



Research Article

**THE HO CHI MINH SCHOOL MUSEUM:
POTENTIAL CONTRIBUTIONS TO STUDENTS' SOCIALIZATION
AND 'CHARACTER DEVELOPMENT**

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Received: October 01, 2025; Revised: December 20, 2025; Accepted: December 27, 2025

ABSTRACT

The study examines organizational and methodological foundations of school museum activities while briefly outlining the history of school museums in Russia. Particular attention is given to the operational experience of the Ho Chi Minh Museum at School No. 76 in Ulyanovsk and to the experimental outcomes of its implementation. Using direct observation, assessment, mathematical data analysis and interdisciplinary document analysis, the study confirms the pedagogical effectiveness of school museum activities in promoting personal development.

Keywords: conditions of personality development; generalization of experiences; museum pedagogy in Russia; school museum

1. Introduction

In the context of globalization and fluctuations in socio-economic relations, the educational systems of countries have the task of preserving traditional national values. Museums, as keepers of national memory and traditions, play an important role in the education and upbringing of children and youth. Initially, the term "museum pedagogy" meant the educational activities of the museum, the joint work of the museum and the school, as well as a special field of pedagogical science that arose at the junction of museology, pedagogy, and psychology. In this context, museum pedagogy addresses psychological, pedagogical, and educational activities within museum institutions (Milovanov, 2021, p. 15) and examines the patterns, principles, and methods that shape the museum's interaction with its audience (Della Croce et al., 2019; Korotkova, 2019; Medvedeva & Yuhnevich, 1997).

However, since the 19th century, school museums of various profiles have been formed in many countries. During the 20th century, there were processes of convergence,

Cite this article as: Zakharova, I. V., & Frolova, T. G. (2025). The Ho Chi Minh school museum: Potential contributions to students' socialization and 'character development. *Ho Chi Minh City University of Education Journal of Science*, 22(12), 2315-2327. [https://doi.org/10.54607/hcmue.js.22.12.5284\(2025\)](https://doi.org/10.54607/hcmue.js.22.12.5284(2025))

interpenetration, complementarity of museum culture and pedagogy, and the pedagogization of museum space (Ogonovskaya, 2007). The term "museum pedagogy" has entered the lexicon of pedagogical science, acquiring a new meaning as a system of methodological means of educational activity: a school museum is a structural unit of an educational organization that performs educational functions using museum facilities. In this paper, we adhere not to the "museum," but to the "educational" meaning of this notion. From the practice of school museums, the tools of museum pedagogy have been formed, which constitute the pedagogical process (education and upbringing), carried out by various museum means. School museums are a part of educational culture all over the world (Brunelli, 2020; Franza & Pratesi, 2024; Rosa & Possamai, 2024). They perform the functions of education and upbringing through museum materials and collections, as well as the functions of preserving and broadcasting national cultural traditions and values. The profiles of school museums are determined by the content of the expositions: natural sciences, local history, literature, art, dedicated to the history of the educational organization, its individual outstanding graduates and teachers, as well as historical figures. The Soviet Union had vast experience in the work of museums in educational organizations dedicated to V.I. Lenin.

The purpose of this paper is to substantiate the pedagogical effectiveness of the school museum as a means of socializing pupils and broadcasting humanistic values.

Hypothesis: school museum has a significant potential for shaping the personality of pupils, provided that the museum exposition is actively used in the educational process, as well as the museum's participation in the life of the local community, in public events of the neighborhood, city, and region.

The study was conducted at Ulyanovsk School No. 76.

The Ho Chi Minh Museum, created at the school, is a unique example of informal international relations and effective pedagogical work with students. The 2023-2025 study showed that involving schoolchildren in museum work is an effective means of their intellectual and personal development, a means of forming personal qualities, reflecting their pro-social motivation and civic outlook.

The theoretical framework for the study are the concept of museum pedagogy by Shlyakhtina (2000), the concept of historical memory by Sokolova (2002), and the principles of school museums formulated by her, the theory of the formation of the worldview and beliefs of Zalesky (1982), the principles of personality-oriented education formulated by Novikova (1966), Selivanova (2004) and Polyakov (2003).

2. Materials and methods

The experimental work in 2023-2025 at School No. 76 was aimed at analyzing the pedagogical effectiveness of the Ho Chi Minh School Museum. Goals set the perspective of analyzing the effectiveness of a managed system (Afanasyev, 1980, p. 564). The following

diagnostic techniques were used to assess the indicators of students' socialization, their personal qualities, and values as a result of socialization:

- Psychological test of personality socialization (Rozhkov, 2000);
- Testing of students' self-esteem (Kazantseva, 1997);
- Content analysis of students' written works (an essay on "My attitude to the school museum").

