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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

**THE ROLE OF HISTORICAL AND REGIONAL MUSEUMS IN
THE FORMATION OF NATIONAL CONSCIOUSNESS OF
SCHOOLCHILDREN**

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GENERAL CHARACTERIZATION OF THE WORK

Relevance and degree of development of the topic. In order to ensure the successful future of any nation, it is imperative to instil a sense of national identity and profound affection for the motherland in the upbringing of its new generation. In this regard, it is imperative to instill moral values in the youth, emphasising the sanctity of the nation's land, dedication to the nation's interests, fidelity to its traditions, embrace of its national and moral values, and readiness to sacrifice for the nation's benefit at any moment. These values, inextricably intertwined with the ideology of patriotism, serve as foundational principles that shape the moral compass and collective identity of a nation. The independent state of Azerbaijan, which is currently experiencing a period of rapid development, is committed to the preservation and promotion of its rich and ancient historical heritage. In this regard, museums, regarded as temples of material and spiritual cultural monuments, play a pivotal role in shaping the national consciousness of the youth. These institutions, which possess significant educational potential, organise a wide range of events on various topics and in diverse disciplines. These institutions play a pivotal role in nurturing the intellectual, cultural, and aesthetic sensibilities of schoolchildren, thereby shaping the upbringing of modern youth. Furthermore, museums exert a significant influence on the knowledge and appreciation of history, origin, formation, and development of national culture.

In the contemporary era, museums have evolved into a pivotal cultural and educational institution, a consequence of their integration into the realms of education and culture. The pedagogy of museums, understood as one of the driving forces behind the museum's activities, has seen a marked rise in its influence on the cultivation of personality in a multifaceted educational process, encompassing spiritual, moral, civic, and patriotic dimensions. Museum artefacts function as repositories of information regarding events and individuals from diverse historical periods, eliciting an emotional response in visitors,

fostering a sense of belonging, evoking memories of the past, and contributing to the formation of national consciousness. The acquisition of information from documentary sources facilitated by museums has been shown to foster the development of cognitive abilities in students, including the capacity for critical thinking, research skills, and the ability to organise material in a systematic manner. Historical memory is of particular significance in the resolution of research problems. Given the multifaceted nature of historical memory as a phenomenon, it is inherently linked to numerous fields of scientific study, drawing together diverse disciplines such as humanities, social sciences and the sciences. However, the primary source of this knowledge is museum institutions, which possess a significant capacity to resurrect the past. Contemporary museums are not merely repositories of reliable primary sources of history and culture; they also serve as significant institutions and cultural centres that exert a discernible cognitive and emotional influence on visitors. Rather, it has evolved into a pivotal institution and cultural hub that exerts a discernible cognitive and emotional influence on individuals. By drawing upon the rich repository of historical memory, widely regarded as the foundation and crux of a nation's existence, museums are able to imbue historical realities with vitality, attract individuals to the vast expanse of history, and evoke a profound sense of engagement with seminal events of bygone eras. The present research topic constitutes the inaugural scientific and methodological endeavour to reflect upon the role of historical and local history museums in the formation of national consciousness amongst schoolchildren. In conducting this research, we have drawn upon the insights of various historians-museologists who are affiliated with the museum movement. These works address the fundamental aspects of local history creativity, which began to take shape in the 1920s.

The scientific and educational function.

Despite the existence of a number of publications on the history of museums and museology in Azerbaijan, the topic touched upon in the thesis has not yet become the object of special scientific research. The philosophical, sociological, psychological and pedagogical approaches

presented to the museum by domestic and foreign scientists were taken into account, as it was deemed necessary to analyse and revise works on a wide range of issues. The formation of national consciousness is regarded as a matter of pressing concern not only for educational institutions but also for museums as an ideological institution. In contemporary society, the cultivation of national consciousness has become imperative.

In the contemporary context, the proliferation of information is escalating annually, though at times, it can be pervasive. The shaping of personality, the impact on the moral, spiritual and cultural education of young individuals, and the presentation of alternatives to them, necessitates the imposition of certain constraints. In this context, museums emerge as a significant source of information, wielding a substantial influence on the emerging generation. By amassing information, museums have the capacity to inculcate a sense of patriotism in young people through the cultivation of national consciousness. From this standpoint, museums should evolve into a sanctuary for the cultivation of civic and patriotic consciousness. The dissemination of knowledge pertaining to the history and culture of the nation can serve as a pivotal solution to this issue. Educational institutions also play a significant role in the cultivation of patriotism. In contemporary society, museums have evolved into a form of popular culture, a fashionable trend that signifies a return to spirituality and intellectualism. The rapidly growing number of visitors has a significant impact on the quality of work in museums, which are no longer considered repositories of documents and exhibits. Consequently, museums have become more engaging. The museum, as a multifaceted system, fulfils a number of socially significant functions, with the integration of cognitive work and the creative organisation of leisure time being of particular importance. The effectiveness of a museum is measured by its ability to serve as a cultural and educational institution, fostering a comprehensive understanding of the nation's historical evolution and underscoring the enduring significance of its cultural and historical heritage in the contemporary era. In the contemporary context,

the state seeks to nurture its citizens as creative, enterprising and independent individuals, fostering the development of their personalities. The overarching objective of museums is to inculcate a sense of civic engagement, respect for historical monuments and cultural traditions, and a profound sense of patriotism in the younger generation. The absence of national self-awareness and patriotism renders the establishment of a robust state, the inculcation of a sense of civic duty, and the cultivation of a respect for the law impracticable. Museums, as repositories of cultural heritage, function as social and educational institutions in direct interaction with society, thereby facilitating the articulation of patriotic sentiments through socio-cultural processes, offering a tangible connection to the past, and enabling a comprehensive exploration of genealogical roots. The contemporary doctrine of national education in Azerbaijan aspires to cultivate a multicultural society, offering a historical perspective on the nation's sovereignty. In such conditions, the idea of state patriotism, which acts as a public value and social mechanism in the process of formation of civil society, brings to the forefront the need to revive museums. The fundamental tenets of this paradigm encompass patriotism and moral and socio-cultural components. From this standpoint, extant definitions of the museum are highly valuable, yet the museum is currently regarded principally as a category of museology. However, the museum, which is directly connected with society by its social, cultural and educational functions, also has an important pedagogical power in shaping the attitude of schoolchildren to the events taking place in the world.

