

Analysis on the Cooperation and Complementarity Between AUF and Clark Museum

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Abstract

Schools and museums are also educational institutions, but they have different natures, follow different educational laws and systems, and have different characteristics in educational objects, methods, means and effects. Schools and museums complement and promote each other. The local education department of the Philippines attaches great importance to the cooperation project between schools and museums, but the research on the combination of the two is still weak and in the preliminary stage of exploration. Therefore, this report will take Clark Museum as an example to preliminarily understand the current situation of Clark Museum, find out the existing problems from the current situation, and put forward feasible exploration Suggestions for the existing problems.

Keywords

School; Clark Museum; Complementation; Cooperation; Explore.

1. Introduction

Culture is the soul of a country and a nation. Community is the basic unit of society and an important position to spread advanced culture. With the development of economy and society and the acceleration of urbanization, urban residents have more and more demands for community services, living environment, cultural entertainment and other aspects, and the construction of community culture is extremely urgent. And the school has "teaching, scientific research, serve society" 3 big functions, have rich education resource advantage and high quality personnel troop. The benign interaction and harmonious co-construction between schools and communities play a positive role in promoting resource sharing and building a social governance pattern of co-construction and co-governance.

In recent years, schools and communities have become an interactive open system trend, the material and cultural links between the two gradually become closer. In order to further understand the demand of the bidirectional interaction between school and community, in order to better meet the demand of community residents of spiritual culture, provide theoretical support for the development of community construction and technology, at the same time, also can better integrate interactive education resources of both sides, so as to improve the effectiveness of school education, scientific and targeted, finally realizes the school and community development of win-win situation.

2. The Current Problems of Cooperation Between Schools and Museums

2.1. Limitations of Objective Conditions

From the perspective of activity time, the museum-led activities are basically on Saturday and Sunday, while the visiting and learning time organized by the school is mostly from Monday to Friday, which reflects the strict difference between formal education and informal education. From the perspective of participation, museum-oriented social education activities are generally signed up and participated by parents and children on their own during the holidays.

When schools organize collective participation, it is rare to see such activities, and most of them are only interpreters provided by museums when schools visit museums. From the content of the activity, the school and the museum lack continuity and systematicness in the arrangement of the activity and the connection with the school education, which is formed because the museum does not have a comprehensive understanding of the school education.

2.2. Single Course Form

From the perspective of curriculum practice activities offered by the museum, there is no connection between the curriculum contents developed by the museum and a system cannot be formed. Each curriculum practice activity has its specific theme. Due to the lack of school courses, museums set up more courses according to the characteristics of their own collection resources, and most educational courses in museums lack continuity. For schools, this lack of continuity in the form of courses, students can not form a comprehensive and systematic understanding of the relevant course content, nor can effectively supplement the classroom learning content. Most of the time, schools and museums are not specific enough about the goals, and do not make further details about the goals. In the process of curriculum design of museum education, the lack of in-depth and systematic research on curriculum objectives from the macro level is likely to lead to the lack of directivity of curriculum objectives, which is not conducive to the design of a scientific and reasonable curriculum.

2.3. Consciousness Is Weak

According to the table of reasons for teachers to take students to participate in museum activities, when teachers lead students to visit the museum, most of them just accompany or study knowledge, try new things and have fun by themselves. Even some teachers bring their students to attend the museum education activities because of the school's rigid requirements. As a result, we can see that teachers' awareness of cooperation projects between museums and schools is weak. Teachers as professional educators, should have a clearer understanding of museum education and a keen sense of touch, and be able to timely capture the advantages and problems of museum work. The content of museum education is the supplement and expansion of school and school education. As a teacher, I should take the initiative to contact with the museum and carry out educational activities for teenagers in the form of cooperation between the museum and school.

2.4. Consciousness Is Weak

At present, China's museums are mainly engaged in publicity and education of the majority of the staff by the narrator. However, there is a shortage of "compound missionary and education personnel". The age structure, knowledge structure and educational background structure of many practitioners are increasingly unable to meet the needs of museum education, and there is a shortage of senior talents, especially in the field of education. The lack of policies and professional talents also hinders the effective communication between museums and schools. Due to the lack of professional talents who understand education, there is a lack of active cooperation and research between the propaganda and teaching staff of the museum and the teachers on the common design of courses, so it is naturally difficult to design creative museum education activities that can arouse students' interest and desire to participate.

3. Exploration of Cooperation Mode Between Schools and Museum

3.1. Create Art Experience Activities and Do A Good Job in Aesthetic Education

Education authorities in the Philippines are constantly emphasizing the importance of quality education, especially the improvement of aesthetic education, the enhancement of students'

aesthetic and humanistic qualities, the establishment of correct aesthetic concepts and the cultivation of noble moral sentiments.

Clark Museum is a Museum of art history and culture focusing on display, collection and research. It has a good spatial geographical environment and rich, precious and intuitive material materials, as well as a vast space and abundant exhibits, to restore the real historical and artistic scenes for the audience. It aims to carry forward the essence of national culture, disseminate the essence of Filipino art, promote the innovative development of Filipino art, and enhance the aesthetic literacy of young people.

On the basis of grasping the national modern national education system construction and cultural development strategy, Clark Museum adheres to the new idea of exploring aesthetic education, actively carries out art education, holds various art activities, and cultivates students' ability to feel beauty, appreciate beauty, express beauty and create beauty. Clark Museum implements the system of free visit and free explanation. Educational projects are often oriented to aesthetic education, popularizing public aesthetic education, and actively playing their role and strength in the process of promoting the prosperity and development of national art, so as to improve students' aesthetic ability and artistic accomplishment.

