

Realization of Educational Potential of Public Museums in the Eurasian Educational Space

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Keywords: educational potential, educational space, public museum, Eurasian educational space, museum-pedagogical activity, networking, event-based educational network, Eurasian values, cultural heritage, network resource of the Eurasian educational space

Abstract: The system of conditions for the realization of the educational potential of a public museum in the Eurasian educational space is discussed in the article. The concept of “Eurasian educational space” is clarified. The pedagogical meaning of the concepts “the educational potential of public museums” and “the network resource of the Eurasian educational space” is revealed. Principles, forms of joint cultural and educational activities of public museums with educational organizations are formulated. Stages and conditions for transforming potential into a resource are justified. The Eurasian values identified in the course of the research contribute to the development in community museums of communities that form the network resource of the Eurasian educational space, demonstrating readiness for creative work, ability for intercultural dialogue, responsibility. Recommendations on the use of the educational potential of a public museum in the Eurasian educational space as part of the organization of international exhibition projects of a public museum are formulated.

1. Introduction

Eurasia is the territory necessary for the full development of Russia and other CIS countries, EAEC, OCAC, EES [1]. According to L. N. Gumilev, if the Commonwealth countries are “destined to be reborn, then only through Eurasianism” [2]. Eurasianism is considered as a model of cooperation for the peoples who have attained a high level of self-awareness and civilization, aspiring to an equal dialogue between nations [3]. Obviously, the full-scale integration throughout Eurasia is very difficult, but implementation of integration projects with participation of a smaller number of states is possible [4]. The creation of integration associations of the Commonwealth countries in the field of education and their coordination lead to a large-scale education project of the Eurasian Union.

The development of the Eurasian educational space is connected with the problems of new international relations in Eurasia: a change in the nature of cultural and linguistic relations is a turn towards mono-speaking, a decline in the importance of the Russian language as an intermediary language, and cultural expansion. This situation affects the priorities of space development and requires the creation of institutions that have the authority and tools to organize the interaction of communities-representatives of different countries. A significant place in solving the problems of the Eurasian educational space belongs to socially oriented public organizations operating in the fields of science, education, and culture [5; 6], including “social forms of culture” (public museums, non-profit organizations, associations, funds, cultural centers, people’s universities, etc.) [7; 8].

The pedagogical possibilities of the public museum for educating the youth of Eurasia were not the subject of independent pedagogical research. The purpose of this study is to develop a system of conditions for the realization of the educational potential of public museums in the Eurasian educational space.

2. Materials and Methods

First, the cultural approach was chosen as the basis of this study. It was used in identifying common philosophical foundations of participants in the Eurasian educational space (V. S. Bibler, E. V. Bondarevskaya, A. P. Valitskaya, N. B. Krylova); determining the conditions and principles for the development of educational activities of public museums in the Eurasian educational space.

The axiological approach allowed us to determine the values that contribute to the formation of the polysubject community of the Eurasian educational space as its system-forming factor of development (V. A. Karakovsky, E. N. Shiyanov, E. A. Yamburg, E. Fromm). It was used in the development of the questionnaires “Value Orientations of the Peoples of Eurasia” and “Portrait of a Citizen of Eurasia”.

The event-based approach became the basis for creating a community of participants in interaction, characterized by a dialogue character, value-semantic unity (L. I. Novikova, D. V. Grigoriev, M. S. Yakushkina), contributing to the development of subjectivity of young people. It was used in the development of a network interaction model for a public museum and its partners.

A set of complementary methods was used to solve the tasks: (1) theoretical (content analysis of philosophical, cultural, sociological, pedagogical literature on the topic of research; analysis of legislative and regulatory acts and documents; comparison; synthesis); (2) empirical (method of the included observation of cultural and educational activities of non-profit public organizations; sociocultural analysis of the situation; comparative analysis; questioning); (5) mathematical data processing of the experimental work. The use of content analysis in working with sources allowed us to identify trends in the development of the Eurasian educational space. Cultural values and traditions as the basis for the formation of the educational space have actualized the method of sociocultural analysis of specific educational situations. Included observation provided an opportunity to summarize the experience of international interaction, highlighting the problem fields. Cooperation with partners allowed for a comparative analysis of the state of educational systems in the Commonwealth countries.

