AN INTEGRATED PEDAGOGICAL MODEL OF PATRIOTIC EDUCATION BASED ON COOPERATION BETWEEN MUSEUMS AND EDUCATIONAL INSTITUTIONS

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Abstract. Museums possess considerable potential for fostering patriotic values in young people, yet cooperation between museums and educational institutions is often episodic and limited to one-off excursions that lack clear educational goals, continuity and evaluation. This article aims to develop and theoretically substantiate an integrated pedagogical model of patriotic education based on systematic cooperation between museums and educational institutions. The study used pedagogical modelling grounded in the systems approach, together with a theoretical analysis of research on museum learning, experiential learning, school–community partnerships and value education. The resulting model consists of six interrelated blocks: target, methodological, content, organisational-technological, partnership-management and evaluative-outcome. The content block comprises five thematic modules: historical memory; cultural heritage and national identity; outstanding figures and role models; civic responsibility; and the homeland today. The partnership-management block specifies a cooperation mechanism (agreement, joint working group, co-designed programme, distribution of roles and shared resources) that transforms episodic visits into a continuous educational process. Cognitive, emotional-value and activity criteria with corresponding indicators and diagnostic tools are proposed for evaluating outcomes, together with the pedagogical conditions for the model's effectiveness. The model can be used by schools, colleges, higher education institutions and

museums to plan joint programmes, and it provides a framework for subsequent experimental validation.

1. Introduction

Fostering patriotic values in young people is a priority of educational policy in many countries. In Uzbekistan, the Development Strategy of New Uzbekistan for 2022–2026 identifies the preservation of national values and spiritual heritage and the strengthening of patriotism and civic responsibility among its tasks (President of the Republic of Uzbekistan, 2022). Achieving this goal requires mobilising the educational potential not only of schools and universities but also of cultural institutions, among which museums play a special role.

Research on museum learning has shown that museums offer distinctive learning opportunities: authentic objects, multisensory experiences and free-choice engagement that support the construction of meaning and identity (Hein, 1998; Falk & Dierking, 2013). In national evaluation studies of museum education in England, Hooper-Greenhill (2007) found that learning outcomes of pupils' museum visits extend beyond knowledge and understanding to skills, attitudes and values, enjoyment and inspiration, and changes in activity and behaviour. In other words, museums can influence precisely those dimensions of personality on which patriotic values depend.

In practice, however, cooperation between museums and educational institutions often remains episodic. Visits frequently take the form of one-off excursions that are weakly connected with the curriculum, are not prepared in advance, are not followed by reflective activities and are not evaluated. In such cases the educational potential of the museum is realised only partially: an excursion may arouse interest, but it rarely leads to the formation of stable value orientations. Moreover, museum pedagogy and patriotic education are usually examined separately in the literature, and integrated models that link them through a sustainable partnership mechanism remain underdeveloped.

The aim of this article is to develop and theoretically substantiate an integrated pedagogical model of patriotic education based on cooperation between museums and educational institutions. To achieve this aim, the following objectives were set: (1) to determine the theoretical approaches underlying the model; (2) to design its structure and content; (3) to define the mechanism of partnership between museums and educational institutions; and (4) to propose criteria for evaluating outcomes and the pedagogical conditions for the model's effectiveness.

2. Materials and Methods

Pedagogical modelling was used as the leading research method. Modelling makes it possible to represent a complex educational process as a system of interrelated components, each with its own function, and to plan and evaluate the process as a whole. The model was constructed on the basis of the systems approach,

according to which the effectiveness of an educational system depends not only on its individual components but also on the links between them.

Supporting methods included: theoretical analysis and synthesis of the literature on museum learning (Hein, 1998; Hooper-Greenhill, 2007; Falk & Dierking, 2013), museum pedagogy (Stolyarov, 2004; Filipchuk et al., 2021), experiential and sociocultural learning (Dewey, 1916; Vygotsky, 1978; Kolb, 1984), ecological and partnership theories (Bronfenbrenner, 1979; Epstein, 2011) and value education (Krathwohl et al., 1964; Rokeach, 1973); analysis of the normative documents of the Republic of Uzbekistan on education and culture and of international documents (ICOM, 2022); and comparative analysis of forms of cooperation between museums and educational institutions described in the literature. The model was built in four steps: (1) identifying the theoretical approaches; (2) defining the structural blocks and their functions; (3) specifying the content, forms, methods and partnership mechanism; and (4) formulating evaluation criteria and pedagogical conditions.

