

АРХЕОЛОГИЯ МУЗЕЙІНДЕГІ МӘДЕНИ ҚҰНДЫЛЫҚТАР ЖӘНЕ ОЛАРДЫҢ ЖАС ҰРПАҚТЫҢ БІЛІМ АЛУЫНА ТИГІЗЕТІН ӘСЕРІ

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Аңдатпа. Бүгінгі таңда халықтардың рухани және мәдени мұрасына деген қызығушылық өсіп келеді. Соңғы кездері Қазақстандағы мәдениет саласындағы саясатта мемлекет ішінде және халықаралық деңгейде материалдық және рухани құндылықтарды ұштастыруда. Осы бір құндылықтарды мұражай мен арнайы орындарда сақтап қалуға, сонымен қатар мәдени құндылықтарымызды университеттер мен колледждердегі білім беру бағдарламаларына енгізуге көп көңіл бөлінуде. Бұл мақалада мәдени мұраларымызды сақтап, өскелең ұрпаққа жеткізудің маңызы мен жолдары туралы баяндалған. Білім берудегі маңызды факторлардың бірі болып табылатын археологиялық мұражайлардағы экспонаттар материалдық және рухани бай мұра болып табылады.

Кілт сөздер: археология, мәдени құндылықтар, білім беру, тарихи мұра, музей.

КУЛЬТУРНЫЕ ЦЕННОСТИ В АРХЕОЛОГИЧЕСКИХ МУЗЕЯХ И ИХ ВЛИЯНИИ НА ОБРАЗОВАНИЕ МОЛОДОЙ ПОКОЛЕНИЙ

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Аннотация. В настоящее время большое внимание уделяется духовному и культурному наследию народов. В последние годы политика в области культуры в Казахстане стремятся содействовать материальное и духовное наследие, как внутри страны, так и на международном уровне. Усилия направлены на сохранение этих ценностей в музеях и специализированных учреждениях, а также их передачи культурных ценностей в образовательных программах в колледжах и университетах. Эта статья представляет некоторые из этих мер и показывает важную связь между работой в сохранении культурного наследия, разработанной в музеях и образовательных процессах. В связи с этим, Археологический музей материалы являются средством культурного наследия как материальной, так и духовных ценностей, что является важным фактором в образовании.

Ключевые слова: археология, культурные ценности, образование, историческое наследие, музей.

CULTURE VALUES IN ARCHEOLOGY MUSEUM AND THEIR INFLUENCE ON EDUCATION OF YOUNGER GENERATIONS

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Abstract: Currently, much attention is being paid to the spiritual and cultural heritage of nations. In recent years, cultural policy in Kazakhstan seeks to promote the material and spiritual heritage, both within the country and at an international level. Efforts are made to preserve these values in museums and specialized institutions, as well as their cultural transmission in educational programs at colleges and universities. This paper presents some of these politics and shows the vital relation between the work in cultural heritage preservation developed in museums and at educational processes. It also inquires into how these relations can be made more productive by means of Information and Communication Technologies.

Key words: archeology, cultural values, education, historical heritage, ICTs, museums.

Introduction

In recent years, the Republic of Kazakhstan is enforcing new strategies to establish stronger ties between cultural heritage institutions and higher educational establishments, corresponding to the ideas of the strategy “Kazakhstan-2050”. According to this strategy, sectors of society dealing with cultural memory should develop cutting edge programs in order to strengthen the relations between the historical part and contemporary common national goals. According to full name of the person, “We must show and create new contemporary heroes as an example for our youth to overcome difficulties”. Such kind of a requirement was given by the society. These requests

manifest the growing interest in cultural values. Nowadays the cultural values are newly appreciated and was created a new philosophy, a new point of view[1].

In this regard, the educational reform contemplates large innovations in its main components in order to establish a greater correspondence with contemporary needs. In particular, the reform places a great emphasis on the cultural aspects of education, since they contribute to the development of inner consciousness and spiritual values of people, communities and nations. Thus, cultural regeneration is a priority topic within the regulatory documents [2, p.378].

Educational regulations in the Republic of Kazakhstan are contemplated in the Constitution, where the development of Kazakh history and Kazakh ethnic traditions are deeply embedded in the cultural ways of thinking, and correspond to common human values [3]. These values are the main instruments in upbringing of younger generation. Values satisfy human wishes, needs and interests, and correspond to the particular environment surrounding of a citizen and his or her understanding of these things [4, p.75].

