

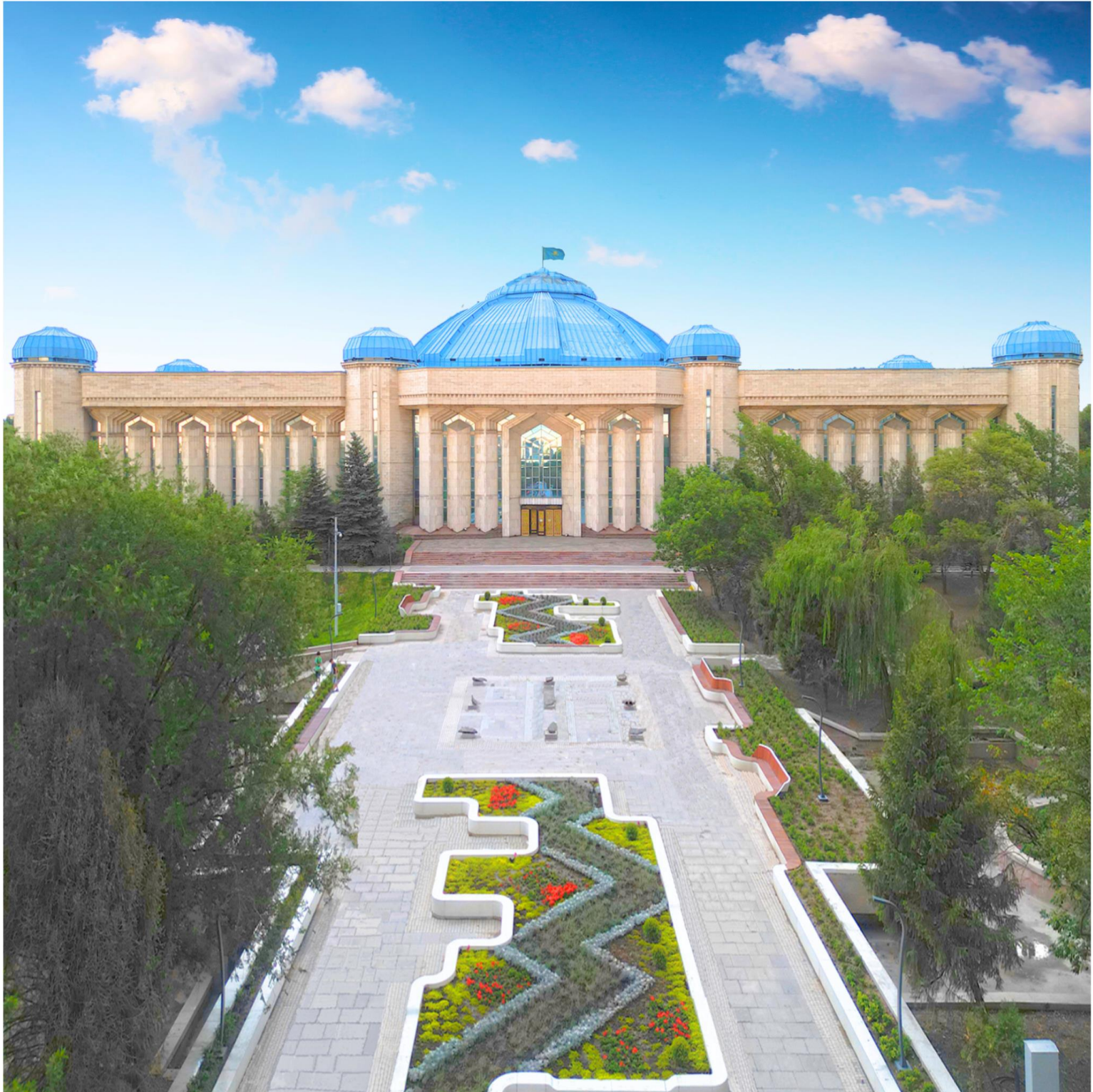
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**THE USE OF MEDIA SPACE OPPORTUNITIES IN THE WORK THE MUSEUMS OF ARCHEOLOGY AND EDUCATION***M.V. Bedelbayeva, A.N. Kalizhanova*