The study involved 6th-grade, 7th-grade, and 10th-grade students (69 people), of whom 26 worked at the Ho Chi Minh School Museum (experimental group, EG), and 43 were not involved in this work (control group, KG).

The Personality Socialization Test developed by Rozhkov (2000) enables the assessment of participants' social adaptability, autonomy, social activity, and adherence to humanistic norms. The methodology is designed for school-age teenagers. The diagnosis of students' self-esteem was used as an additional method to compare it with the indicators of social adaptability and social activity of the respondents. The analysis of written works is a means of identifying and indirectly assessing the attitudes, values, and emotional state of the subjects.

A comparative analysis of the personal qualities of schoolchildren in the experimental and control groups at the final stage of the study showed differences in the level of development of prosocial activity, civic outlook, and humanistic values. In addition to psychological techniques, the study employed participant observation, analysis of students' activities, and the generalization of pedagogical and methodological experience. The theoretical generalizations and conclusions of the study are based on a retrospective analysis of the history of school museums, scientific and methodological literature on the research problem, which confirm the results of the experimental work. A comparative analysis of the personal qualities of schoolchildren in the experimental and control groups at the final stage of the study showed differences in the level of development of prosocial activity, civic outlook, and humanistic values.

3. Results and discussion

3.1. Traditions of museum pedagogy in Russia

The educational function is traditional for museums, but it was not until the second half of the 19th century that it was institutionalized. In 1865, a pedagogical museum was created in St. Petersburg, which, according to the plan of its chairman, V. P. Kakhovsky, became the center of methodological work of educational institutions of Russia (Ketova, 2015, p. 128). The presentation of that museum in Paris at the 1875 exhibition was the impetus for rethinking museum work in Europe. In 1880, the South Kensington Museum of England organized a service for the joint work of the museum and schools. At the turn of the 19th and 20th centuries, museums appeared in educational institutions, including schools, in

different countries. Children were involved in collecting, designing, and making museum exhibits, thus implementing the principle of visualization in educational activities.

After the October Revolution of 1917, there were many innovations in Russian schools, the focus of education increased, and tasks of developing students' work skills and teamwork were set. School museums have been actively created since 1938 in accordance with the Instruction of the People's Commissariat of Education. It recommended strengthening ties between schools and museums and creating local history exhibitions in schools. At that time, children studied the history and geographical features of their region in school museums. In the 1950s, school museum exhibits acquired a civic and patriotic content. Its central theme was the memory of fellow countrymen – heroes of the Great Patriotic War. As the 100th anniversary of V. I. Lenin approached, Lenin rooms, halls, and “Lenin Corners” were created in schools. In 1971, they could be found in 354 educational institutions (Baryshnikova, 2015, p. 102). The distinction between Lenin museums and “Lenin room” was based on the collections: rooms could do without originals, but museums could not (Sheinenskii, 1973, p. 52). At that time, there emerged school museums of various profiles: historical, regional, art, technical, archaeological, space, folk art museums, etc. In some regions of Russia, each school museum was assigned a patron state museum.

The state authorities issued the “Regulations on the School Museum” in 1985, which defined it as a thematically systematized collection of authentic historical, cultural, and natural monuments that are part of the museum fund and the archival fund of the USSR. Since that time, the funds of school museums have been divided into two categories: the main one, including authentic exhibits, and auxiliary collections, presenting copies, models, photographs, and exhibits made by children. This reflects the continuity with the traditions of Russian school museums. In one of his earliest monographs on such museums, published in 1913, Khitkov argued that a school museum should not be understood as an institution for collecting rarities, as such items were considered desirable rather than essential in a school museum (Pugach, 2017, p. 127). A school museum is a special place for collecting, storing, and presenting objects and documents of historical, scientific, and artistic value (Baiborodova & Sokolova, 2017, p. 64). There are more than 22,000 school museums in Russia today. They not only broaden the children's horizons, deepen their knowledge of history, culture, and natural sciences, but also develop their skills in research work, working with documents, and conducting excursions. Museum objects acquire an educational connotation (Zetkina, 2016), and involving children in compiling exhibits, describing artifacts, and conducting excursions develops their research and social skills.