The museum is an intricate educational institution, the study of which is approached from a variety of scientific perspectives, including philosophy and history, sociology and psychology, archaeology and cultural studies, biology, pedagogy, and museology.

Since the close of the first quarter of the twentieth century, significant strides have been made in the realm of research and the promotion of the history of the Motherland, as evidenced by the

establishment of a network of historical and local history museums throughout the country.

The present study aims to shed light on the methodological aspects of local history research by examining the activities of historical and local history museums. A comprehensive understanding of the intricacies of the aforementioned problems necessitates a meticulous examination of the methodological framework and the primary orientations of museum historiographical research.

The subjects of excursions to museums of history and local history differ. Thematic content encompasses the historical development of the regions within the republic, extending from the earliest recorded periods to the present era. In essence, cognitive excursions serve to augment and consolidate the knowledge acquired during the educational process, drawing upon the resources and cultural artefacts housed within museums. It is for this reason that cognitive excursions are organised in a particular educational institution (e.g. school, college, university). The establishment of such excursions should be taken into account in the educational programmes. The present study of this hitherto unexplored problem is of particular importance. In this context, the role of historical and local history museums in shaping the national consciousness of schoolchildren is of particular relevance. This study represents a pioneering effort in the historiography of the Motherland, offering a novel scientific and methodological approach to the examination of this crucial yet under-researched subject. The experience of work of museums of this profile in the regions of the republic is generalised, and the activity of historical and local history museums is considered in the context of specific historical experience of our country. Furthermore, a more detailed study is given to historical and geographical museums as a significant component of the popular education movement. The relevance of this work is determined by the incorporation of unique aspects of history and local history museums in the study. The museum is regarded as a 'powerful educational tool', serving as a living and active institution that engages with inanimate objects. However, it is argued that the museum functions in such a manner that it imbues each

object with life, 'speaks' to each viewer, and reveals the historical value of the exhibit. The role of museums in the dissemination of cultural values is well-documented, and their contribution to the development of future generations is significant. This underscores the museum's enduring commitment to its national and ideological educational mandate.

The contemporary global climate is characterised by a series of changes that give rise to a number of issues, including the necessity to comprehend the emergent realities of modern society. The process of globalisation has precipitated not only the integration of societies but also the regionalisation of the world. Consequently, it is imperative to address the issue of the formation of civil society and to ascertain its relationship with regional culture, including through the establishment of additional educational institutions. Concomitantly, museums, which are intrinsically linked to society through their social, cultural and educational functions, bear a significant pedagogical responsibility in shaping schoolchildren's perceptions of global events.

To date, the application of approaches to the formation of civic disposition among high school students has not been explored in the context of the system of social functions of the history and local history museum in the formation of national consciousness. Furthermore, the systematic implementation of the education of schoolchildren's pride in their historical past has not been realised, and the corresponding concept has not been defined. The issues devoted to the analysis of the sociocultural role of regional museums in temporal and spatial dimensions are not sufficiently covered in the scientific and pedagogical literature. Concurrently, the didactic potential of the museum as an educational space that fosters the development of students' civic disposition within pedagogical praxis remains underutilised. The scientific and pedagogical literature contains virtually no works devoted to the analysis of the educational role of regional museums in time and space.

In the rapidly changing social reality, museum centres are not only being renewed, but also globalised. It is the present study's contention

that the analysis of the contemporary situation of work, the definition of trends in the development of communicative museum processes and the formation of civil society, the formation of national identity and social responsibility of high school students is the most effective method of revealing the activities of historical and local history museums in this field.

The study of the activity of historical and local history museums will allow us to determine their role in the education of patriotism and formation of historical consciousness of modern Azerbaijani society, expand the possibilities of influencing public opinion, increase the importance of the population, especially young people.

A review of the extant literature reveals that the question of the role of history and local history museums in the formation of schoolchildren's national consciousness is one of the most important and urgent problems of history, sociology, psychology and pedagogical science. The modernisation of patriotic education in the education system has been developed on the basis of identifying the best traditions of patriotic ideology collected in pre-revolutionary and Soviet schools. Consequently, the modernisation of patriotic education in the education system is driven by the need to update its content and design through the integration of novel technologies, while also ensuring that the organisational and pedagogical conditions are in place to enhance the effectiveness of education. V.Y.Garnik,¹ O.V.Ionova,² N.A.Pashayev,³ A.Mamedov⁴ and others have discussed the challenges related to

¹ Гарник, В.Я. Очерк истории музейного строительства в Азербайджанской ССР (1920–1964 гг.) // – Москва: Очерк истории Музейного дела в СССР. «Советская Россия», 1971. – с. 245-291; Гарник, В.Я. Организация и характер краеведения и краеведческих музеев в Азербайджане в 20-х годах // - Баку: Материалы Музея Истории Азербайджана, – 1968. № 7, – с.179-187.

² Ионина, О.В. Музейное строительство в годы довоенных пятилеток (1928-1941 гг.) // - Москва: Очерки истории музейного дела в СССР. – 1963, вып. V, – с. 84-117.

³ Paşayev N.A. Məktəbdə tarix-diyarşünaslıq işləri / N.A. Paşayev – Bakı: Azərneşr, – 1967. – 180 s.

⁴ Məmmədov Ə. Yaradıcılıq dərnəklərində şagirdlərin estetik tərbiyəsi / Ə.Məmmədov.

cultivating the qualities and characteristics of socialist patriotism, as well as the most significant aspects of the practice of patriotism education established by the Soviet school for the modern period.

During the Soviet period, A. Yunisov's⁵ dissertation work on the propaganda of patriotism found application in museums. In the 1980s, this study addressed the issue of museum construction in Azerbaijan for the first time, exploring the role of museums as an ideological enterprise.

The works of N. Abbasov,⁶ G. Babakhanova,⁷ and A. Bayramov⁸ are of particular significance in the context of museums and the development of patriotic education. The conceptual framework of museum pedagogy, the museum environment, and the museum as a pedagogical system have been substantiated by S. Amirkhanov,⁹ T.Asadova,¹⁰ and others.

– Bakı: – 1969. – 39 s.

⁵ Юнусов, А.Г. История музейного строительства в Азербайджанской ССР (1920-1980 гг.): / Автореферат кандидата исторических наук / – Баку, 1986. – 28 с.

⁶ Abbasov, N. Keçmişimizi unutmayaq, bu günümüzü yaşadaq // – Bakı: Mədəni-maarif, – 1991. № 3-4, – s. 11-13.

