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**PEDAGOGICAL FOUNDATIONS OF MUSEUM EDUCATION
OF LYCEUM STUDENTS
IN COLLABORATION
SCHOOL-FAMILY-COMMUNITY**

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**SUMMARY
of the doctoral thesis in education sciences**

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The summary and the doctoral thesis can be consulted on the website of the State Pedagogical University "Ion Creanga" (www.upsc.md) and on the website of ANACEC (www.cnaa.md).

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CONCEPTUAL REFERENCE OF THE RESEARCH

Timeliness and importance of the problem addressed. Museum education in school-family-community collaboration is an important source of cultivation for young and adult generations by familiarizing them with national and universal values on the dimensions: institutional, family and social. As the family is the basic pillar of the society and culture of a people, and the school is another important pillar that intervenes through the deepening, scientific substantiation of knowledge and capitalization of educational resources at school and extracurricular level, close and effective collaboration between these two institutions, it is absolutely necessary and indisputable.

Human socio-cultural capital represents the totality of values and educational resources, and people are educated and cultivated, first in the family, then in the educational institution and community. They collaborate permanently and constitute the environment that facilitates the optimal enculturation of the individual. World experience shows that museums and museum education can contribute to the efficiency of formal, non-formal and informal education of students by exploring the multiple possibilities of education, experimentation, research and presentation of real situations, focused on capitalizing on exhibits, ie the social treasure, where, simultaneously with internalization of *cultural, historical, moral, cognitive and aesthetic values* it is developed in the young generation the interest for the history and culture of the nation, human civilization and of course the skills of perception, understanding, thinking, imagination, appreciation and creation of beauty, exploration of truth and moral good.

In order for the growing generations to integrate effectively into society, they must have a certain culture, a moral and intellectual level developed to the maximum. Research in the field of the history of civilization [Apud 21], philosophy of education [6; 12; 14; 22 etc.], sociology of education [1; 5; 16; 25 etc.] and pedagogy [8; 12; 21; 23 etc.] demonstrates a well-known fact: the formation of a harmonious personality, truly cultured, is impossible without the knowledge of the historical past, of the treasure of human civilization, in general and of national values, in particular.

The legislation in the field of museum activity in the republic is constituted by a set of normative acts, the main ones being: *Constitution of the Republic of Moldova* [52]; *Culture Development Strategy of the Republic of Moldova, 2013-2020*; *Culture XXI/20*; decrees of the President of the Republic of Moldova, laws, decisions, ordinances and provisions of the Government [48; 49]; *Moldova National Development Strategy 2030* [46]; international and European agreements for the promotion of the culture with which the Republic of Moldova is associated.

Thus, *the Framework Convention of the Council of Europe* (signed by the Republic of Moldova on 11.01.2008) [47] stipulates in Article 13 (points a and b) *the need to facilitate the insertion of the cultural heritage dimension in all levels of education, including strengthening the link between education, museum and continuous/permanent training, during the person's life.*

In this sense, the *Decision of the Government of the Republic of Moldova no. 604 of 12.08.2020* for the implementation of the *Law on Museums no. 262/2017* [48], likewise, represents a current and very important normative document, which regulates the functions and objectives of museums, it also contains aspects focused on capitalizing on the museum education of the population.

In this order of ideas, we realize how important museum pedagogy is, which has as object of study **museum education** [13, p. 188], which ensures the familiarization of young people and adults with the authentic values of a certain cultural field (literature, painting, sculpture, architecture, education, technology, etc.), of the national and universal treasury.

Museums as well as schools are old cultural institutions, but it is certain that only nowadays has the problem of their cooperation been raised from an educational point of view, mentions C. Cucos [Ibidem, p. 190]. We confirm the essence of this postulate and argue that the museum-school collaboration, to a large extent, depends not only on one of the actors involved, but also depends on the knowledge, skills and specific technology of museum education, which must be possessed and capitalized together, jointly, by teachers, school managers and museum staff.

This fact served as an impetus to initiate a preliminary investigation and to carry out our research in the direction of determining the elaboration and capitalization of the pedagogical foundations of the museum education of lyceum students within the school-family-community collaboration.

The research has also been driven by the need *to understand the phenomenon of museum and museum pedagogy* and the role of this extremely important social institution, which can become an effective source of strengthening the education of young generations and adults throughout life and awareness of their possibilities. Today, as never before, museum education is current and necessary, which represents a *strong* potential for population cultivation.

The preliminary investigation and pilot experiment have shown that the expected research would provide a series of concrete answers to solve the following **socio-cultural and educational contradictions regarding:**

- the insufficiency or even the lack of some projects, programs of permanent and systemic collaboration of the museums with the educational institutions;
- diversification of the ways of promoting the museum treasure through thematic exhibitions, organized for various age groups (preschoolers, young schoolchildren, gymnasium students, lyceum students, students, etc.);
- the lack of the position of museum pedagogy in the museum states;
- the incompetence of school managers and teachers to adjust disciplinary curricula, including the purpose and content of formal and non-formal activities to the possibilities of museum and school education;
- insufficient knowledge by teachers of museum pedagogy and education of students and the network of museums in the country (including their possibilities).

Description of the research situation and identification of research issues. The situation in which the development of society largely depends on lifelong learning, that is, lifelong learning, based on the formation of the integral personality and the democratization of education, culture, involves the accessibility of knowledge of values through complex approach. The study of the specialized literature allowed us to establish that in the sciences of education it was elaborated in general lines, *the conception of museum pedagogy*, being formulated and described *the concept of museum education*. We find these in the works of researchers: P. Ansart [4]; C. Cucos [13]; V. Cojocariu, N. Barabas, V. Mitocaru [10]; B. P. Stolearov [42] etc. Some strategies and programs regarding *museum education* can be found in the works of researchers: R. Andrei [3]; M. Cretu [11]; several directions and aspects related to the educational possibilities of *museum pedagogy*, museums, museum heritage are reflected in the works of researchers: P. Ansart [4]; T. Stavila [36; 37 etc.]; L. Moisei [24; 25]; S. Troianskaia [43]; M. Iu. Iuhnevici [44]; A. Iu. Korneva [45]; C. Nicolescu [28]; E. Plosnita [31; 32]; A. Munteanu [26] etc.

The set of possibilities and strategies related to the school-family-community collaboration and educational partnership, their importance and content are elucidated in numerous publications, the most important in the context of our research topic, being the works of researchers: Lansa Cuznetov [15]; M. Agabrian [1]; M. Agabrian, M. Millea [2]; E. Vrasmas [Apud, 21]; Al. Zbughea, L. Ivan [39]; M. Murgoci [27] etc. Therefore, at present *we find serious reasons for conducting investigations in the field of museum pedagogy and education within the school-family-community collaboration*. They reside in:

- the insufficiency or even the lack of efficient collaboration of the educational institutions with the museums;
- the lack of a systematic, consistent, varied and systemic educational approach to capitalizing on the museum space and treasure;
- the difficulty of adapting museums to the specifics and interests of people of each age category, especially students of lyceum;
- partial and superficial knowledge of the cultural values by the users/consumers of spiritual goods, especially of the young ones.

Simultaneously with these reasons, it is necessary to study the possibilities of museums regarding the valorization of works of art and culture of people from different historical epochs. The treasure of a people, of civilization, is an authentic source of research, promotion and education *through and for values* in order to correlate the present with the past and the future, which would ensure not only knowledge of cultural treasure, history, but would contribute substantially to the formation humanism, patriotism, love of nation; in moral cultivation, it would ensure the consolidation of intergenerational relations and the optimal social insertion of the young generation.

The given situation implies and generates the **research problem**, which are the pedagogical foundations of the museum education of the lyceum students within the school-family-community collaboration.

The object of research is the ME process of lyceum students in the school-family-community collaboration.

The purpose of research is to determine, develop and validate the pedagogical/theoretical and applied foundations of museum education within the school-family-community collaboration, structured in the pedagogical model of museum education of lyceum students.

Research hypothesis: The museum education of lyceum students, within the school-family-community collaboration, will be possible and effective if the pedagogical foundations of the targeted process are determined, elaborated, validated and disseminated.

Research objectives:

1. Revealing the meaning, specifying and delimiting the concepts: *museum pedagogy, museum education, museum, museum heritage, culture, collaboration and educational partnership*.
2. Analysis of the establishment and historical evolution of museums in the Republic of Moldova.
3. Identifying the essence of state policies on the optimal exploration and promotion of museum heritage.
4. Establishing the criteria for classifying museums, the specifics of the activity and the characteristics of museum management and marketing in the context of museum education.
5. Determining the conditions and pedagogical strategies for streamlining the museum education of lyceum students.
6. The concretization of the formative potential of ME and of the possibilities of the museums to ensure the familiarization of the lyceum students with the national and universal museum treasure.
7. Scientific argumentation, elaboration and validation of the pedagogical model of the museum education of lyceum students within the school-museum-family-community collaboration, which includes the pedagogical foundations (theoretical and applied).

Scientific research methodology. *Epistemological landmarks* are presented through the set of theories, concepts, legalities, principles in the field of education sciences, museology, school pedagogy, museum pedagogy, anthropology, sociology and psychology of ages, philosophy and research methodology. In particular, as theoretical landmarks served: the concept and conception of museum pedagogy (P. Ansart [4]; C. Cucos [13]; V. Cojocariu, N. Barabas, V. Mitocaru [10]; B. P. Stolearov [42] etc.); the concept of museum education (C. Cucos [13]; R. Andrei [3]; C. L. Troianskaia [43] etc.); the ethical and strategic dimension of school-family-community collaboration (Larisa Cuznetsov [15]; S. Cristea [12]; M. Agabrian [1]); the strategies of socio-cultural activity of museum and the directions of management and marketing in the context of museum education (M. Cretu [11]; I. Opriș [29]; E. Plosnita, M. Ursu [31; 32; 33]; I. L. Pop [34] etc.); elements of genesis and history of museums and museum education (T. Stavila [36; 37]).

Methods applied in research: *theoretical methods*: documentation, analysis and synthesis, comparison, concretization, systematization, clarification, generalization, interpretation, etc.