3.2. *The Ho Chi Minh Museum at Ulyanovsk School No. 76: Pedagogical experience*

This year marks the 75th anniversary of the establishment of diplomatic relations between the Russian Federation and the Socialist Republic of Vietnam. The countries pay great attention to direct interstate relations, exchanges through public and party

organizations, cooperation in education and training, and the study of the Russian language in Vietnam and the Vietnamese language in Russia (Editorial, 2024, p. 123). The traditions of Russian-Vietnamese friendship and cooperation continue (Baryshnikova, 2015; Chizhikova, 2007; Kolotov, 2023).

Decades of friendship connect Ho Chi Minh's homeland, Nghe An Province, and the city of Ulyanovsk, the birthplace of V.I. Lenin. In 2004, the public organization "Solidarity" was created in Ulyanovsk, uniting the Vietnamese diaspora. In 2006, Ho Chi Minh Avenue appeared, and in 2017, a monument to the Vietnamese leader was erected. Ulyanovsk School No. 76 is named after Ho Chi Minh and maintains partnerships with Phan Boi Chau School in Nghe An Province.

It should be noted that the principles of the Russian philosophy of humane pedagogy and Ho Chi Minh's ideas in the field of education are similar (Ho & Nguyen, 2021; Umedai & Makhkamova, 2019). The ideological heritage system of Ho Chi Minh is influenced by Buddhism, with its core values of humanism. His worldview focused on the ideas of "the true, the good, the beautiful," on "compassion, sympathy, joy, equanimity," on "impermanence, selflessness, altruism" (Nhu & Loi, 2023). Researchers note the importance of education in his writings: education through self-education, self-improvement as the main method, education through a collective, personal improvement through education; focus on the examples of good people and their deeds (Trieu et al., 2020). Many young people were brought up on Ho Chi Minh's moral example (Ogonovskaya, 2007). In 1987, on the 100th anniversary of Ho Chi Minh's birth, UNESCO recognized him as an outstanding cultural figure (Pugach, 2017).

A Museum of the President of the Socialist Republic of Vietnam was established at School No. 76 in 2017. Its mission is to foster citizenship, preserve the basic values of humanity, and respect history and culture. This is a children's public association, including more than 40 schoolchildren aged 12-16. The museum's Council was formed, bringing together active students who can conduct search and research work under the guidance of teachers.

The creation of the Ho Chi Minh Museum, the replenishment of its expositions, registration, storage, and display of the collected materials are the joint work of teachers and schoolchildren. The Vietnamese Language Festival is held annually at School No. 76. The museum's exposition is used in the educational process through open lectures, electives, and extracurricular activities. The museum implements the international educational programs "One Day at a Russian school" and "One Day at a Vietnamese school," organizes teleconferences between Russian and Vietnamese schoolchildren, sports games, and virtual excursions. In the process of working in the school museum, the creative and social activity of students develops. Children get acquainted with the authentic exhibits, history, and culture

of the Vietnamese people, conduct their own guided tours, and write letters to Vietnamese friends from the Phan Boi Chau school in Nghe An Province.

The museum connects not only between two schools, but also two spiritual and moral cultures of the Russian and Vietnamese people.

The following methods of work are used in the museum with students of different ages:

- Verbal methods (story, conversation, text design of expositions);
- Visual methods (work with exhibits, maps, photographic materials, posters);
- Research methods (analysis of documents, description of exhibits, preparation of projects);
- Game methods (quizzes, quests, travel games, staging).

Researchers have substantiated the importance of cultural heritage for education and the effectiveness of practical teaching methods, visual and multisensory learning used in museum education pedagogy (Hein, 1998, p. 202). The school museum, as a universal public institution combining the features and functions of a scientific institution, a public association, and a children's club, has an almost unlimited potential for educational impact on the minds and the souls of children and teenagers. In most cases, the modern school museum becomes the core of the school's educational space (Sokolova, 2002, p. 197). This is confirmed by the results of our research in Ulyanovsk. The Ho Chi Minh School Museum provides students with the experience of collective creative activity, promotes the development of their horizons, and forms the values of respect and a careful attitude towards the historical and cultural heritage of the Socialist Republic of Vietnam.

3.3. Research procedure and results of the experimental work in 2023-2025.

At the ascertaining stage of the study, experimental and control groups were selected, similar in number of students and their age characteristics:

- Experimental group – schoolchildren participating in museum work – 26 people (sixth-grade students, seventh-grade, and tenth-grade students);
- Control group – schoolchildren who do not participate in the work of the museum – 43 students (seventh-grade and tenth-grade students).

The comparison of the psychological characteristics of adolescents and lower secondary students, and upper secondary students is significant in the context of our study, as it allows us to assess the dynamics of students' personal development. According to the research hypothesis, the work of students in the school museum, when using the methods of museum pedagogy, contributes to their socialization and the formation of civic engagement.

