

**THE MUSEUM - EDUCATIONAL OPPORTUNITY
IN TERMS OF AESTHETIC TRAINING**

Diana- Loredana BÎZGAN

Scoala Gimnazială "Iulian Vesper" Horodnic de Sus

bizgandianahorodnicudesus@gmail.com

Abstract

This research aims to investigate the long-term impact of the museum visit in terms of forming attitudes about the authenticity of objects. Following the questionnaire applied and the data analysis, it was observed that in general the museum is appreciated and valued by students. It has an important role in their lives but also in the education process. It also contributes to the development of respect for material and spiritual values that have been created over time. The study conducted through 5th and 6th grade students highlighted the importance of the activities they carried out in primary school, highlighting the impact they had on their training.

Keywords: *aesthetic education, frequency of museum visits, kitsch phenomenon.*

Introduction

The Center for Educational Evaluation and Analysis (CEAE) conducted a study that aims to identify the percentage in which students in Romania are affected by functional illiteracy. Approximately 42% of research subjects are able to read a text, write and operate mathematical calculations,

but fail to understand and perceive the notions learned. Although this topic has been discussed and is still being discussed, thus trying to solve this crisis through different methods, we have the duty to analyze another time of illiteracy, which is much more discreet and dangerous: "aesthetic illiteracy".

Nowadays, talking about museum pedagogy is a challenge. Seen as an opportunity to launch effective practices that fall within the formative area, museum pedagogy offers the possibility to complete what is achieved in the institutionalized environment, more precisely in school. If we talk about the kitsch phenomenon, we think that it can be minimized or prevented to the extent that the audience that maintains it is "abolished" by educating it in the perspective of authentic beauty. (...) Educating the public's sensitivity for authentic beauty is a necessity and obligation of educational institutions. Good taste is not a purely personal orientation or choice, in which strictly individual appetites, desires or projections materialize, or an innate predisposition that one or the other has." (Cucoş, 2014)

Even if, lately, formal education has begun to find new ways to achieve it, we are witnessing an expansion of programs such as "A different school!" or "Know more, be better!" Museums, exhibitions, historical settlements and cultural settlements are increasingly becoming new contexts for learning and discovery. Sensitivity to beauty can therefore be developed through contact with artistic creations, but they must be "validated by a certain cultural tradition."

Therefore, aware of the importance of the museum as a cultural and educational pillar in the aesthetic formation of man, this research aims to see if the museum visit has such a strong long-term impact that it influences the formation attitudes regarding the authenticity of objects.

METHOD

Participants and procedure

Regarding the data collection procedure, we used the survey method. The tool used was the questionnaire. The subjects received the questionnaires during the Visual Arts / Drawing classes and were presented in accessible language with a description of the study. They were assured of the confidentiality of their answers, being reminded that there was no right or wrong options.

The sampling method was non-random, as the questionnaires were completed only by those who showed interest in this fact. Those erroneously completed and incomplete questionnaires were eliminated, eventually reaching a number of 34 questionnaires completed by urban students and 42 questionnaires completed by rural students. The tool used to collect the data was the questionnaire. With its help, we obtained quantitative data

on the long-term impact that a museum visit can have in terms of forming attitudes about the authenticity of objects.

The questionnaire contains 10 items. The first four items aimed at collecting data on study participants: sex, class, background, parents' education. To these questions the students answered by encircling the variant that suits them. The next four items were aimed at collecting data on how often they visit museums. To these items, the subjects responded by choosing the option that suits them. The last two questions of the questionnaire covered a brief assessment of the extent to which they manage to realize that an object is kitsch and fake. Suggestive images were provided to participants. The Likert scale was used in two of the items in the questionnaire. "The Likert scale is a scale used in psychometric for measurements performed using questionnaires. The scale is named after its inventor, the psychologist Rensis Likert. The Likert scale is an ordinal scale; more precisely it is a nominal scale on which an order relation has been introduced. As with the nominal scale, there is no intrinsic hierarchy of measured values, but they are based on a distinct order based on an extrinsic hierarchy. In other words, the

measured values are orderable on the basis of an order relation."

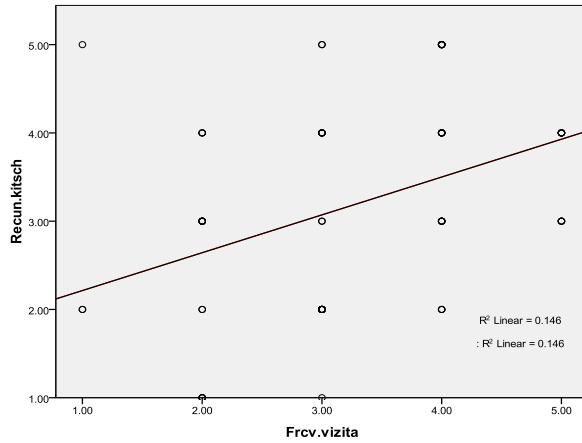
The research sample consisted of 78 students aged between 10 and 12 years. They were recruited from the 5th and 6th grade students of two schools: an urban school and a rural school. Study participants were both female (44%) and male (56%). The independent variables of the current research are the following: the frequency with which students visits museums, the environment of origin, and the level of education of the parents. Dependent variables: their attitude towards kitsch / counterfeit products.

In order to analyze the data obtained after completing the questionnaires by the subjects, we used the SPSS program - Social Statistics Program. This data was entered into the program, thus creating a database.