- *experimental methods*: questioning, conversation, pedagogical experiment, study of students' activity products, case study, expert method, etc.
- *data processing methods*: mathematics and statistics; graphical representations of research results.

The novelty and scientific originality of the research, in general, lies in approaching the museum education of lyceum students in the school-family-community collaboration, focused on capitalizing on and promoting the national and universal museum treasure depending on the age of the students. In particular, *the novelty and scientific originality* is objectified by:

- pedagogical and social approach to museum education; specifying and revealing the meaning of basic concepts, their genesis; of the state policies regarding the optimal exploration of the museum patrimony;
- examining the scientific orientations, their correlation with the humanistic theories of learning, the cognitive development of the person, the structure of the educational action in the context of the perspectives of approaching the pedagogy and the museum education;
- identifying the possibility of museums to carry out the ME and establishing strategies, technologies, including the pedagogical conditions for its efficiency in the collaboration of the museum-educational institution-community;
- determination of the theoretical foundations, elaboration and scientific argumentation of the applied/praxiological foundations, incorporated in the *Pedagogical Model of the museum education of the lyceum students* within the school-museum-family-community collaboration.

The main scientific results obtained in research lie in determining, elaborating and capitalizing on the pedagogical/theoretical-applied foundations of ME, structured in the pedagogical model of ME of lyceum students, the implementation of which led to the formation of students' skills for optimal exploration of museum/cultural treasure and to the formation of the competencies of parents and teachers for the realization of museum education.

The theoretical significance of the research is supported by the analysis, revealing the meaning, specifying and delimiting the concepts of: *museum pedagogy, museum education, museum, museum heritage, culture, collaboration and educational partnership*; identifying the essence of state policies on the optimal exploration and promotion of museum heritage; establishing the criteria for classifying museums, the specifics of the activity and the characteristics of museum management and marketing; determining the conditions and pedagogical strategies for streamlining the museum education of lyceum students. The theoretical importance of the research is also observed at the level of elucidating the conceptualization and interpretation of the specific socio-cultural activity of the museum in the context of museum pedagogy and education, humanistic theories and strategies of the cognitive-constructivist paradigm.

The applicative value of the research consists in the validation of the set of applied pedagogical tools/foundations, concentrated in the targeted model, which through their theoretical and praxiological functionality have demonstrated their efficiency and flexibility in the museum education of students and adults.

The made research convinced us that the whole set of pedagogical tools developed are functional and can be successfully applied in activities with students and parents, focused on ME. All instruments were validated in the pedagogical experiment and represent the pedagogical foundations-structural components of the *Pedagogical model of museum education of lyceum students, as follows: The epistemological support of ME (the 10 positions-rules); ME stakes; Master's and operational pedagogical strategies of ME; The matrix of museum possibilities and the forms of collaboration with the educational institution; The general conditions and the specific psycho-pedagogical ones for the efficiency of ME; The directions of activity of the museum management; The mechanism of interaction of ME efficiency conditions of lyceum students; Grid of criteria and indicators for efficient ME exploration; ME principles; The institutional project of partnership in education; Curriculum of Museum Education of students and adults; Museum map; Museum education technology; Museum education programs: initiation, training and counseling of teachers, parents of students and museum collaborators.*

The implementation of scientific results was carried out within the pedagogical experiment, carried out in four stages (pilot research/ preliminary experiment; finding, training and verification experiment) on a stratified sample, made up of students, parents, teachers and museum collaborators in the context of *Institutional Partnership Project in Education* by capitalizing on the *Pedagogical model of ME for lyceum students*, which includes the pedagogical/theoretical-applied foundations; including through the meetings of the department, scientific publications, communications at methodological seminars, national and international scientific conferences, meetings of the Guidance Committee.

Approval of scientific results. The research was conducted at the State Pedagogical University "Ion Creanga" from Chisinau. The results of the research were examined, discussed and approved during the meetings of the Guidance Committee; of national and international scientific conferences, methodological seminars of educational institutions and museums involved in the experiment.

Publications on the topic of the thesis: A total of 13 scientific publications are elaborated, of which one monographic study; 4 articles in scientific journals (2 articles in journals with international impact; 2-in category B journals); 8 scientific articles in the collections of the International Scientific Conferences.

Volume and structure of the paper. The thesis contains: introduction, three chapters, general conclusions and recommendations, bibliography (156), Annexes (19), glossary. It contains a total of 134 basic text pages; 10 figures and 9 tables.

Keywords: *museum pedagogy, museum education, pedagogical foundations, museum, museum treasure, culture, collaboration and partnership in education, educational institutions, students/lyceum students, parents, teachers, museum collaborators.*

CONTENT OF THE THESIS

In **Introduction** there are reflected the conceptual landmarks of the research, it is argued the topicality and importance of the research topic; the problem, purpose and objectives of the investigation are formulated; the proposed solution of the investigated problem. Likewise, the hypothesis and the objectives of the research are concretized; methodology and methods applied in research; the theoretical and applicative value, which confirms from the epistemological, methodological and praxiological point of view the theoretical significance, the practical importance, the novelty and the originality of the investigative approach.

Chapter 1, *Theoretical Foundations of Museum Education*, reflects the theoretical and conceptual aspects of museum education, which are configured to elucidate the genesis, definition and delimitation of basic concepts; in rendering the essence and importance of state policies on the optimal exploration of museum heritage; in reflecting the history of the establishment of museums in the Republic of Moldova. Also, in the chapter are analyzed the scientific orientations and the pedagogical perspectives for approaching ME by correlating them with: the legislation in the field of museum activity [48], the principles and strategies of capitalizing the cognitive-constructivist paradigm; humanistic theories of learning (C. Rogers [Apud 30]; A. Maslow [Apud 30; 35]; J. Piaget, L. S. Vigotskii [Ibidem etc.]); the specifics of the person's cognitive development (J. Piaget); awareness and exploration of the structure of educational action, according to the meanings of the researcher Calin Marin C. [6]; including the philosophical perspectives of satisfying the criteria of scientificity and ensuring the principle of objectivity and rationality of knowledge [6; 12 etc].

Study and analysis of established literature [4; 7; 43; 45 etc.] allowed us to establish that *German researchers are considered to be founders of museum pedagogy*: A. Lichtwark, G. Freudenthal, G. Kershensteiner, A. Reichwein. Due to the contribution of scientists to the development of EM and the creation of a museum environment open to communication, recognized both in Germany and in Europe, the new branch-*museum pedagogy* began to develop. All these Russian researchers and researchers [40; 44; 45 etc.] opted for the introduction in museums of the *Museum Pedagogy Sections* with a specific and structured function of education and promotion of sociocultural values [42, p. 27]. *The central figure in the development of museum pedagogy was the German professor of history and art A. Likhtvark*, who as director of the *Kunsthalle Museum of Art in Hamburg*, initiated, developed and practiced some methods, techniques and procedures for the realization of museum education, more especially in art museums. One of the important methods proposed by A. Likhtvark was the ***method of museum dialogue***, which expressed a new approach in the visitor's communication with art, history and the past of civilization, the museum, being assigned the role of source of information and intermediary. At the same time, A. Likhtwark argued for the need for permanent collaboration between the school and the museum.

The Russian researcher V. P. Porshnev mentions that the concept of *museum pedagogy* was scientifically formalized in 1931 by the German pedagogue G. Freudenthal.

In his work, *Museum-Education-School* (1931), G. Freudenthal as well as A. Likhtvark, contributed to the development of the museum's interaction with the school by elaborating and implementing new methodological forms of educating students in and through the museum, focused on consolidating the knowledge gained in the formal framework of the lessons [Apud 21, p.10].

G. Freudenthal was also the first researcher to use the term *museum pedagogue* in his speeches, arguing the need for pedagogical studies for museum specialists.

Based on the in-depth study of the theoretical landmarks in the chapter, we revealed and explained the content of the basic concepts.

In this context, we have offered some distinctive approaches to the definition of *museum pedagogy*. In the opinion of the Russian pedagogue B. A. Stoelarov, the *museum pedagogy* is the practical-scientific field of activity of the modern museum and the interaction with the population, focused on the transfer of cultural-artistic experience through museum education, developed in the museum environment, especially in art museums [42, p. 106]. The researcher considers PM as a practical-scientific field that deals with the investigation, elaboration and implementation of methods, ways and optimal forms of education and cultivation of contemporary man.

In the same vein, the Romanian pedagogue C. Cucos mentions that PM deals with the identification and validation of strategies that would lead to maximizing the formative virtues of the museum space, and as such, it aims to stimulate the interaction on the educational line between the museum and school, to prepare specialists, but also categories of public formed for the valorization of the educational potential offered by this cultural environment [13, p. 187].

Encyclopedia of Museology of the Republic of Moldova, defines museum pedagogy as a science that aims to apply a logical, coherent, scientific system, developed by methods and principles designed to fulfill or fulfill the desire for self-education and education of the public of all ages, allowing the exchange of ideas and impressions, access to past and present material realities in pursuit of the development of human thought [32, p. 204].

The Russian educator A. S. Ogonovskaia argues that the concept of museum pedagogy presupposes the convergence and interaction of the phenomena of *culture, museum and pedagogy* [41, p. 16].

In this context, we have made some delimitations and clarifications regarding the concept of culture starting from the *Explanatory Dictionary of the Romanian language* which gives us the following explanation: culture (lat. Culture-cultivation, growth, education) is defined as the totality of material and spiritual values. created by mankind, including the social institutions needed to promote these values [52, p. 258].

In this situation, human *culture* is characterized by the values developed by humanity, from the beginnings of humanity to the present, and in the sciences of education the concept of *culture/ethos* can incorporate the *culture and ethos* of the family; of the school; of people, including morality, morals, civilized conduct, mentions the local researcher Larisa Cuznetsov [14, pp. 93-94]. On this subject there is a great

variety of opinions and visions, which differ only in form, but the content gives the same essence.

Since PM can be capitalized, mainly in the museum/museum space, we will further specify and define the concept of museum.

