Museum Pedagogy as a Tool for Socialization and Development of Civil and Patriotic Position in Senior Schoolchildren

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ABSTRACT
The paper is devoted to one of the most important aspects of the modern theory and practice of education – the development of the civic patriotic position of senior students, the most important means of which is the educational potential of museum pedagogy. The paper analyzes and gives theoretical generalization of the results of the longitudinal research aimed at identifying the existing educational opportunities and reserves of a museum in the process of socialization and shaping a civil patriotic position of an individual at the secondary school age. The results of experimental work organized on the basis of the Museum of the Victims of Fascism named after M. Kolbe of Petrozavodsk city, the Republic of Karelia in 2010-2017 allowed to identify a stage-by-stage nature of the involvement of schoolchildren in the project museum and educational activities of civil-patriotic orientation. Based on the results of the experimental work, a structured method of shaping the value-meaningful civil patriotic position among secondary school students was developed and tested.

Article citation
1. Introduction

The relevance of the special study of the problem of socialization and development of civil patriotic position at the secondary school age is determined by a number of circumstances, and primarily:

- the recognition of patriotism as one of the highest moral values and the only unifying national idea in the Russian Federation by almost all sectors of the Russian society. Patriotism has been a unique combination of unity, spirituality and moral culture of Russian people and the Russian society for centuries. It is citizenship and patriotism that determine the uniqueness and originality of the Russian national mentality. "We do not and cannot have any other unifying idea except patriotism," the President of the Russian Federation said. "That is the national idea." It is not ideologized, it is not connected with the activity of any party or any stratum in society. And we will not come up with another idea, and we do not need to, it exists" (The transcript of the meeting of the President of the Russian Federation V.V. Putin with the members of the Leaders' Club, 2016);

- the increase of the extremely negative tendencies in the adolescent and youth environment connected with the establishment of material values over spiritual ones, the displacement of moral values of kindness, responsiveness, civil consciousness, patriotism, family values, collectivity, justice, social responsibility which are traditional for society, define human and cultural dimension of the surrounding reality and form a personal paradigm of moral culture of individual and society. The current degradation of traditional moral values is primarily the reflection of the consequences of the deepest socio-economic crisis of the 1990s - the largest humanitarian disaster of the end of the XX century, uncertainty and instability of the current socio-economic situation. In addition, the analysis we have carried out shows that the process of civil self-determination among modern schoolchildren is complicated by the lack of the established values and ideals of patriotism;


- the existing traditions and experience of the organization of civil and patriotic education of adolescents and youth in the education system of the Russian Federation;


This direction of scientific and pedagogical search is relevant due to the following contradictions:

- between the objectively increased need for the cardinal increase of the level of civil and patriotic position of schoolchildren in the conditions of the systemic social and cultural changes and transformations on the one hand and the insufficient use of resource and educational potential of modern museum pedagogics on the other;

- between the presence of the state and public request as well as the need of the society for shaping the
value-meaningful orientation of the personality of schoolchildren, which develop the values of citizenship and patriotism, and the lack of development of pedagogical conditions ensuring the effectiveness of this process;

- between the development of museum pedagogy as a special direction of pedagogical theory and practice and the lack of development of software and methodological support for the use of the tools of museum pedagogy for shaping the civil and patriotic position of schoolchildren.

Thus, in the situation of instability and uncertainty determined by the modern systemic changes and transformations of political and socio-cultural conditions, the activities aimed at supporting and helping a schoolchild in solving vital problems, the most important of which is the civil and patriotic position of personality, are of particular importance.

Scientists note that "a change in the value orientations of schoolchildren in Russian education has led to the decrease of the spiritual and moral values; this resulted in a deficit of patriotic feelings among schoolchildren. These alarming tendencies of the current situation in the Russian society are reflected in the minds and actions of many schoolchildren, they are sustainable. And such negative phenomena as the low cultural level and the loss of a sense of responsibility and duty to the Fatherland are also of sustainable nature.

In this regard, the civil-patriotic education of schoolchildren needs radical modernization" (Gulevich, 2012).