At the stage of the formative experiment in 2023-2025, teenagers, lower and upper secondary school students of the experimental group were involved in the activities of Ho Chi Minh Museum. They were engaged in the preparation and design of the exhibition, conducted excursions for students of school No. 76, other schools in Ulyanovsk, and visitors to the city. In addition, they were also engaged in communication and exchange activities

with students from Phan Boi Chau High School in the Socialist Republic of Vietnam. Lessons and excursions in the museum space become an impulse for the independent creativity of the child. Working in the museum, pupils learn to think independently, reason, compare, generalize, and draw conclusions. Getting acquainted with the authentic exhibits, history, and culture of the Vietnamese people, schoolchildren meet with various human destinies, empathize with them, sympathize, and gain knowledge and new impressions. Working with museum exhibits, students not only look at historical costumes and paintings by Vietnamese artists, but also become imbued with the spirit of the Vietnamese people's culture.

Meetings with writers, scientists, teachers, students, and diplomatic staff of the Socialist Republic of Vietnam in the museum space become an impulse for schoolchildren to form a worldview and develop a culture of interethnic relations.

The personal characteristics of schoolchildren were assessed (Fig.1) : social adaptability (scale 1), autonomy (scale 2), social activity (scale 3), and commitment to humanistic norms (scale 4). The assessment used a unipolar scale from 0 to 3 points.



Figure 1. The average scores indicating personal characteristics of schoolchildren

The pupils from the experimental group showed a slight excess of the analyzed characteristics compared to the control. According to all the personality characteristics being diagnosed, the indicators of lower and upper secondary school students participating in museum work are higher than those of children in Grades 6-7 who are just starting to work in the museum. This indicates that working in the museum has a positive effect on the socialization of students.

Among the pupils involved in museum work, the proportion of those with a high level of *social autonomy* is noticeably higher than in the control group (18.75% in grades 6-7, 22.2% in grade 10). Low social autonomy is noted in 31.6% of teenagers and 20% of lower and upper secondary school students who are not engaged in museum work (Table 1). This allows us to conclude that the use of museum pedagogy technologies contributes to the development of this quality among students.

Table 1. Comparison of students by level of autonomy, %

Group of pupils		High level	Medium level	Low level
experimental group	grades 6-7	18,75	75,0	6,25
	grades 10	22,2	66,6	11,1
control group	grades 6-7	5,3	63,2	31,6
	grades 10	10,0	70,0	20,0

Social activity is noticeably lower in the teenage classes, compared with the 10th grade. There is no statistically significant relationship between this psychological characteristic and the museum work of schoolchildren. However, there is a small proportion of students in the control group who have a minimal level of social activity (Table 2). Low social activity is not typical for pupils involved in museum work.

Table 2. Comparison of students' social activity, %

Group of pupils		High level	Medium level	Low level
experimental group	grades 6-7	0	100,0	0
	grades 10	33,3	66,6	0
control group	grades 6-7	21,0	73,7	5,3
	grades 10	40,0	50,0	10,0

There are no significant differences in the *severity of humanistic attitudes* between the experimental and control groups, which is typical for grades 6-7 and tenth graders (Table 3). A low level of this characteristic is present in two 7th-grade students who are not involved in museum work, which is not statistically significant.

Table 3. Comparison of pupils by degree of adherence to humanistic norms, severity of humanistic attitudes, %

Group of pupils		High level	Medium level	Low level
experimental group	grades 6-7	50,0	50,0	0
	grades 10	33,3	66,6	0
control group	grades 6-7	36,8	52,6	10,5
	grades 10	40,0	60,0	0

An analysis of schoolchildren's self-esteem using the method of Kazantseva (1997) showed minor differences between the experimental and control groups: 65.38% of schoolchildren working in the museum and 53.49% of students in the control group have high self-esteem, with an average self-esteem of 39.5% and 30.7%, respectively (Table 4).

Table 4. Students' self-assessment level, %

Group of pupils		High level	Medium level	Low level
experimental group		65,38	30,70	3,92
control group		53,49	39,50	7,01

Despite the fact that Ho Chi Minh Museum provides its members with an opportunity to be at the center of significant school-wide and city-wide events, to develop personal contacts with schoolchildren from abroad, this does not cause them to have an inadequately high self-esteem, but it does develop a humanistic personality orientation. This indicates the effectiveness of museum pedagogy technologies for the formation of a humanistic worldview and pro-social attitudes in pupils.

