POTENTIAL OF MUSEUM PEDAGOGY IN EDUCATION AND UPBRINING OF YOUNG GENERATION

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Abstract

The search for methods and techniques of upbringing of the young generation is the primary task of pedagogical science at present. The potential of museum pedagogy is actively used along with traditional methods. The young people are increasingly estranging from the history and culture of their country. Museum pedagogy involves them to medium, which changes their viewpoint. The ideas of museum pedagogy are realized both in the classroom and in the upbringing activity.

The purpose of the research is to study the influence of museum pedagogy on the formation of the professional competence of future teachers. The object of the study is the process of training future teachers. The subject of the research is the museum pedagogy as a means of forming professional competence of students as future teachers.

The museum medium represented by the historical museum of the Mari State University offers a huge opportunity for qualitative formation of students’ ideas about future professions, abilities and skills of pedagogical activity.

The 87th anniversary of the higher pedagogical education in Mari El is on May 22, 2018. Its history is connected with the Mari Agro pedagogical Institute, Krupskaya Mari State Pedagogical Institute, which is the Mari State University today. The Historical Museum reflects the years from the birth of the education in the Republic of Mari El to the present day. The museum pedagogy has a favorable impact on the formation of professional competence of future teachers, which is proved by the results of the study.

Keywords: museum pedagogy, upbringing, young generation, professional competence, Mari State University.

1. INTRODUCTION

In current conditions, when there is a rather strong influence of ideology and mass culture on the formation of the younger generation’s worldview, the search for productive methods and forms of upbringing becomes
relevant. Museum pedagogy becomes attractive among the existing variety of pedagogical methods and forms of activity organization.

Museum pedagogy is quite a new direction for the national education system, although the potential of museums is widely used by teachers in the education and upbringing of the younger generation. Today museums function at educational institutions of cities, towns, villages. The Mari State University is not an exception, within the walls of which there is a museum of history of the MarSU, a zoological museum, an archaeological museum, a museum of the history of sport.

Today most museums of the city of Yoshkar-Ola are social partners of the University in the training of pedagogical personnel. The National Museum of the Mari El Republic named by T. Evseev, the Museum of the history of the city of Yoshkar-Ola, the House-Museum of I.S. Klyuchnikov-Palantay (the first Mari composer), the Museum of Folk Applied Arts, the Republican Museum of Fine Arts, the National Art Gallery are social partners of the Mari State University and take an active part in training qualified personnel for the region. The teaching stuff of the University uses the potential of museum pedagogy during classroom activities (lectures and practical courses) and in the process of upbringing aimed at the professional training of future teachers.

2. DISCUSSION AND RESULTS

The first attempts to form museum pedagogy were made by Russian scientists and public figures of St. Petersburg. This influenced the emergence of the Russian Pedagogical Museum, which at that time was a public, scientific and educational center, developing the actual issues of pedagogical science.

A significant contribution to the development of issues of museum pedagogy was made by Russian and foreign scientists. Among them we can name A.V. Bakushinsky, E.G. Vanslova, G. Kershensteiner, A. Litvarh, N.V. Nagorsky, B.A. Stolyarov, K. Foll, G. Freyenthal, K. Friesen, M.Yu. Yukhnевич and others.

Alexey Litvarh was the first to formulate ideas about the educational purpose of the museum and suggested a new approach to the visitor as a participant of the dialogue. Realizing the method of “museum dialogues” in practice, he was the first to substantiate the role of an intermediary, who helps the visitor to communicate with art, developing the ability to see and enjoy the works of art. Thanks to Litvarh, this intermediary was later called “museum teacher” (Akhunov, 2008).

In 1934, as a result of theoretical analysis of practical museum and pedagogical activity it was proposed to introduce the term “museum pedagogy”, which meant “the traditions of artistic education by museum means, based on educational work and museum didactics” (Vanslova, 2003).

In the 40's-80's of the XX century, the development of museum pedagogy was associated with the idea of UNESCO to attract a large auditory of children and youth to museums. A new meaning of the museum’s role in the educational process was theoretically interpreted by outstanding museologists, teachers, and psychologists as the introduction of schoolchildren to intercultural dialogue.

In Russia, the concept of “museum pedagogy” has been actively used since the beginning of the 1970s. The separation of museum pedagogy into an independent scientific discipline was dictated by the need for theoretical comprehension of the educational activity of museums and raising its qualitative level.

