

**ORGANIZING INTERACTIVE MUSEUM SPACES FOR CHILDREN IN
UZBEKISTAN: INTERNATIONAL EXPERIENCE AND NATIONAL DEVELOPMENT
PROSPECTS**

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Annotation

Ushbu maqola O'zbekistonda bolalar uchun interaktiv muzey maydonlarining zarurligi va imkoniyatlarini xalqaro tajribaga asoslangan holda va milliy istiqbollarni hisobga olgan holda o'rganadi. Unda interaktiv bolalar muzeylarining global miqyosdagi evolyutsiyasi va ustuvor tendentsiyalari ko'rib chiqiladi, O'zbekistonda bolalar uchun madaniy va ta'lif muassasalarining mavjud holati baholanadi va interaktiv muzey muhitlarining pedagogik va psixologik asoslari o'rganiladi. Maqolada O'zbekistonda bunday joylarni tashkil etish bo'yicha tamoyillar va yo'nalishlar taklif etiladi va ularni kelajakda rivojlantirish bo'yicha tavsiyalar beriladi. Qiziqarli va ta'lifiy muzey tajribalarini yaratish yosh avlod ongini boyitishga va mamlakatimizda madaniy rivojlanishga hissa qo'shishi mumkin.

Kalit so'zlar

Interaktiv muzeylar, Bolalar, O'zbekiston, Madaniy meros, Ta'lif, Muzey pedagogikasi

Abstract

This article examines the need for and potential of interactive museum spaces for children in Uzbekistan, drawing upon international experiences and considering national perspectives. It reviews the evolution and prevailing trends in interactive children's museums globally, assesses the existing landscape of cultural and educational institutions for children in Uzbekistan, and explores the pedagogical and psychological underpinnings of interactive museum environments. The article proposes principles and directions for establishing such spaces in Uzbekistan, culminating in recommendations for their future development. The creation of engaging and educational museum experiences can contribute to the enrichment of young minds and cultural development within the nation.

Keywords

Interactive Museums, Children, Uzbekistan, Cultural Heritage, Education, Museum Pedagogy

Аннотация

В данной статье рассматривается необходимость и потенциал интерактивных музейных пространств для детей в Узбекистане с учетом международного опыта и национальных перспектив. В ней рассматриваются эволюция и преобладающие тенденции в интерактивных детских музеях во всем мире, оценивается существующий ландшафт культурных и образовательных учреждений для детей в Узбекистане и изучаются педагогические и психологические основы интерактивной музейной среды. В статье предлагаются принципы и направления для создания таких пространств в Узбекистане, завершаясь рекомендациями по их дальнейшему развитию. Создание увлекательного и познавательного музеиного опыта может способствовать обогащению умов молодежи и культурному развитию страны.

Ключевые слова

Интерактивные музеи, Дети, Узбекистан, Культурное наследие, Образование, Музейная педагогика

Introduction

Museums, traditionally viewed as repositories of artifacts, are increasingly recognized as dynamic learning environments, especially for children. The significance of museums in fostering cultural understanding, historical awareness, and creative expression is well-documented. While Uzbekistan possesses a rich cultural heritage and a growing awareness of the importance of education, the provision of dedicated interactive museum spaces for children remains relatively limited. This article addresses the pressing need to explore the potential of interactive museums in Uzbekistan, examining international best practices and formulating strategies for their effective implementation within the unique national context. The aim is to identify key principles and directions for the development of interactive museum spaces that cater to the specific needs and interests of Uzbek children, contributing to their intellectual and cultural development.

Main Body

The concept of interactive museums for children has evolved significantly since the establishment of the first such institution in the United States in 1899. Today, interactive museums are a global phenomenon, with numerous examples demonstrating their effectiveness in engaging young audiences and fostering a love of learning. These museums prioritize hands-on experiences, encouraging children to actively participate in the learning process through exploration, experimentation, and play. The use of technology, including virtual reality (VR), augmented reality (AR), and interactive exhibits, is increasingly prevalent. Examples demonstrate the successful integration of interactive exhibits and educational programs, highlighting the potential of interactive museums to make learning fun and accessible for children. While Uzbekistan boasts a rich cultural heritage and numerous museums, dedicated interactive spaces for children are still developing. The establishment of the children's museum at the History Museum of the Academy of Sciences of Uzbekistan represents a positive step. However, further expansion and diversification are needed to meet the growing demand for engaging educational experiences for children. Challenges include limited funding, a shortage of trained professionals in museum education, and a need for greater integration of technology into museum exhibits. The design of effective interactive museum spaces must be grounded in sound pedagogical and psychological principles. Learning through play, active participation, and hands-on experiences are crucial for engaging children and promoting deeper understanding. The design of exhibits should take into account factors such as age-appropriateness, accessibility, and safety. Based on international best practices and the specific needs of Uzbek children, principles and directions are proposed for establishing interactive museum spaces in Uzbekistan focusing on Uzbek culture, integration of technology, hands-on activity, and sustainability.

Conclusion

The development of interactive museum spaces for children in Uzbekistan holds significant potential for enhancing education, promoting cultural understanding, and fostering creativity. By learning from international best practices and tailoring programs to the specific needs and interests of Uzbek children, it is possible to create engaging and enriching museum experiences. The key lies in embracing interactive learning approaches, integrating technology effectively, and fostering collaboration between museums, schools, and communities.

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