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THE PERSONALISTIC DIMENSION OF MUSEUM PEDAGOGY DEVELOPMENT IN LVIV: A CONTEMPORARY DISCOURSE

Abstract. The article analyses the development of museum pedagogy in Lviv through the lens of the personalistic approach. It substantiates the importance of personalistics as a methodological tool for studying the formation and evolution of the city's museum and educational space. The contribution of leading figures to the development of the theoretical foundations and practices of museum pedagogy, as well as their role in the development of the Lviv studies discourse, is explored. Particular attention is paid to the relationship between cultural heritage, educational innovations and museum activities in the context of contemporary social transformations. The main trends and prospects for the development of museum pedagogy in Lviv as an important component of the cultural and educational environment are identified. It is emphasised that during 1991–2026, a distinctive model of museum pedagogy has been developing in Lviv under the influence of traditional regional experience in cultural and educational work in museums, as well as the introduction of museum pedagogy practices in Ukraine and abroad. It is stressed that the development of museum pedagogy in Lviv is systematic and based on the principles of comprehensive interdisciplinary interaction: the integration of pedagogy, psychology, museum studies and cultural studies with school subjects (history, Ukrainian language and literature, art, mathematics, physics, computer science, chemistry, English, etc.). It is emphasised that teachers, scholars and museum researchers in Lviv have developed and implemented original and progressive forms of educational interaction. Based on their joint work, they prepare methodological and academic publications containing recommendations for organising the educational process in the museum environment, lesson plans and didactic materials, and share their practical experience with colleagues, which contributes to increasing the effectiveness of museum pedagogy in the educational process.

Keywords: personalistics, Lviv studies, museum pedagogy, education, museum, exhibition, museum lesson, integration, cultural heritage, educational space of Lviv, educational projects, personalities, museum and educational activities.

ПЕРСОНАЛІСТИЧНИЙ ВИМІР РОЗВИТКУ МУЗЕЙНОЇ ПЕДАГОГІКИ У ЛЬВОВІ: СУЧАСНИЙ ДИСКУРС

Анотація. У статті здійснено аналіз розвитку музейної педагогіки у Львові крізь призму персоналістичного підходу. Обґрунтовано значення персоналістики як методологічного інструменту дослідження становлення та еволюції музейно-освітнього простору міста. Розкрито внесок провідних діячів у формування теоретичних засад і практик музейної педагогіки, а також їх роль у розвитку львовознавчого дискурсу. Акцентовано увагу на взаємозв'язку культурної спадщини, освітніх інновацій та музейної діяльності у контексті сучасних суспільних трансформацій. Визначено основні тенденції та перспективи розвитку музейної педагогіки у Львові як важливого складника культурно-освітнього середовища. Наголошено, що впродовж 1991-2026 рр. у Львові вибудовується самобутня модель музейної педагогіки, що розвивається під впливом традиційного регіонального досвіду культурно-освітньої роботи в музеях та впровадження заходів із музейної педагогіки в Україні та за кордоном. Завдяки діяльності високопрофесійних особистостей-ентузіастів (музейників, педагогів-новаторів) щодо збереження в музейному просторі зразків матеріальної та нематеріальної культури, імплементації музейної педагогіки в освітній процес шкіл, підготовку вчителів (майбутніх фахівців зі спеціальності «Музеєзнавство, пам'яткознавство» в Педагогічному фаховому коледжі Львівського національного університету імені Івана Франка, вчителів-слухачів курсів підвищення кваліфікації Львівського обласного інституту післядипломної педагогічної освіти та ін.) Наголошується, що розвиток музейної педагогіки у Львові має системний характер, який відбувається на принципах цілісної міждисциплінарної взаємодії, під час якої музейні експозиції та освітні заклади інтегруються у єдиний навчально-виховний комплекс, що базується на новітніх технологіях навчання та вбудований в освітньо-професійні програми освітній контент. Завдяки закладеній у поняття «музейна педагогіка» інтеграції педагогіки, психології, музейництва, культурології з шкільними предметами (історією, українською мовою та літературою, мистецтвом, математикою, фізикою, інформатикою, хімією, англійською мовою та ін.), інтерпретаційним можливостям діяльності здобувачів освіти у музейному просторі львівські педагоги та музейники розробили і впроваджують оригінальні прогресивні форми освітньої взаємодії.. Наголошується, що педагоги, науковці, наукові співробітники музеїв м. Львова за результатами спільних напрацювань готують науково-методичні посібники з методичними рекомендаціями щодо організації освітнього процесу в музейному просторі, конспекти уроків, розробляють дидактичні матеріали, діляться своїм практичним досвідом з колегами, що сприяє підвищенню ефективності застосувань музейної педагогіки в освітньому процесі.

