

Conceptual Basis of the Creation of the Museum of National Education History

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Abstract

In an article, actual problem of modern educational policy of Kazakhstan is considered, especially the need to use time-tested arsenal to ensure the priority development of the national education system. Novelty and promise of this article is that the authors give the conceptual content of the Museum. This concept of the museum identifies new strategic directions of cultural and educational activities for formation of Kazakhstan patriotism and national maintaining of spiritual values. Content is aimed at the development of value-semantic nature of the origins of the national science and education, which performs value-target and value-semantic functions. It provides an introduction to the values of the past, on this basis, contributes to the development of their own value orientations and defining goals and meanings of outreach.

Keywords: museum, national concept, history of education, national heritage

1. Introduction

At the present stage of development of Kazakhstan there are rethinking of theoretical and methodological initial attitudes in the study of national history of education and new concepts of interpretation of different periods of their development. There is also the revaluation of components and transformation of the structure of historical and pedagogical knowledge, what indicates change of a paradigm nature.

The most important social institution promoting cultural development and socialization of the individual, is a museum. Museum as a cultural institution has powerful potential opportunities, what is especially important in the development of the younger generation. Educational activities of the museum are based on the transfer of social experience accumulated in the monuments of material and spiritual culture of different eras. Activity of modern museums aims to establish contacts that are made in the following areas: information, education, learning, leisure, creativity development.

Zharikbayev K. B., analyzing the stages of pedagogical ideas in Kazakhstan development, said, "Educational and psychological thought in Kazakhstan did not appear apart from the main road of progress and pedagogical knowledge of mankind" (Zharikbayev, 1978).

We agree with Zharikbayev K. B., who states, "It's hard to find people, who can remain themselves, searching deeply other cultures" (Zharikbayev, 1981).

Nowadays great fund of significant scientific knowledge on the history of education and science of Kazakhstan has been accumulated. Under current conditions in Kazakhstan real prerequisites for establishing a coherent scientific picture of the history of education in Kazakhstan and its transformation into an appropriate educational potential, science, and scientific knowledge have appeared.

Science is a form of people spiritual activity aimed at the production of knowledge about nature, society and itself knowledge. It has the direct purpose to reach truth and discover objective laws on the basis of generalization of the real facts in their relationship, in order to anticipate trends in the development of reality and contribute to its changes (Bork, 1990)

Dictionaries and reference books explain semantic essence of concepts "knowledge".

"Knowledge" is independent objective news, letter (Dal, 1955).

This concept is considered in three aspects in “Dictionary of Russian language”:

“Knowledge” is knowledge in any field, the possession of any data;

“Knowledge” is collection of information, knowledge;

“Knowledge” is a holistic and private knowledge of reality (Dictionary of Russian language, 1957).

Before proceeding to the systematization of knowledge and design of museum content, we need to set out common modern methodological foundations of historical and educational research.

In science methodological research began to develop at the end of 50-ies XX century. General works were created, and the methodology was introduced in the history of university education. We want to notice methodology researches, who developed methodological issues: Gulyga (1969), Barg (1984), Kon (1969), Rakitov (1982) and Gurevich (1993).

Using historical experience on the formation and development of the history of national educational system allows to take into account the accumulated experience and national traditions during creation of new educational systems. Using the ideas of the Kazakhstani teachers-enlighteners designed to enrich the educational potential in Kazakhstan.

State educational policy of Kazakhstan actualizes the need to use time-tested arsenal to ensure the priority development of the national education system.

Knowing the history of national education is considered as a significant component of professional competence of the expert, which allows to teach educating students with examples from the history of science and education.

In this connection we should mention the statement of Professor Teplov B. M., “Thought of historians in essence should seek all areas of practice relating to human exposure” (Teplov, 1990).

Museum of the History of Education of Kazakhstan covers the development of educational and pedagogical ideas, views, historical and pedagogical legacy of notable figure of education and science. Real story of specific education systems, organizations and educational institutions will be given.

Novelty and promising is in the fact, that the content of the proposed museum is aimed at the development of value-semantic nature of the origins of the national science and education, which performs value-target and value-semantic function. It provides an introduction to the values of the past, on this basis, contributes to the development of their own value orientations and defining goals and meanings of educational activity.

The museum will provide an opportunity to justify the strategy of preservation and development of the Kazakhstan education system;

- Exhibitions of historical materials on the history of national education, allowing to trace the formation, dynamics and trends in the development of the educational system of Kazakhstan;
- Contribution of enlighteners and leaders in the development of the national education system will serve as an example of service to the Motherland and the manifestation of patriotism.