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**Abstract.** The article examines examples of using media technologies in museums of archeology and education. The authors emphasize that the use of media technologies in museums of archeology and education can significantly increase the accessibility of knowledge on ancient history and archeology and attract a new audience. However, it is necessary to take into account that such an approach may be ineffective without proper preparation and organization. An analysis of the advantages and disadvantages was carried out. Factors influencing the increase in interest in ancient history and archeology in Central Kazakhstan, including the quality of training and education, have been identified. The results described in the article are based on a survey of more than 600 university students on their level of awareness of the historical and cultural heritage of Kazakhstan. The summary assessment, by analyzing the opinions of respondents published on the Internet in museum podcasts and storytelling, allows us to conclude about the high sociocultural, motivational, and educational potential of this content in the cultural and educational work of the archeology museum and in educational activities. Thanks to multimedia technologies, the «museum-student» dialogue has intensified on a long-term basis, which has become an additional incentive for excursions to the Museum of Archaeology.

**Materials and methods of research:** The authors of the article used data from a sociological survey they conducted of 194 university students who studied in Kazakh and 439 students who studied in Russian. The anonymous interview included ten questions revealing the respondents' attitude toward the historical and cultural heritage of our country, the degree of their awareness of the discoveries of archaeologists in Central Kazakhstan, and their participation in museum activities. Statistical methods made it possible to analyze the data from these interviews and use them when introducing media technologies in the museum. To select material when compiling scripts for museum podcasts, an integrated and systematic approach, the analysis-synthesis method, and the principles of logic were used. A detailed historiographical analysis of more than one hundred and fifty scientific sources contributed to the formation of quality content. The comparative historical method made it possible to specify information on the selected topic about the cultural heritage sites of Central Kazakhstan. Thanks to the use of QR codes as a digitalization tool, museum podcasts have been integrated into educational and methodological manuals, maps, postcards, and other souvenirs, which indicates the importance of a combination of technical and humanitarian knowledge in museum work. The collaboration of museum staff with teachers from the Faculty of Foreign Languages has expanded the use of interdisciplinary methods in cultural and educational activities.

**Keywords:** media space, museums, archeology, Central Kazakhstan, education, values, knowledge, technologies.

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## АРХЕОЛОГИЯ МУЗЕЙЛЕРІ МЕН БІЛІМ БЕРУ САЛАСЫНДА МЕДИА КЕҢІСТІКТІҢ МҮМКІНДІКТЕРІН ПАЙДАЛАНУ

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**Аңдатпа.** Мақалада археология музейлері мен білім беру саласында медиа технологияларды пайдалану тәжірбиесі қарастырылады. Жұмыс авторлары музейлер мен білім беруде медиа технологияларды пайдалану білімнің қолжетімділігін айтарлықтай арттырып, жаңа аудиторияны тарта алатынын атап көрсетеді. Алайда, бұл тәсіл тиісті дайындық пен ұйымдастырусыз тиімсіз болуы мүмкін екенін де ескеру қажет: мақалада оның артықшылықтары мен кемшіліктеріне талдау жасалды. Зерттеуде Орталық Қазақстанның көне тарихы мен археологиясына қызығушылықтың артуына, оқыту мен білім беру сапасына әсер ететін факторлар анықталды. Мақалада көрсетілген нәтижелер университеттің 600-ден астам студенттерінің (194 жоғары оқу орнының студенті қазақ тілінде, 439 студент орыс тілінде) Қазақстанның тарихи-мәдени мұрасы туралы хабардар болу деңгейі бойынша сауалнамасына негізделген. Респонденттердің музей подкасттары мен интернетте жарияланған сюжеттер туралы пікірлерін талдау арқылы жасалған жиынтық бағалау археология музейінің мәдени-ағарту жұмысындағы және білім беру ісіндегі осы мазмұнның жоғары әлеуметтік-мәдени, мотивациялық және тәрбиелік әлеуеті туралы қорытынды жасауға мүмкіндік береді. Медиа технологиялардың арқасында «музей-студент» диалогы ұзақ мерзімді негізде жанданды, бұл археология музейіне экскурсиялар үшін қосымша ынталандыру болды.