Starting from the analyzed theoretical landmarks and the visions presented by the researchers in this field: E. Plosnita [31; 32]; I.-D.-I. Toma [38]; C. Nicolescu [28]; I. L. Pop [34]; B. A. Stolearov [42]; A. Iu. Coreneva [40] etc., we established that the concept of *museum*, as well as its definition, have undergone important changes, generated by socio-economic development, the emergence and development of information technologies, socio-cultural transformations at global and regional level. The approached problem led to the specification, delimitation and definition of the *museum* concept from an epistemological perspective. Referring to the *Explanatory Dictionary of the Romanian language* (coordinated by acad. I. Coteanu, dr. L. Seche, dr. M. Seche etc.) we found that the *museum is an institution, which deals with the collection, storage, research, placement in value and the exhibition of objects, which are of historical, scientific, artistic interest, etc. Likewise, the museum is associated with the building in which such objects are kept and exhibited. The term comes from lat. museum, germ. museum, fr. musee* [52, p. 687]. In the view of many researchers and ours, all museums are of unprecedented value in terms of preserving, preserving and promoting the *socio-cultural heritage* and memory of the past, regardless of their classification [21; 27; 31; 32; 42 etc.].

At the same time, we have specified the definition of the concept of *heritage*, which from Latin patrimony/patrimonium, means the existence of a cumulation of universal values, exceptional from a historical, artistic or scientific point of view, which bears the imprint of humanity in space and time [52, p. 783]. We first identified the essence of the concept of patrimony, consulting the *Explanatory Dictionary of the Romanian language*, where the patrimony is rendered as follows: *the patrimony represents the totality of the goods that belong to the community and are administered by the state bodies; public good, spiritual, cultural goods, etc., which belong to all mankind* [Ibidem, p. 783]. In conclusion, we noted that heritage is a complex concept, which represents the universal dimension of values, which characterizes human ascension throughout history and is the stage for generating knowledge about the past, present and future of a people for growing generations. We have established that *cultural heritage* is part of the universal heritage, which according to the *Council of Europe Framework Convention on the Value of Cultural Heritage for Society* (FARO, 27 October 2005), is a set of resources inherited from the past, considered by people, regardless of ownership of goods, as a reflection and expression of their constantly evolving values, beliefs, knowledge and traditions, which includes all aspects of the environment resulting from the interaction over time between people and places. Likewise, we specified that the *museum patrimony* is part of the *cultural patrimony* of a society and constitutes the totality of the *cultural objects* under the management of museums, public or private collections, attested as *museum pieces* [32, p. 203].

In the chapter were analyzed the criteria for *classifying* museums and the specifics of museum activity according to museum heritage.

During the research, we highlighted the state policies regarding the optimal exploration of the museum heritage in the Republic of Moldova, according to *Law no. 262 of 07.12.17*, which concerns museums and provides the following authorities with attributions and responsibilities regarding the activity of museum institutions: *Ministry of Education, Culture and Research of the Republic of Moldova*; *Ministry of Culture of the Republic of Moldova (since 2021)*; *National Commission for Museums and Collections*; *Local public authorities in the field of museums*. At the same time, the most important international organizations engaged in the valorization, safeguarding and promotion of cultural heritage were specified as follows: UNESCO (from English *United Nations Educational, Scientific and Cultural Organization*); ICOM (from English *International Council of Museums*); ICOMOS (from English *International Council on Monuments and Sites*) and CE (from English *Council of Europe*). They supervise and guide the targeted activity and come with recommendations, provide assistance through the tools at their disposal.

Regarding the history and genesis of the development of museums, analyzing the works of researchers (E. Plosnita; T. Stavila; C. Gh. Ciobanu; M. Ursu; C. Nicolescu etc.), regarding the establishment and development of museums in the *Republic of Moldova*, we found that in the first half of the nineteenth century in Bessarabia appears and develops an obvious trend expressed by the collection and preservation of *cultural assets*, which led to the establishment of the first private museums, and later museum institutions and museographic activities.

The analysis of the most important aspects of ME from a philosophical perspective highlighted the fact that its potential lies in the *possibility of satisfying the criteria of scientificity*, of ensuring the *principle of objectivity*; of the observance of the *principle of rationality (the approach of the systematicity of knowledge)* (according to a system of principles) and of the *testability* (the possibility of verification).

In this sense, it is necessary to specify that the process of conceptualizing ME required a complete approach from *the perspective of humanistic theories of learning; the theory of social-cognitive learning*; [11; 27; 32 etc.] and *the principles and strategies of the cognitive-constructive paradigm* [30; 35 etc.]. *The above theories have been analyzed in the context of continuing education/lifelong learning, moral and aesthetic cultivation of man – key aspects of ME*. These carry an obvious axiological load, but also a decisive cognitive, humanistic and teleological one.

For these reasons, leading us to the *Humanist Decalogue of C. Rogers* [Apud 16, pp. 115-117], more precisely to the ten rules that guide humanistic education, we have developed an *Epistemological Support of ME*, which in the investigations was proven to be functional. We present its ten positions:

- Creating and maintaining a warm, positive and receptive climate, especially the school one by interrelating with museum collaborators and teachers, focused on skillfully stimulating comprehensive analysis and listening; of the orientation of

attention and perception towards the museum treasure, the exhibits, the panoramas and the observed artifacts.

- Organizing and maintaining the climate conducive to learning, ensuring the cognition and awareness of students, which contributes not only the museum entourage (hall, exhibition, exhibits, etc.), but also fruitful and coordinated cooperation of teachers with guides and museum staff.
- Preliminary training of students and pedagogues (responsible for specific subjects), combining curricular requirements with the interests and aspirations of students and, of course, with the possibilities of museums.
- Accessible organization of museum activities and resources by ensuring self-education, independent study of students.
- Respecting the ethical norms, focusing the pedagogues and museum collaborators in the relationship with the students, accepting *side/horizontal position*.
- Involving students in the process of discovering knowledge, studying objects and phenomena, practicing practices of observation and re/construction of reality, etc.
- Museum collaborators and pedagogues involve students in actions of search, restoration of artifacts from the socio-cultural environment (crockery, old tools, clothing, jewelry, embroidery, carpets, lacquers, etc.).
- School managers, teachers, responsible for school subjects (history, language and literature, fine arts, etc.), together with museum staff, students and parents set the schedule for lessons and visits to specific museums.
- Museum collaborators prepare various specialized exhibitions adapted to the subjects and compulsory curricular contents, as well as for the diversity of non-formal school activities, often at the suggestion of the students. The programs of the activities carried out in the museum can be of medium duration (semester, year) and long duration (2-3 years).
- Conducting practical conferences, competitions, thematic evenings on visits and classes/lessons, organized in the museum.

Of course, ME presupposes a different climate than the one inside the school, but at the same time with this advantage there is a need to create facilitative conditions for the capitalization of information and hoarded values.

Chapter 2, *The Museum as an environment of knowledge and promotion of culture from a methodological perspective*, presents an analysis of the socio-cultural activity of the museum as a collaboration element museum-educational institution-family-community; of museum management and marketing, which made it possible to identify the *stakes of ME*, the possibilities of museum institutions and the forms of collaboration with educational institutions, the directions and strategies of activity of museums. The following were scientifically argued and elaborated: *the pedagogical and psycho-pedagogical conditions for the efficiency of ME, the mechanism of their interaction*; the criteria, indicators and descriptors of the competencies for the optimal valorization of the museum culture by students and parents (parental competencies for

performing ME). Likewise, the *ME Principles* have been scientifically grounded. The epistemological and methodological investigation of ME ensured the elaboration of the basic construct: ***The pedagogical model of ME of lyceum students***, which incorporates the theoretical-applied pedagogical foundations.

Starting from the preliminary investigation carried out by us during a year of studies, we highlighted ***the functionality of the operational pedagogical strategies applied in ME***.

The investigation and analysis of ME's theoretical landmarks allowed us to continue and complete the ME Stakes, determined in the research. Thus, in our vision, ME has a beneficial impact on *the formation of humanism and patriotism of the person*, ie we have in mind ***the stake of strengthening the coherence between consciousness and moral conduct***. The next step is ***the stake of stimulating creativity by broadening the information horizon and deepening knowledge***. Another important stake for education and training lies in the ***stake of diversification of forms and methods of education***, which would contribute to increasing the cognition and metacognition of pupils and students. Observationally and empirically, we have established that the capitalization of museum education and the optimal promotion of museum heritage is possible by applying three ***master strategies***, considered by us, essential: activating ME in educational institutions through the creative involvement of museum collaborators and teachers; encouraging students and pupils to participate in various volunteer activities, exhibitions, creative workshops, master classes, etc., held inside museums; establishing, planning and maintaining a permanent fruitful collaboration between the museum and the educational institutions, in which each actor becomes an effective partner in promoting the museum's culture, history and treasure.

At the same time, in order to prepare the methodological basis of ME, it was necessary to identify the possibilities of museums, the possible forms of collaboration with the school and to highlight ***three fundamental principles*** of museum management and marketing as follows:

- balanced tracking and directing of entries within the organization/museum; human resources; material resources; financial resources; information resources, etc .;
- achieving and reasonably guiding the process of transforming goods, services and information;
- studying, planning and achieving optimal market outlets with social benefits, economic benefits, educational benefits, cultural benefits, artistic benefits, etc. [34, p. 79].

Starting from the determination of the epistemological landmarks and from the highlighted practical aspects, we established ***the general pedagogical conditions and the specific psycho-pedagogical ones for the efficiency of the museum education***, which we reunited in the Mechanism of their interaction (Figure 2.1).

