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## Pedagogical Analysis Of Culturo-Educational Institutions' Actions In Youth Education

### (On The Example Of Museum Activities)

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### ABSTRACT

The article examines the problems associated with the education of young people of today's, the processes of transformation in the national education system as a result of the era of globalization. The modern pedagogical functions of cultural and educational institutions, in particular museums, in raising the moral culture of young people have been studied as an important field.

### KEYWORDS

Globalization, youth, education, upbringing, ethics, historical memory, culture, cultural and educational institutions, museums, museology.

### INTRODUCTION

The modern stage of world history is characterized by the acceleration of the process of globalization in various spheres of political, socio-economic and cultural life of the world. Especially in recent years, the development of modern information technology and the strengthening of ties between countries make it a scientific

necessity to consistently analyze the factors affecting the education of young people, who are an integral part of society, and study it on the basis of historical and pedagogical materials.

The role of youth as a driving force of social stability in the world, the issues of their social

adaptation to society, the general policy pursued by young people in different countries is one of the most pressing issues of today. In the current period of modern integration processes, special attention is paid to the formation of state policy on youth issues. The youth of the world today are the largest generation in the history of inconvenience in terms of con, numbering 2 billion people.

### MATERIALS AND METHODS

Today, this field, especially, museum pedagogy is widely developed in foreign countries. The process of change in society proves this. Scientists from England, the United States, Germany and Russia have conducted extensive research on its cultural and educational activities related to the work of the museum. For example, the Czech scholar J.A.Comenskiy and the Englishman G.Kol were among the first to pay great attention to the role of museums in education in 1880. According to G. Kol's point of view, "Unless museums and galleries set an educational goal, they will remain a boring and useless institution." [1].

According to researcher educator J.Ismailova, for the first time in Uzbekistan, on August 19, 2011, the Children's Museum named "In the World of Miracles" was established under the State Museum of History of Uzbekistan of the Academy of Sciences of Uzbekistan. This museum is designed for children from 4 to 14 years old. Every child who entered it had the opportunity not only to watch it, but also to do various activities, interact with historical events, hold or make interesting exhibits [2].

### RESEARCH METHODOLOGY

In the course of the research were used scientifically-philosophical principles and methods such as systematics, theoretical-deductive conclusions, analysis and synthesis, history and logic, hermeneutic analysis, inheritance, universalism and nationality, comparative analysis.

### ANALYSIS AND RESULTS

In his speech at the United Nation sponsored international conference named "Central Asia: Common History and Common Future, Cooperation for Sustainable Development and Progress" held in Camarkand on November 10-11, 2017, President of the Republic of Uzbekistan Sh.M.Mirziyoev said that: "Central Asia is one of "the youngest" regions in terms of population: where about 60 percent of the population is young, and this is well above the world average. To this purpose, Uzbekistan initiated the development of an international convention on the rights of youth at the 72nd session of the United Nation's General Assembly and the adoption of a resolution entitled "Enlightenment and Religious Tolerance" [3].

In Uzbekistan, young people make up one third of the country's population and it is seemed as the main driving "locomotive" of our society. Therefore, in recent years, significant practical work is being done in the country to increase the activity of young people in society. At present, the basic principles of youth education in Uzbekistan have been identified, as well as "... creating the necessary conditions for them to show their potential, broad involvement in creative activities, ensuring their participation in the development of society - is the basis of the state strategy" [4].

Innovative development of the country requires comprehensive measures. Therefore, on the initiative of the President of the Republic of Uzbekistan Sh.M.Mirziyoev, the Ministry of Innovative Development, under which departments supporting scientific and technical discoveries and research of young people, the State Program "Youth is our future" have been established. The Youth Future Fund of the Youth Union of Uzbekistan and the Institute for the Study of Youth Problems and Training of Prospective Personnel under the Presidential Academy have been established. The positions of deputy heads of district and city khokimiyats on youth policy, social development and spiritual and

educational work, deputy heads of district police departments on youth issues have been introduced. These innovations are characteristic features of the new stage of our national development.

Linking innovative development with youth policy, creative activity of young people, supporting initiatives in this direction makes the process of renewal a discrete reality. Consistency, comprehensiveness, responsiveness, approach to objective requirements, diligence and encouragement of creativity are its principles. Creating works in accordance with the requirements of the time, as Gegel said, makes human life “eternal, exemplary for all times and peoples”[5].

The role and importance of cultural and educational institutions in the education of young people today is incomparable. In this regard, it is advisable to use the potential of museums.

