

Artículo de investigación

Museum guide-book as a mean of the involvement of primary school-aged children in the historical and cultural heritage

Museo de la historia de la ciudad de los Estados Unidos en la historia histórica y cultural

Guia de museus como meio de envolvimento de crianças em idade escolar primária no patrimônio histórico e cultural

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Abstract

The purpose of the work was to study the cognitive interest of primary school-aged children in the historical and cultural heritage, in order to create children's guide-book to the Museum-reserve "Kazan Kremlin", located in the Republic of Tatarstan, Kazan, Russia.

Theoretical and empirical research methods were used to solve the assigned tasks. The analysis of pedagogical and museological literature was performed. Questionnaire survey and interviewing were carried out, followed by mathematical analysis of the sample.

The experience of museum pedagogy was used as a theoretical method. In the course of its studying it was revealed, that younger schoolchildren were attracted by external effects and practical orientation of excursions. And the most effective way was the creation of game situation, in which the child was stimulated to make individual discovery.

The study was based on a specially developed questionnaire for children of primary school age, for their parents and museum workers of the complex "Kazan Kremlin".

Based on the results of collected data, the guide-book was developed. It includes learning games,

Resumen

El propósito del trabajo fue estudiar el interés cognitivo de los niños en edad escolar primaria en el patrimonio histórico y cultural, con el fin de crear una guía para niños de la reserva del museo "Kazan Kremlin", ubicado en la República de Tatarstán, Kazán, Rusia

Se usaron métodos de investigación teóricos y empíricos para resolver las tareas asignadas. Se realizó el análisis de la literatura pedagógica y museológica. Se llevaron a cabo cuestionarios y entrevistas, seguidos de un análisis matemático de la muestra.

La experiencia de la pedagogía museística se utilizó como método teórico. En el curso de su estudio se reveló que los escolares más pequeños se sentían atraídos por los efectos externos y la orientación práctica de las excursiones. Y la forma más efectiva fue la creación de la situación del juego, en la que el niño fue estimulado para hacer un descubrimiento individual.

El estudio se basó en un cuestionario especialmente desarrollado para niños de edad escolar primaria, para sus padres y trabajadores de museos del complejo "Kazan Kremlin".

Con base en los resultados de los datos recopilados, se desarrolló la guía. Incluye juegos

which contain historical, art and religious information, adapted to the group of children 7-10 years old.

Keywords: museum, junior schoolchildren, cognitive interest, children's guide-book, historical and cultural heritage, playing space, upbringing of younger schoolchildren

de aprendizaje, que contienen información histórica, artística y religiosa, adaptada al grupo de niños de 7-10 años

Palabras clave: museo, niños de escuela secundaria, interés cognitivo, guía de niños, patrimonio histórico y cultural, espacio de juego, educación de los escolares más pequeños.

Resumo

O objetivo deste trabalho foi estudar o interesse cognitivo das crianças em idade escolar primária do patrimônio histórico e cultural, a fim de criar um guia para reserva crianças museu "Kazan Kremlin", localizada na República de Tatarstan, Kazan . Rússia

Métodos de pesquisa teórica e empírica foram utilizados para resolver as tarefas atribuídas. A análise da literatura pedagógica e museológica foi realizada. Questionários e entrevistas foram realizados, seguidos de uma análise matemática da amostra.

A experiência da pedagogia do museu foi usada como método teórico. No curso de seu estudo, revelou-se que as crianças mais jovens eram atraídas pelos efeitos externos e pela orientação prática das excursões. E a maneira mais eficaz foi a criação da situação do jogo, em que a criança foi estimulada a fazer uma descoberta individual.

O estudo foi baseado em um questionário especialmente desenvolvido para crianças em idade escolar primária, para seus pais e trabalhadores de museus do complexo "Kazan Kremlin".

Com base nos resultados dos dados coletados, o guia foi desenvolvido. Inclui jogos de aprendizagem, que contêm informações históricas, artísticas e religiosas, adaptadas ao grupo de crianças de 7 a 10 anos.

Palavras-chave: museu, ensino médio, interesse cognitivo, guia infantil, patrimônio histórico e cultural, espaço de brincadeiras, educação dos menores escolares

Introduction

Today, in the conditions of rapidly changing world, the problem of person involvement in culture, historical consciousness and preserving the appearance of cultural objects is acute. Globalization is followed by the blurring of distinctions and cultural-historical background. The rapid pace of life, the availability of gadgets and Internet technologies form a passive attitude of the younger generation to the objects of historical and cultural heritage, and museums in particular.