Ключові слова: персоналістика, львовознавство, музейна педагогіка, освіта, музей, експозиція, музейний урок, інтеграція, культурна спадщина, освітній простір Львова, освітні проєкти, персоналії, музейно-освітня діяльність.

INTRODUCTION

The problem formulation. Contemporary educational development is characterised by the active integration of cultural and educational practices, among which museum pedagogy occupies a special place as an interdisciplinary field that combines pedagogy, cultural studies and museum studies. In the second half of the 20th and at the beginning of the 21st century, museum pedagogy became established as an independent field of scientific knowledge focused on personality development through engagement with cultural heritage and the museum environment (Filipchuk, 2018).

Museum pedagogy is a relatively young field of pedagogical science: the concept entered academic discourse in Germany in the first half of the 20th century, while by the end of the 20th century a regional model of teaching students in the museum environment had emerged in Lviv. In the absence of a sufficient methodological framework that could serve as a scientific foundation for developing a system of education in museums, Lviv teachers, scholars and museum professionals, drawing on the traditions of cultural and educational activities of Lviv museums, regional local history studies and valuable pedagogical practices, determined the direction of museum pedagogy development in Lviv. The experience of developing museum pedagogy in formal, non-formal and informal education in Lviv during the period of the establishment of Ukraine's independence deserves particular attention in the regional context. The cultural and educational activities of Lviv museum professionals and teachers, including the use of art therapy and inclusive education principles, became particularly relevant during the period of the war in Ukraine. This has been supported by the implementation of cultural preservation and educational initiatives, artistic activities and event-based practices, including charitable volunteer work. In the context of the transformation of Ukraine's educational space, the study of regional models of museum pedagogy development is becoming increasingly relevant, particularly in the city of Lviv, which has traditionally been an important cultural and educational centre. Lviv museums perform not only a preservation function but also a strong educational function, contributing to the formation of national identity, civic consciousness and cultural competence of the individual.

Analysis of recent research and publications. The problems of the development of museum pedagogy in Ukraine have been addressed in the scholarly works of L. Haida, R. Mankovska, O. Mikhno, V. Snahoshchenko, N. Filipchuk, I. Chervinska and others. Among them, particular attention should be paid to the research of Lviv scholars S. Voloshyn, O. Huryn, I. Zeman, O. Kvas, O. Karamanov, S. Muravska, O. Nevmerzhytska and O. Surmach. The experience of Lviv teachers and museum professionals has been reflected in the dissertation research of O. Huryn, "Multicultural Education of Senior Secondary School Students through Interaction between General Secondary Education Institutions and Art Museums" (2015); O. Karamanov, "Theory and Practice of Museum Pedagogical Activities in the Contemporary Educational Space of Ukraine" (2020); S. Muravska, "Museums of Higher Education Institutions in Western Ukraine in the Context of Historical Development (19th – Early 21st Century)" (2019); I. Zeman, "Museum Pedagogy as a Means

of Developing Competencies in the 'Natural Sciences' Educational Field among Basic Secondary Education Students" (2023); and S. Voloshyn, "Patriotic Education of Primary School Students through Museum Pedagogy" (2019).

Scholars O. Huryn (2014), O. Karamanov and I. Laskii (2009) devoted scholarly articles in professional publications to analysing the innovations introduced into museum pedagogy by I. Laskii, a teacher of arts at Secondary School No. 50 in Lviv and an Honoured Teacher of Ukraine, who is one of the founders of this educational field in Lviv. The articles by O. Karamanov (Karamanov, 2023) and O. Surmach (Surmach, 2023) highlight the experience of volunteer activities in museums, including Lviv museums, and describe examples of informal education through museum pedagogy, including activities held within the framework of the pan-European initiative European Heritage Days in Lviv (2024). They also present examples of theatricalisation in museums, including the activities of the «Levenia» Mobile Song Theatre at Secondary School No. 50 in Lviv (2024).

