

MUSEUM WITHIN THE SYSTEM OF RUSSIAN HIGHER EDUCATION: THE EXPERIENCE OF ELABUGA INSTITUTE OF KAZAN FEDERAL UNIVERSITY

^aGULNARA M.BURDINA, ^bRAZILIA R.SAIFULLOVA

^a*Kazan Federal University (Yelabuga Institute), 18 Kremlevskaya Street, Kazan, 420008, Russia*

^b*Kazan Federal University (Yelabuga Institute), 18 Kremlevskaya Street, Kazan, 420008, Russia, Russia*

Email: ^a*Rusia@Prescopus.Com*, ^b*rrsaifollava2015@Gmail.Com*

Abstract: The article reveals peculiarities of functioning of museums of higher educational institutions on the example of Museum complex of the Elabuga Institute of the KFU. The Museum is a unique educational environment, which has the ability to transfer knowledge through direct contact with the script, surpassing in quality a classroom in a higher school. Although not a formal educational institution, the Museum acts as a permanent partner of educational institutions of all levels. In the Museum a special educational space is formed, one of the main purposes of which is to motivate people of all ages to self- and a fascinating procuring knowledge. Educational activity of museums of the universities is to evolve towards integration with the higher education system. For better educational and pedagogical activities of museums within the system of higher education it is required a significant quantitative and qualitative growth of Museum programs, designed for different population groups and aimed at patriotic, aesthetic, environmental education and training, humanities, natural science and technical education.

Keywords: education, museum education, museum environment, museums of the higher education system.

1 Introduction

In the XXI century problems of education become a priority worldwide and in each country, since from their solution depends the efficiency and competitiveness of the future economy, politics, the functionality of the future of culture, so today the potential cultural and educational capacities of museums have again become the subject of special attention of scholars and practitioners. In his annual address to the Federal Assembly in 2016, the President Vladimir Putin discussed prospects of further development of Russian education: the preservation of the universality and fundamentality of education in Russia, the need to increase study of Humanities, attracting the attention of young people to national history, culture, literature (Vladimir Putin on education in his annual address to the Federal Assembly, 2017). Museums, as part of the state system of preservation and transmission of cultural heritage of the nation, contribute to the increasing of the educational level of the population, which is also shown in the concept of development of Museum activities in the Russian Federation up to 2020 (The concept of development of Museum activities in the Russian Federation until 2020, 2017). An important role in this process is given to higher school museums, which occupy a significant place in the education system and are an integral part of the educational process. The use of museums of higher educational institutions in the educational, educational-methodical, scientific-research, educational and educational work of universities is not only an effective tool for enhancing professional knowledge and skills of students, necessary to organize their future activities, but also contributes to the formation of the Russian identity, civil-Patriotic feelings.

2 Methods

As methodological and theoretical basis of studying the peculiarities of activities of museums within the system of higher education, were the ideas of the development of Museum pedagogics (B. A. Stolyarov, M. Y. Yukhnevich) and of the concept of personality-oriented education (Sh. A. Amonashvili, A. B. Orlov, V. D. Semenov). The work required the use of the complex of methods, such as general-scientific and specifically-historical. Historical-pedagogical method was used in the study of the history and educational activities of the Museum of Elabuga Institute of KFU. Comparative analysis was carried out in the study of Museum activities of the Institute in dealing with various categories of visitors. Problem-chronological method

allowed us to identify and analyze the totality of the facts, available in the museums of higher educational institutions.

3 Results

In Russia the term "Museum education" started to be used in 80-90 years of XX century. The birthplace of Museum pedagogy is Germany. German scientists, studying the pedagogical possibilities of the museum, laid the foundations of ideas about the developmental nature of the museum environment. In the late nineteenth century German cultural leaders and scientists A. Lichtwark, Kerchensteiner, A. Reichwein were aware of the potential of the museum as an educational and outreach center. In 1934 K. Friesen suggested to introduce the term "Museum education", meaning the tradition of art education at museums, based on education and museum didactics.