⁷ Babaxanova, G. Şərrda bir muzey var // – Bakı: Mədəni-maarif, – 1984. №1, – s. 44-45.

⁸ Bayramov, A. Muzey sərvətlərinin ekspozisiyada mühafizəsi // – Bakı: Mədəni-maarif, – 1986. №4, – s. 31-33; Bayramov, A. Muzeydə xalqlar dostluğu ideyalarının təbliği // – Bakı: Mədəni-maarif, – 1983. №3, – s. 16-19; Bayramov, A. Dünənimiz, sabahımız // – Bakı: Mədəni-maarif, – 1992. №3-4, – s.26-27; Bayramov, A. Heydər Əliyev və muzeylərimiz / A.Bayramov. – Bakı: Şur, – 1998. 90 s.; Bayramov, A. Tariximiz...yaddaşımız // – Bakı: Mədəni-maarif, – 2001. №5-6, – s. 41-45.

⁹ Əmirxanov, S. Nəzəri muzeyşünaslıq. Qarşılıqlı əlaqələr, qanunauyğunluqlar, texnologiyalar / S.Əmirxanov. – Bakı: Mars-Print, – 2009. – 212 s; Əmirxanov, S.A. Azərbaycanca muzeyşünaslığın aktual problemləri / S.Əmirxanov. – Bakı: 2011, – 570 s; Əmirxanov, S.A. Tətbiqi muzeyşünaslıq və onun əsas istiqamətləri // Tətbiqi kulturologiya, Dərslük. Bakı: Mars-Print, – 2004. – s. 213-239; Əmirxanov, S.A. Yuxarı sinif şagirdlərinin estetik tərbiyəsinin formalaşmasına incəsənət muzeylərindən istifadənin təsiri: / Pedaqoji elmlər namizədi dis. Avtoreferatı. / – Bakı, 1997, – 27 s.; Əmirxanov, S. Muzey fəaliyyətində qarşılıqlı əlaqələr (tədris-metodik vəsait) / S.Əmirxanov. – Bakı: N.Tusi adına ADPU-nin mətbəəsi, – 2000. – 38 s.; Əmirxanov, S. Muzey və məktəbli dünyagörüşü / S.Əmirxanov. – Bakı: 2001. – 160 s; Əmirxanov, S.

Historical and patriotic education, as one of the main components of the spiritual life of every society, has from ancient times attracted the attention of specialists in the field of history, astrology, psychology, pedagogy and other sciences. In this context, the studies of M.Rzaev,¹¹ L.Gasimova,¹² S.Gasimova,¹³ T.Khagverdiyev,¹⁴ and M.Agaev¹⁵ are of particular significance for the study of the topic.

The works of E.I.Almazova,¹⁶ A.Bayramov¹⁷ and A.T.Akhmedova¹⁸ are also of particular importance with regard to the problems of formation of historical memory, historical consciousness and civic education.

The research works of O.Hasanly,¹⁹ A.Hasanov,²⁰ N.Huseynov,²¹ Z.Kerimova,²² which aimed to improve the experience of museum

Müasir muzey fəaliyyəti və pedaqoji proses // – Bakı: Memarlıq və incəsənət xəbərləri, – 1999. № 1, – s. 32-36.

¹⁰ Əsədova, T. Muzey məktəblərlə sıx əlaqə saxlayır // Azərbaycan müəllimi. – 1964, 2 fevral. – s. 6.

¹¹ Rzayev, M. Şəxsiyyətin sosial-fəlsəfi təhlilinin metodoloji əsasları / M.Rzayev. – Bakı: – 2007. – 187 s.

¹² Qasimova, L. Ümumtəhsil məktəbləri şagirdlərinin milli mənəvi dəyərlər əsasında tərbiyəsinin nəzəriyyə və təcrübəsi (V-IX siniflərin «Ədəbiyyat» «Azərbaycan tarixi» fənləri üzrə): /pedaqoji elmlər doktoru dissertasiyanın avtoreferatı / – Bakı, 2006. – 49 s.

¹³ Qasimova, S. Kiçik yaşlı məktəblilərin vətənpərvərlik tərbiyəsində tarix və mədəniyyət abidələrindən istifadə: / pedaqoji elmlər namizədi dissertasiyanın avtoreferatı / – Bakı, 1999. – 26 s.

¹⁴ Haqverdiyev, T. Muzeylər milli yaddaş saxlancımızdır // – Bakı: Mədəni-maarif, – 1992. № 1, – s. 12-16.

¹⁵ Ağayev, M.N. Humanitar fənlərin tədrisi prosesində məktəblilərin vətənpərvərlik tərbiyəsi / M.N.Ağayev. – Bakı: Müəllim, – 2004. – 234 s.

¹⁶ Almazova, E.İ. Mədəni-kütləvi tədbirlər yeniyetmələrin asudə vaxtının səmərəli təşkilində vasitə kimi: / pedaqoji elmlər namizədi dissertasiyasının avtoreferatı / – Bakı, 1997. – 28 s.

¹⁷ Bayramova, A. Azərbaycan Bayramov, A. İncəsənətimiz muzeylərdə // – Bakı: Mədəni- maarif, – 2004. №2–3, – s. 54-57; Bayramov, A. Yaşayan ömür // – Bakı: Mədəni- maarif, – 1997. №1–2, – s. 52-53; Bayramov, A. Muzey sərəvtlərinin ekspozisiyada mühafizəsi // – Bakı: Mədəni-maarif, – 1986. №4, – s. 31-33.

¹⁸ Əhmədova, A.T. Azərbaycan muzeylərində ekspozisiya təşkil edilməsinin estetik prinsipləri: / sənətsünaslıq namizədi dissertasiyası / – Bakı, 2002, – 265 s.

¹⁹ Həsənlı, O. Şagird şəxsiyyətinin formalaşmasında diyarşünaslıq materiallarından

institutions in the direction of historical-patriotic and spiritual-aesthetic education of different age groups, deserve particular praise.

The thesis also considered the works of A.T. Bakhshieva,²³ B. Karimov,²⁴ N. Ragimov,²⁵ M. Aliev,²⁶ F.A. Jafarov and H.A. Huseynov.²⁷

At the present stage, some authors in their works and scientific and methodological articles concerning national museum construction and the development of museology put forward the theory of museology as applied to museum construction, exhibition and exposition activities, selection, collection, preservation, research, restoration and popularisation of specimen objects. This theory has had a significant impact on practical development. From this perspective, the studies of

istifadənin sistemi: / pedaqoji elmlər doktoru dissertasiyanın avtoreferatı / – Naxçıvan, 2005, – 41 s.