**Зерттеу материалдары мен әдістері:** Мақаланы жазу барысында мақала авторлары жүргізген социологиялық сауалнама материалдары пайдаланылды. Анонимді сұхбат респонденттердің еліміздің тарихи-мәдени мұрасына деген көзқарасын, Орталық Қазақстандағы археологтардың ашқан жаңалықтарынан хабардар болу дәрежесін және олардың музей қызметіндегі көрсетілімін ашатын он сұрақты қамтыды. Статистикалық әдістер осы сұхбаттардағы деректерді талдауға және оларды музейге медиа технологияларды енгізу кезінде пайдалануға мүмкіндік берді. Музей подкасттарының сценарийлерін құрастыру кезінде материалды таңдау үшін кешенді және жүйелі тәсіл, талдау-синтез әдісі және логика принциптері пайдаланылды. Жүз елуден астам ғылыми дереккөздерге егжей-тегжейлі тарихнамалық талдау жасау сапалы мазмұнның қалыптасуына ықпал етті. Салыстырмалы тарихи әдіс таңдалған тақырып бойынша Орталық Қазақстанның мәдени мұра нысандары туралы ақпаратты нақтылауға мүмкіндік берді. Цифрландыру құралы ретінде QR кодтарын пайдаланудың арқасында музей подкасттары оқу-әдістемелік құралдарға, карталарға, ашық хаттарға және басқа да кәдесыйларға біріктірілді, бұл музей жұмысындағы техникалық және гуманитарлық білімнің үйлесімі маңыздылығын көрсетеді. Музей қызметкерлерінің шетел тілдері факультетінің оқытушыларымен ынтымақтастығы мәдени-ағарту іс-шараларында пәнаралық әдістерді қолдануды кеңейтті.

**Тірек сөздер:** медиа кеңістік, музей, археология, Орталық Қазақстан, білім беру, құндылықтар, білім, технологиялар.

**Сілтеме жасау үшін:** *Беделбаева М.В., Калижанова А.Н.* Археология музейінің білім саласы жұмысында медиа кеңістіктің мүмкіндіктерін пайдалану // MUSEUM.KZ. 2024. №1 (5). 59-67 бб. DOI 10.59103/muzkz.2024.05.06

## ИСПОЛЬЗОВАНИЕ ВОЗМОЖНОСТЕЙ МЕДИЙНОГО ПРОСТРАНСТВА В РАБОТЕ МУЗЕЕВ АРХЕОЛОГИИ И В ОБРАЗОВАНИИ

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**Аннотация.** В данной статье рассматриваются примеры использования медийных технологий в музеях археологии и в образовании. Авторы подчеркивают, что использование медийных технологий в музеях и в образовании может значительно увеличить доступность знаний по древней истории и археологии, привлечь новую аудиторию. Однако необходимо учитывать, что такой подход может быть неэффективен без должной подготовки и организации: проведен анализ преимуществ и недостатков. Выявлены факторы, влияющие на повышение интереса к древней истории и археологии Центрального Казахстана, качество обучения и образования. Результаты, описанные в статье, основаны на опросе более 600 студентов университета (194 студента университета с казахским языком обучения, 439 студентов – с русским) с целью выявить уровень их осведомленности об историко-культурном наследии Казахстана. Суммарная оценка, сформированная с помощью анализа мнений респондентов об опубликованных в интернете музейных подкастах и сторителлинге, позволяет сделать вывод о высоком социокультурном, мотивационном и обучающем потенциале данного контента в культурно-воспитательной работе музея археологии и в образовательной деятельности. Благодаря медийным технологиям активизировался диалог «музей-студент» на долгосрочной основе, что послужило дополнительным стимулом для экскурсий в музей археологии.