3. Results

3.1. Theoretical approaches underlying the model

The model integrates five complementary approaches:

– the *systems approach* treats patriotic education as an integrated system of interrelated goals, content, methods, participants and outcomes;

– the *axiological approach* focuses on the internalisation of patriotic values as personally meaningful orientations rather than on the transmission of information alone (Rokeach, 1973; Krathwohl et al., 1964);

– the *sociocultural approach* regards the museum as an environment in which values are acquired through social interaction mediated by cultural tools – objects, narratives and dialogue (Vygotsky, 1978);

– the *experiential (activity) approach* views learning as a cycle of concrete experience, reflection, conceptualisation and active experimentation (Dewey, 1916; Kolb, 1984);

– the *partnership (ecological) approach* considers the development of a young person within the interaction of several environments – the educational institution, the family, the community and cultural institutions – and emphasises that the strength of the links between these environments is itself a developmental resource (Bronfenbrenner, 1979; Epstein, 2011).

3.2. Structure of the model

On the basis of these approaches, an integrated pedagogical model was developed. It consists of six interrelated blocks (Figure 1).

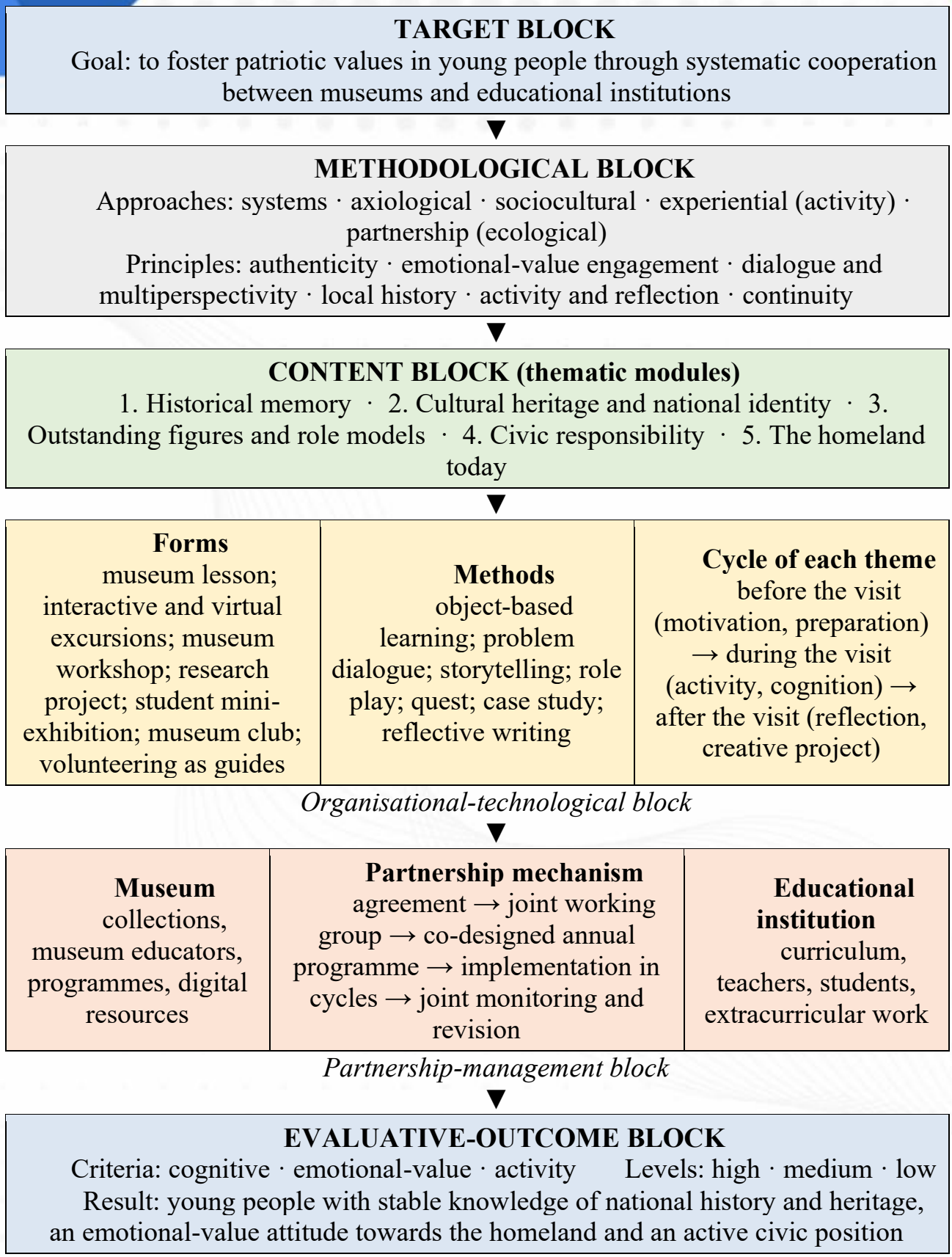

Figure 1. Integrated pedagogical model of patriotic education based on cooperation between museums and educational institutions

The **target block** defines the goal of the model – to foster patriotic values in young people through systematic cooperation between museums and educational institutions – and its objectives: to deepen knowledge of the history and heritage of

the homeland; to develop an emotional-value attitude towards it; to build experience of civic and heritage-related activity; and to develop critical historical thinking.

The **methodological block** comprises the five approaches described above and the principles of authenticity and historical truth, emotional-value engagement, dialogue and multiperspectivity, connection with local history, activity and reflection, and continuity.

The **content block** is organised into five thematic modules: (1) *historical memory* – key stages of the history of the homeland and the memory of past generations; (2) *cultural heritage and national identity* – material and intangible heritage, traditions and crafts; (3) *outstanding figures and role models* – scholars, thinkers, statesmen and heroes whose lives embody patriotic values (for Khorezm, for example, Abu Rayhan Beruni and al-Khwarizmi); (4) *civic responsibility* – the duties of citizens and the preservation of heritage; and (5) *the homeland today* – the achievements and development prospects of the country. The modules are adapted to the age of learners and to the profile of the partner museum.

