communication contributed greatly to more knowledge of the scientific developments at the architectural field. The question remains to what extent the students' trends in designing their projects during their study period are affected by the architectural cultural heritage and educational versus the factors that affect the thought directions of architects and designers in each of Iraqi cities such as Mosul, Baghdad and Salah al-Din. Concerned universities contain in describing some of their courses the concepts of heritage architecture, and the percentage of students' orientation in their graduation projects towards using the vocabulary and content of the urban heritage was few, and the sample members are more supportive of the need to preserve heritage architecture through the use of its vocabulary and contents in their projects. The study's problem is The lack and weakness of cultural concepts in the architectural departments, which are concerned with heritage architecture and its vocabulary and its cultural and scientific appeal, which in turn is reflected in the lack of local heritage architectural production and the tendency of local architecture towards alienation despite development and modernity The Study's Questions is Does heritage architecture negate sufficient interest in the educational process and its outputs in a way that contributes to preserving the cultural and architectural heritage of this nation? The result of this study is that the most important factors affecting their intellectual directives are meeting the needs of the user, adapting to the conditions of the surrounding environment, applying the concepts of creativity, distinction and innovation; Therefore, the study recommends more attention to the urban cultural heritage and the necessity Discussing the importance of preserving it and the mechanisms for applying it in study plans in practice and research.

Keywords: Architectural education, Cultural heritage, Sustainability, Preserving interior design.

Introduction

The period of university education is considered an important pillar for influencing the architectural designer in the first years of graduation, whose effects appear on the architect's outputs in his designs during and after study, and with other sciences, architectural education develops with technological progress in its curricula, teaching methods, and even its output. [1] The early

designers took advantage of nature with its raw materials and colors. The ancient architects were interested in studying crafts and training them, and the development of architectural education and beyond to include parts of the human sciences such as sociology, economics, housing science, city planning, and environmental matters such as ventilation, heat, and sun, growing up architecture and its symbols began to gradually decline. Al-Hazmi explained that every civilized entity develops its own architecture in accordance with its beliefs and lifestyle and It is based on roots extending from its past, and work must be done to revive the architectural character in modern buildings by introducing architectural elements from traditional architecture in Arab cities with urban heritage [2]. The heritage factors reconsidered one of the most important tourist attractions at the global and local levels, as they are considered the memory of identity and history, the protector of the culture of nations and a source of their economic resources. Therefore, the researcher sees the importance of studying & contemplating them and benefiting from them in contemporary designs to revive the heritage of the ancestors and the memory of the nation [3].

Methodology

2.The Method &Previous Studies: A brief presentation of previous studies that dealt with heritage architecture and the learning process in the departments of architecture and interior design is presented

2.1 The Concept of Traditional Architecture and its Importance For architecture students and professionals, the heritage architecture and its terminology An analysis of the literature on legacy architecture, including Islamic architecture, reveals that it shapes many Arab societies' sense of identity. Like other ancient structures, Islamic architecture from the past was regarded as having a compatibility with the demands of society&social and cultural life. And from the viewpoint of some, the economic potential, the wealth of local expertise, the advancement of technology, construction materials, building laws and regulations, and the orientation toward modern concepts were all used. The Arab architectural heritage is distinguished by an intellectual wealth that reflects Islamic thought, as this thought was able to articulate the architectural elements of ancient civilizations in a new formation that is in harmony with the concepts and philosophy that it brought. Design and beauty This architecture is characterized by a unique and distinctive character and design solutions in terms of functionality and beauty. In our research, this stresses the need to study this heritage with functional solutions in dealing with the internal spaces of traditional Iraqi architecture to show its advantages and importance. Civilizations usually arise through a set of interactions between several factors such as region Geography, space, culture, religion, economy, etc. Where the architectural character over time was a reflection of the prevailing civilized environment in the region at every stage of history, therefore, the importance of heritage architecture appears in its connection and interaction with the following aspects:

2.1.1 Environmental Aspects: Here it is possible to identify a number of environmental features of architecture in the Iraqi heritage cities, including recommending the interior to our fear, reducing the openings on the outside, covering them with grills for privacy, and protecting the courtyard with walls to reduce the effect of solar radiation. And the small percentage of the area of the external spaces, which are the streets, compared to the internal spaces, which are the houses, and the use of appendices and development for climatic matters. Its limitations are also considered anon-economic solution, but the content of interaction with environmental aspects remains the most important.[4]