3.2. Based on Resources and Give Play to Characteristics

Among all the educational resources of museums, the collection resources are the core of the educational resources of museums. School education is based on books, while museum education is centered on objects, and education is carried out by means of exhibition, so that audiences can acquire and receive knowledge directly from images of objects, explore academic and research significance, and develop good skills.

Clark Museum has a wide range of categories, including abstract paintings, realistic paintings, ceramics, and weapons of war, traditional craft tools, traditional clothing accessories and other Tibetan resources. It has distinct artistic features and strong decorative style. The development of educational activities in Clark Museum is precisely based on artistic characteristics to carry out educational projects and educational practices.

Compared with the school education, the museum education has its own obvious characteristics, with flexible and vivid education methods, which are easy to accept. From the perspective of pedagogy, the school curriculum must be coherent and progressive, while the nature of museum education is free. Compared with the classroom, museum education is a more flexible and diversified physical education form in three dimensions. The implementation of the social education project of the museum can be adapted to local conditions. The museum should give full play to its characteristics, make full use of its collection resources, and create more accessible and participatory experience projects.

4. Proposals of Combine Complementary Between Schools and Museum

Cooperating through the schools and the museum is the current situation of the education problems were analyzed, and conclude that in order to promote the combination of school education and museum education, take maximum advantage of the two, need a variety of factors and conditions.

4.1. Improve the Education System

The first thing to solve is to improve the education system constantly and pay attention to the cultivation of students' scientific quality. The top design, first of all, from the national level to do relevant personnel to seriously consider education system problems, perfecting education system, promote reform of education system, break the deep-rooted exam-oriented education, will be fixed in the form of legal science education, clear the proportion of informal education class students, make education really pay attention to and the cradle of cultivating high-quality

talents. Secondly, the education department should coordinate to establish the system of combining and complementing, and put the designated person in charge of combining and complementing projects. In developing the syllabus, it is clearly stipulated that teachers have the responsibility and obligation to create opportunities to take students to visit and organize students to visit museums into the teaching plan. In addition, education departments, schools and local museums should hold regular meetings, implement and promote complementary key projects, study annual plans, coordinate and implement daily work, and establish relevant supervision and management mechanisms.

The main task of the museum is to develop educational projects, build educational resources and project libraries, and establish a long-term mechanism for students to learn by using the museum. Museums and departments of cultural relics should strengthen ties with education departments and schools. According to the teaching needs of students, relevant education projects must be implemented and professional personnel should be provided, so that school education and museum education can promote and complement each other. The site museums which are not open to the public free of charge should be opened to students free of charge. The school should combine the museum study with the education teaching activity effectively, arrange the time reasonably and organize the work well.

4.2. Improve Personnel Training

The importance of talents in combination with complementary education programs is self-evident. British museum colleagues have pointed out that for any museum, the most important resource is human resources, because a museum will not be sustainable without people's skills and knowledge.

For the professionals in Clark Museum, their qualifications are not low, and they are suitable for scientific research. However, there is a general lack of mastery of education and educational background, and the Museum docents do not know much about education. In view of the above situation, Clark Museum should carry out a series of in-service personnel training, especially focus on the cultivation of the comprehensive ability of educators, and emphasize the need to have multifaceted business knowledge. Training activities may include seminars, seminars, workshops, etc. The ministry of social education and the ministry of human resources are working together to enable members of non-education departments to take on education-related positions and staff, to carry out training for non-education personnel, and to disseminate the latest research on effective practices in the outside world of museums, academia and education, so as to learn from their experiences and lessons.

4.3. Improve the Evaluation Mechanism

For museums, the ability to maintain high standards of various institutions is the evaluation of the performance management and educational activities of museums. In fact, many museums lack front-end "research" and back-end "evaluation". These two sides are often signs to ensure the success of students' visiting learning experience and museum education. Therefore, local departments of cultural relics should include the students' learning programs in the operation of museums and carry out regular supervision and evaluation. Of course, these evaluation criteria and indicators must be transparent and updated regularly.

4.4. Exploring Cooperation Channels

A stable channel of communication should be established between the school administration, the educational administration and the museum. On the basis of "going out" and "bringing in", the museum, in consultation with the education department, has explored various cooperation channels and forms to attract more students to participate in museum education through diversified education programs. Judging from the current education system in the Philippines, there is a lack of support from the management level for the time being. Instead, it relies more

on the efforts of teachers and the museums themselves to establish cooperative relations. Therefore, the development of cooperation channels depends not only on the efforts of museums themselves and teachers, but also on the support of resources and finance. More importantly, it is the willingness and understanding of senior leaders to combine and complement each other. On this basis, stable communication channels can be established and win-win cooperation can be achieved between the school and the museum.

5. Conclusion

Museum education is not only the inevitable choice of modern museum development, but also the category and branch of modern pedagogy. Education is the core of public service of museums and an important function of contemporary museums. At present, under the historical background of the rapid development of museum cause and the deepening reform of school education, it is not only a proposition of museum science, but also a proposition of school education to discuss the assistance and supplement of museum education to school education. It is a meaningful measure for the realization of the value of museums and the expansion of social influence to attract school students to participate in the activities of museums and absorb them into the objects of education. The mode of cooperation and complementarity between the school and the museum has brought a broader platform and development space for the museum, extended the service scope of the museum, broadened the educational function of the museum, made the museum integrate into the society more effectively and played a greater role for social development. At the same time, the museum has become a supplement and extension of school education with its excellent collection resources and rich educational activities.

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