**Материалы и методы исследования:** в ходе написания статьи были использованы материалы проведенного авторами статьи социологического опроса. Анонимное интервью включало десять вопросов, раскрывающих отношение респондентов к историко-культурному наследию нашей страны, степень их осведомленности об открытиях археологов в Центральном Казахстане и их презентации в музейной деятельности. Методы статистики позволили проанализировать данные этих интервью и использовать их при внедрении медиатехнологий в музей. Для отбора материала при составлении сценариев музейных подкастов использовался комплексный и системный подход, метод анализа-синтеза и принципы логики. Детальный историографический анализ более ста пятидесяти научных источников способствовал формированию качественного контента. Сравнительно-исторический метод позволил конкретизировать информацию по выбранной тематике об объектах культурного наследия Центрального Казахстана. Благодаря использованию QR-кодов, как инструмента цифровизации, музейные подкасты были интегрированы в учебные и методические пособия, карты, открытки и другую сувенирную продукцию, что свидетельствует о важности совокупности технического и гуманитарного знания в музейной работе. Сотрудничество музейных сотрудников с преподавателями факультета иностранных языков расширило применение методов междисциплинарного характера в культурно-образовательной деятельности.

**Ключевые слова:** медийное пространство, музеи, археология, Центральный Казахстан, образование, ценности, знания, технологии.

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The advent of the Internet and advancements in high-speed data transmission, along with the progress in digital technology, have ushered in a new era in museum operations, using the potential of media space. This enables the museum to transcend conventional academic frameworks, elevating its role in the realms of education and cultural development. The museum

exemplifies adaptive functions through the integration of intellectual-analytical (science) and emotional-figurative (art) components. It also involves the sacralization of rationality and the rationalization of the sacred within human consciousness. Additionally, the museum promotes both direct and mediated forms of communication, emphasizing the importance of interdisciplinary approaches [Alyoshina, 1999: 16–17]. In order to facilitate comprehensive and lifelong learning, museums must effectively utilize accessible technologies within the digital environment to engage in meaningful discourse. Through this discussion, museums may effectively impart fundamental human values, collected knowledge, and experiential wisdom. These technologies encompass museum podcasts and storytelling methods.

Museum podcasting is widely recognized as a versatile educational medium that possesses significant socio-cultural potential and distinct attributes [Dwivedi et al., 2022]. Museum podcasts possess the potential to seamlessly integrate into the educational milieu of a university, serving as a highly efficacious digital technology tool for engaging students and promoting the dissemination of historical and cultural heritage [Peuramaki-Brown et al., 2020]. Conversely, the inclusion of podcasting as a social media service within the essential services offered by higher education websites has the potential to greatly expand the listener base and generate increased interest in the topics being discussed [Singer, 2019]. The utilization of museum podcasts presents a valuable prospect for incorporating the resources of history, archaeology, biology, and local studies into the educational media realm of the university [Pyburn, 2023]. Additionally, it serves to contribute to the cultivation of value orientations among Kazakhstani students [Lang et al., 2023].

The potential of educational informal venues, such as museums, facilitates access to high-quality knowledge. In the emerging educational framework, museums, which are frequently situated on the outskirts of public consciousness, are appropriately recognized as hubs of socio-cultural activity within the university. These institutions serve as venues for the spiritual and moral development of contemporary students, who possess distinct characteristics such as fragmented thinking, deep engagement with the digital realm, multicultural awareness, and a heightened concern for safeguarding their personal information.

The utilization of museum podcasting has emerged as a contemporary teaching tool that has gained significant traction among the younger generation amidst the ongoing pandemic. The mastery of museum podcasting technologies remains incomplete, mostly attributed to the intricate nature of data preparation. As a result, social media articles frequently take the place of these technologies, but in reality, they are not as effective at increasing museum visitation rates. The initial endeavor in podcast production was around the subject matter of paleontology in Kazakhstan and garnered significant acclaim, piquing the curiosity of scholars and educators in secondary and tertiary education [Kalizhanova et al., 2022: 191-213].

