


Effectiveness of Cooperation Between Museums and Educational Institutions in Developing General Competence

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	<p>Abstract</p> <p>This article analyzes the scientific and pedagogical significance of cooperation between museums and educational institutions in the development of general cultural competence. In today's globalization environment, the inclusion of museums in the educational process is of great benefit in educating the younger generation in the spirit of national and universal values, forming their cultural consciousness, and developing their aesthetic taste. The article covers the forms and methods of cooperation between museums and educational institutions, foreign and national experiences, as well as cooperation projects organized on the basis of digital museum resources. According to the results of the study, it is justified that this cooperation is an effective means of developing the general cultural competence of future teachers, pupils and students.</p>
<p>Keywords: Museum pedagogy, universal cultural competence, educational institutions, cooperation, national values, universal values, digital museum, cultural integration.</p>	

Introduction

General cultural competence is a set of skills that include a person's socio-cultural knowledge, aesthetic taste, respect for national and universal values, and the ability to engage in cultural dialogue. All links of the education system must actively participate in the formation of this competence. In this regard, cooperation between museums and educational institutions is of great importance in expanding the cultural and educational outlook of pupils and students, in their aesthetic and moral development.

Museums serve as an important source for preserving, promoting and instilling cultural heritage in the minds of the younger generation. Educational institutions, in turn, integrate museum resources into the educational process, turning these resources into didactic tools. As a result, effective cooperation between museums and educational institutions becomes an important pedagogical mechanism for developing the general cultural competence of young people.

Intercultural competence is the ability of a person to:

- understanding of cultural heritage,
- respect for national values,
- acceptance of universal human values,
- aesthetic taste,
- creative and critical thinking skills [1, p. 38].

The formation of this competency in future teachers will be the basis for the effective organization of the educational process in their future pedagogical activities.

- Cooperation between museums and educational institutions takes various forms:
 - **Excursions and cultural lessons** - introducing pupils and students directly to the exhibits.
 - **Joint projects** - organizing research and creative work in collaboration between the museum and the university.
 - **Cultural and educational events** - themed evenings, exhibitions, seminars and conferences.
 - **Integrated lessons** - teaching history, art history, and pedagogy in a museum environment.
- **Digital collaboration** – virtual museum classes, online exhibitions, use of multimedia resources.

Through cooperation between museums and educational institutions, students and pupils develop the following skills::

- a conscious approach to appreciating and preserving historical heritage;
- respect for national and universal values;
- aesthetic taste and creative thinking;
- independent thinking and research skills;
- the ability to engage in cultural dialogue.

This process leads to the formation of a broad worldview, social activity, and cultural thinking in the individual.

In Germany, regular cooperation between schools and museums has been established within the framework of the “Museum und Schule” program, which has yielded effective results in developing students’ cultural competence [2, p. 67]. In France, every school has made it mandatory to visit the national museum at least once per school year.

In Uzbekistan, the Amir Temur Museum, the Museum of Independence, the Museum of Art, and the State Museum of History of Uzbekistan are implementing many projects in collaboration with schools and higher education institutions. This cooperation serves to form national pride and cultural memory among students.

In the 21st century, digital technologies are taking the collaboration between museums and educational institutions to a new level. Virtual tours, online exhibitions, and multimedia lessons not only enrich the educational process, but also create opportunities for a wider audience [3, p. 19].

Conclusion

The above analysis shows that: Cooperation between museums and educational institutions is an effective mechanism for developing general cultural competence. Such cooperation forms cultural awareness, aesthetic taste, respect for national and universal values in the younger generation. By adapting foreign experiences to national conditions, museum pedagogy can be further developed

in the Uzbek education system. Cooperation based on digital technologies expands the possibilities of using museum resources.

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