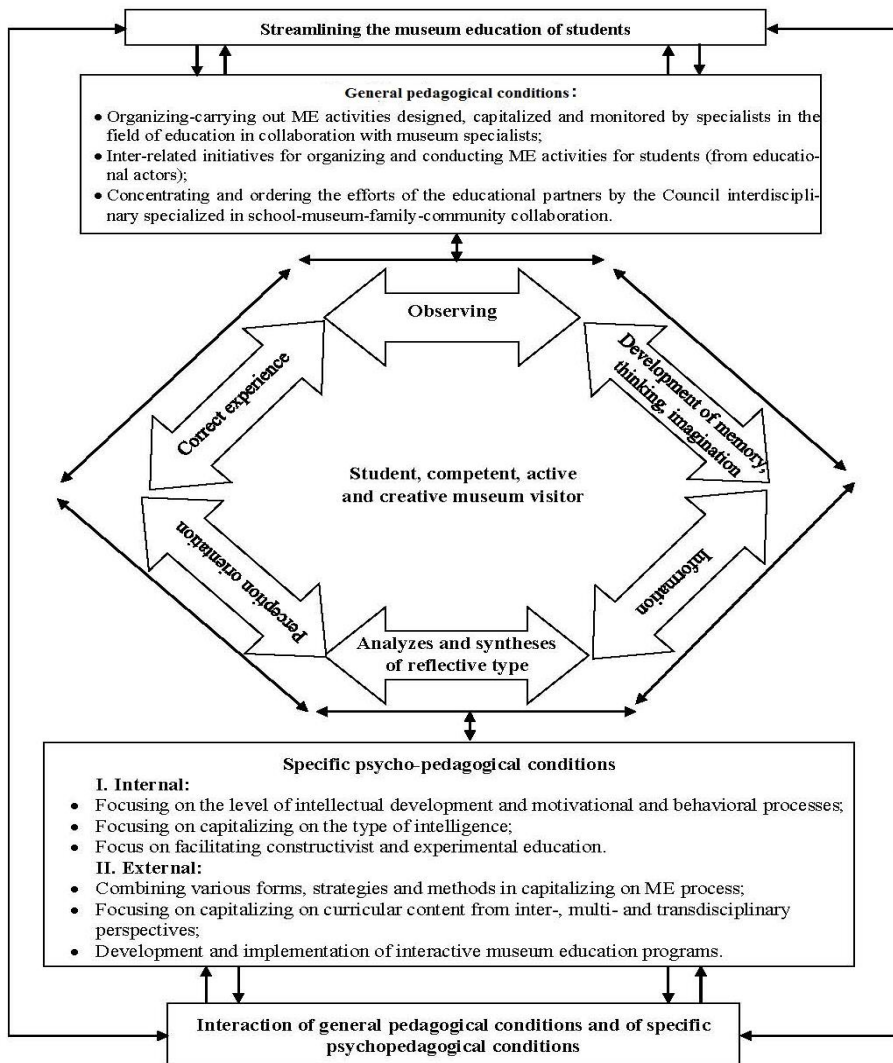


Figure 2.1. The mechanism of interaction of conditions for ME efficiency of lyceum students (author T. Filipski)

Likewise, the chapter also contains the *Grid of criteria and indicators for the efficient exploration of museum education*, which contains three components, *I - the criteria for the efficient exploration of the museum treasury; II - the descriptors of the competencies for the optimal capitalization of the museum culture (for students); III -*

the descriptors of the parental competencies for performing ME, according to which the pedagogical experiment was performed. The determined theoretical foundations, the criteria, the indicators and the descriptors of the competences, created clear methodological bases to elaborate: The institutional project of partnership in education; Museum education programs in the context of school-museum-family-community collaboration, in order to carry out the pedagogical experiment; The pedagogical model of ME of lyceum students (Figure 2.2) and the principles of ME.

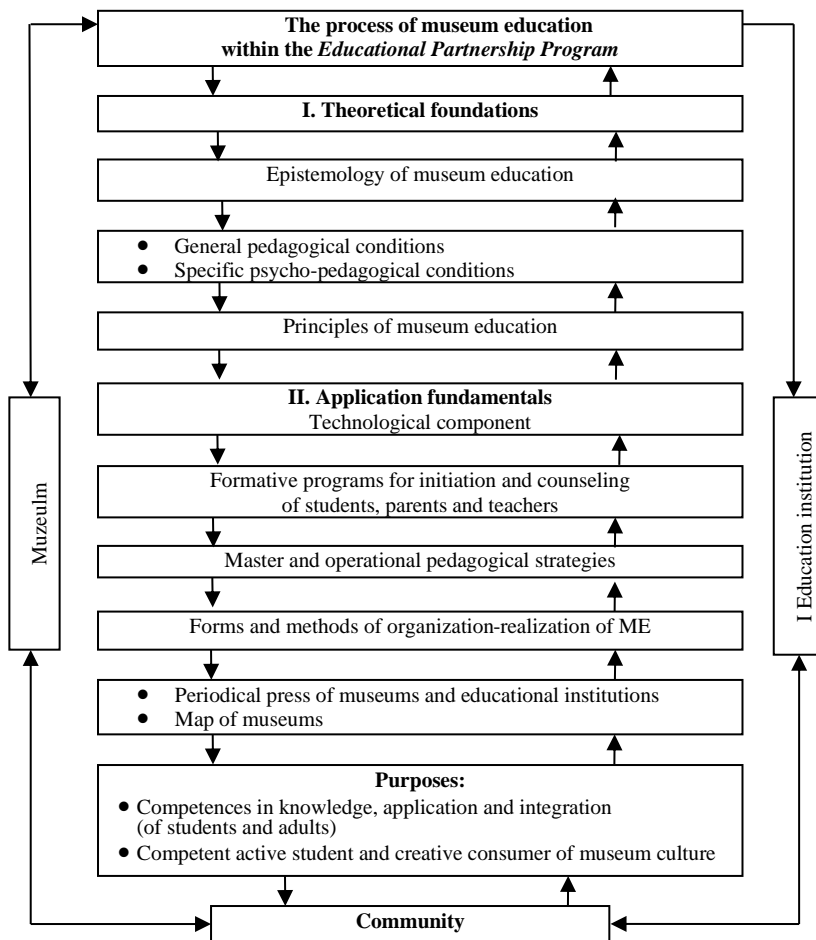


Figure 2.2. ME pedagogical model of lyceum students (author Filipski T.)

The eight principles represent an essential normative element of EM and are elucidated in an essential and concise way, as follows:

1. ***The principle of the complex and integrative approach of the information offered by the museum***, ensures the capitalization by the museum collaborators of the scientific knowledge about the material and the factual information from various fields of human activity in an inter-, multi- and transdisciplinary way, proving the authentic value, integrity museum objects and their complexity.

2. ***The principle of visitor focus/orientation on the individual involved***, ensures the accessibility of information and orients museum staff to facilitate student learning in a humanistic and non-teaching way (respecting the rules of humanities education, interests, visitor aspirations).

3. ***The principle of ensuring the constructive cultural dialogue***, this representing the basic strategy of intercommunication and museum relations between museum collaborators and visitors, directing co/participation in the awareness of cultural-historical phenomena.

4. ***The principle of ensuring continuity and feedback***, which guides us to the idea of organizing and structuring the gradual exploration of the museum space and treasury, including information. This principle reminds us of the efficient exploration of feedback with the visitor (in various forms and ways).

5. ***The principle focused on interactive activities that develop creativity*** and involves the development of the museum pedagogical process in a form of active and creative exploration of space, objects/ exhibits, art monuments in collaboration with colleagues and museum collaborators.

6. ***The principle of combining the various forms, methods and principles in ME*** implies their diversification and the application of efficient pedagogical strategies such as the expository-heuristic ones, focused on action and capitalization of research, problematization, etc.

7. ***The principle of ensuring the harmonious development of the student with emphasis on the formation of unity between consciousness and moral conduct***, orients the museum collaborators and teachers towards the design and development of activities, which aim to capitalize on all dimensions of education (intellectual, aesthetic, technological, psychophysical education, etc.) the emphasis being on the moral cultivation of the visitor.

8. ***The principle of ensuring efficient school-museum-family-community collaboration*** will guide the activity of each social institution and will ensure a stable, varied collaboration, focused on familiarizing children and young people, their families with the cultural/museum treasure.

In conclusion, synthesizing the studied theoretical landmarks, the results of the preliminary experiment, the developed observations were scientifically argued and the ME instruments were elaborated; the tasks of *museum pedagogy* have been established; *the principles of ME* were substantiated and formulated; *ME pedagogical model of lyceum students and the technology of museum education of lyceum students*, which includes Curricula for students and adults (teachers and parents); ME strategies, forms, methods and procedures. In the same context, the structure, purpose, objectives and basic content of the Institutional Project for Collaboration in Education were elaborated. ***Creating educational partnerships in promoting the national and universal heritage from the perspective of museum education of pupils and students.***

Chapter 3, *The praxiological coordinate of museum education of lyceum students within the school-museum-family-community collaboration*, presents the initiation and development of the pedagogical experiment, elucidating in detail the analysis and interpretation of the results of the implementation of *ME Pedagogical Model of lyceum students (which contains the pedagogical foundations)*.

The pedagogical experiment carried out is a classic/traditional one and consists of three stages: the first is a *finding* stage, which lasted 6 months; the second stage is training with a duration of 2 years of studies and the third stage, which was summarized with the *verification* of the results obtained (duration of 4 months). The group of subjects was selected, starting from the interest and availability of the administration and the pedagogical staff of the educational institutions, in order to participate in the research and the Institutional Project of partnership in education.

We worked with a structured experimental group: 54 lyceum students and their parents; 18 teachers and 28 students from middle school and primary school. The experiment was attended by students from the Technical University of Moldova, the Faculty of Urbanism and Architecture, the Interior Design Program and 10 museum collaborators, librarians, ethnographers, painters, writers, etc. The target subjects were lyceum students and their families. A series of activities were carried out during two years of study. At the beginning, several actions-consultations were organized to familiarize and advise the subjects with ME process, with the theoretical-applied foundations of museum education (principles, conditions, strategies, etc.). In essence, the *Pedagogical model of museum education of students* has been implemented within the school-museum-family-community collaboration. Consistent with the investigation strategy, we used the *Grid of Criteria and Indicators for Effective ME Exploration*.

In order to provide clarity in the results obtained, we propose to observe the changes in skills after the stage of the training experiment (these are shown in the histogram in a comparative way, ie the results from the finding and verification experiment). In the first position, the lyceum students identified all the museum institutions known to them; in the 2nd position, they exposed and described the values of the museum treasure in the country and in the 3rd position they showed that they are able to apply the terminology and language specific to the museum culture (Figure 3.1).

