

Functional Evolution: The Transformation of Educational Identity in New Era Museology

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Abstract: A substantial amount of instructional work is done for museum visitors by modern museums. If a museum also serves as a representative of the culture of its community, the situation could become more problematic. An excellent illustration of this would be the Guizhou Provincial Museum, which was opened to the public for the very first time in the Guanshanhu District of Guiyang City in the year 2014. This paper investigates, from a more pragmatic approach, how the museum, in its responsibility as a venue to disseminate culture, engages with the general public and takes on the function and responsibilities of a social classroom in the modern day. The study focuses on how the museum engages with the general public in order to fulfil its obligation as a venue to disseminate culture. In particular, this subject is investigated from the viewpoint of the museum as an institution that serves as a venue for the dissemination of culture.

Keywords: Museum, Education, Social Function

1. Introduction

Modern museum plays a significant instructional role for its visitors [1-3]. The situation may be more complicated if a museum also represents its local culture [4]. The common conception of Guizhou is that it is a backward province that is continually occupied by barbarians at all hours of the day and night [5]. However, Guizhou is truly a history book that narrates the history of life on earth in the most thorough way imaginable, and it is also one of the regions that was one of the first sites where civilisation arose. This means that Guizhou is both a history book and one of the regions that was one of the first places where civilization emerged [6]. The Guizhou Provincial Party Committee and the Provincial Government of Guizhou honoured the Guizhou Provincial Museum with the title of Provincial Patriotic Attention Education Base in the year 1997. This honour was given upon the Guizhou Provincial Museum. This article explores, from a more pragmatic standpoint, how the museum, in its duty as a venue to disseminate culture, engages with the general public and takes on the role and responsibilities of a social classroom in the modern time. Specifically, this topic is examined from the perspective of the museum as a location to disseminate culture.

In 2007, Guizhou Provincial Museum were opened for the very first time. In 2014, a new museum was built in the Guanshanhu District of Guiyang City. Guizhou Provincial Museum is a typical local museum, with a total collection of more than 80,000 items, including Guizhou's paleontological fossils, relics unearthed in the Paleolithic era, relics of various ethnic groups, and relics embodying

the history, humanity and cultural diversity of various localities, which are the highlights of the collection of Guizhou Museum, among which, the library of China's Miao costumes and the library of China's Miao silver ornaments rank first in the country. In 2020, the Guizhou Provincial Museum was awarded as the national-level museum, the Due to the 'museum fever' in recent years coupled with the rapid development of Guizhou's tourism industry, the number of tourists visiting the Guizhou Provincial Museum has risen substantially, especially this year, when Guizhou has organized large-scale activities such as the Village Super and the Village BA, the filming of major variety shows, and the country's emphasis on Guizhou, which has led to a great deal of fire in Guizhou, and the number of tourists has reached a new high. As members of the Guizhou Museum's social education staff, scholars have a responsibility to consider ways in which the museum's explanation service and social education service can be improved. Additionally, given that current section of the museum is one of the less well-off in the institution, scholars need to consider how can they catch up to the larger museums.

This is done in order to improve the quality of the services that they offer to the general population. This article begins by comparing the museums in Guizhou to those in larger cities and provides an explanation for the gap that exists between the museums in Guizhou. The gap that exists between the museums in Guizhou is discussed in this article. It then investigates how the educational function of the museums for the general public is reflected, and finally, on the basis of this analysis, it sheds light on how to expand the scope of social education in Guizhou museums against the backdrop of the new era, as well as what concerns continue to be a concern in the present day. Then, think about the explanation service, which, in addition to social education, explanation is also the most direct way to disseminate cultural and historical knowledge to the public, is the window of the museum, but also connects the museum with the social groups of the bridge; Finally, from the museum's innovation, how to enter the school classroom, how to diversify the development of social education functions, and other aspects need to be discussed. There are many different aspects that need to be discussed.