The **organisational-technological block** defines the forms (museum lessons, interactive and virtual excursions, museum workshops, research projects, student-curated mini-exhibitions, museum clubs, volunteering as guides) and methods (object-based learning, problem dialogue, storytelling, role play, quests, case studies, reflective writing). Each thematic module is implemented as a three-phase cycle: *before the visit* (motivation, introduction of the topic, formulation of questions), *during the visit* (work with authentic objects, dialogue, practical tasks) and *after the visit* (reflection, discussion and a creative or research product).

The **partnership-management block** contains the mechanism of cooperation, which is the key element distinguishing the model from episodic excursion practice. It includes: (1) a cooperation agreement that defines goals, responsibilities and resources; (2) a joint working group of coordinators from both sides; (3) an annual programme co-designed by teachers and museum educators and linked to the curriculum and the calendar of significant dates; (4) implementation in thematic cycles; and (5) joint monitoring and annual revision of the programme. The distribution of roles among participants is presented in Table 1.

Table 1. Distribution of roles in the partnership between a museum and an educational institution

Participant	Main functions
Educational institution (administration, teachers)	Integrating museum activities into curricula and extracurricular plans; preparing students before visits; organising post-visit reflection and projects; monitoring results
Museum (museum educators, curators)	Designing educational programmes and museum lessons based on the collections; providing authentic objects, expert knowledge and digital resources; conducting interactive sessions; training teachers in museum pedagogy

Participant	Main functions
Students	Acting as active participants and co-creators: conducting research, carrying out projects, curating mini-exhibitions, volunteering as guides
Joint working group	Co-designing the annual programme; scheduling; resolving organisational issues; joint evaluation and revision of the programme
Families and community (mahalla, veterans' organisations)	Supporting family history projects; organising meetings with witnesses of history; participating in exhibitions and events

The **evaluative-outcome block** includes criteria, indicators and diagnostic tools for assessing the formation of patriotic values (Table 2), as well as three levels of formation – high, medium and low. At the high level, a young person demonstrates systematic knowledge, a stable emotional-value attitude and regular, self-initiated civic activity; at the medium level, knowledge and attitudes are present but activity is mainly situational; at the low level, knowledge is fragmentary and attitudes are unstable.