2. Methods

Creating a museum of the history of education in Kazakhstan is caused by objective necessity of analyzing and summarizing the history of state formation. This concept of the museum identifies new strategic directions of cultural and educational activities for formation of Kazakhstan patriotism and maintaining national spiritual values.

A key element in the creation of the museum is development of concept, what is conceptual content of creating museum.

Global education system sets the necessity to seek conceptual solutions to these problems without delay, which becomes a turning point in the creation of a conceptual approach to the study of the history of national education.

In the largest countries such as the U.S., France, Germany, Russia and others it is given great importance to the study of the condition of historical science methodology. Currently it is characterized by attempts of convergence of views on major issues.

In the U.S., after the largest symposium “Philosophy and History” (New York, 1963), on which the problem of “historical explanations” from the standpoint of the objectivist and relativist approaches is deeply analyzed, interest in them has noticeably fallen.

From the mid of 60's to early 80's among historians there was not any broad theoretical debates on these issues. However, this did not mean ignoring them in the practice of research. Anyway, historians have expressed their opinion on whether the historical works kind of fiction, evidence-based ("factualized fiction"), or they provide objective knowledge because based on "covering laws" (Gellner, 1992).

In the beginning (60s years) in American historical science non-objectivistic, i.e. scientific (as in the natural sciences) trends prevailed, that embodied in the so-called analytical philosophy of history. Then (the 70s) there was revival of relativistic notions, when the historian H. White spoke with the concept of meta-history: in a "conceptual anarchy" all "strategies of interpretation" are equivalent, which the historian may apply in accordance with their own moral and aesthetic views.

Representatives of the American intellectual history, for example, D. Harlip believe that history should not renovate the past, but answer questions posed by modernity.

In the last decade, setting to study the interaction of single events and long-term processes on the line "nation-econom V-class-gender" have caused a new wave of attempts: theoretical understanding of problems of objectivism and relativism correlation in history (Feyerabend, 1986). Many American historians call hermeneutics as the main way to overcome these two extremes, in the modern sense, the method focused on understanding of the text, proceeding from itself, and not from its historical explanations through context. Mogilnitskiy B. G. notes it is no accident that methodologist T. Haskell writes, that it is time of "moderate historicism" when the decisive criteria of historian objectivity proclaimed by his impartiality, the duty to understand opponent views, the ability to self-control and self-discipline (Mogilnitskiy, 1993).

From the 80-s XX century the experience of the French school of "Annales" became very popular, what associated with analytical publications of French historians H. Couteau-Begare, F. Dosse and more British historian Burke (1990).

At "Annals" school, founded in 1929 by L. Febvre and M. Bloch, the leading principle was "total" or "global" history. This is a story of people lived in a particular time and space, story considered from many different viewpoints. Its aim is to restore all available aspects of life of people for historian, understanding of their actions and activities motivations. "Total" history eliminates the artificial division of the history on the political, economic, social, diplomatic, military, and seeks to give three-dimensional picture of the historical life at its various stages. The historian's task, according to representatives of the "Annales" school, is not in assess of the events, but in understanding and explaining human actions. To accomplish this it is necessary to study an environment in which people lived, particularly natural conditions, means of communication and exchange, state of the art, as well as population density, life expectancy, etc. (Gurevich, 1993)

We can state that in the modern historical science great awareness of spiritual heritage of lasting value is happening, which is able to develop guidelines out of the crisis, engulfed humanity as a whole in the end of XX century. This is largely contributed by multiculturalism and tolerance of world civilization.

The museum concept is developed on the basis of state policy of independent Kazakhstan to maintain and revive the historical and cultural values within the program "People in the flow of history" (Kazakhstan, 2013).

This concept is a conceptual image of the Museum of the XXI century, gives the basic directions of its activity in the architectural ensemble.

During developing the concept international experience of creating modern museum complexes in the biggest capitals and cities around the world: New York, Seoul, Paris, London, Moscow, etc., taken into account. Some compositional and technical solutions, proven in foreign museums, provide the basis for the development of specific project sections of the museum.

The concept envisages identifying of ways and means of creating the newest museum.

The main objective of the project is the preservation and promotion of cultural and educational heritage by creating innovative museum complex that meets modern trends of developing the world museum centers in their functions, the social conditions of service visitors and forms of work.