The Russian theory of museum pedagogy was rather fully substantiated in the works of the founders of the Russian excursion school (N.A. Gainike, I. M. Grevs, B.E. Raikov) and supporters of extensive use of museums for the purpose of educating of their visitors (M.V. Novoruusky, V. Kokhovsky, M.S. Strakhova, N.A. Flerov, F.I. Shmit, N.D. Bartram, A.U. Zelenko), as well as in A.V. Bakushinsky’s system of aesthetic education by means of art museums. In the period of formation of museum pedagogy as a scientific discipline, the views of scientists enriched with the ideas of humanization and humanitarization of education through appeal to world culture, history, spiritual values, have become especially relevant (Akhunov, 2008).

The reinterpretation of the concept of “communication” into “museum communication” as a dialogical interaction of individuals in the object-spatial environment of the museum was also one of the reasons for the development of museum pedagogy in Russia. In addition, there was defined exposition as the main form of museum communication and excursion as the basic form of educational activity of the museum. The creators of the exposition should not only reflect the natural, cultural, social and other processes and phenomena, but use artistic means while creating a museum image with the aim of maximum impact on the emotional-sensual sphere of the visitor.

At the present stage in the theory of museum pedagogy, cultural and educational aspects of museum
communication are pointed out as the subject of scientific research (M.Yu. Yukhnevich). O.N. Nikishin who studies the problems of museum communication considers the "language of the museum" as one of the basic concepts that serves as a means of communication. B.A. Stolyarov defines this concept as "systematically organized and clearly directed interaction between the museum teacher and students, ensuring the unity of development, education and training in the conditions of the museum environment on the basis of the integrity and generality of all elements of its structure (museum object, museum teacher, museum viewer) (Stolyarov, 2002).

According to E.G. Vanslova, museum pedagogy is one of the most significant directions of contemporary pedagogy. Museum pedagogy is a new branch of scientific knowledge at the crossing point of museology, pedagogy, psychology, art (as part of a general culture) and local history. She explores museum forms of communication, the nature of the use of museum means in the transmission and perception of information from the pedagogical point of view (Vanslova, 2003).

Nagorskiy N.V. in the work "Museum as an open pedagogical system" titles the museum pedagogy as pedagogy of open environment. It is not limited by the walls of the museum and manifests itself most effectively in the conditions of the commonwealth of the school and the museum, the unification of cultural, leisure and educational institutions, the creation of a pedagogically expediently organized cultural space (Nagorsky, 2005).

Museum pedagogy follows the universal laws and implements them mainly in the conditions of the museum. A person chooses the museum he is interested in, determines the volume and content of information that he would like to receive, and chooses independently the forms and time of communication with museum values. The task of museum pedagogy is to provide the interests of visitors maximally and successfully, develop and enrich them as far as possible.

In the light of the above, the purposes of museum pedagogy can be determine as:

- To arouse interest to learn the culture of the people of the world through the museum and its collections;
- To educate a careful, respectful attitude to museum monuments as part of the history and culture of a particular nation;
- To contribute to the formation of visitors understanding of the unity of nature and culture;
- To develop skills of correct behavior in the museum;
- To bring up love for the native land and people who have made a significant contribution to its prosperity.

Museum pedagogy, namely the museum environment where the history of the origin of education in the Republic is presented and the importance of the pedagogical profession for the society of this region is described, has great potential for qualitative formation of students’ ideas about the future profession, abilities and skills of pedagogical activity.

At the Mari State University, the Museum of History of the Mari State University is a platform for forming the competence of future teachers. It is the museum of the history of education that becomes the source of the formation of the interest of future teachers in their profession.

The Museum of History of the Mari State University was founded on February 28, 1978. The hall of Labor and Military Glory was the first one the museum began with. The initial materials for creating expositions of such a hall in the MarSU were the results of the work of the student group "Search".

Today the museum conducts a variety of excursion and mass work. Excursions are conducted for students, teachers, employees, post-graduate students of the University, pupils of schools, lyceums, technical schools of the Republic, representatives of public organizations of the city. The museum often hosts meetings of future teachers with the University veterans. The museum was visited at various times by representatives of the Ministry of Education of the Russian Federation, scientists from universities of Kazan, St. Petersburg, Cheboksary, Paris, heads of the administrative structures of the Republic of Mari El, as well as guests from Hungary, Finland, Japan, Germany and other countries.

At the beginning of the museum exposition students learn about the education and development of the Mari State Pedagogical Institute named after N.K. Krupskaya (1931 - 1971).