²⁰Həsənov, Ə. Azərbaycan Respublikasının milli inkişaf və təhlükəsizlik siyasətinin əsasları / Ə.Həsənov. – Bakı: “Zərdabi MMC”, 2016. – 345 s.

²¹Hüseynov, İ.H. Azərbaycan milli adət və ənənələrinin bədii-estetik mahiyyəti: / kulturologiya elmlər doktoru dissertasiyanın avtoreferatı / – Bakı, 2004, – 51 s.

²²Kərimova, Z. Diyarşünaslıq materialları vasitəsilə məktəblilərin vətənpərvərlik ruhunda tərbiyəsi: / pedaqoji elmlər namizədi dissertasiyasının avtoreferatı / – Bakı, 2004, – 30 s.

²³Бахшиева, А. Из истории музейного дела в Азербайджане / – Баку: ЕЛМ, 2005. – 152 с.

²⁴ 24 Kərimov, B. Azərbaycanda tarix–diyarşünaslıq muzeylərinin təşəkkülü və inkişafı tarixi // B.Kərimov. – Bakı: Ziya–Nurlan, 2008. – 182 s; Kərimov B. Kərimov, B. Müstəqillik şəraitində tarix–diyarşünaslıq muzeyləri işinin təşkili haqqında // – Bakı: Azərbaycan Tarixi Muzeyi-2003, – s. 106-111.

²⁵Rəhimov, N. Naxçıvan Muxtar Respublikası Dövlət Tarix Muzeyi (məlumat-bələdçi) / N.Rəhimov. – Naxçıvan: Əcəmi, 2002. – 55 s.; Rəhimov, N. Naxçıvanda muzey işinin tarixindən // <http://tarixmuzeyi.nmr.az/index.php/medias/meqaleler/36-naxc-vanda-muzey-isinin-tarixind-n>; Rəhimov, N.Mirbağır Mirheydərzadə Naxçıvanda ilk dövlət muzeyinin qurucularından olub // <https://ikisahil.az/post/55409-news-55409>

²⁶Əliyev, M. Naxçıvanda muzey quruculuğunun sürətli inkişafı // Naxçıvan Dövlət Universiteti. Elmi əsərlər, 2016, № 5(79) – s. 24-27.

²⁷ Cəfərov, F.A, Hüseynov, X.A.. Naxçıvan Muxtar Respublikasında mədəni quruculuğun inkişaf tarixindən (1920-1945-ci illər) / F.A.Cəfərov, X.A.Hüseynov. – Naxçıvan: “Əcəmi” Nəşriyyat Poliqrafiya Birliyi, – 2021. – 312 s.

H.A. Sadikzadeh,²⁸ F.A. Rustamov²⁹ and M. Mammadov³⁰ examined museology from a cultural perspective.

While the research topic was addressed to a variable extent, the problem was not fully reflected. The present study is the first to comprehensively investigate these issues in Azerbaijani historiography, as outlined in the research work 'Place and role of historical and local history museums in the formation of national consciousness of schoolchildren'.

A wide range of archival materials were utilized in the research, including those stored in the State Archives of the Azerbaijan Republic, the State Archives of Literature and Art, the archives of the Ministry of Culture of the Azerbaijan Republic, and the archives of the Scientific and Methodological Centre of Museum Business. Additionally, the dissertation drew upon documents published in periodicals³⁰ concerning local history museums.

The object and subject of the research. The primary object of the study is to examine the influence that historical and local history museums have on the formation of national consciousness among schoolchildren. The primary subject of the study is the activity of numerous historical and local history museums. In the context of the formation of national consciousness in Azerbaijani historiography, the development of historical and local history museums has been examined, along with the identification of salient features. A comprehensive range of scientific materials, questionnaires, and annual reports of museums were utilised in the study.

Aims and objectives of the study: The primary objective of the study is to examine the experience of historical and local history

²⁸Sadiqzadə, H.Ə. Muzeylər vasitəsilə maddi mədəniyyət nümunələrinin toplanması, işlənməsi və təbliği problemləri: / kulturologiya elmlər namizədi dissertasiya / – Bakı, 2008. – 157 s.

²⁹Rüstəmov, F.A Məktəblilərin vətənpərvərlik tərbiyəsi / F.A.Rüstəmov. – Bakı: ADPU, 1999. – 310 s.

³⁰Məmmədov, M. Orta ümumtəhsil məktəbi şagirdlərinin estetik tərbiyəsində təsviri incəsənət üzrə sinifdaxaric işlərin əhəmiyyəti və yeri: / pedaqoji elmlər namizədi dissertasiyanın avtoreferatı / – Bakı, 1992, – 21 s.

museums in the formation of national consciousness among schoolchildren, and to consider these profile museums as ideological institutions, cultural and educational, and educational temples. In pursuit of this overarching objective, the following specific tasks were undertaken:

- To study the concept of national consciousness and its fundamental essence, to analyse the specificity of museums as educational centres;

- To determine the role of historical and local history museums in the formation of national self-consciousness of schoolchildren, national-cultural construction and patriotism education.

- To study the influence of museum lessons and exhibitions on the formation of schoolchildren's national self-consciousness and to study the methods of education and upbringing of schoolchildren in the national spirit;

- On the basis of past experience, to determine the ways of further intensification of the work of the modern historical and philological museum.

- To investigate the possibilities of museums' influence as an ideological cultural and educational institution;

- To evaluate the principle of work between museums and schools through questionnaires and surveys;

- To study the connection of ideological and educational work of historical and local history museums with other profile museums, cultural institutions and educational centres;

- To achieve the unification of forces and orientation of the educational work of the museum with other types of its activities;

- Treat different audience groups differently and organise each event at the appropriate level;

- Consistently test the effectiveness of the museum's educational process and adapt the scientific process to it;

- Investigate events taking place in the socio-economic and cultural life of the country and the region.

Research Methods. The thesis work is based on the attitude to the role of museums in the formation of national consciousness of schoolchildren, as well as joint theoretical analysis on individual problems. The research methodology comprised scientific analysis, theoretical analysis, observation, an essay, an interview-questionnaire and an experimental-research method (teaching students in the process of research, development of the qualities of national consciousness in them).