2.1.2 Social and Cultural Aspects: There is no doubt that the buildings in the ancient time represented a reflection of the social life and the regional religious, social and environmental values in that era. It is confirmed here with this research that there is a similarity in many vocabulary in the traditional Arab architecture resulting from a similarity in the social values and the geographical environment sometimes, but there is for each region its cultural specificity that led to some differences. The idea of designing the heritage house in general is a reflection of the social requirements, as all its forms and elements are compatible and consistent with the needs and

requirements of the social life of the Arab family, its beliefs, ideas, customs and traditions. On the emergence of a special Islamic style in the architectural aspect throughout the Islamic world as a result of the interaction of several different technical and urban groups, and since the social needs of Arabs and Muslims are similar, their architecture was similar, as social relations have a role in giving a special architectural formation that corresponds to each of the societies and gives it personality and forms His identity is that achieving comfort, privacy, and safety for the residents of these houses is an important goal for the Arab-Muslim architect, in addition to paying attention to family ties within the house and to social ties within the community [5]. Thus, the traditional house has a social and cultural value at the same time, reflecting the identity of its occupants and fulfilling the conditions of their daily life.

2.1.3 Religious Aspects The religious factor had a great impact on the design of heritage buildings of all kinds, especially in the design of houses, as it affected the concealment of basic characteristics & its detailing of the traditional Arab house, in addition to highlighting the Islamic identity that distinguishes it from any manifestation in other civilizations. Things are the same organizing the behavior of man and society inside and outside the house, until the Arab house began to describe it in the Islamic capacity, based on this effect, and it included a group of elements such as:

1. The external entrance, the main door, and the broken corridor to provide privacy for the people of the house.
2. The internal openness towards the courtyards in a way that integrates with the architectural fabric of the neighborhood or the Arab city in terms of adhering to its houses and its neighborhood, so the city seemed as if it was a single house through the regular fabric of the city: - The inner courtyard, which is the nucleus of the house and plays an important social role, as it serves as a center for family social activities, and it is a courtyard in which all the life and daily activities of the family are held and helps to achieve intimacy in the building and between individuals and provides privacy for family members from the outside world [6]

In the context of preserving the heritage content in architecture The most important factors that affected the traditional building pattern as a cultural heritage in the twentieth century. The necessity of emphasizing in this research the urban style as a set of environmental, social, economic and cultural characteristics that interact with each other and result in the architectural style or character that varies with the diversity and multiplicity of these characteristics. The common characteristics of Arab architecture, and the ancient Muslim designer selected from the civilizations in the countries conquered by the Muslims does not contradict with the culture and his social and economic life. Recently, change and development have often become a goal that is not related to the local culture or social life. Inflight of globalization and the massive technological development, the Internet entered most homes and spread Information, geographical borders melted, interaction and communication increased, and traveling abroad became easier. Ibn Khaldun confirmed the idea of development and change by saying that the conditions of the world and nations and their returns and bees do not last on a single pace and a stable approach, but it is a difference over days and times and a transition from one state to another [7]. And just as this is in people, times, and cities, so it is in horizons, countries, and so on Time and states (God's year that has passed in His servants) and in this context many architects moved away from the local identity and some models of dependence on others appeared as Ibn Khaldun says in his famous Introduction that the conquered is always fond of imitating the majority in his embassy and attire, and all his conditions and returns permeate him [8]. All Arab countries were deliberately in favor of the strong states in the colonial stage and still are, and this is what is understood from what the Almighty says in describing the subordination of the weak in souls to the strong on the day of Resurrection in Surat Ibrahim, verse 21 [9]: For example, in our Arab world, it is the subordination of the vanquished to the dominant and the weak to the strong. Regarding the factors that affected the change in the building pattern in the twentieth century, Michael referred to the role of each of the increase in population and the attempt to imitate Arab life, and that the traditional houses with a courtyard are no longer economical in addition to the emergence of new building laws that obligate external guidelines and the emergence of modern

technology [10]. The following is a breakdown of the factors mentioned by religions in influencing the development of building style. For building in the Arab world, which in turn affects the choice and style of designers and architects during design. The most important of these factors are [11]:

1.2.2 Technology and its impact on contemporary architecture Construction was associated in the past with local building materials and relied on local capabilities in building and construction. There is no doubt that this option was available at that time, as there were no capabilities available today in terms of manufacturing and importing building materials, in addition to the development of the raw materials used in construction such as concrete, iron and other materials that helped [12]. Aloofi explained that the modern architectural environment lacked harmony and integration, and was dominated by the tendency towards the self-individuality of each building, as the streets were far from the human scale, and the squares became intersections for cars and not for humans [13]. Contrary to unity in planning the building in the past and respecting the human scale, and despite this opinion being correct in many places, it does not mean ignoring modern means of transportation, but rather an attempt to limit their use wherever possible [14]. Or small cities with a high population density in addition to that it reduces infrastructure costs. Eldemey also indicated that the development of architectural styles resulted from technological progress, which has become a process of continuous development and spread, and it has the credit for rapid urban growth, and that technology and modern trends in architecture are indispensable, but it must be well used as a tool to achieve locality and preserve the identity of the place in a way New ones that suit the current time and are in harmony with the urban environment and do not seem separate and far from the past [15]. There are examples of this, including the movable domes in the Prophet's Mosque for geometric motifs, as well as sandy-colored parapets decorated in blue with geometric motifs that are in harmony in color and shape with the old mosque [16]. There were a number of possible solutions according to modern technology, but this solution is related to the history of the place, its environment, its culture and civilization with an eye consideration. Laws and governing councils and their impact on contemporary modern buildings through perusal and investigation, he showed that the old connected urban fabric is a planning pattern that does not suit the requirements of modern Iraqi cities, and this is a reference to the impact of modern building laws [17]. As the impact of municipalities and local laws on a building style cannot be overlooked, and considering the decision-makers are members of the community, the laws must stem from the local culture, appropriate to social life. Noting that the laws of the front, back and side setbacks of buildings often enjoy the possibility of using an inner courtyard due to the insufficient space remaining after leaving the setbacks, which may sometimes reach 60% of the plot area [18].

2.2.3 Global development and globalization approaches Globalization has a great role in making modern technology available to everyone, knowing&applying it. Although technology has brought the distance closer to every researcher, scientist, scholar, and others, it has distanced members of the same family by occupying them with modern means of communication. This is what distinguished life in the past and is reflected in its architecture. Recent studies have shown that globalization means For some architects, a method of unification to understand the world through the media, the cultures of customers and the final society, similar architecture everywhere, any place loses its original identity, and this style appeared on the current Iraqi city. It remained in a state of conflict between heritage values and imported ideas. Importing western architectural forms that are far from the Iraqi culture and the social life of the Iraqis. Some successful cases that linked the local and the global, where they developed a local architecture that fits their place. It was classified into three groups. The first is trying to search for regionalism in the international framework. The second tries to revive the traditional architecture, and the third accommodates traditional types in modern forms [19].

2.3 The outputs of the university educational process and its role in the formation of students' attitudes within correct and elaborate components in an accurate and correct manner in preparing a highly qualified architect to continue successfully practicing a profession that lives in continuous and rapid development. In order to prepare this architect and interior designer, who graduates from educational institutions, to become a model to be proud of, we must work on continuous development to achieve the highest levels of university education that

is appropriate for universities. The education process generally includes many activities such as developing the mind, stimulating thinking, refining and building personality, and acquiring practical skills. Contemporary changes and technological developments have led to a revolution in information in quantity and quality, and this in turn led to the need to absorb this development and change during a specific and short period of time, as the university educational period is governed by the number of hours and weeks concerned for each semester [21].

Architectural education in all universities follows their systems in terms of the diversity of its distance between the requirements of the university, college, or specialization, in addition to containing many distances on two parts, theoretical and practical, in addition to the training phase during the last years of architectural education, and according to Al-Mansi, the educational process affecting the path of student change It consists of study distances, teaching methods, teachers; attitudes, the environment, and educational spaces [22]. This study is concerned with the first and second components.

2.3.1 Measure the distances there is no doubt that the principles instilled in this stage are fundamental to the structure of architectural education, even with the strength of the aforementioned factors mentioned in the item of factors that affected the decline of the features of traditional building as a cultural heritage in the twentieth century in influencing architects. Local and Historical Architecture in a Course on History emphasized the need of learning about the past of design and architecture and clarified that old structures have a significant impact and capability for aspect. on the the value of traditional architecture in the teaching of architecture by seeing an informal education experience at a Turkish university studying architecture interacted with modern practical requirements and needs, there are some universities that provide what develops the capabilities and creativity of students within their study period by providing practical training in specialized departments as part of the study [23]

2.3.2 Teaching methods and teachers' attitudes The method of teaching is related to the course as mentioned in what was presented in this research, based on recent studies and international sources with an educational framework in the previous country and the attitudes of teachers that they have a role in directing & forming students' ideas in terms of design, and the vast majority of the first architects who hold doctoral degrees and higher degrees are graduates Arab universities, where they were influenced by the Arab civilization and this trend, in turn, affected their educational attitudes originally from them and their design work towards forming contemporary and modern architecture [24].