At the same time, the demand for the experience of implementing museum pedagogy in Lviv educational institutions, particularly useful educational practices developed by Lviv teachers and museum professionals involving innovative forms of work in museums (authorial pedagogical technologies), didactic materials, as well as methodological recommendations developed by scholars and practising teachers on organising educational activities in museums and general secondary education institutions during the implementation of distance learning, requires more comprehensive research and demonstrates its relevance in the contemporary educational space.

At the same time, an analysis of scholarly sources shows that, despite the considerable number of studies, the personalistic aspect of the development of museum pedagogy in Lviv remains insufficiently explored. This determines the need for the present study.

THE PURPOSE OF THE RESEARCH

The aim of the article is to reveal the scholarly and practical contributions to the development of museum pedagogy, determine the influence of individual figures on its formation in Lviv during 1991–2026, and identify trends and prospects for its development in the context of contemporary educational discourse.

RESEARCH METHODS

To achieve the research objective, the following methods were used: the theoretical method was applied to examine scholarly sources on museum pedagogy, personalistics and Lviv studies, and to clarify the conceptual and categorical framework of the research. The historical-pedagogical method was used to identify the stages of the formation and development of museum pedagogy in Lviv; the personalistic method was applied to examine the contribution of individual figures to the creation of the museum and educational space and to substantiate their role in the development of contemporary educational discourse. The comparative method was used to compare approaches to museum pedagogy in different historical periods and to identify their evolution; the interpretation and content analysis methods were used to analyse scholarly texts, museum programmes, educational practices and publications reflecting the development of museum pedagogy in Lviv.

RESULTS OF THE RESEARCH

The development of museum pedagogy in Lviv from the early 1990s to the first quarter of the 21st century has been influenced by a number of important factors, including a change in the cultural and worldview paradigm (from Soviet ideology towards a nation-building orientation in the development of cultural and artistic practices), transformation of value priorities in the educational and academic space, increased educational and outreach activities of museum professionals, teachers and scholars, and the renewal of the content, forms and methods of educational activities in the museum sector. An important factor in the development of museum pedagogy in Lviv since Ukraine gained independence has been the educational, research and scholarly activities of educators and researchers, which contributed to substantiating the theoretical foundations of an innovative field in contemporary pedagogical science and to the expansion of formal, non-formal and informal learning practices in museum institutions in cooperation with educational institutions (Filipchuk & Zheleznyk, 2024). The activities of a number of museum studies scholars, researchers of museum heritage and other professionals have also had a significant influence on the development of museum pedagogy. This group of scholars and museum professionals includes I. Laskii, O. Karamanov, O. Huryn, A. Vasilieva.

The activities of Iryna Valentynivna Laskii (born on 9 April 1952 in Lviv) are distinguished by her focus on promoting museum heritage among school and university students, as well as various groups of adults. A teacher-methodologist at Secondary School No. 50 in Lviv and an Honoured Teacher of Ukraine, I. Laskii, the author of the pedagogical technologies "A School Day at the Museum" and "Pedagogical Marathon", developed an original system for teaching students through art in the museum environment. The programmes of the Pedagogical Marathons and School Days held in Lviv museums and at Secondary School No. 50 included integrated lessons in various subjects: the integrated course Art, music and visual arts, artistic culture, Ukrainian literature, Christian ethics, history, geography, Lviv studies, foreign languages, physical education, physics and chemistry. According to the educator, "important questions for teachers of the humanities are: How can we awaken students' interest in art? How can we engage schoolchildren with museums and theatres? How can we introduce children to the beauty, uniqueness and distinctive character of the city of Lviv?" In her view, the Museum Pedagogy course can provide answers to these questions (Laskii, 2008, p. 8).

The events initiated by I. Laskii were organised on the basis of partnerships between museums and educational institutions. Thus, alongside museum researchers, pupils and students of Ivan Franko National University of Lviv repeatedly acted as guides, offering their own thematic tours during the Marathons. An effective form of interaction during such events was the presentation of collective and individual artistic projects, as well as round-table discussions

involving teachers from general secondary education institutions, museum professionals, scholars from Lviv, and representatives of the school's creative council of pupils and parents.

At the initiative of Iryna Laskii, twenty Pedagogical Marathons were held based on a concept that combined lessons in the museum environment and at school with guided tours, exhibitions of students' works, visits to theatre performances, and city quests through the streets and parks of Lviv. These included the quests "Architecture – Frozen Music," "Walk around Lviv with Pleasure," "Artistic Lviv," "Find a Musical Symbol in Architecture" (Kopernyka Street, M. Skoryk), "Heraldry of Lviv" (a quest through the city centre), and others. There were also repeated educational trips along tourist routes through the Carpathian mountain ranges and to the castles of Lviv Region.