2. Differences of the Museum Display

A number of China's provinces, including Shaanxi, Nanjing, and Hunan, are recognised as having played a significant role in the nation's cultural and economic development [7]. This location served as the capital of numerous dynasties, including the Western Zhou, Qin, Han, and Tang, making it a witness to a large number of significant historical shifts. This area is well-known for its significance as a key revolutionary region both historically and currently. It is very astounding to consider how many historical relics are maintained in storage at these vast museums. The collection of cultural relics housed in the Hunan Museum is not nearly as extensive as the one housed in the Shaanxi History Museum; yet, the Hunan Museum is well-known for the cultural relics that were discovered in the Mawangdui Han Tomb in Changsha. Over 1.7 million artefacts are housed in the Shaanxi History Museum's collection, with 762 first-class cultural relics and 18 national cultural relics making up the museum's total. In addition, the exhibits themselves are presented in a one-of-a-kind manner because to the way that they are displayed. For instance, the history exhibition at the Shaanxi History Museum is not presented in accordance with the traditional Chinese history timeline; rather, it is arranged in accordance with Shaanxi's history of the unified chronology. This is because Shaanxi's history predates the traditional Chinese history timeline by several thousand years. Amazing collections may be found at the Nanjing Museum, which are on par with those seen at the National Palace Museum. In addition, the Museum of the Republic of China is exceptionally well-liked by tourists from other countries. As can be seen from the images that were provided earlier of a number of important museums, each of these establishments possesses specific attributes that direct the attention of visitors to the principal aspects of the area.

In the past, the publicity of Guizhou was not broad due to its geographical location, which is encircled by mountains [8]. This is one reason why many people have always existed in Guizhou despite there being no history of the stereotypes of the one mentioned that is the night and day [9, 10]. The collection also only contains a modest number of artefacts that have cultural significance. Even while the objective circumstances of history cannot be altered, people may make the most of the situation by displaying the history and culture of Guizhou, which spans from ancient times to the present day. Due to the fact that Guizhou is home to a diverse collection of peoples, the museum can incorporate aspects of the local cultures into its exhibits. The cultural traditions of the various ethnic groups that make up the population of Guizhou are documented and displayed in the Guizhou Museum of Ethnic Hall. There are a number of different ethnic groups that call Guizhou their home, including the Miao, the Miao, and these characteristics that are unique to Guizhou are able to more effectively express the culture of Guizhou to the wider populace.

3. Educational Mission

3.1. Aspects of the Museum's Aim to Educate the Public

Museums as a direct window for the public to understand history, the "museum fever" in recent years, so that more and more people are willing to go into the museum, to understand history, explore history, and feel the history and culture, so the scope of the museum's education crowd is very wide, and to enhance the museum's educational function can be explored from the following aspects [11].

Because the work of display is the most direct way for visitors to receive the historical culture, national spirit, and scientific knowledge that the museum wants to disseminate, there should be a clear educational goal in the early stage of the display, and it is clearer and clearer to carry out the work of display around this goal [11]. The work of display is the most direct way for visitors to receive the historical culture, national spirit, and scientific knowledge that the museum wants to disseminate. The artefacts that are on show are, without a doubt, the single most significant and essential component of the museum. This is due to the fact that the job of display is the method that provides the information to visitors in the most straightforward manner. In most museums, the exhibition hall is often divided into two sections: the permanent show and the temporary display. The content of the basic display is updated once every five years, but the content of the temporary display is updated once every three months. Because of this temporal limitation, the content of the display must also fulfil a number of unique requirements. The most essential part of a museum is its basic display since it shows both the scientific research strength of the institution and the historical line for the time line. This makes the basic display the most important aspect of a museum. The basic display must be based on the exhibition of the collection, and then the local history of the national culture can be introduced through text, pictures, multimedia video, and other means. Exhibitors are guided through this process in order to provide them with a more intuitive understanding of the tale of what has transpired on this land. In its capacity as a temporary exhibition hall, it is not limited to the display of historical artefacts; rather, it is put to use in the promotion of native flora and fauna, local cultural characteristics, cultural exchanges with other museums, and the like, so that visitors can gain knowledge in a wide range of subject areas. The artworks on display here include both paintings and calligraphy.

The second reason is that the lecturer acts as a link and bridge between the museum and society. In addition, the lecturer acts as the museum's calling card. The reason for this is that the professor functions as a bridge connecting the events of the past, the present, and the future. In this day and age, the state has started to pay attention to the cultural transmission that museums give. As a direct result of this, it has produced the "guiding opinions of the state administration of cultural heritage on further enhancing the level of museum interpretation service work."