The utilization of museum podcasting was employed as a means to organize and consolidate scientific research findings conducted by scholars affiliated with the Saryarka Archaeological Institute. The foundation of this study was derived from the outcomes of a survey conducted among university students, with a participation rate exceeding 600 individuals, to gauge their degree of understanding regarding the historical and cultural legacy of Kazakhstan. The findings indicated that there was a limited level of awareness and interest observed among the younger demographic [Kalizhanova, Shelestova, Bedelbayeva, 2022: 155–159]. Hence, it has become evident that there is a pressing necessity for archaeologists' work to be disseminated not only among other scientists who peruse scholarly publications and monographs but also to reach a broader audience.

Each episode of the museum podcast offers valuable insights into the archaeological study conducted on monuments in Kazakhstan, a subject matter that holds significant scientific and global significance. The audio podcast in MP3 format emerged as the favored choice due to its compact size, facilitating seamless downloading regardless of internet speed. Moreover, its ease of distribution among the intended audience and beyond ensures a wide audience reach. The podcasts have a runtime ranging from 12 to 15 minutes, a deliberate choice made to prevent listener

attention fatigue. It is noteworthy to mention that museum podcasts have the potential to be hosted not only on the university's website but also in global podcast repositories [Google Podcast]. These repositories include integrated download data, rating mechanisms, and commenting features, enabling the assessment of the popularity of the produced museum podcasts.

In the process of establishing the fundamental guidelines for the development of museum podcast scripts, we employed specific criteria to guide our content selection. These criteria encompassed the alignment of the material with the overarching theme and concept, the presence of novelty and relevance, the provision of a clear and logical presentation of factual information, the educational and informative value of the content, and the careful consideration of the audience's interests. The primary focus during the composition of the script was to ensure the comprehensive inclusion of information and the effective delivery of content, akin to a captivating narrative. This involved the incorporation of an engaging title, a substantive introduction, the dynamic progression of the storyline, and a concluding section that offers insightful conclusions. This approach can be likened to that of a museum guide leading a group towards a distinctive concept. By using the question-and-answer method in a conversation with multiple participants, it is possible to distribute the semantic burden and increase the listener's level of interest.

In an effort to maintain a realistic portrayal of the accomplishments of archaeologists, we made a conscious effort to refrain from exaggerating the findings of our research. Furthermore, we ensured the utilization of credible sources to support our claims. In the process of developing a script centered on the petroglyphs of Saryarka, an extensive range of scholarly materials was consulted, including over 100 papers, five scientific monographs, and other online sites. The podcast delves into the Botai culture, shedding light on the disparities that exist between the facts presented in scientific studies and the popular content found on Kazakhstani websites and social networks. Scientific research has refuted the Eneolithic tribes of the Botai culture's assertion that domesticating wild horses in Kazakhstan is superior. Nevertheless, it is important to acknowledge the major contribution of these people to world history.

The issue of translating both the title and the complete content into English presented notable challenges and required careful consideration. This aspect of the task involves the process of simplifying grammatical structures within phrases as well as identifying appropriate and recognizable specialized terminology and conceptual frameworks in archaeology that resonate with the Russian-speaking audience.