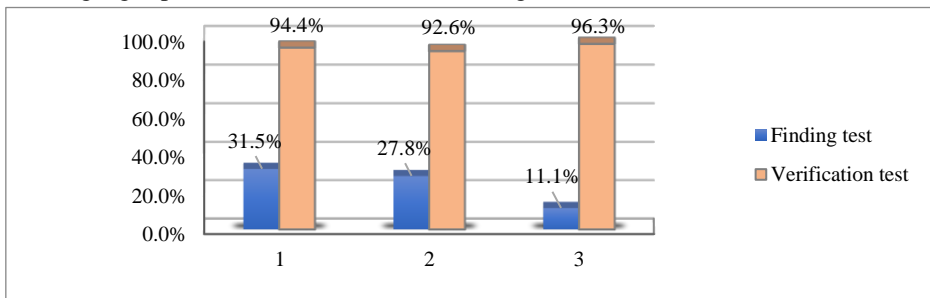


Figure 3.1. The competencies of lyceum students to make the best use of the museum treasure, at the level of knowledge

As can be seen, very few students were able to identify the museum institutions in the country and in Chisinau. Only 31.5% of lyceum students called 4-5 museums, the rest did not know how to respond. While, after training and organized visits (live and online), the special curricular contents studied, already 94.4% of students have identified about 12 museums in the republic. The students correctly named the museums, named their destination and address, and briefly recounted what impressed them. Likewise, the number of lyceum students who exhibited coherently and competently the museum values / basic exhibits of the most important museums in the country and in the world increased significantly (by 64.8%). We are glad that after the activities carried out, the lyceum students apply a more precise and elevated language in the field of museum culture. Thus, 96.3% of students (compared to 11.1%) are able to narrate, explain and analyze museum exhibits; to have a conversation about the museum patrimony and to give an opinion on the activity of the museum collaborators, of the collaboration with the school and the community in the targeted direction.

It is obvious that after the training of lyceum students they have greatly increased their practical skills at the application level. The vast majority of students developed a code of clear and appropriate rules of conduct in the museum (91% of subjects compared to 31.2% at the beginning). The diaries for the museum visitors developed by the students were also interesting. 88.8% of students completed this task, which indicates the knowledge of moral-ethical norms, the specifics of the main museums in the country and of course they demonstrated that lyceum students understand their importance in shaping the culture of the young generation and moral education, aesthetics, intellectual development of the person. After training, 94.1% of lyceum students were able to develop a guidance guide to help the school (compared to 13% of lyceum students at the time of finding).

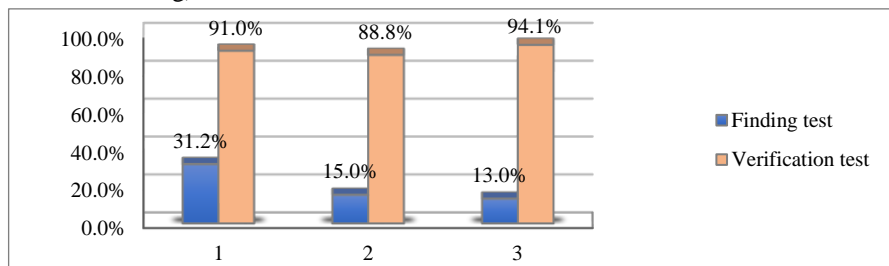


Figure 3.2. The competencies of lyceum students to capitalize on the museum treasure, at the application level

The most exciting and valuable test was aimed at the skills of optimal use of the museum treasure by lyceum students, at the level of integration (Figure 3.3).

From this histogram, we notice that after the training experiment and the active participation in non-formal EM activities, the number of students who clearly express their opinion about museum values, their importance, the exhibits and exhibitions viewed, the national heritage, has increased greatly since 22.2% to 96.3% (with 74.1%),

which means an obvious increase in the level of culture, including the museum and civic level.

The motivations for studying the values and means of museum culture were very varied, creative and original, starting with the proposal to study/learn some modules and school contents in the museum, as well as the preparation of thematic mobile museum exhibitions, which could take time. 1-2 weeks in different educational institutions. Many students (87%) proposed that museums be opened for collaboration with history teachers, in order to study in depth the history of their homeland (city, village, region), which would help to form an interest in knowing its place and role in national and universal culture; it would optimize cognitive, patriotic, and moral instruction and education.

We were also pleased that the lyceum students, after training, developed a series of interesting programs for museum cultural and educational events. At the finding, only 27.8% of lyceum students coped with this task, and after training, 94.4% of subjects finished with the elaboration of the targeted programs, proving the knowledge of the museums in the country, of their categories and possibilities. It is observable and positive the moment that showed that lyceum students operate freely and actively with such concepts as: *museum pedagogy, museum education, museum culture, exhibit, exhibition, museum audit, diorama, panorama, museology, restoration, conservation, museum fund, hoarding, museum guide, museologist, museum collections, artifact, etc.*

Of course, the visits to the museum and the activities to get acquainted with the specifics and the museum treasure have developed the creative thinking, imagination and aesthetic taste of the students. Most of the subjects, 98.1% of lyceum students participated in exhibitions with personal works (poems, drawings, short stories, paintings, etc.) made after visits to the museum (Figure 3.3).

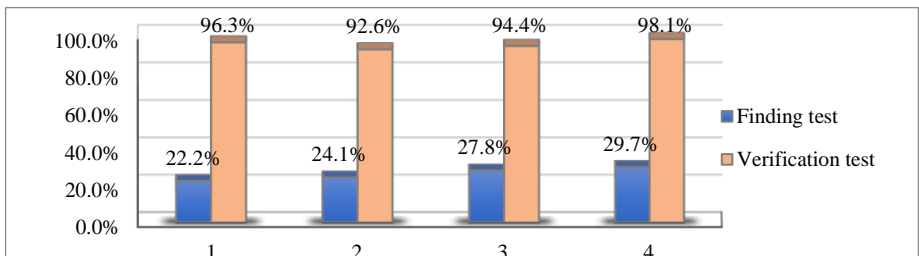


Figure 3.3. The competencies of lyceum students to capitalize on the museum treasure, at the level of integration

If we perform an analysis of the results obtained after the experimental stage of parenting, then we mention that they are not as high, spectacular as lyceum students, but still *the parental skills to achieve ME*, have obviously strengthened (Figure 3.4).

In order to observe more clearly the data obtained on the group of parents, we propose the histograms that will follow (Figure 3.4; 3.5; 3.6).

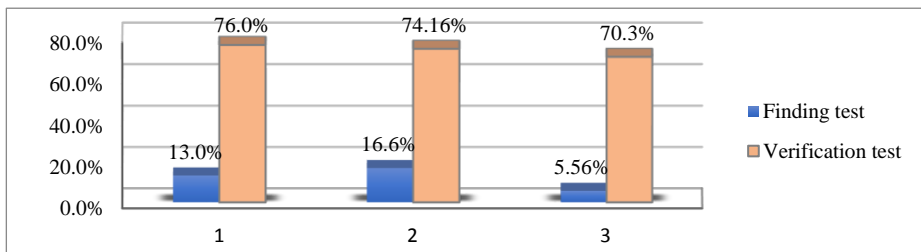


Figure 3.4. Knowledge-based parenting skills (finding and verification) of ME

It is positive that the parents have shown interest in the workshops for information and training on the skills of optimal use of museum culture by participating in the museum education of their children. If, at the finding, the parents demonstrated extremely modest skills, then after the training they increased. They were able to identify the country's network of museums, explain their destination, and describe them. The gap from finding and post-experiment, being 63%. 74.1% of subjects were able to answer about the importance and possibilities of MS, compared to 16.6% of the finding. The last aspect for the parents was more difficult, since, previously, the school's collaboration with the museum and the family was, in essence, missing or insufficient. In the opinion of the parents, this collaboration was much more active in the primary classes and partially in the gymnasium ones, and at the lyceum level it was not paid attention at all. In this regard, teachers and parents did not have convincing explanations. Of course, lyceum students can also visit museums independently, but they certainly need a guide, qualified help, interesting activities and structured according to certain criteria, which would help to make the study of such disciplines as: history, art education more efficient, civic education, geography, Romanian language and literature, etc. Likewise, through ME it would increase moral and civic cultivation; perfecting cognition, metacognition, creativity and scientific thinking.

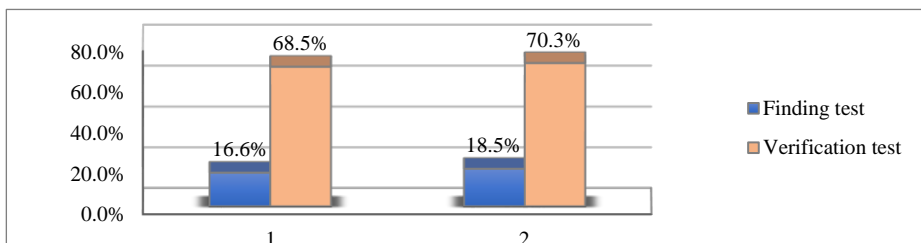


Figure 3.5. Parental competences at the level of application of ME

As we can see, parenting skills have increased, but there has been a lot of discussion with parents about the fact that adults do not have time to work on developing family museum visit programs and diaries with questions for family conversations with their

children etc. At the end of the meeting, an appropriate conclusion was reached: no one requires the family to follow these educational elements absolutely, but the practice of parents in these actions allows adults to know and learn parenting skills and competencies that would help them plan and to monitor the proper consumption of children's and family's leisure time in an intelligent and cultured manner.

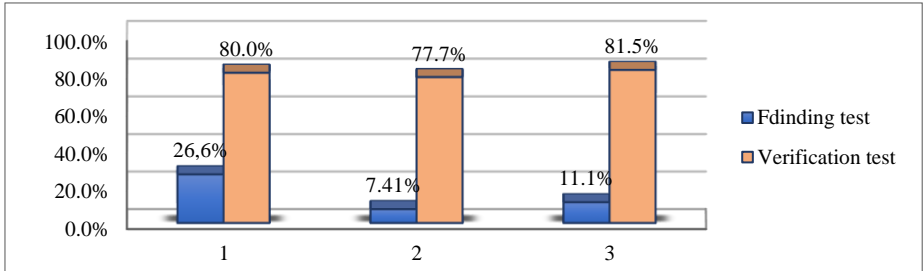


Figure 3.6. Parental competencies at the level of ME integration

We consider the results obtained in this aspect to be very important, as there is an increase in the skills and capacity of parents to invest in children not only financial resources, but also moral-emotional and intellectual resources; patience, creativity and consistency.