Following I. Laskii's concept, museum lessons within the Pedagogical Marathons were held at the Andrey Sheptytskyi National Museum, the Borys Voznytskyi Lviv National Art Gallery, the «Shevchenkivskyi Hai» Open-Air Museum, the «Arsenal» Museum, the Lviv National Academy of Arts, the workshop of Honoured Artist of Ukraine V. Hinzburg, the Lviv Historical Museum, the V. Pylypiuk Photo Gallery and other institutions.

I. Laskii also initiated the organisation of lessons in Lviv museums and educational institutions in accordance with the themes of the Pedagogical Marathons. In particular, the Fourth Pedagogical Marathon was held to mark the 750th anniversary of Lviv (25 May–15 June 2006). The programme of the Sixth Pedagogical Marathon, "Palaces and Castles of Lviv Region," consisted of 38 events, including guided tours "Palaces of Kopernyka Street," "Palaces of Rynok Square," "The Castle on Chuprynky Street," and the excursion walk to the High Castle, "Lviv from a Bird's-Eye View"; as well as integrated lessons such as "Music at the Korniakt Palace." As part of the Pedagogical Marathon, a round table entitled "Pages of Memory: Outstanding Teachers of Galicia – Y. Lvova" was held to mark the 90th anniversary of the birth of Y. Lvova, Candidate of Pedagogical Sciences and an outstanding educator who worked at Secondary School No. 50 in Lviv. Within the Pedagogical Marathons, lessons were held in museum environments focusing on the history of Lviv and the work of prominent Lviv artists, including S. Hordynskyi, O. Novakivskyi, O. Kulchytska, S. Liudkevych, L. Levytskyi, S. Krushelnytska and I. Trush. The leitmotifs of these Pedagogical Marathon events included poems by Lviv poets S. Hordynskyi, A. Kanych, B. Stelmakh, R. Lubkivskyi and others.

In this context, the researcher rightly notes that "it would not be an exaggeration to say that there are no analogues of the Pedagogical Marathon in Ukraine. The Pedagogical Marathon is a kind of practical laboratory for improving teachers' professional skills and fostering creative cooperation with cultural, artistic, scientific and educational institutions in Lviv" (Laskii & Karamanov, 2022, p. 16).

A pedagogical innovation introduced by I. Laskii was her original educational technology "A School Day in the Museums of Lviv." Within the framework of this technology, events were initiated and held to commemorate the 200th anniversary of Taras Shevchenko, "Kobzar, I come to you again, because you are my conscience and law" (L. Kostenko) (6–10 March 2014); "A School Day at the National Museum in Lviv" (23 March and 16 November 2012); and others.

"School Days in the Museums of Lviv" (2014) focused on the themes "Following in the Footsteps of Metropolitan Andrey Sheptytskyi" and "Ukrainian Knights." An important event was the city quest "Following in the Footsteps of Heroes" along Heroes of Maidan Street, as well as integrated lessons for students in grades 5–11: "Songs of the Ukrainian Sich Riflemen," "The Christian Feast of the Protection of the Holy Mother of God," "A Tribute to Women Heroes," "The Sich Riflemen through the Eyes of O. Kulchytska," and others.

During 1993-2010, I. Laskii developed, organised and conducted a series of original lesson-concerts entitled "From Bach to Skoryk" for Lviv schoolchildren at the Concert Hall of the Lviv Philharmonic. The educator was also actively engaged in research and methodological work: from 2005 to 2014, she collaborated with the Institute for Problems of Education of the National Academy of Educational Sciences of Ukraine on the implementation of the courses "Artistic Culture" and "Art."

In 2017, I. Laskii participated in a UNESCO project on integrating arts education into the educational process of general secondary education institutions, led by L. Masol.

A significant contribution to the development of the theory and practice of museum pedagogy in Lviv, from the establishment of Ukraine's independence to the present day, has been made by Oleksii Vladyslavovych Karamanov (born 21 July 1974 in Lviv), Doctor of Pedagogical Sciences, Professor of the Department of General Pedagogy and Higher Education Pedagogy, and Head of the Scientific and Educational Laboratory of Museum Pedagogy at Ivan Franko National University of Lviv. In his numerous scholarly works, the researcher has substantiated the theoretical and methodological aspects and specific features of pedagogical interaction between museums and learners, and has generalised the conceptual foundations of cooperation between museums and institutions of formal and non-formal education. In his doctoral dissertation, "Theory and Practice of Museum Pedagogical Activities in the Contemporary Educational Space of Ukraine" (2020), he examines the genesis of museum pedagogy in Lviv Region and Ukraine.