Museums are one of the main tools in shaping the individual through the implementation of spiritual heritage and folk traditions. The monuments of culture and art in museums, which are a vivid example of phenomena in society and nature, acquaint a person with all his creative achievements, spiritual maturity. It is necessary to further improve the activities of museums in Uzbekistan, especially to increase the sense of national pride in the minds of young people. Existing museums need to be staffed with modern, knowledgeable and highly qualified staff. It is important to strengthen their material and technical base, to determine the main directions of reorganization of museums with the necessary conditions, using the experience of world museology.

At the present time, the development of society puts the task of modernizing the educational process, this requires, on the one hand, an increase in the educational role of museums and, on the other hand, the strengthening of the relationship of

educational institutions with museums, which are a means of spiritual education of students.

It is the sacred duty of every citizen to protect, study and use the country and its historical and cultural monuments. To historians, this law serves as a sacred program. We need to teach young people to carefully preserve monuments and look at historical monuments with love. We must cultivate these monuments not only for the study of the past, but also for the further development of science, public education and culture in the spirit of inculcating that they are invaluable gems.

The school museum has the following tasks for young people:

firstly, to study with the help of integration of the most important historical events in the life of society and the people, the buildings, structures, monuments associated with the life and work of statesmen and military figures, national heroes;

secondly, archeological monuments: to study his own places with comparing and integrating to the remains of ancient cities, fortresses, castles, ancient settlements, fortifications, enterprises, canals, roads. Ancient burial places - the study of tombs, stone statues, images on rocks, ancient objects tied to their place;

thirdly, to study his own places with comparing and integrating to the ancient structure, construction and remains of architectural monuments, historical centers, quarters, squares, streets, cities and other residential areas; study of industrial, military, religious, folk architecture, natural landscapes in accordance with their territory;

fourthly, monuments of art - monumental, fine, applied-decorative and other types of works of art;

fifth, memorial documents - acts of public authorities and public administration, other written and graphic documents, sets the task of searching, studying, and generalizing film-

photographic documents and sound recordings, as well as ancient and other manuscripts and archives, folklore and music recordings, and similar rare materials.

Although the school museum has very large and huge tasks ahead of it, it differs radically from the folk and state museums with its distinctive features. First of all, this museum was organized on the basis of materials collected by the school teaching staff and youth organizations, secondly, this museum is designed for students, thirdly, the museum can be used effectively not only for higher educational purposes, but also in the educational process.

It is found that in the schools where the school museum is established, the knowledge of students in the social sciences, their interest in independent work and labor, the history and culture of the past are growing. Also, the scope of knowledge of high school students is expanding day by day, and their interest in early research is growing significantly. In areas where there are no state museums, the task of the school museum becomes more complex. In such cases, the school museum also attracts the local population and increases their interest in the preservation and use of historical monuments.

The school museum is scientifically organized, all materials are collected and prepared for display, if possible, the originals of historical and cultural monuments or, by various means, copies (copies) and periodically according to the sources of local lore, is a small primary scientific and cultural institution designed for the school community, students and the local population living in the area.

When placing materials in the museum, it is necessary to consult with the staff of district or regional museums of local lore. This is because the placement of materials on a chronological basis should not be different from that of state and folk museums.

In choosing the field of the school museum, the school youth organizations and the teaching staff, as well as the parents' committee should take into account its ideological, political and educational tasks. It would be expedient to select cultural monuments and historical sites as the main area for the school museum. At the same time, as mentioned above, in search of existing historical, material and spiritual monuments in their country, from there it is possible to transfer to the museum fund the findings of archeology, ethnography, toponymy, which are suitable for the museum, and thus increase the number of exhibits. If it is difficult for the school to study the ancient period, or if there is no material, it is possible to study and collect material about the present, when transparency, democracy, and the true coverage of history are widespread and to build a museum on this basis.

By increasing the role of students in the spiritual and enlightenment development through museums and the role of the younger generation in shaping the level and spirituality of the younger generation, we cherish our ancient and unique heritage in the funds of museums, the study of the body, its display and promotion at world exhibitions should be the main task of museologists.

The pedagogical and psychological basis of the museum's activity is to show a clear, scientific and reasonable way to accelerate the spiritual and enlightenment development of young people.

Through museums, our great history is re-embodied in our minds. In this regard, in order to expand the educational value of museums, a scientific approach to museology, the tendency to museum pedagogy will increase, and it will be necessary to look at this area from a scientific point of view. Experience shows that the inclusion of museums in the general educational process contributes to the psychological and moral formation of young people in the current conditions of globalization and in the changing era, as well as



to be the basis of socio-spiritual reforms. The student sees the exhibits in the museums, that is, the spiritual heritage, and explores the unique artifacts; it brings thought and content to its future activities because of its awareness. Such connections between the museum and all educational institutions contribute to the development of great spirituality on the basis of spiritual heights, the ancient feelings reflected in art, moral views.