The positive thing is that 80% of parents, compared to 26.6% at the finding, realized that they are obliged to attend various exhibitions, museums with their children; and 77.7% of them collect information, leaflets, brochures, etc., look for special sites about museums in the country and abroad, inform the family about them and organize visits. The most optimistic and positive moment is that 81.5% of parents mentioned that family discussions became more varied, interesting, intellectually and morally exciting.

As the pedagogues participated in all the activities on EM of the students and in those within the previously nominated Project, we were very happy with the results of the test and their interview.

Table 3.1. The impact of capitalizing on the pedagogical foundations of ME students in teacher training (18 subjects)

Item/ task	Results according to the assessment scale						
	Very good (3)		Good (2)		Enough (1)		Not enough (0)
	Date	%	Date	%	Date	%	
1	2	3	4	5	6	7	8
1. Identifying the network of museums in the country with the most important nominations	15	83,3	3	16,6	-	-	-
2. Explaining the importance and possibilities of ME for students	16	89	2	11,1	-	-	-
3. Elaboration of a program for visiting museums regarding museum culture	15	83,3	3	16,6	-	-	-

Continuation of table 11

1	2	3	4	5	6	7	8
4. Enumeration of the conditions for organizing-streamlining EM by involving the resources of museums, school, family, community	15	83,3	3	16,6	-	-	-
5. Establishing and briefly describing changes in children's personality after training	14	77,7	2	11,1	1	5,6	-

As we can see from the table, the quality coefficient after the training of the pedagogues is 100%, which was to be expected, because they were very involved in all the activities carried out. Parents' participation was more moderate, some were absent from ME counseling sessions in the family, more often mothers or other relatives were present (this is not new to our country), but still the impact of their acquaintance with the theoretical-applied foundations of ME, the collaboration with the school was a positive one.

As a result of the training experiment, where we worked with students, teachers and parents in collaboration with museums and their collaborators, the impact of implementing the developed model was visible and quite sharp, which shows the functionality of the pedagogical foundations of lyceum students ME and the Institutional Project for Collaboration in Education *Creating educational partnerships in the promotion of national and universal heritage from the perspective of museum education of pupils and students.*

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The Republic of Moldova has joined international and European organizations, ratifying several conventions in the fields of protection, capitalization and promotion of cultural heritage stored in museums, social institutions focused on the education of the population, especially the young generation. In this context, the *Council of Europe Framework Convention on the value of cultural heritage for society* (FARO, 27. 10. 2005), signed by the Government of our country, namely in *Article 13*, which involves *facilitating the insertion of the cultural dimension at all levels of education, familiarization with cultural heritage and continuing education; encouraging vocational training and the exchange of knowledge and skills within and outside the education system*, was the basic impetus for the investigation of the pedagogical substantiation of museum education. We consider that the problem addressed in this research is extremely current, being of major importance in shaping the personality of young people and the adult population by their knowledge of national and universal cultural heritage in the context of continuing education/lifelong learning.

The whole investigative approach has a theoretical-applicative character, focused on the determination and elaboration of the pedagogical foundations of the museum

education of the lyceum students within the school-family-community collaboration. This approach revealed the importance of the development of *museum pedagogy* through the theoretical and applied substantiation of museum education, which led to a series of **conclusions and recommendations**:

1. The investigated issue ensured the revelation of the essence, significance, specification and delimitation of basic concepts: *museum pedagogy, museum education, museum, museum heritage, culture, collaboration and educational partnership*, including specifying their genesis and history of museums in the world and in the Republic Moldova [20; 21].

2. The identification of state policies on the optimal protection and exploration of museum heritage has made it possible to establish the purpose, tasks, principles and strategies of promoting cultural values among growing generations and adult generations. These actions have helped to clarify the purpose and tasks of *museum pedagogy*; specifying the classification of museums, establishing their possibilities within the ME by capitalizing on the principles and strategies of the *cognitive-constructivist paradigm*, approached from the perspective of *humanistic theories of learning* and the complexity of the structure of educational actions.

3. The analysis of the socio-cultural activity of the museum, as a collaboration element museum-educational institution-family-community, pre-established the highlighting of the set of stakes of EM; substantiation and elaboration of the *Epistemological support of ME* and structuring of the educational action in the museum education of the students.

The study of the content and principles of museum management and marketing in the context of museum education allowed us to establish the directions, purpose and objectives of the process, while orienting the investigation to the formulation and scientific argumentation of *pedagogical conditions for museum education : general pedagogical conditions and specific psycho-pedagogical conditions*.

4. The elaboration and substantiation of the methodological tool called *Mechanism of interaction of the conditions for streamlining the ME of lyceum students* (Figure 2.1.) contributed to the awareness and guidance of the process of training lyceum students as active and creative visitors to museums, cognition, the spirit of observation; orientation of perception, consolidation of memory, thinking and imagination, accumulation of concrete experiences, information and focus on performing reflective analyzes and syntheses.

5. The praxiological coordinate and the technology of museum education of lyceum students implemented consists of the *Grid of criteria and indicators for efficient exploration of ME and the pedagogical model of museum education of lyceum students* (Figure 2.2.), which includes two compartments: *Theoretical foundations* (I) and the *Applied fundamentals* (II), which incorporates eight components, more precisely the set of pedagogical tools. The whole building has proven to be efficient, functional and open to completion.

6. ME pedagogical model of lyceum students with all its components, which contains, de facto, the pedagogical/theoretical and applied foundations, has been

successfully implemented and validated, within the stage of forming the pedagogical experiment in the context and through the *Institutional project of partnership in education*, focused on promoting the national and universal cultural heritage/museum.

7. The results of the pedagogical experiment demonstrated the increase of the level of competence at the level of knowledge, application and integration of students and adults (pedagogues and parents) regarding the achievement of ME of lyceum students for the active and creative capitalization of the museum treasure.

This fact was manifested in the results of the final test and in the behavior of the investigated subjects by:

- increasing the students' interest in visiting museums and assimilating museum culture, from 31.5% to 94.4%;
- the use of terms specific to museum culture in the language of students has increased from 27.8% to 90.7%;
- creativity, imagination and ability to reproduce the museum's cultural dialogue (with works and museum collaborators) through analysis, exhaustive exposition, storytelling, reflections, written works, drawings, etc., reached maximum levels of 92.6% (compared to 16.6% when found);
- the substantial efficiency of the skills to perform ME by adults, which reached quite high levels, 88.9% – 100%.

Also, the activation, the efficiency, and the principle orientation of the school-museum-family-community collaboration process were noted. Teachers, overcoming their skepticism and reserved attitude, began to initiate and carry out formal activities in the context of curricular disciplines and non-formal activities, by involving museum collaborators, libraries, community creative centers and outstanding personalities (writers, visual artists, poets, etc.).

The results obtained in the research confirmed the hypothesis launched and contributed to ***solving the scientific problem of major importance of the investigation***, which focused on determining, developing and validating the pedagogical foundations of lyceum museum education within the school-family-community collaboration, structured in the *Pedagogical Model of museum education of lyceum students*, which contributed to changing the attitudes and behavior of teachers and parents, aimed at increasing ME skills and training students in the interest, culture of knowledge and assimilation of the values of the museum treasure.

The exposed situation ensured the solution of the scientific problem by achieving the purpose and objectives of the research, materialized in:

- Revealing the meaning, specifying and delimiting the concepts: *museum pedagogy, museum education, museum, museum heritage, culture, collaboration and educational partnership*.
- Analysis of the establishment and historical evolution of museums in the Republic of Moldova.
- Identifying the essence of state policies on the optimal exploration and promotion of museum heritage.

- Establishing the criteria for classifying museums, the specifics of the activity and the characteristics of museum management and marketing in the context of museum education.
- Determining the conditions and pedagogical strategies for streamlining the museum education of lyceum students.
- The concretization of the formative potential of the ME and of the possibilities of the museums to ensure the familiarization of the lyceum students with the national and universal museum treasure.
- Scientific argumentation, elaboration and validation of the *Pedagogical model of museum education of lyceum students* within the school-museum-family-community collaboration, which includes the pedagogical foundations (theoretical and applied).

At the same time, the research carried out allowed us to establish *some investigative limits, such as:*

- non-acceptance by some museums of the collaboration with the educational institutions based on the long-term projects, planning and carrying out the activities in the context of the educational partnership;
- the appearance of difficulties in organizing and carrying out formal activities (within the curriculum) with lyceum students in favor of extracurricular activities;
- the prevalence of educational activities, carried out during the conducting classes and those of history, Romanian language and literature, fine arts, etc.
- substitution of planned strategies, actions and activities due to the difficult conditions related to the pandemy.

In summary and in the context of the research carried out, we propose the following *recommendations:*

At the macrostructural level:

• Designers of educational and socio-cultural policies:

- assessing the possibilities and streamlining the promotion of cultural values by forcing the media to initiate and conduct permanent TV and radio programs, focused on elucidating and promoting the museum treasure (national and universal); the activity of museums in the country and abroad;
- elaboration and implementation of educational policies by the line ministries, responsible for culture and education, which would stimulate the collaboration of museums with educational institutions in the country;
- the collaboration of the Ministry of Education with the Ministry of Culture of the Republic of Moldova in order to elaborate strategies, normative documents and special didactics regarding the preparation of some categories of museologists-pedagogues and teachers, which would consistently and planned museum education among students (for all levels of education);
- the orientation of social and educational policies towards the initiation and valorization of effective educational socio-cultural partnerships museum-school-family-community;

- ensuring the quality of museums' collaboration with educational institutions by including in the museum states the museum teacher unit;
- making museums responsible for promoting cultural values among growing generations through the inclusion of indicators, embodied in the *Methodology for accrediting museum institutions*.