O. Karamanov focuses on the sociocultural nature of museum pedagogy and museum psychology, conducts psychological and pedagogical research of various visitor target groups, monitors the application of contemporary museum-pedagogical technologies, and studies the impact of the museum's educational environment, including universal thematic zones within the museum space, on the effectiveness of the educational process.

The scholar has made a significant contribution to the development of the theory and methodology of museum pedagogy by outlining the terminological discourse surrounding such concepts as "museum pedagogy," "museum didactics," "museum communication," "museum space," "museum learning environment," "museum-pedagogical

process," "means of museum pedagogy," "pedagogical activities of museums," and others within the context of the contemporary educational paradigm.

In his dissertation research, "Theory and Practice of Museum Pedagogical Activities in the Contemporary Educational Space of Ukraine," O. Karamanov systematised and specified the theoretical foundations of the pedagogical activities of museums of various profiles in the contemporary educational space of Ukraine. In his dissertation and scholarly articles, drawing on the relevant contexts of different educational paradigms and philosophical and pedagogical approaches, he clarified the essence of the philosophical, legal, psychological and pedagogical foundations of museum activities, identified gaps and shortcomings in the regulatory and legal framework, and highlighted the need to regulate the basic legal principles governing the activities of museums in Ukraine (Karamanov, 2020).

The scholar conducts extensive research and scholarly and methodological work in the field of museum pedagogy and is a co-organiser of academic conferences, including "Museum Pedagogy – Problems, Present and Prospects," which has been held annually since 2012 at the National Preserve Kyiv-Pechersk Lavra under the auspices of the Ministry of Culture of Ukraine, the National Kyiv-Pechersk Historical and Cultural Preserve, and the Ivan Ziaziun Institute of Pedagogical Education and Adult Education of the National Academy of Educational Sciences of Ukraine.

In developing museum pedagogy in Ukraine, O. Karamanov places particular emphasis on establishing academic cooperation and exchanging experience among educators, museum professionals and scholars. He analyses and systematises educational processes reflected in the practical activities of colleagues and teacher-museum professionals. He has developed an original theoretical model of museum pedagogical activities and prepares methodological materials (lesson design tools, lesson guides, museum-pedagogical programmes, etc.) for work with school and university students within formal, non-formal and informal education in the museum environment (Website of the Faculty of Pedagogical Education of Ivan Franko National University of Lviv, accessed 24 July 2026).

The scholarly significance of O. Karamanov's research in the field of museum pedagogy in Ukraine lies in the fact that he has scientifically substantiated the directions of functioning of the contemporary museum and identified prospects for the pedagogical activities of museums in Ukraine as centres of educational and cultural practices – hubs of a "knowledge society". Their primary mission is to actualise and reconstruct the cultural heritage of the past, as well as to promote tourism and serve as centres of regional development in Ukraine.

For more than two decades, scholars and students of Ivan Franko National University of Lviv, under the supervision of O. Karamanov, have maintained creative cooperation with the team of teachers at Secondary School No. 50 in Lviv. O. Karamanov contributed to the publication of scholarly and methodological guides on museum lessons developed by teachers of Secondary School No. 50 in Lviv, including "Lviv's Cultural and Artistic Space: Variations of the Beautiful" (2022). Assessing the potential of museum lessons in Lviv, the researcher rightly noted that they "have unique content and a distinctive vision, as they not only take place in a special museum or museum-related environment, which enables full immersion in the historical period, but also reflect the entire range of pedagogical interaction with the respective group of visitors" (Karamanov, Methodological Recommendations for Working with the Guide "Lviv's Cultural and Artistic Space: Variations of the Beautiful", 2022, p. 6).