However, one has to agree that computer technologies, such as virtual tours, mobile applications, social networks, webinars, can and should be used to promote and to acquaint the population with the objects of cultural heritage, in order to keep up with the times, and to speak modern language with the viewer.

According to the order of the Government of the Russian Federation from 29.02.2016 "... the preservation of a single cultural space, ... the formation of harmoniously developed personality, ... the preservation of cultural heritage and creation of conditions for the development of culture" are among the priority areas in the "Strategy of the State Cultural Policy for the Period until 2030". The main upbringing task of primary general education, which is described in the "Concept of spiritual and moral development and upbringing the personality of Russian citizen", is the involvement of children in the cultural traditions of their nation, and universal human values (Danilyuk, A.Ya. et al, 2009). One of the leading aspects of the child's socialization in the younger school age is the museum. Its activities are aimed at the formation

of a certain system of values among the schoolchildren, a system of views, in order to adapt them to life in modern society. An important role in attraction of young visitors to the museum is played by printed publications, such as booklets, brochures, museum guide-books, which in turn, cover a wider age range, since adults come to the museums with children.

The purpose of this work was to study the cognitive interest of primary school-aged children in the historical and cultural heritage, in order to create children's guide-book to the Museum-reserve "Kazan Kremlin", located in the Republic of Tatarstan, Kazan, Russia.

Methods

Theoretical and empirical research methods were used to solve the assigned tasks. The analysis of pedagogical and museological literature was performed. Questionnaire survey and interviewing were carried out with subsequent mathematical analysis.

Empirical study was based on specially developed questionnaires for children of primary school age, their parents and museum workers of the complex "Kazan Kremlin". Geographical distribution of the surveys included the obtaining of information from respondents, located in Moscow, Kazan, and residents of Zelenodolsk. The opinions of residents of other cities were as important as the opinions of tourists and potential users of the developed guide-book to the Museum-reserve complex "Kazan Kremlin". The survey was conducted in the form of questionnaire and interviewing. Questionnaires were distributed in the general school, on the territory of the Museum-reserve "Kazan Kremlin", and were sent to personal e-mail addresses.

In the conditions, when the structure of exponential population of the study is unknown (in this context it is the structure of attendance of the Museum-reserve "Kazan Kremlin" by children of primary school age, for all the years of its work), the object of investigation becomes non-statistical; the research is considered as qualitative-quantitative (as in the present case) due to the use of a large number of open questions. This allows not to impose strict requirements to the representativeness of the sampled population. Its formation under such conditions is based on the method of "available cases" and the "snowball" method.

The questionnaire was aimed at obtaining the maximum possible information about what type of guide-book will be in demand and what criteria it should meet. Its first part included questions for the main category of potential consumers of the developed guide-book to the complex "Kazan Kremlin" - questions for primary school-aged children.

The second part of the questionnaire included questions for parents - potential clients, as the main financial component of the market for developed guide-book.

In the third part of the questionnaire (special survey), questions were offered for specialists (experts) - persons whose professional activities are closely related to the subject of the research.

Structurally, the questionnaire consisted of three parts:

- Block-attendance of the museums by junior schoolchildren. The block is destined for identifying the frequency of visiting the museums and objects of historical and cultural heritage by children of primary school age.
- Block-efficiency of museum pedagogy. The block is intended to determine the prospects of research, through identifying the problems in museum and pedagogical activity.
- Design-block. The block is intended for orientation in creative development of a guide-book for primary school age.

For carrying out mathematical calculation, data was entered and summarized in Excel (1- there is an answer, empty – there is no answer).

Response rate = $(100\% / \text{Number of respondents}) * \text{Number of respondents, who chose this answer (in \% of respondents to question)}$.

Results

95 people were interviewed, 70% of them were children of primary school age, 20% - parents, and 10% - museum workers. For the analysis and evaluation of the results obtained, circular diagrams were created, in which one can see preferences of different categories for the same question.

Studying national legends and stories of the Republic of Tatarstan, associative images with the culture and life of the Tatars, three heroes were singled out. The respondents had to

choose one of them for the guide-book. According to the survey results, the main hero of the children's guide to the Museum-reserve complex "Kazan Kremlin" was "Kazan Cat", known for the saving of the State Hermitage Museum in St. Petersburg from the plague of mice.