3. Research Results

The concept of “Eurasian educational space” is clarified on the basis of an analysis of the literature in the field of theories and concepts of education (socio-cultural conditionality of education, value bases for building the process of education, the relationship of personal education and community development, social partnership of educational organizations). Pedagogical meaning of the concepts: “educational potential of public museums” is a set of possibilities, sources, objects of the cultural heritage of the museum (knowledge, behavior patterns, attitudes which form the means of transmitting the best examples of culture and human experience). They can be used for the interaction of specialists with visitors, the accumulation of social forms of translation of values, the creation of conditions for assigning them participants interaction, the formation of their subject position. “The network resource of the Eurasian educational space” is the educational potential of the communities formed by the public museum, transformed into a means of developing space. It provides conditions for the education of the individual participating in the activities of the public museum and its network partners (cultural and educational tourism, means of learning the values of youth communities, network education and leisure of children and adults, different-age communities).

The principles of joint cultural and educational activities of public museums with educational organizations in the Eurasian educational space are formulated. The principles are formulated: nature and culture, dialogue, networking of social partners, mutually beneficial cooperation, coordination of value orientations of subjects, self-organization and self-development, eventfulness, coordination and participatory. As a result of conduction a survey of the youth communities of the CIS member states participating in the cultural and educational activities of public museums, a number of agreed Eurasian values have been identified. They contribute to the creation and development of communities in public museums that form the network resource of the Eurasian educational space: readiness for creative work, ability for intercultural dialogue, and responsibility.

The main form of joint cultural and educational activities of public museums with educational organizations in the Eurasian educational space is an exhibition project.

The staging of the process of transforming potential into a resource has been proposed: identifying

potential, analyzing the possibility of transforming it into a resource for the development of the Eurasian educational space; analysis of space-conducive conditions; coordination of value fields of participants of the exhibition project; updating the identified resources, turning them into active means of developing the educational space with the help of legal, administrative, financial support. Indicators of potential transformation into a resource have been developed: (1) the emergence of new directions (development of the Eurasian space), forms of cultural and educational activities of the museum with young people in comparison with the traditional ones (lecture, excursion, consultation, circle, studio, club, literary evening, film show, concert, meeting with interesting people, holiday, historical game, quizzes); (2) the expansion of the network of partners of a public museum (employees of state museums, public organizations, museum teachers, school teachers, university teachers, colleges schoolchildren, students); (3) manifestation of the subjective position with the help of social forms of cultures (public museum, public cultural and educational organizations and associations) in cooperation with educational organizations in creating exhibition projects, scientific conferences, public forums, competitions, cultural, educational programs, etc.; (4) the complication of the network of traditionally educational organizations (schools, colleges, preschool organizations, universities), cultural institutions (museums, libraries, theaters), public organizations, associations (cultural and educational centers, funds, associations), societies, other group entities with educational potential.

The conditions for the transformation of the educational potential of public museums in the Eurasian educational space into a resource are justified (creating a legal framework for the activities of public museums, public organizations and associations at different levels; providing government support of cultural and educational initiatives of social forms of culture; analyzing the public opinion about the value relation to cultural objects; coordinating value orientations of interacting subjects of the educational space; establishing event networks; scientific and pedagogical support of international exhibition projects; creating a publicly accessible databank of the CIS member-states and exchange of experience in the implementation of cultural, educational, research, club, volunteer activities, etc.; developing the coordinating activity of the public museum as a network node of the Eurasian educational space).

The use of the educational potential of the public museum in the Eurasian educational space is recommended in the framework of the organization of international exhibition projects of the public museum with the justification of the effective forms of cultural and educational activities: master class, creative contests (essays, drawings, photographs, artistic expression, mini-plays, research projects, videos), a festival of cultures, sightseeing activities (excursions, talks), a scientific seminar, a round table.