A significant contribution to the research and promotion of museum pedagogy in Lviv Region and Ukraine is made by Oleksandra Mykhailivna Huryn (born 12 December 1960 in Lviv), a lecturer at the Department of Humanities Education of the Lviv Regional Institute of Postgraduate Pedagogical Education, Doctor of Philosophy and Candidate of Pedagogical Sciences. O. Huryn is a co-author of the Concept of School Arts Education of the Department of Education and Science of the Lviv Regional State Administration and a participant in the methodological school "Implementation of the Integrated Course 'Art' in the Educational Process." Her research interests focus on multicultural education of senior secondary school students through interaction between general secondary education institutions and art museums, as well as the experience of implementing museum pedagogy activities in educational institutions in Lviv (Website of the Lviv Regional Institute of Postgraduate Pedagogical Education, accessed 24 July 2026). O. Huryn's research demonstrates that "a special role in establishing interaction between a general secondary education institution and an art museum in the process of multicultural education of senior secondary school students belongs to active forms and methods of work that rely not only on processes of perception, memory and attention, but above all on creative and productive thinking, behaviour and communication" (Huryn, 2015).

O. Huryn provides scholarly and methodological support for the educational activities of general secondary education institutions, including on the principles of museum pedagogy, as a methodologist at the Educational and Methodological Centre of Lviv (now the Centre for Professional Development of Pedagogical Workers). At the round table devoted to the development of museum pedagogy in Lviv, "Pedagogical Marathon: 20 Years of the Pedagogical Technology," which O. Huryn organised at the Lviv Regional Institute of Postgraduate Pedagogical Education, the researcher presented the educational and methodological guide on museum pedagogy "Lviv's Cultural and Artistic Space: Variations of the Beautiful", prepared by the team of authors from Secondary School No. 50 in Lviv and published to mark the 20th anniversary of the Pedagogical Marathons at the school. The guide was also presented during the international conference "Museum Pedagogy in the Context of Contemporary Educational Challenges" (Pedagogical Museum of Ukraine, 2022).

In her research, O. Huryn focuses on unlocking the educational potential of museum pedagogy in implementing the competency-based approach to organising the educational process and developing the general cultural competence of arts teachers in the New Ukrainian School, including through the use of a local history component. Her scholarly and methodological contributions include a series of educational session plans developed with teachers from Lviv and

Lviv Region, including the integrated session “The City as a Space for Intercultural Dialogue,” as well as lesson plans for teaching in Lviv museums and other materials. O. Huryn’s methodological materials have been published in the guides “School and Museum: Working Together” (2008, 2009) and “Lviv’s Cultural and Artistic Space: Variations of the Beautiful” (2021).

According to the researcher, “The project ‘School and Museum: Working Together’ (2008–2009) reflects the most important requirement for modernising the educational process – a transition to activity-based forms of organising educational work. This corresponds to the trends of student-centred education, which ensures the formation of a new way of thinking and the development and self-development of the student’s personality through identifying their individual characteristics” (Huryn, 2015, p. 125).

In cooperation with A. Vasilieva, a consultant at the Centre for Professional Development of Pedagogical Workers of Lviv, O. Huryn organises arts and local history projects, including the student arts and local history project competition “Lviv Rondo” and the project “Pearls of the Galician Crown.” Their aim is to promote the history of Lviv through the study of the city’s history, art, architecture, and the lives of both prominent and ordinary Lviv residents, while expanding interdisciplinary links between social sciences and humanities subjects as part of studying the history of the students’ home city. The projects are designed to familiarise students with forms of work characteristic of historical research. They have been implemented through educational excursions, meetings with notable individuals, museum, library and outdoor lessons, and creative competitions throughout 2013–2026. Each year, the “Lviv Rondo” competition presents 70-85 research projects from more than 60 educational institutions in Lviv across 30 categories (Website of the Centre for Professional Development of Pedagogical Workers of Lviv, accessed 24 July 2026).

A significant contribution to the development of museum pedagogy in Lviv Region is made by Alisa Viacheslavivna Vasilieva (born 27 October 1966 in Lviv), a history teacher at Secondary School No. 43 in Lviv and a methodologist specialising in local history and Lviv studies at the Centre for Professional Development of Pedagogical Workers of Lviv.

Among the areas of her work are conducting guided tours and museum lessons, organising online conferences and workshops for schoolchildren and teachers from Lviv schools, teachers at extracurricular education institutions and internally displaced persons, as well as training sessions for teachers on teaching the Lviv studies course and organising innovative forms of local history work. The term “Lviv studies” emerged within the development of local history and Ukrainian studies at the end of the 20th century and is used to refer to the comprehensive study of the historical and cultural space of the city of Lviv.