Theoretical analysis. A comprehensive review of the extant scientific and methodological resources related to the problem was conducted, encompassing the seminal works of several eminent scientists. A rigorous analysis was undertaken, leading to the formulation of generalisations and the drawing of specific conclusions. The study also incorporated a thorough referencing of related research.

Observation. The effect on the national consciousness was observed in the reports of historical and local history museums, as well as other museums, on the essence of events inside and outside the museum.

The study also incorporated the use of interview questionnaires. Oral and written interviews with museum workers, people of different age groups and schoolchildren were conducted in order to obtain actual forecasts on the basis of the obtained facts and materials, to study in more detail the role of museums in the development of national consciousness of schoolchildren.

Experimentation. In order to verify the theory proposed, experiments were organised in a number of historical and local history museums and schools during the course of the research. The effectiveness and influence of the factors of work, methods and techniques proposed in the direction of solving the problem were studied and revealed.

The main provisions are defended. The main provisions of the dissertation submitted for defense: 1. The argument is posited that museums should collaborate with educational institutions, playing an

active role in the cultivation of national consciousness, a process which should be subject to continuous refinement.

2. In order to comprehensively address the issues of citizenship, patriotism and the moral education of students, it is essential to provide museum education that aligns with the social order developed by the author. This can be achieved by facilitating interaction between museum educators, teachers and students in various forms. Organization of the educational process.

3. The distinctive contribution of museums within the overarching framework of historical memory formation lies in their active involvement in the preservation, restoration, and transmission of general concepts concerning the past. These museums reflect the historical process and social relations in the form of a socio-psychological complex, and they are responsible for the production of theoretical, ideological, artistic, normative-evaluation, and other spiritual phenomena.

4. The museum exposition, being the result of the museum's interaction with historical memory, can be regarded as an objectively comprehended and reconstructed connection between the past and the future, different traditions, cultures and social groups.

5. History and local history museums strive diligently to preserve the traditional cultural heritage of our society for posterity and possess considerable potential in the process of shaping historical memory.

The scientific novelty of the research is evident. The research constitutes the inaugural scientific and methodological study to reflect on the role of historical and local history museums in the formation of national consciousness amongst schoolchildren.

The scientific novelty of the research work is indicated in the system as follows:

Specifically, it is grounded in a thoroughgoing analysis of extant literature and sources, with the aim of ascertaining the directions of education of national consciousness in students through historical and local history museums.

The work experience of individual historical and local history museums is scientifically generalised.

The historical and local history museum movement is connected with the concepts of national and cultural development of the Azerbaijani Enlightenment.

The study emphasised the significance of historical materials exhibited in museums in shaping students' national consciousness, thereby underscoring the importance of national peculiarities in the educational process.

The study examined the potential impact of educational programmes and exhibitions in museums on the formation of schoolchildren's national consciousness, emphasising the importance of instilling in the younger generation a sense of national identity and cultural heritage.

The theoretical and practical significance of the research. The primary provisions and scientific outcomes of the thesis can be utilised:

The following activities are to be undertaken:

- The organisation of classes and specialised courses on 'The role of historical and local history museums in the formation of national consciousness among schoolchildren' for students of Azerbaijan State University of Culture and Arts, University of Tourism;

- The establishment of an association and the delivery of advanced training courses for young museologists;

- The organisation of scientific seminars and conferences on the formation of national consciousness among schoolchildren;

- The integration of the aforementioned activities into the daily operations of various state institutions, companies and associations dealing with ideological issues.

Approval and application. The main provisions of the thesis were published in the author's articles and theses in various scientific collections, authoritative scientific journals, as well as introduced into scientific circulation in the materials of international and national scientific conferences.

The institution in which the dissertation work was conducted is as follows: The theme of the dissertation work was approved by the Academic Council of the National Museum of History of Azerbaijan, and the dissertation was carried out in the department of 'Scientific researches and presentation of the history of Azerbaijan' of this institution. It was discussed and submitted for consideration of the defence at the meeting of the chair on April 5, 2024 (protocol No. 1).

The dissertation is structured in such a way as to provide a comprehensive overview of the subject matter, with a clear structure and volume. The dissertation has been prepared in accordance with the 'Rules of Dissertation Composition' of the Doctor of Philosophy of the Higher Attestation Commission under the President of the Republic of Azerbaijan. It consists of an introduction, three chapters, six subsections and a conclusion. The introduction is 20,983 marks, chapter I is 104,748 marks, chapter II is 82,367 marks, chapter III is 54,732 marks, and the concluding part is 7,710 marks, totalling 270,540 marks and consists of 153 pages.

MAIN CONTENT OF THE DISSERTATION

The '**Introduction**' of the thesis provides a robust argument for the relevance and scientific significance of the topic under study, while also delineating the chronological framework and examining the extant literature on the subject. The source base, the goals and objectives of the thesis, and the methodological basis are analysed in turn. The study also explicates the scientific novelty, theoretical and practical significance.

The initial chapter, entitled '**Goals and tasks of formation of national self-consciousness of schoolchildren**', is comprised of two paragraphs. The first paragraph, entitled '**The concept of national self-consciousness and its main goal**', reflects the role of history and local history museums in the formation of the concept of national self-consciousness. The study of the issue of national self-consciousness as a problem against the background of socio-cultural development taking

place in an independent country today acquires special significance. In this particular historical juncture, the cultivation of a profound sense of patriotism emerges as a pivotal catalyst for the trajectory of future social progress. In this context, society must equip its citizens with the capacity to independently assess current events and to organise their activities in accordance with the interests of their peers. The resolution of this issue is contingent upon the cultivation of stable civic characteristics within the child's personality. The issue of patriotic education for children remains a perennial focal point for societal discourse.

It is important to note that these concepts are complementary. In fact, it serves to understand the phenomenon of 'national consciousness' more clearly, and their functions may include the following:

The highest moral value is loyalty to one's lineage. The family unit, being the fundamental building block of the nation, is also regarded as the spiritual foundation. The degree of connection to one's roots is indicative of a person's national identity. In his speech at the Youth Day sports festival in our republic, our great leader asserted: *'We can be proud that our national, religious, spiritual traditions and values have always reflected the highest spirituality. We must always strive to uphold these moral values. It is imperative for each young individual to embrace their own roots.'*³¹ The speaker asserts that the national identity in question is a robust and salutary one, and that the individual should take pride in their own roots. From this standpoint, national consciousness is the outcome of an extended historical process of evolution. Consequently, socio-political events and the underlying motives of national struggles exert a profound influence on the evolution of national consciousness.

