

PEDAGOGICAL POSSIBILITIES OF MUSEUMS IN SYSTEMATIZATION THE  
EDUCATIONAL PROGRAMME

Azizova Dilnoza Salahutdinovna

*The State Museum of the Temurid History*

**Abstract:** *This article considers the tasks of museum pedagogy used in museums in order to develop educational, developmental, enlightening, educational activities of museology. Also, significant tasks of the museum pedagogy as implementation of new methods, impact of museum exhibit, artefacts to the different categories of visitors to enhance their knowledge and skills in museum work were analyzed.*

**Key words:** *museum pedagogy, education, methodology, educational institutions, development, visitor.*

A museum is a publicly accessible social and cultural institution that preserves historical memory in the form of material and spiritual rarities and promotes the transmission of historical and cultural experience to new generations. The museum contributes to the formation of national and cultural identity of a person. The museum is a unique mechanism of socio-cultural communication, which contributes to the reproduction of culture, interaction of epochs and cultural communities, stimulation of socio-cultural activity. The International Council of Museums (ICOM) has defined museums as follows: «A museum is a non-profit, permanent institution in the service of society and its development, open to the public, which acquires, conserves, researches, communicates and exhibits the tangible and intangible heritage of humanity and its environment, for the purposes of education, study and enjoyment»[1].

The museum should be perceived not only as a place of preservation of traditional cultural values but also as an environment for quality learning. During the museum-pedagogical dialogue, there is an opportunity to demonstrate how work the process of searching and interpreting information about each museum exhibit, the individual features and properties of the historical monument affect the understanding of the exhibit, and how to work with the museum exhibit to increase its emotional impact. The pedagogical activity in the museum aims to interpret, reveal the connotative meanings of the exhibits and convey these meanings to visitors.

Although many productive steps have been taken in the implementation of these socially significant tasks in the political, scientific, organizational, pedagogical, educational and methodological spheres, several important cultural and educational issues, insufficient efforts of the state, civil society, scientific, and educational institutions for the education of a nationally conscious.

The main areas of research in the field of museum pedagogy can be structured as follows:

1. The problem of studying the educational specifics of the museum.
2. The effectiveness of museum communication.
3. The study of the museum audience.

4. The creation and implementation of new methods, programs and expositions for different categories of the population.
5. The establishment of optimal forms of interaction with partners for cultural and educational activities.
6. The use and promotion of new educational technologies.

Today the system of higher education is a complexly structured system aimed at the versatile development of students. Applied pedagogical technologies are already quite actively used in the sphere of education, but the search for new practices of museum pedagogy in the educational process, which allow creating the most favorable conditions for educational activities, is of particular relevance.

Museum pedagogy is a pedagogy of open educational space. In the works of researchers on museum pedagogy, a range of tasks were defined, in particular, V. V. Konstantinova and E. V. Alekseeva identified it as awakening interest in the study of culture through the museum collection; fostering thrift and respect for exhibits as the historical heritage of other peoples; forming in excursions an understanding of the unity of nature and culture; fostering love for the motherland and its heroes[2].

It is obvious that the possibilities of museum pedagogy in the organization of various types of educational programmes, conferences and forums increase significantly with the use of not only traditional forms and methods, but also with the application of progressive digital technologies of virtual reality.

The educational programme for high school students and young people should contribute to their moral positioning, help them find their place in life, realize themselves as patriots of the country; teach them to analyse and systematize ethnographic and historical material; foster readiness to perceive art; form a positive attitude to art and cultural heritage; form historical consciousness, the ability to objectively assess contemporary events. Younger schoolchildren should develop interest in exhibits, form an image of the museum as a keeper of various artefacts of cultural and historical significance, expand and deepen knowledge by means of museum culture, and form identity. For adult audiences, the museum can organize lectures, consultations, presentations, concerts, meetings, conferences, trainings. The museum's arsenal allows holding specialized lectures on various disciplines, events timed to commemorative events, national holidays, meetings with scientists, cultural figures and artists, and creating stage adaptations with different historical and cultural focus.

Development is an integral part of any human activity. By accumulating experience, improving ways and methods of action, expanding his mental capabilities, a person is constantly developing. One of the active factors of human personality development is education [3].

Modernization of education today requires significant changes in the content of the educational process, expansion of the educational space, as well as active involvement of new socio-cultural institutions in educational activities, active use of the potential of museum pedagogy. Museum-pedagogical activities will allow visitors to increase their creative potential, to join cultural traditions, to get acquainted with the historical past of

masterpieces, artefacts and form their own cultural and historical interpretation, will contribute to the preservation of our traditions and spiritual values.

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