A. Vasilieva is the organiser of a permanent seminar on local history projects and innovative activities, including a seminar for Lviv studies teachers participating in the “Lviv Rondo” and “Pearl of the Galician Crown” projects (14 September 2017), a round table for local history teachers at the Regional Teachers’ House (27 April 2017), and others. She also organises the city local history project “School Guide” of the Centre for Professional Development of Pedagogical Workers of Lviv and the Centralised Library System of Lviv. Within these projects, the educator has developed and conducted integrated museum lessons, including, for example, the Lviv studies and physics lesson “In the Radio Garage.” She also regularly develops tourist routes around Lviv and presents them to pupils of Lviv schools and practising educators (Lviv Portal, 19 July 2006).

Together with schoolchildren and teachers from Lviv schools, A. Vasilieva participates in the projects “Lesson at the Museum,” the Centralised Library System’s children’s project “History Book Forest,” and “A Book to Help.” Her project work as an educator includes “Lviv Water Towers,” “Lviv Springs,” “Historical Heritage: The History of Lviv Villas and Palaces,” and others. She has initiated interdisciplinary events for teachers from Lviv and Lviv Region, including “Historical Heritage: The History of the UTOS Library,” “A Virtual Journey through the Museums of Lviv,” and “Educational Dialogues: An Excursion to Lychakiv Cemetery.” At her initiative, regular guided tours are organised for internally displaced persons, including “Musical Lviv,” “The Underground of Lviv,” “Lviv Churches,” and “The Streets of Academics and Professors.”

A. Vasilieva has established cooperation with German television journalists, promoting the project “Preservation of Lviv’s Architectural Heritage,” and participated in a Lviv television programme dedicated to the preservation of historical heritage (August 2021). A. Vasilieva develops and presents didactic games and methodological guides. Among them are the motivational game “Lviv in Retro Photography” and the methodological guides “Staffage and Setting,” “Lviv in Millimetres and Centimetres,” “Images of the Horse in Lviv Architecture,” “The Horseshoe – a Symbol of Happiness,” “The Water Elements of Lviv,” and “An Accessible Environment” (Website of the Centre for Professional Development of Pedagogical Workers of Lviv, accessed 24 July 2026).

As part of the “Days of Lviv’s Historical Heritage”, A. Vasilieva presented the quest tour “Military Themes in Lviv Architecture” and an excursion to the Horseshoe Museum (2022). The educator also became a co-organiser of the city local history and tourism project “School Guide” and the excursion project marking the 300th anniversary of Hryhorii Skovoroda, “Outstanding Residents of Lviv – People of Kindred Work.” Among the educator’s original developments are “Children’s Day for Guests of Lviv,” “The Work of Jan Henryk Rosen: An Example of the Paintings in the Refectory of the Roman Catholic Seminary,” the quest tour “Depictions of Saints in Lviv Architecture,” and a special guided tour for Tourism Day organised for the Tourism and Local History Department of Lviv City Council (Website of the Centre for Professional Development of Pedagogical Workers of Lviv, accessed 24 July 2026).

Alisa Vasilieva is an initiator of projects in the field of museum pedagogy aimed at actualising historical events and rethinking them through the lens of artistic and cultural narratives: “The Holodomor in Ukraine,” “The History of Educational Buildings in Lviv,” “The UPA, OUN and UVO in the History of Lviv,” “Multinational Lviv,” “Lviv in the

Novels of R. Ivanychuk," "The History of Lviv Town Hall," "Lviv in the Time of Markiian Shashkevych," "Masonic Lviv," "The Union of Ukrainian Women through the Patriotic Activities of the Safiyan-Lozynskyi Family," "Mozart's Addresses in Lviv," "Lviv under the Protection of Athena Pallas," "Coffee Lviv," the excursion quest "Lviv in Detail: Uniforms, Weapons, Armour and Awards," "Names of Heroes of Ukraine in the Names of Lviv Streets," as well as resource materials for the Day of Dignity and the Defender of Ukraine, commemorations of the 100th anniversary of the Western Ukrainian People's Republic, and the video films "The November Uprising: 500 Seconds in the History of the City," "Jewish Necropolises of Lviv," "The History of a Street in Rury," and others. "An open-air lesson is not simply leaving the classroom for the city space; it is entering the real science that writes the history of humanity and human achievements in the field of science," emphasises the educator and researcher (A. Vasilieva) (Website of the Centre for Professional Development of Pedagogical Workers of Lviv, accessed 24 July 2026).