At the microstructural level:

• School managers:

- Organizing continuing education courses for teachers, focused on optimizing the knowledge and use of pedagogy and museum education, initiating educational partnerships of educational institutions with museums in the country, which would contribute to rethinking and adapting the contents of programs, disciplinary curriculum in accordance with the informative and educational potential of museums;
- Ensuring the increase of the values of moral, intellectual, aesthetic, cultural-historical education by exploring the possibilities of founding and optimal functioning of *School Museums, Classrooms or Museums dedicated to outstanding personalities in the country*;
- *Integration of Country museums, Local museums, School museums*, etc. in the educational projects initiated by the educational institutions at the level and within the non-formal/extracurricular activities, but also of the formal ones in various disciplines: history, geography, Romanian language and literature, plastic art, etc.

• Teachers:

- cross-curricular integration of some modules, themes/content subjects in the formal and non-formal activities regarding the knowledge of the museum treasure, of the national and universal values by organizing visits (real and virtual) in the museums of the country and other states;
- practicing and promoting the extended partnerships of the *educational institution-museum*; including *museum class*, etc. with the aim of strengthening and developing the students' cognition, metacognition, thinking, creativity and awareness of history, national and universal culture;
- the knowledge and exploration by the teachers of the *Pedagogical model of the museum education of lycem students*, its promotion through the possibilities of the school, the organization of the special actions in the instructive-educational process; round tables and meetings with parents; exchange of experience with colleagues, museum collaborators, etc.

The research opens up new and real perspectives for the in-depth investigation of museum education from the perspective of adult lifelong learning/continuing education, including in the context of moral education of students of all ages.

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List of scientific, methodological-scientific and didactical works of Mrs. Filipski Tatiana

➤ **Article in the journals from National Register of journals of profile category B**

1. FILIPSKI T. *Activitatea socio-culturală a muzeului ca element al colaborării cu instituțiile de învățământ*. În: *Acta et Commentationes*, Sciences of Education. Chișinău 2020, nr.1 (19). Categoria B. pp. 135-140. ISSN 1857-0623
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➤ **Works collections on international conferences**

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2. FILIPSKI T. *Valorificarea educației muzeale a elevilor în cadrul colaborării școală-muzeu-familie-comunitate în contextul crizei pandemice*. În: *Condiții pedagogice de optimizare a învățării în post criză pandemică prin prisma dezvoltării gândirii științifice*. Conferința Științifică Internațională desfășurată în cadrul Programului UE Orizont 2020 (CG-ENI/2017/386-980 CE) 18 iunie 2021. pp. 262-267. ISBN 978-9975-46-541-0
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ADNOTARE

Filipksi Tatiana, *Fundamente pedagogice ale educației muzeale a liceenilor în cadrul colaborării școală-familie-comunitate.*

Teza de doctor în științe ale educației, Chișinău, 2022

Structura tezei. Teza conține: introducerea, trei capitole, concluzii generale și recomandări, bibliografie din 156 surse și 19 anexe. Volumul tezei 134 pagini text de bază, inclusiv 10 figuri și 9 tabele. Rezultatele obținute sunt publicate în 13 lucrări științifice.

Cuvinte-cheie: *pedagogie muzeală, educație muzeală, fundamente pedagogice, muzeu, tezaur muzeal, cultură, colaborare și parteneriat educațional, instituții de învățământ, elevi/liceeni, părinți, cadre didactice, colaboratori muzeali.*

Domeniul de studiu se referă la teoria generală a educației

Scopul cercetării constă în determinarea, elaborarea și validarea fundamentelor pedagogice/teoretice și aplicative ale educației muzeale a liceenilor în cadrul colaborării școală-familie-comunitate, structurate în *Modelul pedagogic al educației muzeale a elevilor din liceu.*

Obiectivele cercetării: dezvoltarea semnificației, precizarea și delimitarea conceptelor: *pedagogie muzeală, educație muzeală, muzeu, patrimoniu muzeal, cultură, colaborare și parteneriat educațional*; analiza constituirii și evoluției istorice a muzeelor în Republica Moldova; identificarea esenței politicilor statale privind explorarea și promovarea optimă a patrimoniului muzeal; stabilirea criteriilor de clasificare a muzeelor, a specificului activității și a caracteristicilor managementului și marketingului muzeal în contextul EM; determinarea condițiilor și strategiilor pedagogice de eficientizare a *educației muzeale* a elevilor din liceu; concretizarea potențialului formativ al EM și a posibilităților muzeelor de asigurare a familiarizării liceenilor cu tezaurul muzeal național și universal; argumentarea științifică, elaborarea și validarea *Modelului pedagogic al educației muzeale a elevilor din liceu* în cadrul colaborării școală-muzeu-familie-comunitate, care include fundamente pedagogice, (teoretice și aplicative).

Noutatea și originalitatea științifică a cercetării, la general, rezidă în abordarea educației muzeale a elevilor din liceu în cadrul colaborării școală-familie-comunitate, axată pe valorificarea și promovarea tezaurului muzeal național și universal în funcție de vârsta elevilor. *Noutatea și originalitatea științifică* este obiectivată în special de: abordarea pedagogică și socială a educației muzeale; precizarea și dezvoltarea semnificației conceptelor de bază, a genezei acestora; a politicilor statale privind explorarea optimă a patrimoniului muzeal; examinarea orientărilor științifice, corelarea lor cu teoriile umaniste ale învățării, dezvoltarea cognitivă a persoanei, structura acțiunii educative în contextul perspectivelor de abordare pedagogică a educației muzeale; identificarea posibilității muzeelor de realizare a EM și stabilirea strategiilor, inclusiv a condițiilor pedagogice de eficientizare a acestora în colaborarea muzeu-instituție de învățământ-comunitate; determinarea fundamentelor teoretice, elaborarea și argumentarea științifică a fundamentelor praxiologice, încorporate în *Modelul pedagogic al educației muzeale a elevilor din liceu* în cadrul colaborării școală-muzeu-familie-comunitate.

Rezultatele științifice principale obținute în cercetare corespund scopului și obiectivelor acestora și conțin conceptualizarea, epistemologia determinării, elaborării și valorificării *Modelului pedagogic al educației muzeale a elevilor din liceu*, (care încorporează fundamentele pedagogice ale EM), implementarea căruia s-a realizat prin intermediul programului formativ și *Proiectului instituțional de parteneriat în educație*, ceea ce a condus la validarea funcționalității fundamentelor pedagogice ale EM, inclusiv a contribuit la cultivarea atitudinii pozitive și cointeresate a elevilor, cadrelor didactice și a părinților cu privire la cunoașterea tezaurului muzeal, a culturii naționale și universale (formarea competențelor de explorare a culturii muzeale).

Semnificația teoretică a cercetării este susținută de analiza, dezvoltarea semnificației, precizarea și delimitarea conceptelor de bază; identificarea esenței politicilor statale privind explorarea și promovarea optimă a patrimoniului muzeal; stabilirea criteriilor de clasificare a muzeelor, a specificului activității și a caracteristicilor managementului și marketingului muzeal; determinarea condițiilor și strategiilor pedagogice de eficientizare a educației muzeale a elevilor din liceu. Importanța teoretică a cercetării se observă și la nivelul elucidării conceptualizării și interpretării specificului activității socio-culturale a muzeului în contextul pedagogiei muzeale.

Valoarea aplicativă a cercetării constă în validarea ansamblului de instrumente/fundamente pedagogice, concentrate în modelul vizat care prin funcționalitatea lor teoretică și praxiologică au demonstrat eficiența și suplețea lor în educația muzeală a elevilor și adulților. Cercetarea efectuată ne-a convins că întregul ansamblu de instrumente/fundamente pedagogice elaborate sunt funcționale și pot fi aplicate cu succes în activitățile cu elevii și părinții, axate pe EM. Instrumentele au fost validate în cadrul experimentului pedagogic și reprezintă fundamentele pedagogice-componentele structurale ale *Modelului pedagogic al educației muzeale a elevilor din liceu*, după cum urmează: *Spunătorul epistemologic al EM (cele 10 poziții-reguli); Mizele EM; Strategiile pedagogice magistrale și operaționale ale EM; Matricea posibilităților muzeelor și formele de colaborare cu instituția de învățământ; Condițiile generale și cele psihopedagogice specifice de eficientizare a EM; Direcțiile de activitate ale managementului muzeal; Mecanismul interacționării condițiilor de eficientizare EM a elevilor din liceu; Grila criteriilor și indicatorilor de explorare eficientă a EM; Principiile EM; Proiectul instituțional de parteneriat în educație; Curriculumul Educației muzeale a elevilor și adulților; Harta muzeelor; Tehnologia educației muzeale; Programele de educație muzeală: inițiere, formare și consiliere a cadrelor didactice, a părinților și colaboratorilor muzeali.*

Implementarea rezultatelor științifice s-a realizat în cadrul experimentului pedagogic, desfășurat în patru etape (cercetare pilot/experiment preliminar; experiment de constatare, formare și verificare) pe un eșantion stratificat, alcătuit din elevi/liceeni, părinți, cadre didactice și colaboratori muzeali prin valorificarea *Proiectului instituțional de parteneriat în educație* și al *Modelului pedagogic al EM a elevilor din liceu*, care include fundamentele pedagogice/teoretico-aplicative; inclusiv prin intermediul publicațiilor științifice, a comunicărilor la seminarele metodologice, conferințele științifice naționale și internaționale, la ședințele Comisiei de Îndrumare.

ANNOTATION

Filipski Tatiana,
**Filipski Tatiana, *Pedagogical foundations of museum education of lyceum students in collaboration school-family-community*,
Ph.D. thesis in education sciences, Chisinau, 2022**

Thesis structure. The thesis contains an introduction, three chapters, general conclusions and recommendations, a bibliography list from 156 sources, and 19 annexes. Thesis volume 134 pages with the main text, including 10 figures and 9 tables. The attained results are published in 13 scientific papers.