History of the Kazakh culture is one of the most important components of the national history. It reflects the process of scientific cognition of rich history of national ideals. Kazakh culture is a solid base and a teaching aid for deep understanding the nation's history. From this point of view it is extremely important to introduce the world community to Kazakh nation's historically authentic culture, its genuine customs and traditions [6, p.272].

The role of museums in the formation of all cultural spheres is huge. Museums are also very specific state symbols, as they are placed where one can see collections of artistic works developed throughout generations. For this reason, museums are a perfect location to teach and educate young people in the richness of the cultural heritage. Thus, museums achievements can be complementary resources in the education of the younger generation in order to encourage their aesthetical interest in the cultural values of the past. From this perspective, museums are spiritual welfare centers. In the education of younger generation museums are close to folk pedagogy. The upbringing basis of folk pedagogy pays attention to religious studies, education, and life and contributes to introduce young people to the sociopolitical climate in particular societies [5, p.320]. Thus, it is particularly important to find ways of bonding the activities developed in museums with educational practices.

In the course of studying educational and pedagogical influence of museums it has been revealed that they facilitate learning motivation of young people, and they also train their research skills. On these grounds, Kazakhstan laws put in practice intensive ways of academic process management at educational institutions in order to start modernizing pedagogical techniques. Reforms proceed from Constructivist principles: "from particular to general", 'from close to distant' in order to provide learners with the opportunity to develop their general world outlooks based on their individual life experiences [7].

A visit/an excursion to the museum can be offered as a planned event within a 'Cultural Studies' syllabus. The subject 'History of Kazakhstan' is considered a part of study of such themes as human interrelationship, kinship relations, family trees, the cities of Kazakhstan, and the historical places of homeland. Extra-curricular analytical work can include 'The archeological museum as a national cultural centre', stipulating visits to museums so that learners can acquire information about tribes that inhabited the territory of Kazakhstan, or enrich their knowledge of the material culture of the steppe dwellers, as well as learn about historical changes in their homeland and their relations to seasonal patterns and region particularities, or behavioral changes in the work pattern of people. Exposition to the historical and cultural legacy of Kazakhstan can also help to raise the spiritual values of the society. However, it is necessary to define the didactic conditions for training lecturers and teachers how to perform these extra-curricular pedagogical activities, and these are the main goals of Kazakhstan government for the XXI century agenda.

These extra-curricular activities, connected for instance with the subjects such as history or cultural studies, are aimed at rousing the learners' motivation to study the historical and cultural relics and to help them develop aesthetic taste and sensitivity, as well as research techniques. In organizing extra-curricular activities the most important things to be considered are, firstly, to have good timing, to raise the learners' motivation to conduct the activity, and to plan the appropriate amount of activity.

The theoretical practical methods of providing historical and cultural education to younger learners are as the following: different subject teachers, researchers, historians, literary critics, geographers, and other specialists provide education via museum materials. Among them there is teaching the subjects "Culture Studies", "The History of Kazakhstan" connected to the museum relics which witnesses the each nation's mode of life shaped from century to century, its customs and traditions, mentality, every-day social life, its common national peculiarities, and its specifications. As the development of the concept about the individual values orientation to the higher education level is conducted through the harmony between all the spheres of the person's life at the certain period. When the learners of the subjects "Culture Studies", "The History of Kazakhstan" study their social environment, they shape their views of human relationships in the context of their development in historical time periods and their inhabiting areas.

Traveling is not only the main value of knowing cultural heritage but also it's comprehension of the stage changes. A new generation should be provided with values of cultural heritage in the archeological museums, which is directly interconnected with individually oriented activity, where such lectures as

«Kazakhstan from the Stone Age to Middle Ages», «Museum is the center of nation's culture», «Traveling to historical places», «Cultural monuments of the Middle Ages», «City culture on the Silk Road», «Saka's culture, Golden man» will be delivered and it will be exercised by visiting local historically places. The introduction of historical and cultural concepts of this part on individually oriented activity will be carried out by oral information, asking and replying the questions. The students are to be introduced to cultural heritage, protection measures, archeological forms, development of historical processes at the lecture on the theme «Cultural heritage tradition»; at the museum disputes on the results of the values and development of cultural heritage are held as well. At the archeological museum cultural heritage which is aimed at arranging practical activity of younger generation, and interconnection between them will be ensured. Selecting the contents of the subjects to «History of Kazakhstan», «Cultureology» for the first year students according to their age is directly based on activity, health care, individually orientation and competence didactic position. The results are focused on creating competence which is indicated in Kazakh State Republic compulsory standard of educational program.

