



PEDAGOGICAL BASIS OF FORMING NATIONAL AND UNIVERSAL VALUES IN FUTURE TEACHERS THROUGH MUSEUM PEDAGOGY

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Abstract

This article analyzes the scientific and pedagogical significance of museum pedagogy in the formation of national and universal values in future teachers. National values play a decisive role in the younger generation's awareness of their identity, appreciation of cultural heritage, and the preservation and development of national identity. Universal values, on the other hand, are formed on the basis of the cultural and historical experience of mankind and include concepts such as tolerance, humanity, justice, mutual respect, and peace. The article considers the theoretical and methodological foundations of museum pedagogy, its integration into the educational process, methods and effective mechanisms for its application in the process of training future teachers. Uzbek and foreign experiences are also analyzed, and the possibilities of digital museum pedagogy are highlighted. In the conclusion, scientific and practical recommendations are developed for the introduction of museum pedagogy into the educational process.

Keywords: Museum pedagogy, future teachers, national values, universal values, competence, universal cultural competence, digital museum, pedagogical integration.

Introduction

In today's globalization environment, one of the urgent tasks facing the education system is to educate the younger generation in the spirit of national and universal values. In this process, special attention should be paid to the process of training teachers, since educators are the main figures who directly influence the



consciousness of the future generation. In this regard, the issue of forming universal competence in future teachers is one of the most urgent problems of pedagogical science.

Universal cultural competence is the ability not only to master scientific knowledge, but also to consciously relate to cultural values, national traditions, historical heritage, and universal human achievements. This competence serves to develop a person's creative thinking, social activity, aesthetic taste, tolerance, and cultural thinking.

Museum pedagogy, when used as an effective tool in the educational process, allows students to familiarize themselves with the historical and cultural heritage, to direct them to the understanding of national and universal values. Museums operate not only as a complex of exhibits, but also as an educational, educational and spiritual space. In particular, the use of museum pedagogy methods in the process of training future teachers is of great importance in developing their professional and cultural competencies.

Museum pedagogy is a relatively new area of pedagogical science, which is aimed at integrating museum activities into the educational process. Its main task is to educate students through museum exhibits, cultural heritage, historical documents and to form cultural consciousness in them. The term "Museum pedagogy" was introduced by the German scientist G.H. Freytag [1, p. 22], who emphasized the need to consider museums not only as centers of preservation and display, but also as educational and educational institutions.

In Uzbekistan, after independence, great attention began to be paid to the importance of museum pedagogy in the educational process. Within the framework of the idea of "New Uzbekistan" put forward by our President, the issue of respect for national values and the development of universal values was identified as one of the priority tasks [2, p. 47].

National values are closely related to the historical experience, traditions, cultural heritage and spiritual wealth of the people. Museums play a unique role in preserving, promoting and instilling these values in the minds of the younger generation. For example, such institutions as the State Museum of Arts of Uzbekistan, the Amir Temur Museum, and the Istiqlol Museum play an important role in familiarizing the younger generation with national history, culture and art.



Museum lessons for future teachers serve not only the process of acquiring knowledge, but also to educate them in the spirit of national pride and patriotism. Therefore, the use of museum resources in the pedagogical process allows future teachers to develop an understanding of national identity, respect for historical heritage, and aesthetic taste.

Universal human values are a set of common cultural, moral and social values that have been formed by humanity over the centuries. UNESCO documents state that universal human values such as tolerance, human rights, freedom, equality, peace and sustainable development should be instilled in the younger generation during the educational process [3, p. 15].

In museum pedagogy, various exhibitions, examples of international cultural heritage, and exhibits related to global historical processes can be used in the process of forming these values. This will broaden the vision of future teachers not only about national, but also about global cultural values.

- The development of intercultural competence is carried out through the following mechanisms:
 - • **Museum lessons and excursions** – introducing students directly to cultural heritage;
 - • **Interactive methods** - deepening knowledge through role-playing games, museum quests, and project work;
 - • **Cultural communication space** - to encourage students to communicate with representatives of different cultures;
 - • **Digital resources** – virtual museums, 3D exhibits, knowledge enrichment based on multimedia technologies.

This process not only expands the knowledge base of future teachers, but also develops their creative thinking, aesthetic taste, and cultural communication skills.

Museum pedagogy is widely used in foreign countries. For example, in universities in Germany, France and the USA, curricula have been developed in collaboration with museums. In Germany, there is experience in conducting the entire teaching process in a museum within the framework of the “Schule im Museum” (School in the Museum) project [4, p. 73].



In Uzbekistan, there are also experiences in using museum pedagogy at Tashkent State Pedagogical University, Fergana State University, and other universities. However, it is necessary to strengthen the systematic approach in this area, scientifically substantiate pedagogical methodologies, and use digital technologies more widely.

In the 21st century, digital technologies are creating new opportunities for museum pedagogy. With the help of virtual museums, online exhibitions, 3D exhibits, and multimedia presentations, students have the opportunity to get acquainted with cultural heritage even remotely. This has shown its importance, especially during the pandemic.

For future teachers, digital museum pedagogy not only increases cultural knowledge, but also develops skills in using modern technologies. Thus, their general cultural competence is formed in harmony with digital culture..

Museum pedagogy is an effective tool for the formation of national and universal values in future teachers. When national values are instilled in the minds of the younger generation through museums, patriotism, national pride and cultural awareness are formed in them. The international experience of museums and exhibits of global cultural heritage play an important role in the formation of universal values. Interactive methods, cultural dialogue, project activities and digital resources should be widely used to develop the universal competence of future teachers. It is necessary to further expand museum pedagogy in higher educational institutions of Uzbekistan, strengthen its scientific and methodological foundations and combine it with digital capabilities.

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