Keywords: *museum pedagogy, museum education, pedagogical foundations, museum, museum treasure, culture, collaboration, and educational partnership, educational institutions, students, high school students, parents, teachers, museum collaborators.*

The field of the study refers to the general theory of education

The purpose of the research is to determine, develop and validate the pedagogical/theoretical and applied foundations of high school museum education within the school-family-community collaboration, structured in the pedagogical *model of high school students' museum education*.

The objectives of the research: revealing the meaning, specifying and defining the concepts of: *museum pedagogy, museum education, museum, museum heritage, culture, collaboration and educational partnership*; the analysis of the establishment and historical evolution of museums in the Republic of Moldova; identifying the essence of state policies on the optimal exploration and promotion of museum heritage; establishing the criteria for classifying museums, the specifics of the activity and the characteristics of museum management and marketing in the context of ME; defining the conditions and pedagogical strategies for streamlining the ME of high school students; materialization of the formative potential of the ME and of the possibilities of the museums to ensure the adaptation of the high school students with the national and universal museum treasure; scientific argumentation, elaboration and validation of the *pedagogical model of the museum education of high school students* within the school-museum-family-community collaboration, which includes pedagogical foundations (theoretical and applied).

Scientific novelty and originality of research, in general, lies in approaching the museum education of high school students in the school-family-community collaboration, focused on capitalizing and promoting the national and universal museum treasure depending on the age of students. *Scientific novelty and originality* are mainly objectified by: the pedagogical and social approach of ME; specifying and revealing the meaning of basic concepts, their genesis; of the state policies regarding the optimal exploration of the museum patrimony; examination of scientific guidelines, their correlation with humanistic theories of learning, cognitive development of the person, the structure of educational activities in the context of perspectives on approaching museum pedagogy and education; identifying the possibility of museums to carry out the ME and establishing strategies, including the pedagogical conditions for its efficiency in the collaboration of the museum-educational institution-community; determination of the theoretical foundations, elaboration and scientific argumentation of the praxiological foundations, incorporated in the Pedagogical *Model of the museum education of the high school students* within the school-museum-family-community collaboration.

The main scientific results gained in the research correspond to its purpose and objectives and contain the conceptualization, epistemology of determining, elaborating, and capitalizing the *pedagogical model of museum education of high school students* (which incorporates the pedagogical foundations of ME), the implementation of which was achieved through institutional partnership in education, which led to the validation of the functionality of the pedagogical foundations of ME, plus contributing to the cultivation of positive and self-interested attitudes of students, teachers, and parents about knowledge of the museum treasure, national and universal culture.

The theoretical significance of the research is supported by the analysis, revealing the meaning, specifying, and delimiting the concepts of *museum pedagogy, museum education, museum, museum heritage, culture, collaboration, and educational partnership*; identifying the essence of state policies on the optimal exploration and promotion of museum heritage; establishing the criteria for classifying museums, the specifics of the activity and the characteristics of museum management and marketing; determining the conditions and pedagogical strategies for streamlining the museum education of high school students. The theoretical importance of the research is also observed at the level of clarifying the conceptualization and interpretation of the specifics of the socio-cultural activity of the museum in the context of museum pedagogy.

The applicative value of the research consists in the validation of the set of pedagogical tools/foundations, concentrated in the targeted model, which, through their theoretical and praxiological functionality, have demonstrated their efficiency and flexibility in the ME of students and adults. The research convinced us that the whole set of pedagogical tools developed are functional and can be successfully applied in activities with students and parents, focused on ME. The instruments were validated within the pedagogical experiment and represent the pedagogical foundations-structural components: *of the Pedagogical Model of the museum education of high school students, as follows: The epistemological support of ME (the 10 positions-rules); ME stakes; The main and operational pedagogical strategies of ME; The matrix of museum possibilities and the forms of collaboration with the educational institution; The general and specific psycho-pedagogical conditions for streamlining ME; The directions of activity of the museum management; The mechanism of interaction of ME efficiency conditions of high school students; The grid of criteria and indicators for effective ME exploration; ME principles; The institutional project of partnership in education; The curriculum of Museum Education of Students and Adults; Museum's map; The technology of the museum education; The museum education programs: initiation, training, and counseling of teachers, parents, and museum collaborators.*

The implementation of the scientific results was carried out within the pedagogical experiment, that took place in four stages (pilot research/preliminary experiment; finding, training, and verification experiment) on a layered sample, made up of students, parents, teachers, and museum collaborators by capitalizing on the *Project. institutional partnership in education and the pedagogical model of ME of high school students*, which includes the pedagogical/theoretical-applied foundations; including through scientific publications, communications at methodological seminars, national and international scientific conferences, and meetings of the Steering Committee.

АННОТАЦИЯ

**Filipski Tatiana, Педагогические основы музейного воспитания лицестов
в процессе сотрудничества школа-семья-общество**

Кандидатская диссертация на соискание степени доктора педагогических наук, Кишинэу, 2022

Структура диссертации: введение, три главы, общие выводы и рекомендации, список литературы (156 наименований), 19 приложений, 134 страницы основного текста, 10 фигур, 9 таблиц. Результаты и выводы исследования отражены в 13-ти научных работах.

Ключевые слова: музейная педагогика, музейное воспитание, педагогические основы, музей, музейный фонд/наследие, культура, сотрудничество и партнерство в воспитании; учебные заведения, учащиеся лицеисты, родители, учителя, музейные сотрудники.

Область исследования относится к общей теории воспитания.

Цель исследования: состоит в определении и разработке педагогических основ (теоретических и практических) музейного воспитания лицестов в сотрудничестве школы-семьи-общества, структурированных в *Педагогической модели музейного воспитания учащихся лицестов*.

Задачи исследования: толкование, раскрытие и уточнение понятий: *музейная педагогика, музейное воспитание, музейные фонды/сокровища; культура; сотрудничество и партнерство в воспитании*; анализ создания и историческая эволюция музеев Республики Молдова; уточнение основ и сущности государственных политик в области осуществления оптимального ознакомления населения с музейным наследием; определение критериев классификации музеев и основных задач музейного менеджмента и маркетинга в контексте МВ; разработка и обоснование педагогических условий и стратегий повышения эффективности музейного воспитания учащихся лицестов; уточнение формативного потенциала музейного воспитания и возможностей музеев в ознакомлении лицестов с национальным и универсальным музейным наследием; научное обоснование, разработка и экспериментирование *Педагогической модели музейного воспитания лицестов*/ПММВЛ в процессе сотрудничества школы, музеев, семьи и общества, которая содержит педагогические основы – теоретические и прикладные.

Научная новизна и оригинальность исследования преимущественно заключается в изучении МВ лицеистами в процессе сотрудничества школа-семьи-общества, основанного на валорификации музейного наследия (национального и универсального), в зависимости от возрастных особенностей учащихся. *Научная новизна и оригинальность* определяются расширением и углублением педагогических и социальных подходов МВ; уточнением и объяснением основных понятий, их генезиса; изучением государственных политик по эффективному использованию музейного наследия в воспитании; изучением научных подходов, коррелируя их с гуманистическими теориями обучения, с когнитивным развитием личности, со структурой воспитательных действий в контексте педагогических перспектив музейного воспитания; идентификацией возможностей музеев осуществлять МВ; разработкой стратегий, а также педагогических условий повышения эффективности МВ в сотрудничестве музеев с учебными заведениями, семьей и обществом, в том числе определением теоретических и разработкой прикладных основ, структурированных в ПММВЛ.

Основные научные результаты, полученные в ходе исследования, соответствуют цели и задачам, а также содержат эпистемологические, методологические и прикладные аспекты разработки, аргументации и применения *Педагогической модели музейного воспитания лицестов* (педагогические основы), внедрение которой в контексте сотрудничества музеев со школой, семьей и обществом, посредством формирующих программ и *Институционального проекта сотрудничества в воспитании* способствовало определению функциональности педагогических основ МВ, структурированных в данной модели, а также обеспечило формирование положительного и заинтересованного отношения учащихся, педагогов и родителей к ознакомлению их с музейным, национальным и универсальным наследием (формирование компетенции музейной культуры).

Теоретическое значение исследования заключается в: анализе и уточнении основных понятий; определении сущности государственных политик в области осуществления оптимального ознакомления населения с музейным наследием; уточнении критериев классификации музеев, их специфики и характеристик менеджмента и маркетинга МВ; определении условий и педагогических стратегий повышения эффективности МВ лицестов. Теоретическая значимость исследования прослеживается в концептуализации и интерпретации социально-культурной деятельности музеев в контексте музейной педагогики.

Практическая значимость исследования заключается в разработке и апробировании педагогического инструментария, структурированного в ПММВЛ, которые по своей теоретической и прикладной значимости являются научными основами музейного воспитания лицестов. Педагогический инструментарий был апробирован в проведенном научном эксперименте, который подтвердил функциональность и возможность его применения в деятельности с учащимися, педагогами и родителями. Данный инструментарий/ *Педагогические основы* состоит из: *Эпистемологических основных 10 позиций; Педагогических магистральных и оперативных стратегий МВ; Матрицы возможностей музеев и формы их сотрудничества с учебными заведениями; Общих педагогических и психопедагогических условий повышения эффективности МВ; Механизма взаимодействия условий повышения эффективности МВ; Таблицы критериев и показателей осуществления МВ учащихся; Принципов МВ; Проекта институционального сотрудничества в МВ; Куррикула МВ учащихся и взрослых; Карты музеев; Технологии и программы МВ и консультирования родителей, педагогов и музейных сотрудников.*

Внедрение результатов исследования состоялось в рамках педагогического эксперимента, реализованного в 4-х этапах (первичный, констатирующий, формирующий, контрольный эксперимент) на базе экспериментальных групп учащихся, родителей и преподавателей в процессе валорификации воспитательного проекта и ПММВЛ (включающего педагогические основы). Результаты исследования внедрялись на основе обсуждений и в научных публикациях автора, в материалах национальных и международных конференций, а также в процессе обсуждения в специальной комиссии по руководству.

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PEDAGOGICAL FOUNDATIONS OF MUSEUM EDUCATION
OF LYCEUM STUDENTS IN COLLABORATION
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