The objective of the podcast is to capture the audience's attention and foster their motivation to engage with the content presented during the entire duration. One of the methods employed to accomplish this objective is the utilization of a title. Numerous names have already become clichés, necessitating their modification to suit the content type and individual subject matter. The title of the article should accurately convey the central concept and essence of the content while also including an emotive element that captivates the reader's attention. Nevertheless, it is crucial to refrain from divulging the entirety of the podcast's plot or storyline inside the title, as this might potentially discourage the student from fully engaging with its content. In order to garner interest in the podcast, it is advisable to employ a title that is both attention-grabbing and perhaps thought-provoking. The interrogative statement presented in the title serves as an effective framework that instills a sense of curiosity and encourages active engagement with the podcast. Let us designate the given scenario as «Shamanism: The Origin of Limbs», which is likely to evoke a strong desire for resolution among individuals. Alternatively, one could consider replacing the neutral title of the podcast «Archaic Kentish Mountains» with a more captivating name such as «Nightmares of the Kentish Mountains». This revised title intentionally emphasizes anomalies and selectively highlights provocative scientific facts from the content, deviating from the purely descriptive approach that characterized the original podcast. The use of a «toxic» headline structure is likely to garner a larger audience; however, it is not imperative to disregard scientific evidence substantiated by factual illustrations. The present paper encompasses a comprehensive analysis of the potential benefits that can be derived from the utilization of media

space in the context of museums and education, thereby facilitating their advancement to unprecedented levels. This course aims to explore various technological advancements that facilitate the transmission of fundamental human values and collected knowledge, thereby fostering the holistic and harmonious growth of individuals.

Five museum podcasts, titled «Botai Culture of Kazakhstan: Taming the Wild Horse», «Petroglyphs of Saryarka: The Mysteries of Bygone Civilizations», «Karazhartas Pyramid: The Great Steppe History», «Central Kazakhstan Folk Arts and Crafts: Bronze Age Ceramics», and «Timur's Stone» at Altynshoky: Retracing the Great Warrior's Journey», have been recorded and shared on various platforms [Kalizhanova, Shelestova, 2022]. These podcasts are currently being utilized in different educational settings, including face-to-face, blended, and distance learning environments, within university courses such as «Museum Studies», «Tourism Studies», «Local History», «Intercultural Communication», «Fundamentals of Archaeology», and other relevant subjects offered by the faculties of foreign languages, history, biology-geography, and economics. Podcasts in the realm of social services have proven to be a valuable asset in the enhancement of listening skills among university students during the instruction of foreign languages. Consequently, there is a growing need for the production of museum podcasts, which can be utilized as an asynchronous teaching approach to supplement traditional lecture materials. Furthermore, this particular content holds relevance for educators and can serve as a valuable resource for thematic events and classroom instruction, addressing the issue of the limited availability of readily accessible, adapted educational materials. The widespread adoption of museum podcasts among the Kazakh audience is anticipated to have a substantial social impact, fostering the holistic development of the youth and facilitating the cultivation of an engaged civic stance.

The students from the Faculty of Foreign Languages, who have acquired proficiency in producing museum podcasts and recognize the possibilities of video and audio narratives, have shown interest in engaging with digital storytelling. Their aim is to animate historical events and promote the advancement of Kazakhstani scientific knowledge. The ultimate outcome of digital storytelling is an audiovisual composition, which thereafter becomes the focal point of investigations conducted by students enrolled in the Faculty of Foreign Languages. Their study revolves around the translation of television series and feature films.

The integration of audiovisual translation with museum narrative presents an ideal synergy for the development of compelling museum material. Audiovisual translation enables the dissemination of information pertaining to exhibits in multiple languages, thereby enhancing the accessibility of museums to a diverse range of individuals. The practice of museum storytelling involves the utilization of captivating narratives, compelling characters, and relevant contextual information to effectively captivate and involve museum visitors. By integrating these methodologies, one can develop captivating museum content through the utilization of audiovisual resources, interactive components, and compelling narratives. This phenomenon enhances the appeal and availability of museums, enabling patrons to fully engage with the historical and cultural content showcased inside the exhibition.

Students studying translation are presented with the distinctive prospect of fully engaging themselves in the realm of museum narrative and cultivating proficiencies, particularly in the domain of culturally significant information translation. This encompasses the exploration and examination of historical and social elements, fostering creative thought processes, collaborating with museum experts, and facilitating intercultural communication.