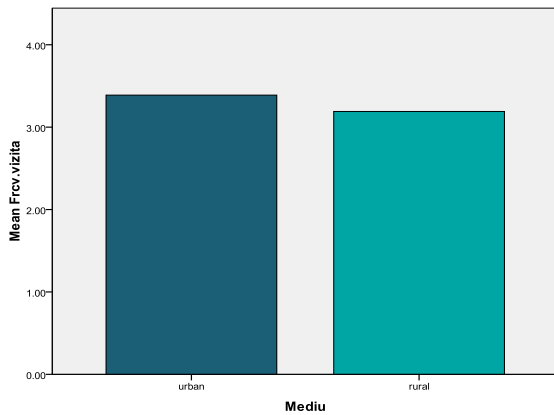
Results

Following the statistical analysis, we came to the conclusion that with the increase in the frequency with which students visits museums, their ability to distinguish kitsch / counterfeit products from works of art increases. Therefore, students who visit museums more often can more easily distinguish kitsch / counterfeit products from works of art. Thus, the proposed hypothesis is confirmed. The graphical

representation of the result can be viewed in the Scatter graph below.



Following a T test for independent samples, we came to the conclusion that the source environment does not influence the frequency with which students visit museums. In other words, students in urban areas do not visit museums more often than students in rural areas. The graphical representation of the media is shown below.



The hypothesis that students in urban areas visit museums more often than those in rural areas, so they more easily recognize a kitsch / counterfeit object, is

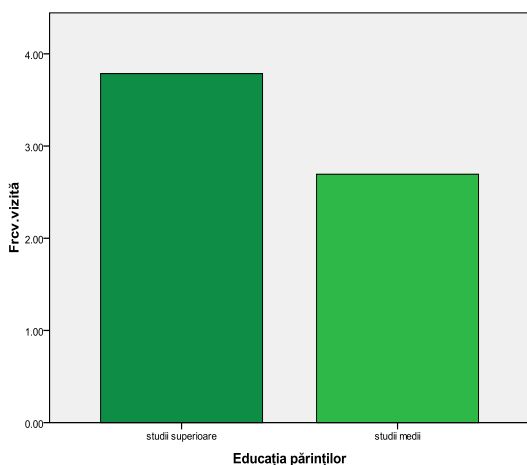
refuted. This result highlights the fact that there are no significant differences between education done in the city, compared to education done in the village.

According to the latest data published on pearson.com, the Program for International Student Assessment (PISA) one of the most important factors when it comes to education is “the level of teacher training and teaching methods used.

Countries that invest heavily in recruiting and training teachers at the highest professional level automatically have a quality education system.

Therefore, the quality of the Romanian education system depends on this fact. "Regardless of the income level, the type and situation of the family, the degree of autonomy or disability of the school-age child, the place of residence of the family (urban / rural), the legal situation of the child (without identity documents, the child of illegal immigrants, street children, institutionalized children, children left alone at home) or for any other reason, the child's right to education must be respected." (Federation of Non-Governmental Organizations for Children - FONC). Following the statistical analysis, we came to the conclusion that the level of education of parents influences the

frequency with which students visit museums. In other words, children whose parents have higher education visit museums more often than children whose parents do not have higher education. So the hypothesis is confirmed. The graphical representation of the media is shown below.



This phenomenon can be explained in terms of the fact that a parent who has higher education can be more promptly involved in school-related activities, homework checking, and participation in meetings with parents, etc. Also, the wider horizon that people who continue their studies in general acquire in the future can materialize in a model worth following that they can offer to their children.

DISCUSSION

One of the strengths of the research is the novelty of the topic. From the studied bibliography, it was concluded that no

research was conducted on this topic.

Museum pedagogy was also discussed, but the studies done on it focused especially on the texts in the museum, collaboration with the public, analysis of the exhibition, interactive programs and working with objects, strategic management, marketing, etc. Among the limitations of the research, we mention: the small number of subjects who are part of the urban and rural environment and the inequality of the two groups belonging to two different environments. All this can lead to a distortion of the results obtained and a misinterpretation of the data. Regardless, taking into account the novelty of the study, its results may represent the basis for future more complex research covering a larger sample of subjects. Other research directions can also be found.

Following the research I developed, I came to the conclusion that the museum visit really has a long-term impact in terms of forming attitudes about the authenticity of objects. Following the questionnaire applied and the data analysis, it was observed that the museum in general is appreciated and valued by students. It has an important role in their lives but also in the education process. It also contributes to the development of respect for material and

spiritual values that have been created over time.

REFERENCES

- Bamford, A. (2006). *The wow factor: Global research compendium on the impact of the arts in education*. WaxmannVerlag.
- Bamford, A. (2010). *Issues of global and local quality in arts education. Encounters on education*, 11, 47.
- Carnall, Mark, Cook, Beth,(2010). „*The Virtual Museum*”, în Beth Cook, Catherine Speight, Rebecca Reynolds (eds.), *Museums and Design Education: Looking to Learn, Learning to See*, Centre for Excellence in Teaching and Learning through Design (CETLD), University of Brighton and the Victoria & Albert Museum, UK, Ashgate Publishing Limited.
- Cerghit, I. (2016). *Metode de învățământ*. Polirom.
- Cucos, C. (2006). *Informatizarea în educație: aspecte ale virtualizării formării*. Polirom.
- Cucos, C. (2014). *Educatia estetica*. Editura Polirom, Iasi, 209.
- Cuznețov, L. (2010). *Educație prin optimaxiologie*. Editura Politică, București.
- Hadîrcă, M. (2010). Educația și criza de valori. În: *Didactica Pro*, (3), 61.
- Hooper-Greenhill, Eilean,(2007). *Museums and Education: Purpose, Pedagogy, Performance*, Routledge, New York.
- Kayes, A. B., Kayes, D. C., & Kolb, D. A. (2005). Experiential learning in teams. *Simulation & Gaming*, 36(3), 330-354.
- Moles, A. (1980). *Psihologia kitschului*. Editura Meridian.
- Yeganeh, B., & Kolb, D. (2009). Mindfulness and experiential