The occupation of our lands by Armenian usurpers has had a profound impact on the national and moral values of our people. The

³¹ Əliyev, H.Ə. Müstəqilliyimiz əbədidir: çıxışlar, nitqlər, bəyanatlar, məktublar, müsahibələr / H.Ə.Əliyev. – Bakı: Azər nəşr, 1997. – s. 156-157.

basis of national identity is the subjective beliefs of the nation or people to which each individual belongs, in all areas of social life around them.

In the second paragraph, entitled '**History - Local History Museum Construction-Historical Heritage**', the history of the creation and development of museums is outlined, and their special role in the formation of national consciousness is explained. Since the dawn of humanity, individuals have endeavoured to comprehend their past and to evaluate it accurately. The role of museums is invaluable in shedding light on our past, shaping our attitude towards ourselves and others, our land, individual personalities and socio-political events of our history. The act of preserving these inanimate objects within glazed display cases, thereby rendering them into memories, enables us to reflect upon our past, our history, our culture, our destiny, and the hard and glorious days that have shaped us. In this manner, we are able to look to our future with confidence. This underscores the imperative for the meticulous collection, preservation, study and dissemination of these 'inanimate objects', which serve as poignant repositories of our history. The establishment of museums in the late 19th and early 20th centuries in the country was precipitated by several factors. These included the abundance of Azerbaijan's historical heritage, the widespread interest among the population in material and spiritual culture, and the imperative to prevent the export of cultural artefacts. Noteworthy among these developments was the establishment in 1896 of the first museum, founded by the eminent writer Jalil Mammadkulizadeh in the school of Negram village in Nakhchivan.³² Though modest in its initial collection, this institution was met with great enthusiasm, marking a significant cultural event in the region. The cultural and educational movement in Azerbaijan was undergoing rapid development, which was characterised by the periodic display of ancient and historically significant items, materials and exhibits collected by prominent figures in Baku, Shemakha and Nakhchivan. Another museum, the Pedagogical Museum, was established at the Directorate of Public Schools of Baku

³² Həbibbəyli, İ. Cəlil Məmmədquluzadə / İ.Həbibbəyli. – Bakı: Şərq-Qərb, 1994. – s.14.

city for the purpose of teaching. The museum's exhibits comprised textbooks, teaching aids, and other visual aids, which were used for educational purposes. The museum was closed in 1920 in connection with the establishment of the Azerbaijan State Museum.³³

Following the establishment of Soviet power in Azerbaijan in April 1920, the Independence Museum was abolished, yet it played a pivotal role in the organisation of new museums. Twenty days after the establishment of Soviet power in Azerbaijan, i.e. on 18 May 1920, a new state museum was to be established according to the decree 'Nationalise all museums' signed by the chairman of the Revolutionary Committee, N. Narimanov.³⁴

However, the development of museums in Azerbaijan was significantly impacted by two major events: the mass repressions in 1937 and the onset of the Second World War. The impact of these events was felt more acutely by local history museums. A quantitative analysis reveals a significant increase in the number of museums in Azerbaijan from 18 in 1937 to 22 in 1940, with the categories including 1 historical-revolutionary, 3 historical, 4 local history, 4 art, and 10 other profiles. It is evident from this data that the number of local history museums decreased from seven to four.³⁵

It is widely acknowledged that in 1969, following the election of the Great Leader as the First Secretary of the Central Committee of the Communist Party of Azerbaijan, the period of his first coming to power and defining the strategy of rapid development commenced. During this period, the republic was annually awarded a temporary Golden Banner in recognition of its rapid development. The period was characterised by dynamic developments across various sectors, including museology, with a marked acceleration in the development of our museums since

³³ Kərimov, B. Azərbaycanda tarix–diyarşünaslıq muzeylərinin təşəkkülü və inkişafı tarixi // B.Kərimov. – Bakı: Ziya–Nurlan, 2008. – s. 16.

³⁴ Yeni orada. s. 26.

³⁵ Əmirxanov, S.A. Azərbaycanca muzeyşünaslığın aktual problemləri / S.Əmirxanov. – Bakı: 2011. – s. 89.

1974. A substantial increase in the number of museums was observed, from 38 in 1969 to 120 by 1988. Azerbaijan was thus ahead of other republics in this field. From 1975 to 1983, the number of museums increased from 40 to 90. This period is characterised by significant advancements in the realm of Azerbaijani museology. According to the available facts, from 1983 to 1988, the First Deputy Chairman of the Council of Ministers of the USSR, while working in Moscow, maintained constant oversight of the development of museums and museology. During this period, 30 museums were established, and these institutions have continued to operate at a high level. This rapid and dynamic development strategy ensured the continuity of museum operations, and by 1991, the network had grown to encompass 128 museums. These historical and local history museums, which had been in existence since the years of independence, underwent renovations and were equipped with modern technology to meet the needs of the region's tourism potential.

Chapter II, entitled '**Opportunities and tasks of education and enlightenment in the national spirit of historical and local history museums**', consists of two paragraphs. The first of these paragraphs, entitled '**The possibility of the influence of museum exposition on the education of national consciousness among schoolchildren**', is an investigation into the aforementioned topic. It is asserted that museums, as conduits of national moral values and ideological institutions of the state, wield a significant influence on the formation of national consciousness among the youth. As social institutions, museums serve to 'unite' generations of people, their spirituality, virtues and patriotism through socio-cultural processes. The primary influence of the museum, as embodied by the exhibits presented at the exhibition, which are witnesses of the thousand-year history of our people, plays a special role in the formation of national consciousness of schoolchildren. The objects in museums are known to be informative, attractive and expressive, and this has a corresponding impact. As repositories of cultural heritage and social memory, museums maintain a direct connection with society through their exhibitions. It is from this

standpoint that museum personnel engage in educational initiatives, promoting an understanding of our profound historical legacy within the broader context of nurturing national consciousness among schoolchildren.

In contemporary society, museums are undergoing a gradual transformation into socio-cultural institutions that are increasingly open to external influences and play an active role in the broader community. In this context, the museum employee, as the primary propagandist, plays a pivotal role in shaping the national consciousness of schoolchildren through high-level scientific presentations that align with existing exhibitions. These presentations are designed to cultivate a patriotic identity, fostering loyalty to customs and traditions.

