

ABSTRACT

This work presents a complex analysis of the methodological teaching goals with regard to the museum education, in the context of cooperation between schools and museums from the humanistic concept of education perspective. The subject of the work is based on the assumption that certain methodological goals entail a significant feature for educational planning and implementation, and they also are one of the instruments of the functional development cooperation between the two institutions.

The theoretical part of thesis deals with the methodological goal as a follow-up to the museum education definition. It is not only essential to find a concept of the term - teaching goal, but also to analyse the content of the museum education goals; so it's the work analysis of a museum pedagogue and his/her goals towards other components in the museum education process. The emphasis is put also on the issue of autoevaluation regarding the educational results. Last but not least the work focusses on the historical perspective as well. Namely, it examines the cooperation between schools and museums, its educational programmes as systematic conditions for a mutual collaboration.

The first phase of the qualitative research elaborates on the reflection of museum educational goals from the elementary school teacher (who visit educational programmes with their pupils at museums) expectations perspective. This is based on the interviews with these teachers. In the second phase the research as both the case study and the action research analyses teaching goals of a concrete educational programme. Then, based on the obtained teacher expectations an innovative recommendation referring to particular educational programme is suggested. For instance, the results of the first phase show that a significant feature regarding teachers expectations consists not only in goals towards the pupils cognitive domain development, but also towards goals connected with pupils attitude and values or experiences they leave their museum visit with. These circumstances have then an important impact on the second phase analysis of the research.