The use of the educational possibilities of the museum is typical for the Russian school. Pedagogic activities of museums in Russia originated at the initiative of bodies of national education of St.-Petersburg in the field of professional training of teachers in 1864. As a result, the Russian pedagogical Museum was established in 1865 in Russia. The Museum worked with workshops for teachers and parents. For educational purposes the Museum is attached to high school students, students of real schools, pupils of the cadet corps. Outstanding representatives of tour school of the 1920s were teachers (A. V. Bakushinskii, I. M. Graves, V. E., Rykov, and others). Then, for many years from 1930-ies to 1980-ies, the "school-centrists" approach to the museum started to reign, which was perceived only as auxiliary and illustrative material. Only in the late 1980's and in the 90 years the uniqueness of the museum was realized again. In 1990-e years, the centers of Museum pedagogy appear again, for example, at the State Russian Museum, which publish the scientific-practical, scientific-methodical works; the educational concept of museums was developed, which is understood as the approach to the museum from the point of view of its possibilities of enlightenment and education.

Some researchers refer the higher school museums to museums of education (Museology, 2007), indicating that they are focused mainly on the solution of educational tasks, which are the subject to everyone else, and their appeal to a specific narrow audience (Yukhnevich, 2001). It is difficult to accept this definition, as the museums of higher educational institutions are created not only to provide clarity of teaching, but also with the research purpose, due to the fact that the educational process in universities is inextricably linked with the research activities, based on the example from the experience of a complex of historical museums of Elabuga Institute of Kazan Federal University (Maslova, 2016). The study of the relationship of museums of the higher school with the educational process, research activities of teachers and students is not only important from the point of view of quality training of students, but also to identify new, more effective forms and conditions of interaction of museums and universities. This issue has been reflected in their works by foreign researchers Chang Yue Singh (Chang Yueh Siang, 2016), Lindel King (Lyndel King University Museums as Translators of Research, 2014), Gina Hammond, Andrew Simpson (Hammond, 2014), Dominic Vertelde (The university museum: respecting old values, embracing new directions Dominick Vershelde, 2013).

In this regard, let's consider the role of museums in higher education on the example of activity of the complex of historical museums of Elabuga Institute of Kazan Federal University.

The complex of historical museums of Elabuga Institute of Kazan Federal University consists of three museums: the Museum of the history of the Institution, the Museum of archaeology and history of Tatarstan and the Museum of Elabuga merchants. Each Museum has its own story and

uniqueness, each Museum is supported by the people - enthusiastic, proactive, being aware of the great importance of their activities, both for history and for future generations. Just scientific research, interest in solving specific research problems, the need for knowledge of teachers and students of the University contributed to the creation of the Museum complex. Historical museums of Elabuga Institute of Kazan Federal University are the result of many years of hard work of teachers and students of one of the oldest educational institutions of the CIS-Kama region.

The funds of the Museum of the history of the Institution begin to be gathered and be equipped still from 1970-ies at the Department of history of CPSU and political economy (mainly photos, documents and books). Despite the fact that special facilities for the Museum had not been allocated, excursions were organized for all comers, during which the story of the University was told, and it was noted that there have always been educational institutions in the building of the Institute, since the opening of the Diocesan school for girls. This was the period of revival of museums of the higher school as research and educational institutions, the gradual releasing of them from the propaganda of the party's ideology (3). So, in 1977 a separate room was allocated for the Museum of history of Elabuga state pedagogical Institute – the former Council chamber of the Diocesan school. The work of the Museum during this period was led by the Museum Board, which was approved at the meeting of the Party Bureau of the Institute and consisted of ten people. The Council consisted of representatives of the administration and the Party, Trade Union, Komsomol organizations. Excursions were organized on the theme: "History of EGPI", "History", as well as lectures on various topics on Museum exhibits ("the Institute as the cultural center of the Kama region", "Marina Tsvetaeva", "Academic life, EGPI", etc.) (The archive of the Museum of history of Yerevan state pedagogic University, 2016). During this period, the Museum was the center of military-patriotic education of students. The meetings of students with veterans of the Great Patriotic war were conducted, marking significant dates – the Day of the Soviet Army, the Victory Day (The archive of the Museum of history of Yerevan state pedagogic University, 2016). In 1998, in anticipation of the centennial celebrations of the Yelabuga state pedagogical Institute, the Museum of the history of the Institution was reorganized. The Council of the Museum was created. To help the Council the Active group of the Museum was formed, consisting of teachers and students of the historical Department of the historical-philological faculty. During the reorganization of the Museum, the great and hard work on collecting material for the Museum exhibition was held, meetings with labor veterans, former teachers and staff were conducted, and correspondence with them continues to be conducted, their memories are recorded. In addition, teachers and students worked in the archives of Yelabuga, Kirov, Kazan, that was the beginning of creation of the archive of the Museum. Time-consuming work, been conducted, was the basis for the accumulation of material for the Museum exhibition, the manufacturing and decoration of stands, albums and traveling exhibitions, and then the creation of the Museum in its present form (The archive of the Museum of history of Yerevan state pedagogic University, 2016).

