

A Comparative Study on the Characteristics and Differences of Museum Social Education Activities and Study Education Activities in the Perspective of Cultural Comparison

Yue Wang

Museum of the Forged Manchu Imperial Palace, No. 5, Guangfu North Road, Kuancheng District, Changchun 130000, China.

Abstract: The Museum social education activities and study tours have a long history, and have formed a relatively complete form of social education with its own characteristics. In the process of such a prosperous development of museum social education activities and study tour activities, people confuse the concepts of museum social education and study tour education. In order to clarify the respective concepts of museum social education and research education, to compare the current model of museum social education and research education, to analyse and collate the characteristics and inaccessibility of the two modes of social education, and to correctly understand the museum social education and research education through the comparative study of the differences between the two forms of social education and to further optimize the path of releasing the potential of the museum social education and research education.

Keywords: Museum Social Education; Study; Museum; Comparative Study of Differences; "Double Reduction" Policy

1. Introduction

The earliest contact a person has in the course of growing up is family education, followed by school education, in which the time spent is longer than that spent at home, and lastly, the education that lasts the longest is social education, which is an important mode of education for realizing lifelong education^[1]. Social education is also an important way to realize lifelong education. Social education in museums and study tours are undoubtedly forms of social education that can meet the diversified needs of students. While museum social education and study tour education are developing vigorously, we should clearly recognize the respective characteristics of museum social education and study tour education, analyze their differences, and combine them with the current forms of education in China in order to promote the development of museum social education and study tour education.

2. Comparison of the characteristics of museum social education and study education

2.1 The characteristics of museum social education

2.1.1 The main body of museum social education is the museum staff

The museum itself is the main body of education. Social education in museums has shifted from the original display of physical objects to more diversified educational content, and the work of social education in museums has developed from the original lecturers to "lecturers + museum staff", which is a diversified development, but the main body is the museum staff.

2.1.2 The object of museum social education is the whole society.

Museum education arises from the needs of the development of human society, and the educational targets of museum social education are various institutions and various groups of people in the society. Museum is an important evidence of China's excellent traditional culture, which condenses human wisdom and witnesses the development of society, so the museum has rich educational resources. The educational resources of museums generate value due to social needs, so it is the common wealth of the whole society and is bound to serve the whole society. Social education in museums is likewise oriented towards society as a whole, rather than a certain category of people.

2.1.3 The public welfare of museum social education activities

In terms of the nature of museums, they are non-profit, permanent institutions serving society and its development, and since 2007, China has clearly defined the museum business as a public welfare cultural enterprise.^[3]

In terms of museum functions, the traditional functions of museums are the three basic functions of education, collection and cultural

preservation. With the increase of exchanges and cooperation between museums, the function of museum display is becoming more and more important, so the museum has added the function of display and exhibition. 2007, the International Council of Museums held in Vienna for the first time, the museum's educational function in the first place. Because of the public welfare of museums, plus education is its main function, so the social education of museums belongs to the public welfare.

2.2 Characteristics of study education

2.2.1 The main body of study education is a social person

The educational tasks undertaken in research and study education can be a variety of subjects such as tour guides, venue providers, schools, museums and so on. The main body of education in research and study activities carried out by travel agencies is the tour guide, and the content of the explanation is based on the attractions, and the form is based on excursions and sightseeing. Since tour guides do not specialize in education, there is still a long way to go before they can meet the requirement of integrating educational core literacy into the study tour curriculum^[4]. Venue providers are moral education bases, farms and other places of study, where the educational backgrounds of those undertaking educational tasks are more diverse. School study tours are mostly organized by schools, taking various modes of cooperation such as cooperation with travel agencies or cooperation with museums. The study activities of museums are similar to the activities of schools as the main body of education, and there are also cooperation with a third party to carry out study activities, or by the staff of the museum as the main body of education. Therefore, the main body of study education is the social people.

2.2.2 The object of research education is students.

Study education has a long history, the important node of the education object is located in the student body in 2016, the Ministry of Education issued "on the recommendation of primary and secondary school students study travel opinions", in this document clearly pointed out that the study education is by the education sector to help, the school to contribute to the efforts of the planned arrangements for students to carry out out-of-school educational activities, and is a collective unit of travel, collective accommodation to carry out the way to the student as the main body, to promote the combination of learning and thinking of the students to study the experience of the class of educational activities^[4]. Research and study education activities arise in the educational context of students to go out of school into society, so the target of research and study education activities are mainly focused on the student population.

2.2.3 The commercial nature of research and study education activities

With the hot development of study and education activities, in 2017, the Office of the Ministry of Education solicited and determined the list of the first batch of study and practice education bases and camps across the country, and some of the education bases are free of charge, and some of them are charged. Although it is stipulated that they cannot be used for profit, most of the camps offering study and research educational activities are commercial in nature. Research and education activities organized by schools in cooperation with travel agencies and with other third parties are also mostly commercial in nature.

3. The difference between museum social education and study education comparison.

3.1 Different core concepts

The core concept of the museum social education program is to educate people. Museums are the cultural symbols of a certain region, the carriers of the city's historical memory, and the continuation of a city's cultural lineage, Therefore, museum social education is bound to bear the responsibility and mission of cultural propaganda in one side of the world. Museum social education allows students to measure the world through their feet, observe the world through their eyes and touch the world through their hands. Study tours are not only a bridge for students to learn about the world, but also a bridge between the subject curriculum and real life. Modern study tours arise in such a context, and their core concept is to educate students.

