

**O 95. EVALUATION OF URBAN SPACE PERCEPTION IN SUSTAINABLE HISTORICAL ENVIRONMENT ON THE CHILDREN OF PRIMARY SCHOOL AGE, THE CASE OF ILGIN/KONYA**

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**ABSTRACT:** The sustainability of the historical and cultural values of a city helps us to connect the past and the future. Changing living conditions, technological developments, globalization and rapid population growth affect the urban and urban systems continuously and puts the historic city center under pressure and change. Urban Conservation and Renewal Science, a major discipline of urban planning discipline, aims to ensure the transfer of cultural heritage to future generations and aims to control this change and transformation through planning. Thus, conservation the historical value of the city and sustainable of the identity value of the city is strengthened. However, the perceptibility of urban identity cannot be achieved only by conservation the physical dimension of the space. At the same time, the cultural structure of the user, expectations and experiences are shaped by the sense that the user loads. The basis of raising sensitive, responsible and responsible individuals in the historical environment is possible by giving trainings on conservation to children from primary school age. For this reason, the primary objective of this study was to examine the attitudes of primary school children towards sustainable environment. In the scope of the study, three primary schools in Ilgın / Konya were selected as the sample area. In the selected sample area, survey questions were asked to evaluate the perceptions of environmental sustainability of 140 students in the 10-11 age group. As a result of the research, a high level of relationship was found between the level of family living and primary school courses and sustainable historical environmental consciousness, and it was found out that this age population should be educated about sustainable historical environment.

*Keywords: Sustainable History Environment, Space Perception, Urban Identity, Cultural Values, Child-Space Relationship*