The Museum of archaeology and history of Tatarstan is unique in its content and importance. Its history began in 1988. Then, thanks to the efforts of the candidate of Historical Sciences K. I. Korepanov, the exposure to the individual periods of the history of the region was created, and the collection of archaeological findings was displayed. A new round of development of the archaeological Museum is associated with the work of A. Z. Shamaeva, when in 1994 the Museum was completely reorganized. As the Museum of archaeology and history of Tatarstan, it has the status of the Institute's Museum. The Museum was attached to the office of archeology, on the basis of which the Club of archaeologists worked. From 1994 to 2004 rich archaeological collection was accumulated, which was also exhibited in the Museum. The field excavations, conducted by

students of the historical Department, under the leadership of A. Z. Shamaeva, were the main source of replenishment of the exhibits. The most notable findings from Yelabuga and Germanskogo archaeological sites, where archaeological excavations were conducted, have found its place among the exhibits. In 2003, in preparation for the upcoming anniversary of Yelabuga, a new reorganization began in the archaeological Museum. The Museum has received the space, more spacious and accessible for visitors. Taking into account previous shortcomings, the exposure plan was created on a new methodological basis. Expositions were updated and extended substantially. Currently, the Museum of archaeology and history of Tatarstan consists of expositions, covering separate periods of the ancient history of the region. Here are the findings from the territory of Tatarstan, mostly in Yelabuga region. Most Museum objects that, make up its foundation, were discovered in the excavations (Report on the activities of the Museum of archaeology and history of Tatarstan, 2016).

The increased interest to merchants, research of their business and charitable activities has led to the fact that in June 2006 there was a significant event for the University and for the Kama region, the Museum of Elabuga merchants was opened. The Museum is located in the yard of the University complex, in a one-storey red brick building, forming part of the architectural ensemble of the school building. The Central part of the Museum exhibition is the section "Life and mores of provincial merchants", recalls the interiors of a merchant's living room, study, powder room and retail shops. This section is dominated by an authentic Museum items – unique items and Antiques (Museum of the history of the merchant. Guide, 2007). According to the richness and historical value of the collection, the Museum of Elabuga merchants is one of the most important museums not only of the Yelabuga Institute of KFU, but of the whole Kama region.

4 Discussion

Historical museums of Elabuga Institute of Kazan Federal University are research, training and educational units of the University. Historical museums are seen as a means of forming valuable attitude to the historical and cultural heritage, contribute to the acquisition and improvement of skills of research work of students. The Museums of the University contribute to the improvement of the educational process in the training of future teachers. Acquaintance of students with the Institution begins with the Museum, in the lesson-excursion students don't just study the history of the University, they are aware of themselves as part of the story. Term papers and final qualifying works of students not only include as a source the materials of the museums of the University, but also serve as a means of replenishing their stocks with new documents. Research, dedicated to the teachers, formed an epoch in the life of the University, to the history of faculties and departments, also used to replenish the Museum funds of the University. Pursuing research activities, the lecturers of Elabuga Institute of KFU are turning to archival material in museums. Having studied optional courses in "Museology" and "Archival science", the first-year students from the historical Department of the Museum and the archives of the University then have the Museum and Archival practices. The knowledge, gained by the students during the practices, are an important resource for future teachers in the design of classrooms and the competent organization of school museums. At the Museum of History of the Institution operates a group of guides; the students, belonging to it, design and conduct tours of historical sites of the city, participate in regional and all-Russian scientific-practical conferences with the results of their local history research.