The subsequent paragraph, entitled '**The influence of interactive learning in the museum on the formation of schoolchildren's national consciousness**', examines the impact of museum clubs, associations, lectures, classes and olympiads on the formation of schoolchildren's national consciousness. It is asserted that museum workers can achieve this objective by leveraging the activities of museum clubs and associations that are designed to promote the development of national consciousness.

The research findings demonstrate that historical and local history museums operating in the regions have consistently assumed a significant responsibility since their inception and have contributed to the education of the young generation in the spirit of love for the Motherland, respect for their people, origin and loyalty to the traditions of their ancestors. This issue has been emphasised as a vital component of their mission. Patriotism has been shown to engender a sense of sacrifice, heroism, invincibility and strengthens a person's confidence in their ability to persevere (Smith, 2019). Indeed, patriotism has been identified as the foundation for heroism. The nation has historically demonstrated a profound sense of pride in its illustrious past and its legendary figures.

Museum associations, which play a pivotal role in educational endeavours, are spearheaded by educators who are invited to the

museum. These associations, organised both for museum workers and for viewers of different age groups, have a different focus in their profile. The overarching objective of these associations is to enhance interest, value, and responsiveness among diverse age groups and educational backgrounds. These associations facilitate the dissemination of knowledge across a diverse array of disciplines, including history, fine arts, literature, music, arts and crafts, artistic techniques, museology, and related fields.

Patriotism, a pivotal component of the contemporary Azerbaijani spiritual landscape, is intricately intertwined with the nation's historical legacy. This affiliation enables a nuanced comprehension of its genesis and facilitates the discernment of its future trajectory. The system of patriotic education has been meticulously designed to ensure the purposeful formation of an active position among citizens, to help them to become fully involved in solving national problems, and to create conditions for the development of state thinking and the habit of acting in accordance with national interests.

The focus on youth in the contemporary youth policy of Azerbaijan is pivotal in nurturing a generation of responsible citizens and cultivating a healthy generation for the country. Azerbaijan, having entered its fourth decade of independence, requires young people who are patriotic and possess a strong sense of national identity. The youth policy of independent Azerbaijan, founded by the national leader Heydar Aliyev, serves this purpose. The national leader has repeatedly emphasised the need to nurture a patriotic generation imbued with an independent spirit, stating: *'What gives me great satisfaction is the presence of young people in Azerbaijan who can confidently grasp the future and safeguard the country from missteps. Who can defend the state independence and democratic state of Azerbaijan'*.³⁶

Chapter III, entitled **'The Role of Museum Exhibitions and Events in the Formation of National Consciousness of Students'**, is

³⁶ Əliyev Heydər Əlirza oğlu. Müstəqilliyimiz əbədidir: Çıxışlar, nitqlər, bəyanatlar, müsahibələr, məktublar. Dekabr, 1994 - iyun, 1995. Üçüncü kitab / H.Ə.Əliyev; – Buraxılışa məsul: R. Mehdiyev, H.Orucov. – Bakı: Azərənşr, 1997. – s. 345.

comprised of two paragraphs. The initial paragraph delineates the subject of '**The influence of museum exhibitions on the formation of students' national consciousness**'. In the contemporary world, the role of museums, exhibition halls and similar institutions has not diminished; on the contrary, it has increased. These institutions play a significant role in the formation of students' personality. The examination of exhibitions in the context of student identity is of particular significance, as young people, through their studies, possess a substantial cultural and innovative capacity that is essential for the advancement of their region and nation.³⁷ Contemporary exhibition concepts emphasise active interaction between the museum and its audience, fostering a dynamic museum environment focused on dialogue through interactive events. The expansion of contacts with the viewer through the use of numerous multimedia technologies allows us to speak about the growing importance of the museum space in the development of personality.

The museum worker plays a pivotal role in instilling a sense of historical awareness among the younger generation by offering a glimpse into the past through existing exhibition materials, thereby fostering a historical consciousness. Empirical evidence has demonstrated that museums have a remarkable capacity to enhance the comprehensibility and appeal of exhibition lectures for students, shaping their national identity and instilling a profound sense of pride in their country's achievements. This pedagogical approach, underpinned by a profound love and loyalty to their Motherland, presents a unique opportunity to educate students in the spirit of immense love and loyalty to their Motherland. The effectiveness of the museum guide's influence on the viewer's inner world is directly proportional to the outcome. The second point of the study addressed the question, '**The role of exhibitions and events related to the Patriotic War in the education of students' national consciousness**'. Historically, our nation has been renowned for its brave heroes, its children who terrorised the enemy,

³⁷ Bayramoğlu A. Milli mənlük şüurumuz Abbas Səhhətin gözü ilə // – Bakı: Bakı Universitetin Xəbərləri. Humanitar elmlər seriyası, 2008. № 3, – s. 215-221.

protected their chests from bullets, and gave their lives for the Motherland. The question of the heroism of the sons of Azerbaijan is one that has been asked throughout history, and it is gratifying that these heroic traditions are still alive today, with tens of thousands of pilgrims passing along this holy road. In the April and Tovuz battles, the 44-day Patriotic War, and the 24-hour local anti-terrorist events, we saw again the heroic epic created by our heroic sons. The museums have initiated a series of events with school children to educate them about the martyrs who made the ultimate sacrifice for their homeland.

The organisation of meetings with veterans of the Karabakh war, and conversations with those who have served in the war, are of particular importance in the education of patriotism among young people. This pedagogical approach is instrumental in fostering a sense of patriotism. The artistic and creative significance of fine arts is important in its qualitative enrichment.

On this occasion, the national leader Heydar Aliyev remarked, *"Our nation is a great nation. It is a nation with a rich history and culture. The more we can explain this culture, its antiquity and its great glory to our people on a global scale, the more we will raise the feeling of patriotism, citizenship and Azerbaijanism in our people".*³⁸

This assertion is predicated on the premise that unique museum objects possess an inherent and substantial independent value, while typical objects exhibit a diminished degree of autonomy in their signification. The presentation of a unique object should illuminate its semantic and aesthetic potential, which exists independently of its context in the exhibition. In contrast, a typical object only acquires significance when integrated within the broader narrative of the exhibition.

