

THE APPLICABILITY OF MUSEUM PEDAGOGY IN SCHOOLS FROM THE POINT OF VIEW OF THE ENVIRONMENTAL EDUCATION IN LOWER PRIMARY SCHOOL

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The main aim of my research was to examine the effectiveness of museum learning in the context of environment lessons in lower primary school.

My research questions were the following: What arguments/results in the literature are there for making use of museum learning in schools? Are museums able to link their activities to the teaching materials/curricula in grades 1-4 (in relation to environment lessons)? Are museum education activities able to make the learning process more effective and productive?

In the framework of a literature review, I dealt with the main changes in the teaching of environment lessons, which now require a more complex approach, more modern teaching methods from today's teachers, and the involvement of out-of-school places – including museums. Based on national and foreign researches (Lester et al. 2023, Young et al., 2021, Lacoe et al., 2020, Walter and Takács, 2011), I described the main characteristics and results of museum learning and the theoretical aspects of museum pedagogy.

In the area where I live, I collected museum opportunities that can be linked to environment lessons, and compared them with the topics of the curriculum framework.

I examined the effectiveness of museum learning in relation to children's knowledge acquisition and the retention of content. In the Rippl-Rónai Museum, together with the museum educator, I held a museum environment lesson for the study group, and measured the success of knowledge acquisition and the short and long-term retention of the curriculum (before the lesson, after the 1st, 2nd and 4th week) using a knowledge test I had prepared. The sample in the study was a class of 24 children in the 3rd grade. The class was divided into two groups of nearly equal ability based on social competence measurement and knowledge level. Group “A” became the control group of the research, they participated in a school environment lesson, and I also conducted the measurements on them. Group “B” was the experimental (museum) group. I compared the data in a table, also analyzed it from several aspects, and compared the two independent samples (museum and control groups) (the variable is the same) with a two-sample T-test. There was no significant difference in the performance of the museum and control groups before the museum lesson ($t=0.988$; $p=0.334$) and after the 1st week ($t=1.655$; $p=0.112$), but the museum group performed significantly better than the control group after week 2 ($t=3.451$; $p=0.002$) and after week 4 ($t=2.598$; $p=0.016$).

My measurement results, like those in the studies of Young et al. (2021), Lacoe et al. (2020), Walter and Takács (2011), show that museum programs, in addition to motivation can create lasting opportunities for learning.

The present study can be seen as a pilot study, which could serve as a good basis for future studies.