2. Literature Review

Modern pedagogy relies on values as stable moral norms and ethical guidelines which form and develop the individual and social consciousness and behavior. Value orientations are the values at the individual level, conscious ideas of an individual about his own values, which have their own hierarchy contributing to the implementation of socially significant behavior. The concretization of value orientations performed by a man in the individual consciousness forms personal meanings.

Values, value orientations and their implementation in the value-meaningful activity are reflected in such a stable socially constructed characteristic of personality as position. The position of an individual is manifested in his social activity and is expressed in the value-meaningful activity aimed at a relevant object and posed by motives and needs. The role and importance of the value-meaningful activity determines the social and moral positions of an individual and is also one of the factors in shaping the value-meaningful civil patriotic position of an individual.

In our research, we understand the value-meaningful civil patriotic position of an individual as the system-building quality of the personality of a schoolchild, mediated by knowledge transforming into personal meanings of citizenship and patriotism implemented in human behavior and in his socially significant activities, which have civil and patriotic orientation.

The formation of the value-meaningful civil patriotic orientation of an individual is a step-by-step process of assigning the values of citizenship and patriotism, which is the unity and interrelation of the emotional-value, cognitive-activity-oriented, orientation and reflexive-assessment stages.

The works by S. L. Rubinstein (2012) and A. N. Leontyev (1977) which reveal the general psychological aspect of the problem were of particular importance for our research in terms of studying the mechanism of development of the value-meaningful civil patriotic position of a student.

The analysis of fundamental research and large monographic works aimed at the analysis of the problem of development of the civil and patriotic position among adolescents and young people has led to the conclusion
that this aspect of the theory and practice of education has a long history.

Theoretical analysis of the research conducted by the domestic and foreign scientists points to the need to find the more effective and efficient ways to develop the humanistic values of patriotism. The works of these scholars convincingly show that the institutions of additional education of children have educational opportunities and means of increasing the level of patriotic consciousness and civil responsibility of schoolchildren, developing their value-meaningful orientation of a socially active personality. The results of the fundamental research proved that the formation of the value-meaningful orientation of the personality of a schoolchild can be achieved by means of museum pedagogy.

3. Research Methodological Framework

The objective of the research, the main results of which are presented in this paper, was to identify, analyze and characterize the educational opportunities and reserves of the museum as one of the tools of socialization and development of civil patriotic position of senior schoolchildren.

Research objectives:
1) to identify and to give theoretical justification for the interrelationship of the axiological and psychological aspects of the value-meaningful civil patriotic position of an individual as the purpose of education;
2) to describe the role of museum pedagogy in the organization and implementation of educational activities at the current development stage of general education;
3) to develop and test a structured method of developing the value-meaningful civil patriotic position of schoolchildren by means of project museum and educational activities.

Research methods – theoretical analysis of the scientific development level of the problem of socialization and development of the civil patriotic position of senior schoolchildren by means of museum pedagogy; analysis of pedagogical experience; interviewing; questioning; experimental work; reflection and interpretation of the results obtained in the experimental work.

The research was based on the Museum of the Victims of Fascism named after M. Kolbe of Petrozavodsk city of the Republic of Karelia, Moscow Pedagogical State University, Petrozavodsk State University, general education schools of Petrozavodsk city of the Republic of Karelia, the Karelian regional association of the former juvenile prisoners of extermination camps in Germany.

547 schoolchildren, 125 students and teachers of Petrozavodsk State University and Moscow Pedagogical State University, 47 volunteers of the Museum of the Victims of Fascism named after M. Kolbe, 15 teachers of history and 12 members of the methodical association of teachers of the German language of Petrozavodsk city, 30 representatives of the Karelian regional association of the former juvenile prisoners of extermination camps in Germany participated in the research.

4. Results and Discussion

Taking into account the point of view of S. A. Sorokin (2009) on the essence of civil and patriotic education, we consider citizenship and patriotism as specific value orientations of an individual, which include in their content aspects such as love for the Motherland, historical memory, cultural traditions, readiness to protect their Fatherland and the attitude of modern youth towards them.

We link the definition of the concept of "patriotism" with the active citizenship position of an individual,
which is based on the activity-oriented self-realization of an individual.

Being an integral part of the moral development of an individual, the development of the values of citizenship and patriotism is a purposeful process of engaging students in various types of educational activities related in its content to the development of patriotism and stimulating the activity of students to develop these moral qualities (Konzhiev, 1988).