The purpose of the document on the museum's interpretation work is to provide guidance in the following areas: first, the administrative departments of cultural relics at all levels and museums should begin to attach great importance to fully understand the importance of the work of interpretation, comprehensively improve the quality and quantity of the interpretation service, and better for the people to pass on the history and culture; secondly, they also need to optimise the quality and quantity of the interpretation service; thirdly, they also need to optimise the quality and quantity of the interpretation service; Second, they have to make certain that the provision of explanation service within the museum is maximised in accordance with the particulars of each museum and the various groups of visitors that are present in each exhibition hall. In addition to this, they need to make sure that the abilities of the people who are doing the explaining are improved. This can be accomplished by inviting professionals from related fields to give lectures on a regular basis, or by having museums engage in activities that promote learning and exchanges with one another, as well as by having public welfare explanation activities or explaining competitions, etc. Thirdly, they should regulate and guide the social explaining service, and resolutely eliminate the dissemination of undesirable ideas by the illegal elements, and ensure the objectivity and accuracy of the dissemination of knowledge; Fourthly, they should constantly expand the form of explanation service, as they are currently living in the era of developed big data, they should not only follow the traditional explanation mode, but also to innovate the new way of explanation which favors the mainstream of modern audiences. Fifthly, they need to make a concerted effort to vigorously strengthen the construction of the explanation talent team, pay attention to and expand the explanation team, enhance the ability, and enhance the treatment of the work, etc., and make an effort to build up a team of explanation talent in the new era that possesses good political qualities, a strong ability level, and dynamic and innovative thinking.

3.2. Characteristics that Set Apart Effective Museum Instruction

The museum is in addition to the school, the library is the most direct learning to knowledge of the location, the audience area is large and diverse in knowledge, and different parts of the museum may learn different knowledge points, which can more effectively compensate for the deficiencies in the education that is received in schools [11].

The physical collection of the museum is unparalleled in terms of its depth and breadth of content when compared to that of any other educational institution. This is due to the large number of exquisite cultural relics, profound historical knowledge, and various local characteristics that are all unique to the museum. It is possible to experience the beauty of the museums in an immersive atmosphere, as opposed to simply being confined to the pages of a book. This can help to strengthen the public's impression of the information points, which differentiates museums from schools and libraries. People can enjoy the splendour of the museums in a setting that is completely immersive if people step into the exhibition halls for a closer look and combine this with the introduction that the interpreters provide. The museum will use visitors of diverse ages in a range of settings in order to accomplish the combination of educational value and entertaining value, as well as to improve the interest of the general public. This will be done in combination with the various social education activities that the museum provides for its visitors.

3.3. Current Issues with the System

The museum is currently dealing with the following problems: first and foremost, a staffing problem; the general museum staff is primarily comprised of professionals in the fields of archaeology, history, cultural relics and museology, amongst other professions; education-related professions are in shorter supply; as a window department of the museum, the Ministry of Social Education not only needs to

understand the knowledge of the exhibition halls, but also needs to hone its ability to communicate that information to the public. The number of people attending the show, on the other hand, continues to rise despite the fact that there is never enough staff to accommodate them all. As a consequence of this, the primary focus of the job of the personnel responsible for social education is on the responsibility of providing explanations, and as a consequence of this, they are unable to organise social education programmes of a high enough level. It is conceivable to make the division of labour more obvious while also increasing the number of staff working in the social education department. Both of these options are within the realm of possibility. In order for the social education department to more successfully supply the general public with either explanation or education services, it is possible to divide the department's staff into two distinct groups: the explanation group and the education group.

To further ensure the accuracy of the information and maintain its high level of expertise, it is possible to bolster the team with the participation of a number of researchers who specialise in a certain field.

The second issue is that many museums are still somewhat set in their ways and do not really address the feelings of the audience. This is a concern because the public is the most important stakeholder. As a consequence of this, the teaching potential of the museums is sometimes missed by many visitors who instead choose to merely explore the exhibits at their own pace. The explanatory and social education work that is done in many museums is ineffective because the output is one-sided, the teaching is not adapted to various groups of people, and there is no meaningful thought given to studying the audience's ideas. As a result, the work that is done in museums does not have a substantial impact on the world.

4. Conclusion

Think about the value of the educational programming that the museum provides from a variety of different points of view, and people will see how important it is. Either the educational function of the museum in the modern day is so limited that it cannot assist an individual in better comprehending history, culture, or other aspects of knowledge, or it is so extensive that it may assist a group or region in enhancing the cultural literacy of the people who live in that location. It is important for children to be exposed to China's abundant cultural heritage at a young age; hence, educational programming at the museum ought to predominantly take place in educational settings such as schools. First, the staff can obtain an awareness of the characteristics of the school as well as the kinds of subjects that are the most popular among the students through the use of questionnaires or interviews. Next, the staff can carry out activities that are specifically geared to those characteristics, and finally, the staff can evaluate how successful those activities were. Second, relevant educational resources regarding the museum can be generated for students of various age groups and in accordance with the curricular requirements of the institution where the museum is located. These materials can provide students with information regarding Chinese history and cultural relics in a pictorial and informative style that is easy for children to understand. This can be accomplished in a way that is beneficial to the learning process.

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