The '**Conclusion**' section of the thesis offers a comprehensive summary of the primary scientific and theoretical conclusions derived throughout the research process. An analysis of the function and

³⁸ Əliyev Heydər. Mədəniyyət, mənəvi dəyərlər, mənəvi tərbiyə – Bakı, Müəllim nəşriyyatı, 2008. – s. 114.

purpose of historical and local history museums, which have assumed a leading role in the formation of national consciousness among schoolchildren and the younger generation in modern times, reveals the following conclusion: 1. The role of local history museums in more effective educational work in our country is significant. 2. The analysis of scientific literature and contemporary experience of work on the problem has shown that museums as an institution acquire, systematise and transmit to future generations scientific, historical, cultural and artistic creative information, being the object of the processes of collection, research, protection, restoration and demonstration. 3. The artefacts and exhibits that comprise the museum's collections are of significant cultural, artistic, and creative value, representing diverse historical periods. These artefacts are recognised as pivotal sources in the development of Azerbaijani museology, and they serve as substantial repositories of information. Furthermore, these artefacts possess a scientific and creative, artistic and aesthetic impact. The aforementioned factors have played a pivotal role in the establishment of museums. 4. Exhibitions of a complex nature are of significant importance as a fundamental factor in museology, and scientific research carried out using the power of the environment, conditions, exhibits, museum workers and other means creates a scientific system, develops the field and is related to it. The exhibition creates rich, meaningful scientific information. 5. The following fundamental requirements must be fulfilled to enhance the effectiveness of these processes, according to the findings of our research: - To ensure the optimal functioning of museums as research institutions, it is imperative to adhere to the established plan for research activities from the onset of the fiscal year.

-Museum administrators must allocate specific attention to interrelated research endeavours.

The following scientific articles covering the content of the dissertation have been published:

1. Muzey işinin təşkili prosesi və onun milli şüurun formalaşmasında rolu // – Bakı: Tarix və onun problemləri, –2018. №2, – s. 230-233.
2. Muzey fəaliyyətinin sosiallaşmasında məktəblilərə ayrılan rol // – Bakı: Tarix və onun problemləri, – 2018. №3, – s. 107-109.
3. Muzey ekspozisiyasının şagirdlərdə milli şüurun formalaşmasında rolu // – Bakı: Tarix və onun problemləri, – 2019. №2, – s.280-285.
4. Музеи как образовательные и воспитательные учреждения // Гілея: науковий вісник. – Київ: «Видавництво «Гілея», – 2019. Вип. 141(1). Ч. 1. Історичні науки. – с. 113-117.
5. Tarix-diyarşünaslıq muzeylərinin tərbiyəedici və təhsilləndirici imkanları və vəzifələri // – Bakı: AMEA Tarix İnstitutu. Elmi əsərlər, – 2019, cild 78, – s. 232-240.
6. Milli Azərbaycan Tarixi Muzeyinin “Muzey pedaqogikası” ənənələri // – Bakı: Azərbaycan Dövlət Pedaqoji Universiteti. ADPU-100. Tarix, İnsan və Cəmiyyət. Elmi-nəzəri və elmi-metodik jurnal, – 2021, №3 (33), – s. 127-140.
7. Azərbaycanın 44 günlük Vatan Muharebesi: Öğrencilerin Gözüylə Bit Vatan Savaşı // Akademik Tarih ve Düşünce Dergisi, – 2024, №11(4), – s. 2779-2792.
8. Muzeyin auditoriya ilə ünsiyyəti: mədəni-təhsil məsələlərinə yeni yanaşma üsulu // Azərbaycanın ilk peşəkar arxeoloq və muzeyşünası Davud bəy Şərifovun anadan olmasının 130 illiyinə həsr olunmuş “Azərbaycan tarixinin öyrənilməsində muzeylərin rolu” V Respublika elmi konfransının materialları, – Bakı: – 7 aprel, 2015, – s. 285-289.
9. Vətənpərvərlik milli şüurun əsası kimi vətənpərvərlik anlayışının müəyyən edilməsi // Görkəmli tarixçi alim S.Aşurbəylinin anadan olmasının 110 illik yubileyinə həsr olunmuş “Azərbaycan tarixinin öyrənilməsində muzeylərin rolu” adlı VI Respublika elmi konfransının materialları, – 14 iyun, 2016, – s. 280-285.
10. Muzey və tariximiz istedadlı balacaların gözü ilə // Muzey, arxiv və kitabxanalarda mühafizə edilən milli dəyərlərin tədqiqi, təbliği,

- qorunması və bərpası mövzusunda I Respublika elmi konfransının materialları, – Bakı, – 20 iyun, 2017, – s. 162-167.
11. “Sərgi və ekspozisiyaların muzeyşünaslıqda yeri və rolu” // “İstiqlal” muzeyinin 100 illiyinə həsr olunmuş “Muzey, arxiv və kitabxanalarda qorunan milli dəyərlərin tədqiqi, təbliği, mühafi-zəsi və bərpası” III Respublika elmi konfransının materialları, – Bakı, – 18 iyun 2019, – s. 180-186.
 12. Успехи виртуальных проектов национального музея истории Азербайджана в период пандемии // Замоновий дунёда музей-шуносликнинг долзарб масалалари. Халқаро илмий-амалий анжуман тўплами, – Тошкент, – 2021. – с. 429-436.
 13. Tarix yazan şahid uşaqlar // Davamlı inkişaf strategiyası: Qlobal trendlər, milli təcrübələr və yeni hədəflər I Beynəlxalq elmi konfransın materialları, – Mingəçevir, – 10-11 dekabr 2021, – I cild, – s. 525-527.
 14. Azərbaycanın ilk qadın bioloq-akademiki Validə xanım Tutayuc (Nizami Gəncəvi adına Gəncə Tarix-Diyarşünaslıq Muzeyi və Milli Azərbaycan Tarixi Muzeyinin materialları əsasında) // AMEA akademik Z.M.Bünyadov adına Şərqsünaslıq İnstitutu, “Dəyişən dünyada qadın: Şərq və Qərb baxışı” Beynəlxalq elmi konfransın materialları, – 6-7 mart 2023, – Bakı, – 2023, – s. 126.

The defense will be held on the 14 February 2025 at 15⁴⁵ at the meeting of the Dissertation Council ED 1.13 of Supreme Attestation Commission under the President of the Republic of Azerbaijan operating at Nakhchivan Branch of the Azerbaijan National Academy of Sciences.

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