The activities of the Museum of archaeology and history of Tatarstan has provided new opportunities for the use of its funds as in the educational purposes and in the research work of students, conducted in the course of archaeological expeditions. The Museum has a long and fruitful working archaeological group. The results of the archaeological excavations conducted

are included by students to research work, which are tested at the scientific-practical conferences.

In the Museum of the history of Elabuga merchants the interior of the merchants' everyday life of XIX century is recreated, in addition to educational functions it performs the role of the regional research centre of the teachers and students of the University. Here the educational tours for students are held, while studying the "Historical Ethnography".

On the basis of the complex of historical museums of Elabuga Institute of KFU pedagogical activities for children are designed and implemented.

Senior students, organizing extracurricular activities during the pedagogical practice, lead charges students in the museums of the University.

5 Insights

Historical museums of Elabuga Institute of Kazan Federal University are actively involved in the Open Day of the University for the purpose of motivating students, which is an important part of the work of University museums, because such education creates potential applicants. Each year the historical museums of Elabuga Institute of Kazan Federal University are visited by about 3000 people – schoolchildren, students and guests of the University and the city, about 100 round trips are held.

6 Conclusion

Thus, due to the interaction of the University and the Museum, the most important tasks of training of future teachers are conducted: not only to give students a deep, systematic knowledge, to learn to transform this knowledge and use it in their professional activities, but also to shape the personality of a future teacher as spiritually rich, thinking, conscious of their civic responsibility and having a national identity.

Acknowledgement

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

References

1. Chang Yueh Siang, The university museum beyond teaching // UNIVERSITY MUSEUMS AND COLLECTIONS JOURNAL 17 VOLUME 8 2016// <http://umac.icom.museum/pdf/UMACJ-8.pdf>. – P. 17-22.
2. Hammond, Gina; Simpson, Andrew: University museum spaces, soft power and cross-cultural communication // UNIVERSITY MUSEUMS AND COLLECTIONS JOURNAL 17 — 2014 VOLUME 7// <http://umac.icom.museum/pdf/UMACJ-7.pdf>. P. 30–34.
3. Lyndel King University Museums as Translators of Research // UMAC's and CECA's common Proceedings Alexandria 2014
4. Maslova, Inga V.; Krapotkina, Irina E.; Pospelova, Nadezhda V. Multicultural Education is Direction of the Modern Historical Museum // IFTE 2016 - 2ND INTERNATIONAL FORUM ON TEACHER EDUCATION: European Proceedings of Social and Behavioural Sciences ,2016. Volume: 12. P. 120-125.
5. Museology T. Y. the Textbook for high schools. – 4-e Izd., Rev. and extra – M.: Academic project; the Alma Mater. – 2007. P. 233-235.
6. Museum of the history of the merchant. Guide. // Comp. V. I. Kornilov, EGPU, 2007.
7. Report on the activities of the Museum of archaeology and history of Tatarstan.2016.
8. The concept of development of Museum activities in the Russian Federation until 2020 http://mkrf.ru/upload/mkrf/mkdocs2013/20_02_2013_1.pdf
9. The university museum: respecting old values, embracing new directions DOMINICK VERSCHELDE // University Museums and Collections Journal 6/2013.// <http://edoc.hu-berlin.de/browsing/umacj/index.php> P. 69–74.
10. The archive of the Museum of history of Yerevan state pedagogic University – 2016.F. 1. Op.6. – D. 1. – L. 19.
11. Vladimir Putin on education in his annual address to the Federal Assembly // Electronic resource: <http://ros-obrazovanie.ru> (accessed 23.03.2017).
12. Yukhnevich M. J. I'll take you to the Museum: a training manual for Museum pedagogy / Ministry of culture of the Russian Federation. Russian Institute of Culturology. M.: 2001. – 223 p. p. 56,57.