The processes of developing education and its curricula face great challenges that are more difficult than merely importing or borrowing ready-made external regulations with the aim of moving away from imitation just for the sake of change, which is considered far from the foundations of education.

Through our research in a field study, it was found that there is an intellectual division between the architectural education curricula in the Arab world, with the importance of the specificity of the educational curricula of Islamic architecture in the Arab communities. Architectural education in Arab universities does not provide the security of evaluation and objective scientific thought. Scientific curricula need to present the history of Islamic architecture from an ideological point of view, and not only from a formal point of view, so that it can extract the long term, no matter how time or place changes, and even the changing characteristics can be determined by the change of place and time.

Table 1. Information available from the Department of Architecture at Jots University, Nigeria, about students; interest in traditional architecture

No	Percentage of those interested in heritage architecture from	Number of students interested in heritage architecture	Number of students	Year
1	45	14	31	1985/1986

No	Percentage of those interested in heritage architecture from	Number of students interested in heritage architecture	Number of students	Year
2	44.4	12	27	1986/1987
3	35	20	57	1995/1996
4	6	3	50	2002/2003
5	18	19	104	2005/2006

Source: Authors

Some architects working in the educational field, in their teaching of design courses, incite their students to direct their students and creativity that depends on producing work that is distinguished in form. Architecture familiar to everyone and design in its orbit will not produce a creator from their point of view, and in return they find the new strange in Western architecture across the world and available to everyone in our time. Some may resemble local cultural, societal and environmental values during that. The results of a study on curricula and architectural education courses in universities showed Al-Iraqiyyah that the architectural education curricula follow a professional approach that reconciles the methodologies of inference and induction, and the effect of its direction adopts the method of analysis, composition, limitation, and implementation. The academic stages and the logical sequence of the levels of teaching the courses during the study years is the most important, as the teacher, through his use of different and creative methods and strategies in teaching, has the greatest impact in reducing the desired goals of the courses, which motivates students to be creative and innovative in their designs. For students in the field of design, where the study of Al-Dehiwi shows the large volume of developments that have taken place globally at the level of architectural education in terms of information available on the Internet and programs to help architects in design, and this in turn affects the methods of education, which achieves the goals and specifications of the graduate and away from the components of the educational process first There is an additional factor related to the students' understanding of the external view and communication with contemporary Arab and local architects who helped revive the cultural heritage in their projects, as the absence of local architecture as a cultural heritage led to the obliteration of identity in the current architecture, and among these are some architects in the land who restored consideration to the concept of cultural heritage by looking at it From different angles, they used it in the buildings designed by Iraqi architects .Where we find distinguished works for them, and they are the most used for the cultural heritage in many residential and public buildings, and it is an essential element in the design idea. By presenting a form (4) models of the works of a number of Iraqi architects, this architectural movement must be shown in time through direct communication with students who are about to graduate to guide them Towards building creative ideas and projects of cultural importance in a modern form in the future.

3.The methodology of Study

The analytical practical study was shortened on the country of researchers, the Republic of Iraq, our home. The theoretical study included the experiences of other countries. The study includes a theoretical part showing the emergence and development of architectural education in the two countries. Architecture and interior design in several universities in two study regions from the same universities for recent years Analysis of the teaching plans for the departments of architecture and interior design in several universities in the two study regions of the same universities for recent years Analysis of the teaching plans for the departments of architecture and interior design from two universities from Iraq, Baghdad and the University of Mosul is the largest university Iraq and the oldest in the opening of the Department of Architecture, University of Basra, which is one of the Iraqi universities in terms of the number of students, Al-Nahrain University and Samarra University, and graduation projects for the years 2015-2016 and 2014-2015 from the same universities