Given the structure and content of the concepts of "citizenship" and "patriotism", we define the process of their development as a purposefully organized educational process focused on enhancing civil and patriotic feelings and developing civil and patriotic beliefs and sustainable norms of civil and patriotic behavior.

Basing on the ideas of the activity-oriented approach to the problem of meaning proposed by the scientists, it is possible to formulate a number of pedagogically significant conclusions regarding the mechanism of development of the value-meaningful position. Since the genesis of the meaning occurs in the real relationship between the subject and reality, the capabilities of a schoolchild in the search for meaning can be developed by taking into account the main sources of the creation of meaning - the needs and motives of an individual. The meaning has the effect of efficiency, being the "core" of the position of an individual, it participates in the regulation of practical activities. It is also important to note that achieving personal knowledge, which forms the basis of personal meaning, is possible when a person establishes the connection of this knowledge with his experience and personal feelings and comprehends its meaning. Knowledge should be "born" in the consciousness of a schoolchild, then it will become part of the personal meaning, which forms the basis of the position of an individual (Fedorova & Yakovleva, 2014; Fedoryak & Fedorova, 2015).

One of the research objectives was to identify the educational potential of museum pedagogy which contributes to the effective development of the value-meaningful civil and patriotic position of schoolchildren.

The term "museum pedagogy" means a phenomenon that includes practical activities that are synthetic in nature and combine the efforts of a pedagogue and a museum worker. The subject of study of this scientific and methodological discipline is a phenomenon that has historical and cultural roots and has discovered itself by the end of the XX century, when museum communication has become the main focus of the museum activities, and the museum area can and should have been used for educational purposes.

The idea of a museum as an educational institution was actualized in the early XX century at the Mannheim conference by A. Lichtwark, the director of the Hamburg Art Gallery, who indicated in the report that "the XX century added a new higher educational institution to the universities, the appearance of which dates back to the middle ages, and to the academies that emerged in the era of absolutism – a museum. The museums that are open to everyone, have a goal to serve everyone and do not recognize any differences and divisions are the expression of the democratic mind" (Gutekunst, 2006).

H. Freudenthal (1931) first used the term "museum pedagogy" in his book "Museum – Education – School", paying much attention to the problems of interaction between museum and school in his works. He proposed the following method of work of the museum with schoolchildren, which included three stages - preparation for a visit to the museum, work in the museum and the embedding of knowledge and impressions at the lesson.

In the integration of pedagogy and museology, the most notable was the activity of the "Working Group of Museum Pedagogy" established in 1963 in the Ministry of Education of the GDR. One of the practical results of its activities was the regular publication of methodological materials "School and Museum in the Unitary Educational System of the GDR", where the methodical material and the results of practical work of museums
and schools were published.

The museum and pedagogical centers of Germany have also included the new directions based on the theory of museum communication in the development of the term "museum pedagogy". Under the influence of the development of museum pedagogy, this theory considers it a priority to create comfortable conditions for interaction of visitors with the museum fund, to activate their perception of the museum exposition, to identify and actualize the personal inclinations and abilities of students (Fedorov, 1995).

During the discussion of the 1970s-1980s, the West German museum experts were engaged in defining the subject of museum pedagogy and its conceptual apparatus. The result of the discussion was the understanding of the connection of museum communication with the research, fund, exposition and exhibition areas of museum work, as well as defining museum pedagogy as an emerging scientific discipline.

In Russia, this definition appeared in the 1970s as a designation of the phenomena of social and educational activities and the scientific discipline. Scientists realized the need to develop museum pedagogy, which could provide a scientific approach to interpreting museum collections to a visitor using the methods of pedagogy and psychology. The theoretical understanding of the educational activity of museums has started in order to determine the basic principles and tendencies, as well as to improve its quality level, taking into account the development of museology, special disciplines, sociology, pedagogy, and psychology (Stolyarov, 2004).

Museum pedagogy has been widely developed in the museum sphere in Russia due to the thorough multidimensional development of the excursion method in the late XIX – the early XX centuries, which laid the original foundations of museum pedagogy.