The author of the study has also made a substantial contribution to the development of museum pedagogy in Lviv, primarily by introducing interactive forms and methods of organising formal, non-formal and informal learning in museums while ensuring compliance with the principles of inclusivity.

Olha Feliksivna Zheleznyk (born 8 February 1970 in Riscani village, Zaikanskyi District, Moldova) is a music teacher who has been implementing museum pedagogy in the educational process at Secondary School No. 50 in Lviv for more than twenty years. The educator systematically organises formal, non-formal and informal education activities for schoolchildren, students of the Pedagogical Professional College of Ivan Franko National University of Lviv, and adult audiences, including participants in professional development courses at the Lviv Regional Institute of Postgraduate Pedagogical Education (LRIPPE) and the Centre for Professional Development of Pedagogical Workers of Lviv (CPDPW).

O. Zheleznyk actively participates in Lviv museum pedagogy projects, including "School and Museum: Working Together" (Huryn & Zheleznyk, 2009) and the arts and local history projects "Lviv Rondo" and "Pearls of the Galician Crown." Of particular note are the methodological guides for museum lessons authored by teachers of Secondary School No. 50 in Lviv, which include methodological materials developed by O. Zheleznyk (Zheleznyk, 2022). An important area of the educator's work is the development of integrated lessons in collaboration with teachers from Secondary School No. 50 in Lviv and research staff of the "Literary Lviv of the First Half of the 20th Century" Museum (Artistic Meetings, 2017).

O. Zheleznyk is the author of didactic games based on museum materials (Karamanov & Zheleznyk, 2021). The educator has developed innovative teaching methods for students with special educational needs in the museum environment. Her lesson "A Fashionable Journey with the Lion Cub" for students with special educational needs won the 2021 annual competition for the best lesson at the "Ancient Lviv" Museum (Ancient Lviv, 2021).

O. Zheleznyk places particular emphasis on non-formal education activities in Lviv museums based on the use of museum materials in the context of educational initiatives during the period of military hostilities in Ukraine, especially the organisation of volunteer activities within the museum environment (Karamanov & V. Zheleznyk, 2022, pp. 129–135). Thus, in 2015, the "Lion Cub" Mobile Song Theatre began its charitable volunteer activities at Secondary School No. 50 in Lviv (director, scriptwriter and stage director – O. Zheleznyk) (Karamanov, Zheleznyk, & Surmach, 2024). The theatre participates in non-formal education activities for patients and staff of the Western Regional Military Medical Clinical Centre, as well as in European Heritage Days events in Lviv (Karamanov, Zheleznyk, & Surmach, 2024). An important aspect of O. Zheleznyk's work in promoting museum heritage is involving internally displaced persons who have left their homes in areas affected by hostilities in museum activities (Zheleznyk, 2024).

Among O. Zheleznyk's practical contributions to informal education for children and adults through storytelling is the writing of detective novels in which an adventurous plot is interwoven with worldview, pedagogical and psychological narratives, as well as artistic information. Based on these detective novels, didactic games have been developed and conducted in museums, libraries and bookshops in Lviv and across Ukraine. Four novels have been published by the Navchalna Knyha – Bohdan publishing house under the pseudonym Olha Vakkaus: "The Adventure" (2022), "Bella Donna" (2023), "Valkyrie" (2023), and "Dalila from the Relict Valley" (2023).

O. Zheleznyk is an active organiser of museum and pedagogical practice for students pursuing a teaching qualification. Thus, an educational museum and pedagogical internship for students of the Separate Structural Unit "Pedagogical Professional College of Ivan Franko National University of Lviv" is regularly held at Secondary School No. 50 in Lviv. The College offers an educational and professional programme in the speciality "Museum Studies and Heritage Studies" (Karamanov, Sulym, Bilan, Zheleznyk, & Laskii, 2023).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Thus, educators and museum professionals in Lviv provide a theoretical and methodological foundation for museum pedagogy, develop innovative pedagogical technologies, create educational and methodological resources, establish effective models of partnership between museums and educational institutions, and contribute to the training of highly qualified future educators and museum professionals with different levels of professional competence.

Further scholarly research into the development of museum pedagogy in Lviv could focus on studying the scholarly and practical contributions of Lviv teachers, museum professionals and researchers to the introduction of innovative teaching methods, techniques and technologies into the educational activities of general secondary education institutions.

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