The questionnaire was distributed to a random samples from purples , which are graduates of the departments of architecture and interior design for the years from 2010 to2016 from two Arab universities, the Egyptian and Jordanian universities. The Jordanian Hashemite university is the university, and the number of graduates from the Department of Architecture and Interior Design is approximately 720, and the number of graduates is 600engineers, male and female, from the Departments of Architecture and Interior Design. The questionnaire was distributed electronically through social networking sites with advertisements on study sites and from An-Najah National University 71 questionnaires were received by 2.7% of the study population from the University of Jordan, 38 questionnaires were received by 5.2% of the study population, and from Al-Ahliyya Amman University 68questionnaires were received by 11.3% of the study population. The questionnaire is divided into four parts, including personal information, and the second measures the extent of students' vulnerability In designing their projects during their study period or after their graduation with the architectural cultural heritage with five degrees T It is graded from 1 not agreeing at all to 5 very much agreeing. The third aims to identify the factors that focus on the educational process in universities, and it is measured with the same degrees. The second question defines the strength of the influence of a group of factors on the design of architects and designers entering their projects, and it is measured in five degrees, graded 1. It does not affect very much. The questionnaire was controlled by five academic specialists.

Results and Discussion

4. Results: To achieve the objectives of the study, three tools were used: the analysis of study plans for the departments of architecture and interior design, the analysis of graduation projects, and the analysis of a questionnaire targeting graduates from the concerned universities.

4.1 Analysis of study plans

Architectural education began in Baghdad and Mosul in 1980/1981 in Department of Architecture The student studies 173 credit hours, of which 115 are majors, of which 12 are electives, 37 are credit hours, specialization requirements. 12 elective hours, and its objectives do not include any reference to heritage work, but to architectural education in Jordan, where the royal will specified the approval of the establishment of the Department of Architecture within the University of Jordan, which was established in the year 1962 as the first Jordanian public university, and in the current year 2016 there are 19 departments of architecture indifferent Jordanian public and private universities The Department of Architecture in Jordanian universities did not include in its objectives any reference to heritage architecture. The study plan for the Department of Architecture in Jordanian universities includes 174credit hours, of which 27 credit hours are University requirements 23 hours College requirements 194 credit hours Specialization requirements 103 Compulsory requirements 21An elective hour. The interior design track was established at the University of Jordan in 2002& is affiliated with the Visual Arts Department at the Faculty of Arts and The design does not include any reference to architecture in its objectives. The study plan consists of 132hours, of which 27 are credit hours, 24 credit hours. College requirement: 66 credit hours. Compulsory major: 15 hours. The first private university in Jordan was established in 1990, which is Al Ahliyya Amman University. The Department of Architecture was founded in 2008. One of its goals is to develop students' abilities to solve problems and keep pace with the requirements of urban development and heritage preservation. The Department of Architecture was established at Al-Ahliyya Amman University in 2002, as the study plan showed that Students need to complete their graduation requirements of 166 credit hours, of which 27 credit hours are required for college, 106 credit hours for specialization requirements, of which 27 credit hours are divided. Requirements for 95 credit hours are support requirements, 5 elective hours, concerned hours. Which was established in the year 2000 and does not include in its objectives any reference to heritage architecture. The study plan includes 135 credit hours, of which 27 are compulsory specialization hours 66. By describing the distances in the Islamic University of Faza, it was found that the compulsory distances that are exposed to heritage architecture are (1) the history of architecture (2) Urban Planning (3) Principles of Architectural Design and Structures, equivalent to 15 credit hours, and some elective courses, which are

Palestinian Architecture, Architectural Conservation, Islamic Decorations and Arts, equivalent to 9 hours. It is expected that the graduate will study one of them, so the total will be 13 credit hours out of 115 hours devoted by 11.3% in the Islamic University for courses related to heritage (the page of the Department of Architecture at the Islamic University in Gaza 2016 and at An-Najah National University in Nablus and through the description of courses in Jordanian universities for the Department of Architecture It was found that the compulsory courses that deal with heritage architecture are 3: history and theories of architecture, history and theories of contemporary architecture and urban planning 2, which is equivalent to 8 credit hours, and some elective courses, which are urban design and preservation of the heritage environment, local architecture. The graduate is expected to study two of them, which are equivalent to 6 hours, so the total is 14 credit hours. Out of 124, by 11.3%, the page of the Department of Architectural Engineering at the University of Jordan 2016. As for the Department of University Architecture, History of Art and Architecture, Architectural Conservation and Restoration, Sustainable and Green Architecture, which is equivalent to 9 credit hours within the compulsory courses, the graduate is expected to study one of them, which is equivalent to 3 credit hours, so the total is 12 credit hours out of the original 106, by 11.3%, page of the Department of Architectural Engineering, Osman Private University, 2016.