To sum up, the core concepts of museum social education curriculum and study travel are different, the core concept of museum social education curriculum is to educate people, and the core concept of study travel is to educate students. Museum social education is the education for the whole society. Study tours are social education for students, and are an important way for students to connect their studies with their lives.

3.2 Different education methods

Museum social education is a social service. With the impact of multimedia and network on reading habits, museum social education is no longer confined to the physical form of museum visits, nowadays WeChat, Jitterbug medium has been widely used, many museums

have also begun to WeChat, Jitterbug on the open public number to promote the museum. Museum social education in the new media dissemination mode is not a simple museum slogan, museum content profile and other information, but to the "theme" "topic" as the center of a highly communicative and contagious social missionary services. This way of publicity forms a linkage topic, and with the gradual fermentation of the topic heat, it constantly attracts fans with the same interests and hobbies to join in, and achieves a good social education effect, with a wide range of dissemination, and no boundaries is the highlight of the form of online social education. Offline museum social education pays more attention to audience participation. In addition to the traditional educational forms of exhibitions, collections and architectural tours, there are also many small classes on traditional festivals, important festival activities, handmade activities and other diverse activities.

Study tours are synergistic. Study tours are a kind of out-of-school educational activity that requires not only the organization of education departments and schools, but also joint efforts with other social institutions, as well as third-party institutions specifically set up to organize study tours. These institutions work together to ensure the smooth progress of student study tours. In order to prevent students from going through the motions during study tours, problem-oriented study tours are usually adopted to keep students in a state of reflection and cultivate their critical thinking ability during the study tours. There are many different kinds of study tours, but the most important one is "experiential + research" learning.

3.3 Different educational perspectives

Museum social education is a social education activity based on the museum's own resources, with the museum as the implementation body and the education audience as the main body of the education process^[5]. Museum social education is structured and curricular in the direction of development. The curriculum of museum social education should conform to comprehensiveness, systematicity and value. Comprehensive means that the social education of museums breaks the characteristics of disciplines and makes the knowledge coherent. Systematic refers to the museum social education curriculum should have a certain system, not a messy, with an educational menu for the audience to choose. Value means that the setting and selection of the curriculum content should be conducive to the audience's enrichment and cultivation of virtue^[6]. This shows that the educational perspective of social education in museums starts with the museums themselves.

Research education is a learning activity based on travelling, which allows students to study in experience and acquire knowledge^[7]. The educational perspective of research education is based on travel, and pays more attention to the recreational and casual nature of the process. Research education focuses more on relaxing the students' body and mind, increasing the social experience of primary and secondary school students, and improving the students' ability to live and social adaptability. Research education brings students from 0 to 1 experience, museum social education can be from 0 to 1, can also be from 1 to infinity.

4. Reflections and Insights Gained from Comparing Museum Social Education and Study Education

4.1 Museum social education should focus on the process of pragmatism and flexibility

Museum social education is a form of education based on museums that emphasizes not only moral education, but also historical and cultural education as well as spiritual formation. From the museum is just a place for people in need to change to the museum is a place that should be visited regularly. Moreover, social education in museums should be adjusted in accordance with the needs of the country and society, and be designed in accordance with educational policies and the pace of social development.

4.2 Study education should pay attention to the cultivation of moral theoretical knowledge and moral practical ability.

Research education should not only emphasize the teaching of moral theoretical knowledge, but should also focus on the cultivation of students' moral practical skills. Faced with students at different educational stages, research education should encourage students to take the initiative to think, participate in practice, and improve their survival skills. Research education should be different from school education. It should be designed according to the characteristics and requirements of the current social needs of talents, and encourage students to apply the experience and technology gained from practice, so as to make use of what they have learned. Research is characterized by its ability to integrate the cultures of different countries and regions, broaden students' horizons, and better promote the development of students' moral, intellectual, physical, social and aesthetic skills.

In the 16th century, the German thinker and reformer M. Luther said, "The future of a country does not depend on the strength of its treasury, the strength of its castles, or the splendor of its facilities, but on the civilization of its citizens, i.e., on the education of the people, their learning, enlightenment, and character. That is where the power at stake lies." It is this mission that the museum's social education and study education activities carry^[8].

References

- [1] Li XY. Attention should be paid to and the establishment of a social pedagogical system with the characteristics of our country[J]. Educational Science, 1989 (02): 11-14.
- [2] Li WR. "Establish the concept of big museology", China Heritage News 2009. 7. 10.
- [3] Li Y, Chen HY, Chen XY. Discussion on the curriculum standard of China's study tour integrated with core literacy[J]. Research on Teaching and Learning, 2020, 43(3): 76-85.
- [4] Ministry of Education and other 11 departments on the promotion of primary and secondary school provinces study tours [EB/OL]. Available from: http://www.gov.cn/xinwen/2016-12/19/content_5149947.html.
- [5] Chen Y. Theory and practice of museum education curriculum design[J]. Chinese Museum, 2020, No.143(04): 18-21.
- [6] Chen Y. Theory and practice of museum education curriculum design[J]. Chinese Museum, 2020, No.143(04): 18-21.
- [7] Yang X. Connotation, Types and Implementation Strategies of Study Tour [J]. Curriculum. Teaching materials. Teaching Method, 2018, 38(04): 131-135.
- [8] Ai F, "Building a Common Spiritual Home for the Chinese Nation," People's Daily, January 17, 2008, 11th edition.