4. Discussion

The concept of “educational space,” the theory of educational space were presented as a subject of research by L. N. Novikova, D. V. Grigoriev, N. L. Selivanova, V. I. Slobodchikov, I. G. Shendrik, M. S. Yakushkina. The concept of “educational space of the CIS” is developed in the works of V. E. Shukshunov, K. A. Pshenko, S. K. Bondyрева, P. S. Avetisyan, V. A. Myasnikov, M. S. Yakushkina. The research conducted by K. A. Pshenko, V. A. Myasnikov, S. K. Bondyрева, M. S. Yakushkina denotes the problem of implementing the multifaceted interaction of different subjects of the international space and their influence on the formation of the educational space. The process of preservation and development of the Eurasian educational space due to its interdisciplinary nature is considered by modern science on the political (A. A. Maryshev), economic (I. M. Korotchenya), historical (V. V. Baum, K. A. Pshenko), socio-psychological (S. K. Bondyрева), philosophical (P. S. Avetisyan, M. V. Kim), and pedagogical (T. L. Guruleva, V. A. Myasnikov, M. S. Yakushkina) levels. The educational space is presented in research as a factor of social protection of the population (G. K. Balmagambetova), a resource of personal development (S. V. Mazova), human socialization in growing social environment (M. L. Lurie), stability and sustainable development of civil society (G. Yu. Labetskaya). We consider the Eurasian educational space as a multicultural event educational network created by its subjects for cooperation, operating in a territory with a diverse national composition and living conditions (V. P. Pedan, M. R. Ilakavichus, M. S. Yakushkina). Under the subject of the Eurasian educational space, we understand a person or a group (community) of participants in the active transformation of the surrounding reality (K. A. Pshenko, M. S. Yakushkina); under the event educational network [9] is considered a dynamic set of interrelated pedagogical events created in the environment of the event, dialogue by the efforts of the network’s subjects.

In pedagogy (A. I. Adamsky, Yu. A. Kanarzhhevsky, O. N. Susakova, I. V. Robert, A. M. Tsurulnikov, M.

S. Yakushkina), forming a partner network of various social institutions as the basis for creating and the functioning of the educational space is explored. According to V. A. Myasnikov, S. K. Bondyрева, and M. S. Yakushkina, the actualization of humanistic values in the process of cultural, educational activities is an effective factor in the development of the educational space of the CIS member states. As already noted, a special role in the process of creating space belongs to public museums, which is, according to T. V. Galkina, O. O. Petunina, and G. A. Zaitseva, different because of being created on the initiative of the public [10; 11] and acting on a voluntary basis. The public museum is considered by us in our work as a sociocultural phenomenon, a center of cultural and social life, maintaining, researching, and updating the cultural and historical heritage through public initiative [12], attracting new members of museum communications [13], establishing positive cooperative relations [14], developing their subject position in education and culture [15]. The potential of social forms of culture can be directed to the search of life meaning by young people [16], the formation of positive values [17], civil attitudes [18], active life position [19]. Among social forms of culture, museums perform the function of historical, cultural enlightenment, and education of the society [20; 21], carry out research and educational activities. Among social forms of culture, museums contribute to the targeted transfer of knowledge, concentrated in the museum's exposition and the formation of the outlook of young people based on national (ethno-cultural) and Eurasian values [22]. The Eurasian values are presented in the study as humanistic value relationships of an individual to the world, people, themselves, creating value-semantic bases for human actions in the space of a dialogue of cultures and worldviews (T. B. Alekseeva, I. I. Kalina, L. G. Kruglova, V. S. Stepin, N. Yu. Sosunova, N. K. Roerich), in the semantic fields of value coherence (M. M. Bakhtin, M. Bibler), in the space of personal growth (D. V. Grigoriev, I. V. Kuleshova-Stepanova, P. V. Stepanov). The semantic field of harmonization of values is considered by us as a field of interaction between participants and subjects of space, understanding humanistic values, exchanging values and meanings, meaningful realization of values in the activities of subjects (L. S. Vygotsky, E. A. Germanova, N. L. Selivanova, G. E. Soloviev, V. I. Slobodchikov, M. S. Yakushkina).