As a result of implementation of the Concept MHKES (Museum of History of Kazakhstan Educational System) it is to get the necessary conditions for an integrated information and a panoramic complex of history of the education system development at the departmental museum of L. N. Gumilyev Eurasian National University with modern and advanced museum technology.

Being created a new museum MHKES in the atrium will be the largest accessible and attractive spiritual center.

Museum of the History of Education in Kazakhstan:

- Guided by the provisions set out in the Address of the President of the Republic of Kazakhstan N. Nazarbayev to the nation;
- Takes into account the standards and norms laid down in the Laws of the Republic of Kazakhstan “On Culture”, “On Science”, “On Museums”;
- Understands high purpose and unique mission of education and awareness, through which Kazakhstan has taken a worthy place in the world educational space; actualizes the importance of the history of uprising and development of pedagogy and education for every nation, every teacher. Development of education in the modern world should not only take into account the requirements of the XXI century, but also to ensure the preservation of the best traditions of national educational systems;
- Focusing on program “Cultural Heritage”, President Nazarbayev N. A. said, “The revival of traditional culture, the reference to the historical experience of nation is a natural phenomenon that occurs in obtaining independence”; (Government program “Cultural Heritage”, 2014).
- Fully supports scientific research aimed at understanding the true value and fair presentation of all events in the history of education at the present stage of development of Kazakhstan; at current stage there is the re-thinking of the initial theoretical and methodological paradigm in the study of national history of education where new concepts of interpretation of different periods of their development occurs;
- Performs its high purpose and unique mission in the spiritual, cultural and educational space of Kazakhstan;
- It is the Concept of History of education system of Kazakhstan Museum (hereinafter—the Concept) based on contemporary philosophical and methodological principles, including the experience of museums all over the world.

The concept supposes that the Museum will take its unique and worthy place among the most prestigious and most famous museums of the republic.

Key Ideas of the Museum Concept:

- Formation of Kazakhstan patriotism and citizenship;
- Formation of new Eurasian worldview on the basis of tolerance;
- Demonstration of all the stages of education development to Kazakhstan and to the international community;
- Introduction of a modern complex that performs the basic tasks in the field of information and panoramic support of activities of Kazakhstan Education and Science;
- Maintaining of the spiritual values of the multinational people of Kazakhstan;
- Collecting, systematization and formation of the historical-cultural and educational heritage of Kazakh society;
- Formation of professional, competitive youth; its inclusion in the history, spirituality, culture and traditions of the Kazakh state-forming nation;
- Providing international competitiveness of Kazakhstan’s museum, scientific, information and publishing products;
- Development of cultural exchange, rising awareness of Kazakh society about the events in the history of education, science, culture, art and museology;
- Stimulating of fruitful humanitarian cooperation with countries.

3. Results

- The University will open informative panoramic complex—the Museum “History of Kazakhstan education system”, justifying the strategy for maintaining and development of Kazakhstan education system;
- Organization of the exhibition of historical materials on the history of national education;
- Showing the stages of formation of Kazakhstan education system and the contribution of educators and community leaders in its development;
- Demonstration of priorities for improving the education system in the process of globalization and integration of society in accordance with the national development framework.

4. Discussion

Informative panoramic complex—the Museum “History of Kazakhstan education system” “covers the development of educational and pedagogical ideas, views, historical and pedagogical legacy of prominent persons

of education and science. Real story of specific education systems, organizations, and educational institutions will be given.

Novelty and promising is that the content of the proposed informative panoramic complex—museum is aimed at the development of value-semantic nature of the origins of the national science and education, which performs value-target and value-semantic functions. It provides an introduction to the values of the past, on this basis, contributes to the development of their own value orientations and defining goals and meanings of outreach activity.

The museum will provide an opportunity to justify the strategy of maintaining and development of the Kazakhstan education system;

- Organization of exhibitions of historical materials on the history of national education will allow to trace the formation, dynamics and trends in the development of the Kazakhstan educational system;
- The contribution of educators and community leaders in the development of the national education system will serve as an example of service to the motherland and the manifestation of citizenship.

4.1 Aims and Objectives of Education History Museum of Kazakhstan

4.1.1 Objective

To create informative panoramic complex—the Museum “History of Education of Kazakhstan”, justifying the strategy of maintaining and development of the education system of Kazakhstan.