These trends are also confirmed by the analysis of pupils' essays on the topic "My attitude to the school museum." The analysis of 40 works was carried out: 17 essays were written by the pupils from the experimental group (students from the 6th grade, 10 students from the 10th grade), and 23 essays were written by those from the control group (11 students from the 6th grade, 12 students from the 10th grade).

According to the methodology of content analysis, the frequency (intensity) of the representation of a particular semantic unit in the studied sources reflects its significance for the studied sample.

The emotional perception of the museum by schoolchildren is illustrated by the words "joy," "like," "interest," "curiosity," "wonderful place," or "a place where memories are stored." The extent of the museum's educational influence on students is evidenced by the statements "I want to go back there," "this place has become my home." Teenagers from grades 6-7 (both experimental and control groups) spoke more emotionally about the Ho Chi Minh Museum, while 10th- graders made deeper generalizations about the role of the museum for school, the educational process, and their own personal development. Here are the examples of such statements:

"After visiting the Ho Chi Minh Museum, one comes to realize that the world is huge and every culture is unique in its own way"

"The museum helps us to be more open and active"

"The importance of preserving cultural heritage"

"The museum helps not only to expand knowledge, but also to feel part of a larger world in which it is important to respect and appreciate friendship between people"

"Ho Chi Minh Museum expands understanding of the world's diversity"

"The museum helps to realize how important it is to preserve and develop friendly relations between countries"

"Ho Chi Minh Museum is a connecting thread between the past, present, and future."

Special attention should be paid to the essays of schoolchildren who work at the museum as guides and collectors. Talking about what their work at the museum gave them, the students noted both new practical competencies ("the ability to speak in public," "communication skills," "the ability to work with and analyze a large amount of information"), and their personal changes ("sense of responsibility," "organization," "sense of involvement in preserving historical memory").

One of the pedagogically significant results of children's museum activities is the formation of their professional interests. The students wrote that "the experience of working in a museum will be useful in my future profession".

4. Conclusion

The methods of museum pedagogy have proven their effectiveness throughout the 20th century and continue to develop at the present time. In conditions of social instability, all countries need to preserve their national cultural traditions and traditional values. The school museum is a place where children get the experience of touching the past, and through the example of the people who created history, their moral self-awareness and worldview are formed.

The pedagogical effectiveness of the school museum is confirmed by a study conducted at School No. 76 in Ulyanovsk. The Ho Chi Minh School Museum not only introduces children to Vietnamese traditions and language, but also contributes to the formation of a worldview and culture of interethnic relations.

The theoretical significance of the conducted research:

- Showed that the school museum has a significant potential for shaping the personality of pupils, in particular, for the development of their social activity and humanistic attitudes;
- The conditions of the educational influence of the school museum on students have been identified, and it is important not only to use the museum's exposition in the educational process, but also to involve the museum in the life of the local community and interact with other schools;
- The analysis of scientific and methodological works on the problems of museum pedagogy, generalization of the pedagogical experience of the Ho Chi Minh Museum at school No. 76 in Ulyanovsk, allowed us to identify effective pedagogical methods of educating students in the museum space.

❖ **Conflict of Interest:** Authors have no conflict of interest to declare.

❖ **Acknowledgments:** The authors express their gratitude to the Chairman of the Ulyanovsk local public organization "Solidarity" Chin Van Kue.

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**BẢO TÀNG HỒ CHÍ MINH TRONG TRƯỜNG HỌC:
TIỀM NĂNG ĐỐI VỚI QUÁ TRÌNH XÃ HỘI HÓA
VÀ PHÁT TRIỂN NHÂN CÁCH CỦA HỌC SINH**

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Ngày nhận bài: 01-10-2025; ngày nhận bài sửa: 20-12-2025; ngày duyệt đăng: 27-12-2025

TÓM TẮT

Nghiên cứu xem xét cơ sở tổ chức và phương pháp luận của hoạt động bảo tàng học đường, đồng thời khái quát ngắn gọn lịch sử hình thành bảo tàng trường học ở Nga. Nghiên cứu tập trung phân tích kinh nghiệm hoạt động của Bảo tàng Hồ Chí Minh tại trường phổ thông số 76, thành phố Ulyanovsk và kết quả thực nghiệm của việc thực hiện bảo tàng trường học này. Dựa trên các phương pháp quan sát trực tiếp, kiểm tra, phân tích dữ liệu toán học và phân tích tài liệu liên ngành, nghiên cứu đã chứng minh hiệu quả sư phạm của hoạt động bảo tàng trường học đối với sự phát triển nhân cách của học sinh.

Từ khóa: điều kiện phát triển nhân cách; tổng kết kinh nghiệm; giáo dục bảo tàng ở Nga; bảo tàng học đường