The main research areas in the field of modern museum pedagogy are as follows:

• the development of the educational concept of the museum;
• the multidimensional study of the wide museum audience;
• the development of the long- and short-term educational programmes and projects for a specific museum audience;
• the creation of the new museum-pedagogical methods and techniques for a various museum audience;
• the establishment of cooperation with possible partners – educational, research, cultural, educational, industrial organizations and institutions as well as stakeholders (collectors, artists, veterans, etc.);
• the modernization of traditional forms and the introduction of the new forms of working with the audience (excursions, lectures, clubs, extracurriculars, membership, etc.);
• the study of the possibilities of using intangible heritage in various forms of educational museum activities (Stolyarov, 2004).

Thus, we define museum pedagogy as a scientific discipline that includes the components of museology, pedagogy and psychology, the subject of which is the cultural and educational aspects of museum activities.

The domestic philosopher N.F. Fedorov (1995) in his work "Museum, Its Meaning and Purpose" first published in 1913 and then republished in 1982 and 1995 called a museum "the highest institution of unity" and talked about its "soul-developing" purpose. For him, a museum is primarily an institution of social memory, a way of embodying the past in the present and, in this sense, the "justification" of the new century, which is characterized by detachment from the past. Keeping "the memory of the fathers," their things and actions and bringing the "anachronistic remains" back to life, the museum performs the function of educating a soul (Stolyarov, 2004).

Since the beginning of the 1990s, the Russian museologists began to actively use the concept of "cultural
and educational activities" (Stolyarov, 2004, 2013; Yukhnevich, 2001), implying education in the museum area - "the purposeful information and educational flows organized by the cooperation of various museum specialists" developing the human mind and intellect, his mental and personal qualities and the value-meaningful attitude to the world.

The analysis of the previous research and scientific publications confirms the view that for the implementation of educational activities of a museum, as well as education by museum means, it is necessary to simulate the system of pedagogical interaction of the museum with educational institutions, i.e. the interaction of socio-cultural institutions on the basis of the principles of museum pedagogy. The education environment of the museum takes part in the formation and development of the emotional, cognitive and motivational spheres by the museum means.

The modern museum education environment uses a variety of channels of museum communication: expositions, exhibitions, printed publications, excursions, lectures, club forms of work, museum festivals, concerts, theatrical performances, etc. The concept of "communication" (connection, conversation) along with the search for successful interaction with the viewer is considered key to the educational activities of museums. In the psychological and pedagogical literature "communication" is considered through the meaningful aspect of social interaction, as any action of an individual is carried out in the conditions of direct or indirect relations with other individuals and therefore is always communicative.

Solving the problem of developing the value-meaningful civil patriotic position of the personality of schoolchildren, we have organized the work of the study class on education of patriotism and promotion of military and historical knowledge, which is carried out on a permanent basis with a variable composition of students with the support of the members of the Karelian regional organization of the former juvenile prisoners of the extermination camps in Germany, members of the Board of Trustees of the museum, teachers of Petrozavodsk State University, teachers of schools of Petrozavodsk and Karelia and other interested persons in the Museum of the Victims of Fascism Named After M. Kolbe (Petrozavodsk city).

Purposes and objectives of the class work: promotion of historical knowledge, ideas of patriotism, developing respect for the older generation, veterans and the Motherland. Forms and methods of individual and mass class work: visiting interactive excursions in the Museum of the Victims of Fascism, seminars in the classroom, meetings with the former prisoners of concentration camps, research work of students, creating personal and collective portfolios after attending seminars, establishing contacts and meetings with the parents of students.

Developing the educational concept of the study class in the museum, we saw our main goal in promoting moral principles and the development of the value-meaningful civil patriotic position of the personality of schoolchildren.

1. The activists of the Museum of the Victims of Fascism from among the students of Petrozavodsk State University were engaged in conducting excursions, organizing the work of the study class, its didactic and methodical equipping.