Due to the wide scope of the museum and museology, the socio-cultural systemic ties are constantly strengthened, serves as an important source of cultural representation to the general public. Museums are cultural and educational institutions whose mission is to collect historical documents, cultural and spiritual monuments, collect and preserve samples of natural resources, study them scientifically, exhibit them and make them available to the general public. But the activities of museums should not be limited to this. Museums should serve not only as a treasure trove of unique and diverse objects of nature and society, but also as a major spiritual and educational recreation area for people, especially children, and, if necessary, as an entertainment center. Only then can it become a real spiritual-enlightenment and educational center.

According to a survey conducted in the United States, one of the most developed countries in the world, 69 percent of Americans say that they visit various museums and historical and architectural monuments for spiritual and educational recreation. Museums in this country are visited by an average of 850 million people a year. This is more than double the number of visitors to various sports and entertainment centers [6].

First of all, in this country, museums not only provide information about the earth and human civilization, but also exhibit artifacts, but also, it aims to enable people, including children and young people, to have a fun time through a variety of creative activities, games

and interactive interactions, thereby exploring the world and consolidating their knowledge.

The most noteworthy aspect is the fact that most museums have a “children’s corner”. That is, museums are not only for adults, but also for children.

In addition, museums partner with schools, and student excursions to museums are often organized. Through school-organized trips, museums in the United States are visited by an average of 55 million high school students each year.

The museum has a unique potential in human education, as well as being in the system of state organizations. The role of museums in the field of education is such that they can clearly express clarity. Through the exhibits, the reader or spectator approaches cultural values in the process of observation and expands their knowledge and becomes acquainted with new ideas.

The universality of museums is that they are like a mysterious world that hides the mysteries of the world in its old age. According to scholars, the transfer of certain subjects from history, ethnography, and the social sciences in general to museums will lead to great success.

Historical approaches suggest that museum education should include museum materials in the field of local lore. Unfortunately, there is no software or manual. It should be noted that the need for special courses in the development and implementation of museum pedagogy programs in educational institutions, creating coordination between the museum staff and teachers of schools, remains lagging behind. The solution to this problem is that in the training of specialists in pedagogical higher education institutions, it is expedient for qualified personnel to be in constant contact with museums in the field of science, to work on a contract basis. Also, the interaction will be properly focused.

In the development of society, art education is one of the main activities of the museum, according to which the educational function and various aspects of working with the general public visiting the museum are realized. Improving efficiency in educational, scientific, spiritual and enlightenment work is one of the priority tasks today. It is in this direction that the main focus is on working with museum visitors, focusing on the development of their life status, creative activity and spirituality.

Therefore, every visit of school students to museums should have a clear educational purpose; arranging a visit to the museum not when the children are tired of school, but when they are ready to perceive the resources there; giving up the usual excursions that are difficult for not only children but also adults to listen to; children's visits to the museum should be completed with independent works on the subject (drawings, essays, models created).

Such an approach requires a systematic and programmatic approach to the activities of museums and schools in the field of education. True, it is not always possible for schoolchildren from remote areas to visit the capital's museums. However, local history museums have been established in the capital or districts of each region. Accordingly, science teachers, class leaders can plan classes in museums based on their capabilities. Through the educational work carried out in museums and schools, it provides not only information in the field of science, culture, history, but also the comprehensive formation of the individual and will play an important role in its intellectual, artistic-aesthetic, spiritual-moral, creative, professional civic development.

Regional and district museums of local lore of the Republic of Uzbekistan provide detailed information about the culture and art, profession, practical work of the region, it does not always allow frequent visits to long-distance residents, especially school children.

Visual aids play an important role in the educational, cultural and enlightenment work carried out in schools in conjunction with the educational process. That is why the establishment of museums in schools, which contain information about the history of the region, places, especially historical monuments, memorials of famous people, directly leads to children having information in addition to the knowledge they have acquired in the learning process.

In short, museums are an important tool in the spiritual and educational development of the younger generation, realizing that its educational activities and interaction with schools using foreign and domestic experience is a modern requirement, it is expedient to promote new pedagogical technologies in accordance with modern requirements in the activities of museums.

Establishing permanent partnerships between museums and educational institutions, developing a program for full coverage of museum-related topics taught in educational institutions and the organization of the teaching process in museums on the basis of the program - to direct the interests of students, to broaden their horizons, it serves to preserve the rich cultural heritage of our country and deepen its understanding of its essence.

## CONCLUSION

Such systematic, continuous and goal-oriented education of young people in the spirit of respect for the spiritual heritage through museums and the determination of the results in the experimental process through written work, tests, questionnaires, oral questions, observations, interviews will allow to achieve the effectiveness of cultural and educational activities of museums.

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