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Charos Hashimovna Ganieva

senior teacher

National Institute of Arts and Design
named after Kamoliddin Behzod

jasur184@list.ru

SECTION 13. Geography. History. Oceanology.
Meteorology.

QUESTIONS RESEARCH OF MUSEUM PEDAGOGY IN THE STATE MUSEUM OF LITERATURE NAMED AFTER ALISHER NAVOI

Abstract: This article demonstrates the issues of innovative approach in museum pedagogy, especially communication “museum-school-education” and its importance to the role in improving the quality of teaching.

Key words: museum, school, education, pedagogy, innovation, exhibit, exposition.

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Introduction

Museum pedagogy is a new branch of museum science, which is based on the scientific and practical work aimed at the education of future generations of cultural and spiritual, historical and scientific reminiscences in the museum environment. There is extensive and rich experience in foreign museums in this area. According to experts, museum pedagogy is mediation activity of art-aesthetic education, which relies on educational work and museum didactics, museum tools on the basis of materials and collections[1].

During the years of Independence during the period of big ups and downs, news in the sphere of museums, it will be good to organize the museum pedagogics to kids starting from kindergarten, bringing them closer to the world of museums, embodying the spirit of compassion to the heritage of ancestors in the minds of the younger generation, generate in school the subjects as history, fine arts, biology, zoology and other courses to directly cover in museums' expositions.

Materials and Methods

That is, the educational and upbringing significance of museums not only bring them closer to school, but also to educational institutions. It is also important to know the peculiarities of their education in the context of school and museums' involvement. In its inner structure, it is important to reflect:

Organization of school relationships in museums. This is an excursion to museums, around a museum exposition, or study sessions organized in museum audience. These sessions are organized according to the topics proposed by the school. After all, school-based subjects, especially art, history and literature, are based on museum materials.

If earlier they were studied as an additional material, nowadays the peculiarities and possibilities of the museum expositions are also evident, which, in turn, differs not only from the depth of knowledge gained by students, but also from the visually impaired, emotional culture, and orientation of the students[2].

As a result, the status of classes hold in museums will change, which means that the educational reputation of schools increases, and the interest of parents and students to this school increases.

In the 1970s and 1980s, some school curriculum and programs included excursions of schoolchildren into the museums during the quarter or at the end of academic year. Innovation in this field is to involve learners in museums, enriching the knowledge acquired at school in the museum environment and further strengthening their relationship with life. This activity is directly carried out in the museum on the basis of pedagogical ideas and didactic requirements.

Conducting museum pedagogy at school. This activity also has its own specificity and includes lectures, optional courses and other activities organized by the museum staff in the schools.

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However, these activities were mostly organized and coordinated with the plan of the school's curriculum, but were organized only sometimes as a separate activities by museum staff. Looking at museums as a component of the education and upbringing process of museums as a part of the school's educational process is particularly relevant in preparing teachers for innovative activities[3].

Museums of Uzbekistan are one of the main directions of the museum's activity in the education of the person as a part of the state organization system and, accordingly, various aspects of study and functioning with the wide audience of the museum are carried out. Improving efficiency in academic, scientific, spiritual and educational work is one of the top priorities of today. It is in this direction to work with viewers in different categories, visitors to museums, to pay attention to creative and spiritual development is their vital goal. The educational activities at museums are directly individually and form an indefinitely direct learning form which will be remembered forever.

The museum's educational mission involves all its activities, and it is made through specially organized excursions, lectures, and workshops for students in schools, colleges and universities. The above requirements also imply the need for changes in both the activities of museums and schools. This, in turn, implies learning the matching of educational curriculum of schools with the pedagogy of museums.

In this sense, literacy classes in schools were reviewed and analyzed from the point of view of the problem. An analysis of programs shows that each school has the capacity to conduct classes in schools and museums. For example, the objectives of the "History of Uzbek Literature" include "the development of cultural and enlightenment heritage, advanced traditions, national values, respect for moral values, patriotism, contribution to the development of world civilization by the great successors, upbringing worthy successors and heirs of our great heritage". In this sense, records dating back to the earliest times in the 5th class "History of Homeland History" gives information and the Khorezmis, Sogda, Sakak, Massagets, and other nations living in the present territory Central Asia the area who did woodworking, painting, sculpture, and who were one of the oldest generation of modern people of Central Asia, which gives the information that monuments are common heritage of our people[4].

Also, it provides the information about the courage of Tumaris and Shirak, the adventure of Alexander the Great, the life of the Turkic people and the stone sculpture of heroes, invasion of Arabs to Central Asia, Genghis Khan's attack, Jaloliddin Manguberdi and Mahmud Torobian rebellions.

At the end of the program, the students are given basic skills and practice, but none of the requirements mentioned above don't mention the use of museum materials. As part of the 6th grade Uzbek Literature program, it is envisaged that Uzbekistan has a rich history and cultural heritage, the importance of studying cultural heritage and traditions, information on material and spiritual culture.