Table 2. Information available from the Department of Architecture at deferent Arabs Universities,

No	Specially related courses		No. of elective specialized hours	No. of basic specialization hours	No. of college requirements hours	No.of university requirements hours	No.of total hours	University
	Percentage of specialization hours	Number of hours						
1	11.3%	13	12	103	21	37	173	Islamic University
2	11 %	14	12	114	21	26	173	An-Najah National
3	11.3%	14	21	103	23	27	174	University of Jordan, Department of Architecture
4	11.1%	12	6	95+5 evening	33	27	166	Al-Ahliyya Amman University
5	12.4%	9	9	72	24	27	132	Majoring in Architecture, University of Jordan, Interior Design track

Source: Authors

Analysis of graduation projects many parties were contacted to reach graduation projects, but there was difficulty in accessing similar information from all universities, and there follows a breakdown of that in the Arab countries based on graduation projects in Iraqi universities for the years 2016, 2015, 2014. The result was that there were two projects from out of 16 projects for the year 2016 containing ideas and elements related to heritage architecture at a rate of 12.5%, and their names are a layout on ideas and elements related to heritage architecture and an Iraqi cultural center. There are three projects out of 19 projects for the year 2015 containing ideas and elements

related to heritage architecture at a rate of 15.7, which is remarkable Attention that the names of these projects call for the use of heritage architecture, which is the Qadisiyah complex in the Green Zone, and there are three projects for the Tikrit Al-Firdaws complex and the residential floor. It contained symbols in heritage architecture, ahistorical community of Iraqi architecture, and the third was called Planning and designing a complex with the name of an Islamic identity and contemporary thought Where the planning idea was inspired by Islamic architecture, but the facades received wide glass areas that mimic modern architecture, and in 2014 there were two projects out of 19 projects ,and one of them was called the Development and Rehabilitation of the City Center of Mosul, which is a complex, and the buildings were of a nature that simulates the features of the old town, while the second was called Al-Jawhara Complex, with little descriptive success. a perspective of one of the buildings in the Qadisiyah complex project Based on the graduation projects in the Department of Architecture at the University of Baghdad and for the academic year 2014, the result was that there was only one project out of 25 projects with a rate of 4%, and it was called the Gatekeeper of Al-Salt City

As for the year 2015, the result was the presence of four projects that contain ideas and elements related to heritage architecture out of 46 projects with a rate of 8.8%. Their names are the Center for Islamic Research and Studies, the Jordanian Ummah Center. As for the interior design concern, it was found that during the years 2014 and 2015 there were no projects related to architecture. In 2016, there are projects. In general, projects related to heritage have received the following heritage elements: arches, domes, decorations, arcades, iwans, and the interior minority. It is noted that students lack interest in the vocabulary of heritage architecture in their projects. On the other hand, the follower of these projects finds a clear trend towards modernity regarding its flowing curves, slanted walls, wide glass spaces, etc., and this loses locality and identity. And in their interior design projects, it was difficult to introduce heritage elements because the interior design must simulate the design of the exterior architecture, and since most of the interior design projects are related to the cultural heritage, the interior design projects that used heritage elements contain heritage elements in the arches and focused on Islamic ornaments to reflect the identity Cultural interest of students in their projects in vocabulary and heritage architecture. The questionnaire was a third tool that clarifies the opinion of a random sample of the most recent graduates, both male and female, for further clarification and others.

3.4 Analysis of the questionnaire

The questionnaire targeted graduates of the departments of architecture and interior design from 2010 to 2016. The following is an analysis of the four paragraphs of the questionnaire **(a) Analysis of personal information.** The answers varied between males and females, so the number of females was (171), while the number of males was (63), which reflects the reality of architecture in universities. The Islamic University of Gaza had the most answers (89), then Al-Ahliyya University in Amman (68), and An-Najah University The number was (41) and the University of Jordan (38). As for the years of work, there were (139) answers for years of work less than two years (52) answers for years of work more than two to four years, then (45) answers for years of work more than four years to six years. **(B) Reliability analysis for the items of the second, third, and fourth questions.** Cronbach alpha coefficient was used for the items of the second, third, and fourth questions to measure the constant, and its value for them, respectively, was 0.7.1 and 0.7.99, as if it was greater than 0.7, which indicates the stability of the measurement tool for all items of questions.