Basing on the analysis of long pedagogical experience of the Museum of the Victims of Fascism named after M. Kolbe, we have developed a structured method of developing the value-meaningful civil and patriotic position of schoolchildren (Fig. 1).
The implementation of this method was based on such means of civil and patriotic education as the organization and implementation of educational activity and its integration with the project museum and educational activities for the interests of schoolchildren. This process, as evidenced by the results of our experimental work, has a stage-by-stage nature including four stages:

1. "fixing the knowledge" - plunging into the topic or the problem under study, the accumulation of knowledge about it;
2. "assessment" - a stage where the skills of operating with the acquired knowledge, justifying one's point of view, assessing the act, phenomenon are being developed;
3. "action" - a stage involving the creation (modeling) of situations where it is necessary to act in accordance with the acquired knowledge;
4. "assignment", i.e. mastering the skill of independent decision-making in relation to a particular act (behavior).

The content of educational activities integrated into the museum and educational area, as confirmed by the results of experimental work, is a source of developing the value-meaningful civil patriotic position of schoolchildren, as the conceptual structure of the content is based on the value-meaningful activity of students, meaningful education of personality, the values of patriotism as the associated characteristics of the educational process in the context of the value-meaningful approach to education.

In order to check the level of development of the values of patriotism, we used the method of unfinished sentences at the initial stage of education (September 2014, September 2015, September 2016), and at the final stage (May 2015, May 2016, May 2017).

In a comparative analysis of the work before and after the education course (118 and 120 papers respectively), we can distinguish the following characteristics:

- the statements of respondents became more common in 80% of questionnaires;
- the emotionality of sentences is more pronounced, there was a 20% increase in the number of
exclamation points, the schoolchildren used "emoticons" to express emotions;

• the range of concepts identified with the sense of patriotism expanded: love for the Motherland, devotion, pride for the country, sacrifice, active attitude to the Motherland, respect, knowledge of history, protection, faith, mutual respect.

Museum and educational activities were project-based. An example of one of the projects organized by the participants of the experimental work is the start-forum "Children and Youth in the City". The objective of the project participants was to collect the memories of the contemporaries of the Second World War about the history of their childhood and youth. More than 200 people took part in the project. After the implementation of the project the memories of the former prisoners of concentration camps and ghettos of Germany were published, the attendance of the museum increased. In the course of activities under the project, the exposition was used as a platform for research of schoolchildren and students. The schoolchildren and students of Petrozavodsk city were involved in volunteer activities in the museum.

A creative essay "Life Story" was added to the usual forms of work, which resulted in the creation of articles of schoolchildren and students about Russia, the war and the family in the museum.

The presentation of the creative works made them socially important, allowed the project participants to evaluate the results of their activities. Thus, the condition of using the value-meaningful activity as a factor of developing the value-meaningful civil patriotic position of an individual was embodied. The value-meaningful activity of schoolchildren in the socially significant projects has showed that a student can master the progress of the study only through living it, that is, through his own experience. He is given the opportunity to choose his own productive activities in the chosen field, where he is faced with the need to analyze the consequences of his own actions.

Basing on the theoretical analysis of psychological and pedagogical literature and special research, as well as on the results of experimental work, it was concluded that the museum funds can be used for effective development of the value-meaningful civil patriotic position of the personality of schoolchildren, if the basis of the educational process determines the value-meaningful activity of schoolchildren fixed on the reflexive perception of the content of education, situations of a value-meaningful choice and hermeneutic search for meaning.

The development of the value-meaningful civil patriotic position of the personality of schoolchildren is realized due to the special organization of the value-meaningful activity of students, in which they aim at the reflexive perception of the material that develops the skills of hermeneutic analysis, make a value-meaningful choice, find themselves in a situation of dialogic communication with each other, with a museum pedagogue and the museum exposition.

5. Conclusion

The scientific interest of the authors, in accordance with the purpose, objectives and logic of the research, was turned towards the theoretical justification of the possibilities of museum pedagogy as a factor in developing the value-meaningful orientation of the personality of a student.

The humanization of the educational process and its focus on the personality of a child leads to a change in the entire structure of education. There are such pedagogical phenomena as self-expression of students, self-determination, reflection, creation of meaning and others. Our appeal to the theoretical analysis of philosophical, psychological and pedagogical literature devoted to the problems of values and meaning, as well as fundamental
research in the field of museum pedagogy have allowed us to deepen the understanding of the purpose, objectives and content of the modern process of develop in the value-meaningful civil patriotic position of an individual by means of museum pedagogy.

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