4.1.2 Tasks

- Foundation of the genesis and trends of Enlightenment thought in Kazakhstan;
- Reveal the main core, logic of educational ideas development and establish how the progressive tradition in education formed;
- Contribute to the maintaining and using of historical and educational ideas and experiences of domestic teachers, educators designed to enrich the educational potential of Kazakhstan educational system, serve the interests of the state and society;
- Actualize the need in use time-tested educational arsenal to ensure the priority development of the modern Kazakhstan education system;
- Ensure the maintaining of the best traditions of national education systems;
- Show the importance of the history of national education, promoting understanding peculiarities of reproduction of the national spirit and cultural identity of the people;
- Create a complex of history of the national education development, considered as a significant component of the professional competence of future professionals, which allows to educate teachers and students on the examples of history of national education.

4.1.3 Mission of the Museum

In contemporary cultural space in most countries the creation, development and modernization of museums is emphasized. Accomplish this budget is allocated, the best scientists, museum industry specialists, designers and artists are attracted.

Museums of metropolitan cities are perceived today as an important educational structure uniting faculty staff and student youth.

The mission of the modern Museum of university is diverse.

Mission consists raising the true patriots of the country, maintaining, scientific study and development of the historical heritage through all existing forms of museum-based work, oriented to the broadest strata and groups of the population.

The new museum complex will include a full-scale exposition on all the periods of the country education development, exhibition projects and museum programs, modern infrastructure for visitors, equipped in accordance with regulatory requirements.

The main conceptual idea of a new complex of the Museum:

- To create a museum to satisfy the interests of the people to the education history; actively promote the value-semantic essence of education and training of Kazakh education system.

Analysis of international experience and the best museums in the world allowed to identify the most important features:

- In the museum, showrooms and users service the latest museum technology, modern means of communication and communication are applied. Particular attention is paid to safety of collections as well as visitors;
- The Museum will work with all age groups and ethnic diasporas. It claims tolerant principles of international communication in the country and presents a multicultural space.

4.1.4 Exhibition Space of the Museum

Basis of museum composite construction of exhibits is figurative-scene method that allows museum objects—written, pictorial and material to be organized and integrated into a single conceptual key.

Figurative art and spatial resolution of exposure will be provided by independent art project with using modern methods of scenography and museum technologies.

Principled approach of the concept to the creation of the new exhibition is to provide the best conditions to show the greatest amount of valuable museum objects and collections. It is needed to develop a special exhibition equipment to ensure safety to show such kind of collections and rarities.

Electronic technology in the exhibition should be tactfully combined with traditional means of museum show: volume layouts, dioramas, monumental works of painting, sculptures. For example, the painting scale “Education in the Middle Ages” should be supplemented with rarities and renovations of IV-XIV centuries.

The opportunity to track phenomenal changes in history of education on exposure that took place on the stage of its development: its entry into the world educational space, for large-scale reform of world significance, will make a visit to the museum a unique event.

In addition, the concept provides innovative social projects:

- Each visitor should be provided by access to databases on the topic of interest through information kiosks, personal computers, video screens;
- There will be “Counseling Center” in one of the halls. For these purposes, resource center should be created in the building MRC. Via LAN museum staff, scientists will be able to answer visitors’ questions.

Important part of the new museum complex should be a new large-scale exhibition “Museum of the History of Kazakhstan education system”.

The structure of the Museum will be represented by the following halls and sections:

Hall # 1: Ceremonial Hall atrium “Kultegin.”

Hall # 2: “Museum of History of Kazakhstan Education.”

Section 1: The exhibition “Pedagogical monuments of Turkic period VI-VIII-XIV centuries.”

Section 2: “Pedagogical views of Kazakh akyns zhyrau of XV—early XIX centuries.”

Section 3: “The period of origin of scientific pedagogical thought in Kazakhstan (the second half of XIX—beginning of XX century).”

Section 4: “The development of pedagogical science in the Soviet period 1917-1990 years up to now.”

5. Conclusion

The most important result of the Concept implementation is to create a modern museum complex that meets the following requirements:

- Providing current conditions for all areas of the Museum functional activity;
- Significant increase in the proportion of exhibited genuine monuments of historical and cultural heritage from the museum’s collection, ensuring the constitutional right of citizens for access to information and cultural values, which is possible by using the latest museum technologies.

Thus, the creation of the museum contributes to the realization of the function of historical and pedagogical knowledge. Salimova K. I. defines these functions as educational and training functions, the ability to shape extranational and patriotic feelings of the future specialists. Historical and pedagogical knowledge “help educate future professionals in the spirit of friendship, understanding and respect for all peoples of our land. This is a manifestation of the objective trends and mutual interpenetration of national cultures, the internationalization of

social life, the formation of a unified field of world culture and education experience, unified global educational space” (Salimova, 1996).

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