

კულტურული მემკვიდრეობა და მოსწავლეთა ტურიზმი

გოგოლაძე თამარ
გორის სასწავლო უნივერსიტეტი

ხარაძე ეფემია
ივანე ჯავახიშვილის თბილისის სახელმწიფო უნივერსიტეტი

კულტურული მემკვიდრეობა ერის საუნჯეა და მისი დაცვა გულისხმობს მომავალ თაობაში უპირველესად, კულტურული მემკვიდრეობის დაცვის უნარ-ჩვევების, შემდგომში კი მათი ტურიზმის განვითარებასაც. საგულისხმოა, რომ დაახლოებით 100 წლის წინ საფუძველი ჩაეყარა ე.წ. „სამუზეუმო პედაგოგიკას“, რომლის ერთ-ერთ ძირითად მეთოდოლოგიურ საშუალებად მიჩნეულია ინტერაქტიულობა. ტურიზმის ამ სფერომ ხელი შეუწყო მუზეუმისა და სკოლის დაკავშირებას, მოზარდებში ეროვნული იდეოლოგიის ფორმირების ხელშეწყობას, ტრადიციული კულტურული მემკვიდრეობის პოპულარიზაციას. „სამუზეუმო პედაგოგიკა“ მოსწავლეთა ტურიზმის სასწავლო-შემეცნებითი პროცესის მხოლოდ ერთი მომენტია. აღსანიშნავია, რომ ტურისტული ბიზნესის განვითარებამ, მისი მარკეტინგის სრულყოფამ რამდენადმე შეუწყო ხელი მოსწავლეთა ტურიზმის განვითარებასაც, მაგრამ ეს არაა საკმარისი სადღეისოდ. აღნიშნული საკითხებიდან გამომდინარე, აუცილებელია მოსწავლეთა ტურიზმის განვითარებაზე დაფიქსირება, მისი სწორი მარკეტინგი და რეკლამირება, რაც სამომავლოდ საწინდარია როგორც კულტურული მემკვიდრეობის დაცვის, ასევე, საზოგადოდ, მოსწავლეთა ტურიზმის განვითარებისა საქართველოში.

Cultural Heritage and Pupils' Tourism

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The political and social events of Georgia of the past twenty years naturally raised the necessity of defense and preserve of the cultural heritage the impact of which was the law issued by the Parliament of Georgia in 1999 "About the cultural heritage". Among the number of the articles of the law we outline several ones: namely, article I, paragraph 3 where two types of cultural heritage are underlined: material (L. A) and nonmaterial (L.B). According to the subparagraph B of the article 3 the defense of the cultural heritage is "the unity of the legal, scientific research, rehabilitation, informative and educational measures which aim to preserve the cultural heritage with its full diversity and maintenance of its steady development" (<http://www.parliament.ge/special/kan/files/2452.pdf>).

Cultural heritage is the treasure of the nation and its defense means the goals and results of specially developed tourism in Georgia in the "the soviet" or modern period. And this leads to corresponding education and bringing up of the future generation, the skills of defending the cultural heritage and later the development of tourism.

I.A Komenski wrote: "If we want to implement real and true knowledge in pupils we should try to teach generally everything by the way of personal observation and by use of visual methods" (Lortkipanidze, 1983, p. 98). The form of teaching leads the development of esthetic, moral features in pupils, hikes show and strengthen a pupil's physical abilities and help to work out the skills of group work, dividing work and necessary skills for practical work that finally is the goal of upbringing (Podlasi, 1999, p. 117). One of the types of pupils' tourism is an excursion. An excursion is included in the curriculums of humanitarian and nature study subjects and its contents is connected with the passed material, on its behalf, the impressions and collected material during the excursion are used at the following lessons which means of the cultural heritage and using it in practice. A teaching excursion can be learning observation and illustrating (Megrelidze, V. Megrelidze, D., 1998, 2, p. 204). These two forms fulfill each other but according to the point -which outweighs learning or strengthening the learned material makes it possible to differentiate them. It should be notified that about 100 years ago so called "museum pedagogic" was implemented which facilitated linking schools and museums. According the main principles of "museum pedagogic" education faces the following objectives: "growing the education sphere, learning and enlarging a museum auditorium, developing creative individualism, facilitating to form national ideology, popularization of traditional cultural heritage (Tunadze, 2009, p. 462). Though in different countries "museum pedagogic"