The theoretical conclusion of research work is to be examined on the basis of theoretical research which was prepared in advance. Before starting the experiment in order to determine student's level for extra-curricular activities in giving moral building activities, materials of cultural heritage have been collected. Here, the results of the observance are the main basis of the experiment. The number of the participants of the experiment is 15. Thus, while teaching values of cultural heritage creation students' levels of knowledge activities of high, sufficient, middle and low was evaluated [1] (see 1-table)

Table – 1. Cultural heritage influence on students' getting knowledge, skills

Levels	Indicators
Low level	Participates inert, has not interested in learning of cultural values, and even can't differentiate the types of cultural values. Student doesn't catch the importance and the essence of educational work, knows some information about museums and general archeological museums.

Middle level	Student doesn't understand the significance of educational work, is not interested in visiting museums or has little awareness of cultural and spiritual values, uses cognoscibility activities, can manage with typical tasks, finds information about cultural heritage, uses it in his education. But he is not able to use them in creating logical samples. Student understands values of activities, but persistent interests haven't been created yet
High level	Student understands the significance of educational work, is interested in cultural values very much, knows different types of approaches, predicts and manages well. The love for cultural and spiritual values is identified in formation of humanity.

The experimental group had the courses of "Kazakhstan history" and "Culturology" on cultural values. To do a comparative analytical work we arranged control groups with similar results in the preparation level and provided lessons with traditional teaching methods. In the course of the experiment there were several conditions which were tested and summarized: to identify the curriculum content, its methodological cultural values and the impact it can affect the youth; as an identifying tool for students' creative activity according to their functions we included different tasks to the study the process; the cultural values under consideration gave students an opportunity to develop and broaden their educational and intellectual knowledge. According to the final diagnostic work and the questionnaire, at the end of the special course students passed to the higher creative level in the use of cultural values, they started to fulfill the tasks on cultural values in the archeological museum more creatively (in a proper level they could work independently, coped with the given tasks, finished them on the highest level and were able to give the results). If we characterize the students' rate we can say that they have a good level of fulfilling the tasks connected with their future profession. Their independent search and preparation for the study process, their abilities and worldview, their fluency and abilities to systemize the data showed the full value, quality and stability of their knowledge.

In the final part of the experiment the students of the experiment group showed their proper knowledge and steadiness of their skills and abilities on cultural and intellectual values [6] (see Table 2).

Table - 2. Index of knowledge and capability of the students.

Degree	Experimental group		Observing group.	
	Before the	After the	Before the	After the
	experiment	experiment	experiment.	experiment
Low	50,2%	4,0	50,9%	20,8
Medium	33%	44,8	32,5%	59,2
High	16,8%	51,2	16,6%	20,0

According to the table we can see that the way we offered to the teaching process using some didactical conditions got some positive results in forming the students' spiritual culture. It was also obvious that while comparing some observing and experimental information we can see that the degree of knowledge obtained higher rate.

Conclusion:

1) the conclusion of scientific and searching results were achieved according to the suitable methods, aims of the subject;

2) In the search paper it was revealed that the role of cultural values kept in archeological museums is also important in educating process;

3) The role of the above mentioned values in high institutions was revealed;

4) The advantageous usage of the cultural values in humanitarian subjects were achieved; 5)

If we can determine the importance of using the cultural heredity in a systematic way, we can foster

individuals who are able to work on their own abilities and develop their own ability in doing research. So we can see that we obtained the exact result of our exact aims and objectives;

6) In the process of the whole work it was proved that the system and the methods of improving the knowledge and ability got some advantageous results. However, the research was complicated, and it wasn't possible to keep all the directions in necessary degree.

The work we have done shows only one feature of the process. The research work "The cultural values of archeological museums and their roles in educating the students" is to be kept as a further subject of science, and to be integrated into other disciplines.

As we see, in a short period of time all of these cultural values and heredity influenced on forming spiritual and cultural concepts. Therefore, their importance is not limited. And in conclusion we can say that the given research will help to develop the new ways of forming cultural and spiritual concepts of the students.

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