Table 3. Information available from the Department of Architecture at Jots University, Nigeria, about students' interest in traditional architecture

Question Number	Number of items	Cronbach coefficient
1	11	0.715
2	4	0.799
3	21	0.908

Source: Authors

(C) Analysis of the paragraphs of the second question. Table (3) shows the extent to which the students' design of their projects during their study period or after their graduation influenced the architectural cultural heritage. The following items obtained the highest averages. They support the preservation of local heritage buildings, with an average of 4.6. Heritage architecture, Ammar Jamila, with an average of 3.4. on heritage projects with an average of 4.1. Hesitation was clear in the items of modernity. There was a need for heritage vocabulary. It seems clear that they respect the existing cultural heritage by preserving it and considering traditional architecture as beautiful and worth seeing. In their designs, the support was less and the conviction. That the use of heritage architecture contradicts creativity with a relatively high average of 3.75, but at the same time they consider that it will serve as a source of strength for projects with the same average, which indicates that the use of cultural heritage is a great challenge that requires adapting the protection of cultural heritage to keep pace with modernity. On the revival of heritage architectural values in contemporary local architecture, a case study in the city of Baghdad. The sample consisted of 45 academics and professionals (2014). More than 80% of the sample expressed the need to apply the following architectural heritage values: privacy, functional needs, environmental treatments, religious and social values, and a functional and formative study of the rectangular extension The development in the use of building materials, the use of aesthetic values such as proportions, while about 50% agreed on the use of heritage elements such as the arch, the dome, the mashrabiya C Analysis of the paragraphs of the fourth question: the most influencing factors on the students' selection of design ideas and style for their projects are meeting the user's needs, which got the highest average (4.3) to compatibility with the site conditions, both of which are in the foundations of architectural design in general, and they are factors of familiarity International and Arab projects on the Internet and the application of the concepts of creativity, excellence and innovation, and this is related to the concept of modernity and the impact of globalization on the outputs of the educational process. By architects and designers graduate degree Al-Amili has been used to reduce the factors and to resume modern technology relations, to meet the needs of the user, to apply the concepts of sustainability in architecture, to suit the conditions of the site, to move away from the familiar, and to go towards renewal. It is related to basic concepts in architecture and issues of modernity. As for the items under the second axis, they are: Emotional about heritage architecture The use of some elements of heritage architecture Diversification between modernity and heritage architecture according to the type of project Compatibility with social, cultural and other values It is related to matters of heritage and identity, which confirms the value of these factors in the design process, and this does not agree much with the opinions of architects and designers in supporting the use of heritage architecture in Their designs in their answer to the items of the second question in the professor, and as for the items under the third axis, they are the ideas and directions of the two supervisors, design ideas for the most famous architects, obtaining the admiration of others for the project, using a design in which there is an explanation for modern ideas that may see as creative.

Conclusion

The results of the study showed that the average of the courses that describe heritage architecture is about 11% of the total specialization courses as courses related to local and Islamic architecture and sustainability in local architecture, which indicates interest in the cultural heritage in terms of principle in the study plans, as the percentage of graduation projects that are concerned with the vocabulary of heritage architecture Few compared to projects that are concerned with vocabulary indicating modernity and this can be attributed tithe educational process that showed the results of the questionnaire or many architects and designers appreciate and know the importance of cultural heritage and the importance of preserving it to preserve the identity of the region from the invasion of modernity facing the whole world with their consideration that the use of heritage architecture contradicts With creativity, which they are keen on at a slightly high rate, they are less keen on using this cultural heritage and the importance of preserving it. The study showed that among the factors that most affect the indicator on sample selection is a discussion of the importance of preserving the urban heritage and the mechanisms for applying that, or describe

the study plans at the level of the region Research and practice, and this includes putting the preservation of cultural heritage among the objectives Many of the courses in the departments of architecture and interior design pay attention to the architectural heritage in practice and not just in theory. Emphasis on urban design respecting the urban heritage in the design courses of the first years during their study period.

- Encouraging the use of urban heritage in graduation projects to emphasize the Arab identity so that the final experience in the educational stage for some of the students is a motivation for everyone to be inspired by it during the professional work stage. Spreading architectural awareness and emphasizing the heritage and preserving the architectural identity through lectures and meetings with specialists from architects, interior designers and students of architectural departments, which confirms and preserves the identity of the region through the architectural works they present.

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