Students in this class will have enough information about the importance of the Temurids' life in the literature, the life and work of Alisher Navoi and the history of the Khamsa's creation. Also, will receive information on Mirzo Ulughbek, Zahiriddin Muhammad Babur, Zebuniso life, their works and poems [5]. This class does not mention enhancing the knowledge gained by the subjects in the classroom, remembering the information which are important to learn, through photographs and maps, revealing the characteristic features of this period, that collaboration with museums is possible, with the emphasis on studying historical sources.

If you include "cooperation with museums" in general education and secondary special education programs, students will get familiar through museum expositions in the 7th grade with Muqimiy's life and creative activity, his childhood and years of study, the turning point of poet's creativity, about the main stages of his creative work in his last years. The life and creative heritage of Furkat, biography, poems, scientific works, artistic features of his creative work; Zavki's life and activity, biography, creative heritage, poems[6].

The life and creative activity of Komil Khorazmiy, the history of Khorazmiy's creativity, the period and literary environment of the poet, his biography, his creative heritage, the form and style of poems; Avaz Otari's life and creative activity, his biography, his creative heritage, the rise of Avaz Otari's creativity to the stage of development, the continent and ruby, the last years of his life; Anbar otin biographies, artistic heritage.

In the 8th grade, the possibility of get acquainted with the folk poetry "Kuntugmish", from the History of Uzbek Literature the poem "Qutadg'u bilig" by Yusuf Hos Hojib, Khorazmiy's poem "Muhabbatnoma-Love letter", Lutfiy lyric, Alisher Navoi ghazals, Nodira lyric, life and work of Fitrat through museum exhibits[7].

Also, the life and work of Gafur Gulam, the manuscripts of "Soginshish-Missing", "Vaqt-Time" poems can be mastered in the museum in the process of teaching.

In the same classroom, the collaboration with the Museum of Literature, through the photographs and maps to open the characteristic features of this period that, with the emphasis on studying the historical sources, studying the program which are important to learn in cooperation with the Museum

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of Literature, at the appropriate level have not been mentioned in the program

In the "Uzbek Literature" program for grades 5-9, it is also important to study many topics in the museums.

In addition to the while mentioning the use of such forms in lesson in teaching literature, as optional classes, literary evenings, literary discussions, creative meetings, creative courses, literary assemblies, literary exhibitions, literary tours, readers' club, one of the main drawbacks is considered as exclusion of the excursion to the literary museums,.

However, the study of topics in the literature science curriculum shows a great deal of opportunities.

Worst of all, when studying "Tumaris" and "Shiroq" legends, the life and creative activity of Alisher Navoi, Bobur, Muqimiy, Hamza Hakimzoda, Abdulla Qodiriy, Oybek, Gafur Gulom, Abdulla Qahhor, the materials of the Museum of Literature, as well as in home museums of poets and writers no recommendations on conducting study sessions have been made or even mentioned about.

However, along with museum exhibits about the life and creative activity of the writers, Mirtemir's "Bliq ovi-Fish Hunt", "Bulut-Cloud", "Turagay", poems, "Yur, toglarga chiqaylik - Let's go to the mountains" by Usman Nosir, "Yurganimsan birga oy bilan -Together with moon", "Gulzor chaman", "Uzbekistan" (5th grade) by Abdulla Oripov, Zulfiya's "Bahor keldi seni soroklab-Spring has come to you" (Grade 6), Chulpon's "Binafsha-Purple",

"Guzal", Hamid Olimjon's "Holbuki tun", Shavkat Rahmon's "Tungi manzara-Night Vision", "Tong ochar ko'zlaring - Morning opens your Eyes", "Oy sinigu" (Grade 7); Alisher Navoi's "Yozfasli, yor fasli, dostlarning suhbatlari - Summer Season, Lover Season, Friend's Conversation", samples from the Bobur lyric, Furkat's "Fasl Navbakhor uldi", Oybek's human and nature paintings reflection in "Chimgan diary" poems, Na'matak is a symbol of Oybek lyric (9th grade) are good examples of fine arts in studying lyrical works.

However, the program did not pay attention to the importance of museums in the period of increasing the effect of literature on the activities of television, cinema and radio. The best examples of painting art kept in museums are the best way to get to know the artistic aspects of literary works, in particular, lyrical works.

Conclusion

Thus, the connection of general education schools with museums, first of all, educates pupils in the spirit of respect for the spiritual heritage, on the other, increases the effectiveness of education.

In addition, interdisciplinary communication with museum exhibits promotes national mentality to the worldview of young people, while also enhancing students' thinking, memory, creative imagination and aesthetic taste.

In summary, museums are acquainted with what they read but never saw. At the same time, it is important to pay particular attention to the particularities of museums during the exposition.

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