When interviewing children of primary school age, it was noted that 40% of them did not take up complex concepts, and 5% felt bored during the excursion. According to the observations of museum workers, children are interested in listening to the guide and they ask questions for the first 30 minutes, but then attention gradually begins to dissipate. From this observation it follows that younger students do not acquire the information in the desired extent. 45% of the surveyed parents would like to modernize the museum and pedagogical system. 20% of parents answer that their children are not interested in historical and cultural objects and can't digest the information presented.

In the course of studying the experience of museum pedagogy, it was revealed that younger students were attracted by external effects and practical orientation of excursions. Children explore the world empirically, so it is important for them to touch, to check how everything works, how it can be used (Jay Blanchard, Terry Moore, 2010). In the museum guide-book, which is intended for young users, the most effective way is to create a game situation. The child is the main character; he is given a certain role (pathfinder, researcher, detective, etc.). Schoolchildren can be divided into several groups, each group is offered an assistant (teacher) - a game character, which will guide the children along the route, provide important information, help them to perform the tasks, initiate communication between groups, provoke curiosity and observation, etc.

Schoolchildren learn to compare exhibit items, to describe and analyze them. The guide offers the child to enter into a dialogue with exposition and be active, following the principles "I act, I think, I make decisions" (Yukhnevich, M. Yu, 2007).

The most important thing in this dialogue is not the amount of textual information, but the emotions, experienced by the child during the game.

In order to interest children, it is necessary to provide accompanying drawings, funny pictures. This will allow to tell about serious things without pathos and edification, to raise children's spirits and to give pause for thought. Book-guides - are colorful editions with bright designs and full-color prints. Their illustrations can be the photos of buildings or exhibit items (for example, it is advisable in the guide-book to the reserve "Tsaritsyno", on the vast territory of which architecture photographs perform a navigational role). The use of pictures, reflecting and supplementing the meaning and style of the guide-book will be even more correct (Kurkina, L. N, 2008). It is good, if the pictures "work"; they are short hints for the tasks. An example of illustrations, which on the one hand, helps to answer the questions and to find the necessary exhibit items, and on the other hand, are not their photographic reproductions, can be seen in the thematic guides to the State Hermitage Museum (Krollau, N. E, 2003). Illustrations can also help in the work for associative comparison: the example can be the task to define whether the shape of a knight's armor resembles an animal.

Drawing is one of the most accessible and favorite thing to do for children. It does not depend on the literacy level of the child, that allows to reveal creative potential of less active and more constrained children, and will contribute to its scientific knowledge (Vakhrameeva T. et al, 2016).

In addition to colorings and tasks to draw the objects on the guide-book pages, there can be also creative sets, using which the child can create his own reproduction of exhibit item. For example, it can be a large sheet of paper, supplemented by a set of stickers, using which the child can create his own composition (Livshyts L. Ya, 2003). This can serve as a motivation for children to create something, and to be a "prize" for the traversed route. It will start the process of formation of personal learning meanings, since schoolchildren need to be interested; the teacher has to make the learning process fascinating (Deputatova A. et al. 2016). The guide-book should have simple and accessible graphic structure, in order to understand where are the tasks, where are the texts for explanations, and where is the navigation. It is necessary to mark and structure the text in such a way, that the key moments of the exposure be singled out.

The guide-book can be divided into specific themes. For example, the children's guide to the Prado Museum in Madrid consists of 8 pages, which are folded into a pocket-sized book (Richardson S, 2005).

Just as in the training programs, the methodical principle, on which a modular system of creative tasks is based, will successfully work in the guide-book. This modular principle ensures the full development of the personality, according to various modules (sections of the guide-book), with detailed reflection at the end (Uzbekova, K.Yu. et al. 2016)

Conclusions

So, in the course of theoretical and empirical research of cognitive interest of primary school-aged children in historical and cultural heritage, it was revealed that the museum and pedagogical approaches should be modernized, so that the children could learn the material through playing and easier information. Knowledge received on the excursion should be solidified, for example, by distribution of printed publications, museum guide-books, etc., before the excursion. They will help to structure the information and additionally attract the public to the museums and historical and cultural sites. The main task of the children's game guide is to stimulate an independent discovery, research, performed by the child, in which he gets the opportunity to find information himself.

As a result, the guide-book was developed (Fig. 1). It includes learning games, which contain historical, art and religious information, adapted to the group of children 7-10 years old.



Figure 1. The cover of the museum guide-book for junior schoolchildren

The material of the guide-book is presented to the children in the form of games for the development of attention, memory, for logic and thinking, in the form of colorings, riddles, crossword puzzles, charades, Scandinavian crosswords and labyrinths. These games allow to develop children's intellect, attention, mental outlook, logic, memory, imagination and creative activity.

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