develops by combined programs of schools and museums, this question in Georgia is still in the beginning level of development. The working plans of museums especially connected with "The International Day of Museums" include a weekly studies for school pupils, implementation of a school or a class projects etc. though this still does not mean overcoming anarchy. The name "museum pedagogic" as the definition of museum affairs first was used in 1931 by G. Froidental in the book "A MuseumPublic Educationa School". Almost 100 years have passed since then and the development of museum pedagogic is still on the beginning level. The lack of scientificresearch work is also noticed (if we do not take into consideration I. Karaia "The Questions of American Studies, the Educational Programs in the Museums of USA" Tbilisi 2008, T. Tunadze "The Practice of Museum Pedagogic and its Perspectives in the Georgian Educational Area" materials of GU II international scientific conference, 2009). For development of pupils' tourism in this direction by the support of the Ministry of Education and Science one important project was implemented. In March 27, 2010 an Educational Centre of Tsinandali was founded in Aleksandre Chavchavadze Homemuseum. Its goal is to establish partnership relations with educational institutions; to create and offer privileged packets to educational institutions; implementing joint projects; holding thematic events. An educational Saloon functions in the centre which will implement educationaljoint projects within its working affairs, will hold competitions and trainingworkshops (www.tsinandali.blogspot.com/). The most active schools, pupils and teachers will be given certificates and diplomas of honor. The objective of the centre is partnership with the Ministry of Education and Science and implementing joint projects in order to activate the use of the resources of museums on the behalf of schools, vocational schools and higher educational institutions. For this in April 17, 2010 The Minister of Education and Science Dimitri Shashkin and the head of the Tsinandali educational centre Rezo Apkhazava met the Directors of Tbilisi public schools, informed them on the projects and discussed them. It is necessary to notice that "Museum pedagogic" is one part of the educational cognitive process as an excursion depending on the specifics of the school level in the nearest point (in the same territory, in one town, in the country, in the suburb) means going to these places and distant places as well, it means also tourist hikes (one day or several days).

Developing tourism business, fulfillment of its marketing facilitated the development of pupils' tourism, but nowadays it is not enough, as:

1. The statistics of pupils' tourism is not available; (though there exists general statistics of tourism (L. Chagelishvili, S. Tevdoradze "Modern Methodology of a Research and the Model of Steady Development of Georgian Tourism" the materials of GU II International conference, 2009) Here, various factors (politics, infrastructure, ecology etc) selected by the researchers should be taken into consideration.
2. Specialized tourist agencies or pupils tourism departments do not exist-
3. When mass media (radio, television) is advertising pupils' tourism there is no a single indication for pupils' tourism;
4. The marketing possibilities of pupils' tourism is not studied;
5. There is not special transport (vehicle, railway) for pupils;
6. The information about the nonsafe environment or dangerous for the

health of a pupil of the tourist rout destination hardly exists;

7. Special projects defining exact tourist rout are not prepared yet

8. School curriculums do not contain even general information about the subject of cultural heritage and about the law.

9. In the introductory conversation or during the excursion or even while going to the object itself less attention is drawn to perception and defense of the cultural heritage as a prominent object;

10. Special pedagogical works on the pupils' tourism and on understanding and perceiving of the cultural heritage and on the necessity of its defense hardly exist.

After these mentioned problems it is necessary to focus on the development of pupils' tourism, its correct marketing and advertising which in the future will lead to the defense of the cultural heritage and generally to the development of tourism in Georgia.

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