Four departments were opened at the Mari Pedagogical Institute: the department of physics and technology, the department of chemistry and biology, the polytechnic department, social and literary department. This structure had been held for almost 30 years at the Institute.
The first director of the Institute was Ivan Efimovich Romanov (1931-1933), a Mari writer. By February 20, 1932, the administrative and pedagogical staff consisted of 34 workers, 21 of them were pedagogues, including 3 professors, 14 assistant professors, and 4 assistants. By November 1, 1933, there were 36 teachers, in 1938-1939 – 64 pedagogues.

Part-time and evening departments have been working since 1932. In 1933 the Mari State Pedagogical Institute was given the name of N. K. Krupskaya.

At present the first student cards, student achievement sheets and diplomas of graduates are exposed in the museum. It is interesting for contemporary students to look at the imitations of a room in the students’ dormitory, a dean’s private office with a working desk, a typewriter and a bookshelf.

At the beginning of the war, the Pedagogical Institute was evacuated from Yoshkar-Ola to Kozmodemyansk. The whole work was rearranged. The museum exposition shows the faces and history of teachers and students who took part in the Great Patriotic War, as well as their awards and personal things of those times.

The second part of the exposition tells about the foundation and development of the Mari State University. The year 1972 is the most important milestone in the development of higher education in the Mari ASSR. The foundation of the Mari State University gave the first opportunity to train specialists of a university level. The museum demonstrates the devices and facilities, which were used at that time for the training of students, the generation of computers from the most ancient to modern ones, archival photographs from training sessions, chair meetings and scientific councils.

The third part of the History Museum of the Mari State University tells about the history of the contemporary university. Various certificates and cups for the educational achievements of the University are presented here. The main directions of training the students and photographs of the teaching staff of the departments of institutes and faculties are shown (85 years of the Mari State University, 2017).

A large educational and methodical work is conducted on the basis of the museum. Students receive consultations on writing reports and coursework on the history of the University and the Republic. After visiting the History Museum of the Mari State University every student is overfilled with proud both of the University and the Republic. The future teacher acquires a serious look at his studies at the University. Students begin to reassess their principles and foundations after getting acquainted with the history and experience of the past generations. The acquaintance of students with the history of education in the Republic and the emergence of higher education has a favorable effect on the formation of professional competence of future teachers.

The research was aimed to reveal the students’ view about the museum and museum pedagogy, and the frequency of their visits to the museum. The study involved 168 people, future teachers. 109 students of the total number, which makes 65%, visited the museum of the University in order to get acquainted with the history of its creation, the history of the foundation of faculties and institutes, 23 respondents (13%) have never been in the museum. The reason given by the latter is the lack of time and even of interest. 10 students (5.95%) are guides in the museum. They do the work of guides during celebrations held by the University, and the Days of Open Doors for schoolchildren of the Republic. 26 respondents (15.47%) visit the museum occasionally. At the same time, they note that a lot of interesting things for the future profession may be learnt there. Despite the scatter of answers, the students showed an understanding of the meaning of the term "museum pedagogy". To students' mind, the museum is history, pages of the past. Knowledge of the past, both in history and in education, brings a person to new discoveries.

3. CONCLUSION

At present, the museum is the custodian of historical and cultural values. It is very important to present correctly the things that the museum stores in its expositions. Modern museums focus their work on interaction with visitors. Interaction is important in dealing with children, schoolchildren and students, future teachers.

On the basis of the University's museum a large methodical, cultural, educational work is done. Students receive consultations on writing reports and coursework on the history of the University and the Republic. There are discussion clubs, roundtables. After visiting the History Museum of the Mari State University every student is fulfilled with a sense of pride not only of the University, but also of the Republic. The future teacher acquires a serious attitude to his studies at the University. He begins to reassess his principles and foundations based on the history and experience of the past generation. Acquaintance of students with the history of education in the Republic and the emergence of higher education has a favorable effect on the
formation of professional competence of future teachers.

The content of the museums’ activities is expressed in the forms of organization of work with the museum audience and the system of education. There are more than hundred different forms, the most popular of which for the present time are lectures, excursions, consultations, scientific readings, circles, studios, clubs, literary evenings, cinema shows, concerts, meetings with interesting people, celebrations, historical games, competitions, quizzes, etc.

Thus, museum pedagogy today is one of the directions of pedagogical science and is defined as an interdisciplinary field of scientific knowledge, formed at the intersection of pedagogy, psychology, and museology. The work of the museum is focused on the transfer of cultural and historical experience to the younger generation in the conditions of the museum environment.

REFERENCE LIST