Table 2. Criteria, indicators and diagnostic tools for evaluating the formation of patriotic values

Criterion	Indicators	Diagnostic tools
Cognitive	Knowledge of history, heritage and outstanding figures; understanding of patriotic and universal values; ability to interpret historical sources and exhibits	Tests, interviews, analysis of written work
Emotional-value	Emotional response to heritage; pride in and respect for the homeland; personal acceptance of patriotic values; respect for other cultures	Questionnaires and value scales, reflective essays, observation
Activity	Participation in research projects, volunteering and civic initiatives; initiative in heritage preservation; responsible behaviour	Observation, project portfolios, analysis of participation, expert assessment

3.3. Pedagogical conditions for the effectiveness of the model

The analysis made it possible to identify the pedagogical conditions under which the model can be effective: (1) the integration of museum activities into curricula and plans of educational work rather than their organisation as isolated events; (2) the readiness of teachers and museum educators for cooperation, ensured through joint training in museum pedagogy; (3) the consistent use of the "before – during – after" cycle for each theme; (4) the use of virtual museums and digital collections to extend

access for learners from remote areas; (5) reliance on regional heritage, which makes national history personally meaningful; and (6) regular diagnostics and feedback that allow the programme to be adjusted.

The implementation of the model is envisaged in three stages: a *preparatory* stage (concluding the agreement, establishing the working group, baseline diagnostics, co-designing the programme and training participants); an *implementation* stage (carrying out the thematic cycles over the academic year); and a *generalising* stage (final diagnostics, analysis of results, revision of the programme and dissemination of experience). The model is intended to be validated in a pedagogical experiment with experimental and control groups using pre- and post-measurements of the criteria presented in Table 2.

4. Discussion

The proposed model differs from the common practice of episodic excursions in three respects. First, it considers the museum visit as part of a continuous cycle that includes preparation and reflection. This is consistent with Falk and Dierking's (2013) view that the museum experience begins before and continues after the visit itself, and with Kolb's (1984) experiential learning cycle, according to which experience becomes learning only through reflection and conceptualisation. Second, the model treats cooperation itself as a pedagogical resource: in Bronfenbrenner's (1979) terms, it strengthens the mesosystem – the links between the educational institution, the museum and the family – and, in Epstein's (2011) terms, it creates overlapping spheres of influence that jointly support the learner. Third, the model includes an explicit evaluation block, which addresses the problem, highlighted by Hooper-Greenhill (2007), that museum education is often difficult to justify without evidence of its outcomes.

The criteria proposed in the evaluative-outcome block correspond to the generic learning outcomes described by Hooper-Greenhill (2007) – knowledge and understanding; attitudes and values; and activity and behaviour – while being specified for the domain of patriotic values. The emphasis on authenticity, dialogue and multiperspectivity reflects the concern expressed in the literature that patriotic education should cultivate reflective rather than uncritical loyalty (Westheimer, 2007). The model also supports the conclusion of Filipchuk et al. (2021) that the active introduction of museum pedagogy into education requires an institutional basis rather than the efforts of individual enthusiasts.

The study has limitations. The model has been substantiated theoretically, and its effectiveness should be confirmed experimentally. Its implementation depends on the resources of particular museums and educational institutions and on the readiness of teachers and museum educators to cooperate. The model will also require adaptation to different levels of education – general secondary, vocational and higher education – and to different types of museums.

5. Conclusion

The article presents an integrated pedagogical model of patriotic education based on cooperation between museums and educational institutions. The model integrates systems, axiological, sociocultural, experiential and partnership approaches and

consists of six interrelated blocks: target, methodological, content, organisational-technological, partnership-management and evaluative-outcome. Its distinctive feature is the partnership-management block, which defines a mechanism of cooperation – an agreement, a joint working group, a co-designed annual programme, implementation in "before – during – after" cycles and joint monitoring – that transforms episodic museum visits into a continuous educational process. Cognitive, emotional-value and activity criteria with indicators and diagnostic tools are proposed for evaluating outcomes, and the pedagogical conditions for the model's effectiveness are identified. The model can be used by educational institutions and museums in planning joint programmes and in teacher training, and it provides a basis for further experimental research.

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