Joanna

Trip to the museum

5th Oct, 2019

 Today, our class traveled by bus to the museum. The museum building is large, beautiful and bright. We climbed the stairs to the hall, undressed and began the tour. There they saw different dinosaurs, mammoths, crocodiles, sharks, rhinos and reptiles. The largest egg was a bird. Museums come in many forms. For example, historical museum stores information about significant events in history.

On October 3rd, our class went on an excursion to the Paleontological Museum. We were glad that we learned a lot of interesting things for ourselves. Museums store artifacts, paintings, manuscripts, things and objects that appeared long before us, all this in our time has great cultural and historical value. The museum had a huge skeleton of a hornless rhino (by the way, more than I thought). There were even a skeleton and a diplodocus brain! They told us about an elephant bird, about fossils of Pinocchio showed a two-meter skeleton of a frog with a tail. And the most interesting is coelacanth, fish with paws! They showed the stone, which is one and a half billion years old, and the skeleton of the plesiosaurus. At the end of our journey, we bought souvenirs. I acquired a stegosaurus mini-skeleton that is very mobile and looks like a real one.

We saw petrified trees at the entrance, and when we entered the first hall, a dinosaur skeleton appeared before us, which seemed to be hanging in the air. Looking at the wall, I was surprised to find that there was a huge picture in front of me. It turned out that the dinosaur is a huge lizard, and the first vertebrates that appeared on the ground were fish. And the ancestors of people are monkeys. And the ancestors of people are monkeys. We learned that a Velociraptor dinosaur can run very fast (“fast thief”). Then we learned that some dinosaur species had a long tail or a very long neck. Some dinosaurs can fly, while others can swim. We learned everything about dinosaurs flying, herbivorous and carnivorous.

We learned a lot of new things, for example, that at the largest mammoth the eyes look in different directions and the nostrils on the forehead. And also, those dinosaurs have cold blood, and we have warm. It turns out that the most intelligent dinosaurs could not run fast. I remember the petrified tooth of a shark called Karharod, and the smallest mammoth, which was found on June 23 in 1977. There were also green microbes that feed on the rays of the sun. I was struck by a fish 2 meters long, she knew how to walk underwater. The blue whale of that time weighed 2,000 tons. And the largest frog was 2 meters in length. We also saw in the hall a skeleton of a Loch Ness monster. We learned a lot of new and interesting things in the museum. For example, the largest egg lay by a bird. And that the largest animal on earth is the blue whale. I also saw skeletons of dinosaurs and crocodiles, mammoth tusks and much more (Anemone, Anthony, 2000).

We learned about their life; saw the tools of their labor, devices for hunting and fishing, dishes. Then we went to the next room. There were also a lot of interesting things. The guide entertainingly talked about what surrounded us. Most of all I liked the carriage, which stood in the middle of the museum hall. She is very big and beautiful. I will remember the trip to the museum for a long time because there I learned a lot of facts about our ancestors and the history of our city.

This is one of the largest natural history museums in the world, leading its history from the Kunstkamera founded by Peter the Great (Baird, 2008). The museum exposition tells about the complex process of evolution of life on Earth. It was very interesting for everyone to look at the ancient monsters that once inhabited our planet: mammoths, dinosaurs, ancient rhinos. We also saw the ancient shells of mollusks, starfish, plant prints on stones, and much more. I was most interested in ancient echinoderms, mollusks, and ancient fish. The guide's story about amazing creatures that once left the oceans on land, walked the earth for millions of years, and then disappeared, was replaced by other amazing creatures.

*“Experiences, such as visiting a museum, can also become a meaningful part of one’s identity and contribute to successful social relationships in a manner that material items cannot. So consider foregoing an outing for items that you may not need; going to the museum will make you happier in the long run”.* New motivations thus appear in the visitor whose relation to cultural products has evolved (Pulh and Mencarelli, 2010), thus implying for museum institutions to understand the expectations and needs of visitors in order to respond favorably to them.

I think we need to visit museums and learn history more often because of people who do not know their past have no future. To summarize, I would like to say that all museums are interesting, and they give us the opportunity to learn something new about different nationalities and countries.*“Museums are examples of informal learning environments, which means they are devoted primarily to informal education — a lifelong process whereby individuals acquire attitudes, values, skills, and knowledge from daily experience and the educative influences and resources in his or her environment”.*

For museums of art, the reasons for a different kind come to the fore - we want to show the child the richness and diversity of culture and its material manifestations, to develop its aesthetic taste, perhaps to share our experience of meeting with the beautiful, that is, in the end, we turn not only not so much to the mind of the child as to its inner, spiritual world (Falk, John H., and Lynn D. Dierking, 2016). But a child, especially a small child, learns the world around him mainly through action, through play. A rare kid will be able to withstand a tour of the art gallery, where the guide, even very magnified, talks about the dates of life and artistic directions. Or don’t get bored in the museum-estate; where the exhibits are hidden behind glass and fenced with a rope - they are not something to touch, to carefully consider is scary, they are valuable and fragile. But if you allow each visitor to sit in the chair of a famous writer or leaf through a famous manuscript, touch an antique statue, then nothing will remain of these exhibits very quickly, as museum workers, teachers, parents have always rightly explained to us (Gennaro, 1981).

Summing up, I want to say that a trip to the museum for a child can be useful, interesting and enjoyable. There are museums and teachers who will gladly help we turn the tour into a vivid and memorable event, but even if there are no such teachers nearby, we can take matters into our own hands - look at the world through the eyes of a child become interested in what is interesting to him, talk with his language - the language of the game, action, movement and fantasy.

**References**

Baird, Olga A. "I want the people to observe and to learn! The St Petersburg Kunstkamera in the eighteenth century." History of Education 37.4 (2008): 531-547.

Anemone, Anthony. "The monsters of peter the great: the culture of the St. Petersburg Kunstkamera in the eighteenth century." The Slavic and East European Journal 44.4 (2000): 583-602.

Gennaro, Eugene D. "The effectiveness of using previsit instructional materials on learning for a museum field trip experience." Journal of research in science Teaching 18.3 (1981): 275-279.

Falk, John H., and Lynn D. Dierking. The museum experience. Routledge, 2016.