However, the role of public museums that have a wide legal field and an untapped potential for systemic educational activities in Eurasia is not sufficiently widely represented in the literature. In a broad sense, an educational potential is a combination of the capabilities of a person, a community, an organization, etc., which can be used to achieve a certain goal, to solve a task, to fulfill a plan. It is also regarded as a social phenomenon, activity, process, system, value, impact, interaction (V. A. Karakovsky, N. L. Selivanova). We have identified the educational potential of a public museum as a combination of its capabilities, which can be used for interaction of specialists with visitors, accumulate social forms of the transmission of values, create conditions for them to be assigned to participants in the interaction, becoming their subject position. Many sociocultural institutions have significant potential that has not been transformed into resources for their own development and development of interethnic, international cooperation in various fields. In the works of Yu. S. Borisova, M. R. Ilakavicius, M. L. Sukhotina, M. S. Yakushkina (and in the framework of the development of the theory of education) the concept of “network resource of educational space”, as being formed through transforming the educational potential of the totality of social institutions, is given. Resources are considered in relation to the educational space as a network, i.e. the means of its development in the event network: original models, author's schools, optional courses, museum-pedagogical programs, projects (non-standardized educational institutions or standardized programs), etc.

The peculiarities of the museum-pedagogical activity of the modern cultural institution, the role of museums in the development of the educational space (schools, cultural institutions, cities, regions) are substantiated in the works of V. M. Grusman, N. I. Ilinskaya, N. V. Nagorsky, E. L. Naletova, B. A. Stolyarov, I. A. Shpachenko. In the works of N. I. Bychkova, V. A. Gorsky, M. R. Ilakavichus, M. V. Ryzhakov, T. A. Mertsalova, I. K. Skrynnik, G. F. Suvorova, M. S. Yakushkina, pedagogical potential is considered as the educational opportunities of non-profit public associations that can become a group subject of space. Public organizations are represented in the works as an institution of civil society, a subject of socio-cultural, educational, charitable, leisure, and other activities [23]. The special role of non-profit organizations in the consolidation of society by means of culture is designated by N. A. Shabalina. N. N. Budyukina and V. G. Besedin, who described the history of the formation of public museums.

The scientific novelty of the research presented in the article lies in the fact that the theory of development of the educational space is complemented by clarifying the meaning of the concepts

“educational potential of public museums”, “the network resource of the Eurasian educational space”; their value for the implementation of integration processes in the Eurasian educational space. The educational potential of public museums as communities that form the network resource of the space is characterized. The principles, forms, conditions for the implementation of the educational potential of public museums are revealed; stages and indicators of its transformation into a resource of space are defined and justified. Practical significance is that the system of conditions for interaction of educational organizations with a public museum, forms of cultural and educational activities of public museums in the Eurasian educational space can be used when planning joint activities of international and national public organizations, educational organizations, cultural institutions, developing projects based on a dialogue of cultures.

5. Conclusion

The joint cultural and educational activities of public museums and educational organizations in the Eurasian space in the form of exhibition projects create semantic foundations for youth cooperation, leading to the realization of the educational potential of public museums in the implementation of the above principles. Creating an event-based educational network that contributes to the transformation of the educational potential of a public museum into a development resource is a priority condition for the cooperation of young people in the Eurasian educational space. The research results expand the possibilities of public museums and create prospects for the development of international cooperation of the Commonwealth countries.

6. Acknowledgments

The work was performed within the framework of the state assignment № 27.9426.2017/БЧ “Development of National-Regional Educational Spaces in the Context of the Formation of Interstate Educational Policy of the CIS Member States.”

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