In the summer of 2022, an archaeological expedition conducted in the Shet district of the Karaganda region yielded a significant finding. A bronze cauldron was unearthed within a ritual burial mound, marking the first discovery of its kind in Central Kazakhstan. Preliminary dating places the cauldron's origin in the middle of the 1st millennium BC. Notably, the cauldron contained well-preserved elements of horse harness, including over ten bronze plates crafted in the Scythian «animal» style, fragments of heavily oxidized iron components, and leather straps used

for headgear. The individual leading the trip is I.A. Kukushkin, a candidate in historical sciences and a prominent researcher affiliated with the Saryarka Archaeological Institute at Karaganda University, which is named after E.A. Buketov. The artifact possesses a distinctiveness that stems from its capacity to facilitate extensive multidisciplinary inquiry and yield a wide range of conclusions. The aforementioned finding served as a source of inspiration for student Dilara Dzhumadilova, who embarked on a storytelling endeavor titled «Saka Cauldron of Central Kazakhstan». This project aims to chronicle the historical evolution of metal vessels within the region's archaeological sites, specifically focusing on burial mounds such as Ashis, Nurataldy, and Karazhartas in the Karaganda region, spanning from the Late Bronze Age to the present day. The Taimas discovered in Khodja Ahmed Yassawi's mausoleum serve as an example of how the project sheds light on the use of these vessels during the Middle Ages. Furthermore, it emphasizes the significance of cauldrons in Kazakh ethnography and the associated cultural traditions [Buketov Karaganda University].

Timur Musabaev has curated a narrative presentation centered on the subject matter of «Shadows on the Field Excavations: Archaeologists in the Whirlwind of Repression» [Buketov Karaganda University]. The current year signifies the passage of nine decades since the unearthing of the initial artifact belonging to the prominent Begazy-Dandybayev civilization, which thrived in Central Kazakhstan throughout the latter half of the 2nd millennium BC. This culture, situated in the eastern region of the Eurasian steppes, stands out as one of the most captivating societies of the Late Bronze Age. The structure identified as No. 11 within the Dandybay burial mound was unearthed and examined during the summer of 1933 in the Karaganda region, specifically near the village of Sherubay-Nura. Professor Pavel Sergeevich Rykov (1884–1922) from the State Academy of the History of Material Culture, which was associated with the People's Commissariat of Enlightenment of the Russian Soviet Federative Socialist Republic (RSFSR), led an expedition that carried out this investigation. The expedition was designated «Nurinsky» throughout its inception and implementation, deriving its name from the primary research site, namely the Nura River basin. Investigating archaeological sites that were in danger of destruction as a result of the «Gigant» state farm's agricultural land development was the goal of the field research. The expedition conducted its activities within the territories falling under the jurisdiction of the Gulag system, namely within the zone around the Karaganda corrective labor camp, also known as Karlag, which was established in the autumn of 1931.

Between July 14 and August 3, 1933, the Nurinsky expedition conducted a comprehensive survey of a substantial region in Central Kazakhstan. This area had been largely unexplored in terms of archaeological sites and was inaccessible to the general public at that time. The Gulag administration provided the necessary resources and labor force for the excavation, drawing from the prisoner population of Karlag. The records failed to retain the identities of a limited group of laborers within the cohort of Karlag detainees. Based on the memoirs authored by M.P. Gryaznov, it is evident that the administration of the camp designated individuals from the «intelligentsia» among the convicts to engage in labor activities, a group that showed enthusiasm for contributing to scientific investigations. The narrative's author elucidated the relatively obscure historical account of the Nurinsky expedition and skillfully drew thought-provoking connections to the experiences of his suppressed grandpa, urging the audience to engage in a more thorough examination of the past.

It is hypothesized that the utilization of museum podcasting and storytelling has the potential to enhance students' engagement in educational endeavors, foster a deeper understanding of their cultural heritage, and offer substantive material that can facilitate sustained «museum-student» interactions. This, in turn, may serve as a supplementary catalyst for in-person excursions and visits to museums. The production of digital content will additionally contribute to the dissemination of historical knowledge and archaeological science in both the Republic of Kazakhstan and internationally.



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