

**METHODOLOGICAL METHODS OF DEVELOPING TOURISM IN
UZBEKISTAN IN THE YEARS OF INDEPENDENCE**

Bo‘riyev Mirjalol Zafar o‘g‘li

Master of Science and Technology University

Annotation: *This article presents and analyses the essence of international experience in the development of technologies and methods for the rapid development of tourism and its types in Uzbekistan during the years of independence, the organization of new tourism destinations in the regions, the development and implementation of national and regional programs, and expresses a personal attitude.*

Keywords: *years of independence, rapid development of tourism and its types in Uzbekistan, new tourism trends, national, regional programs.*

The task of modern professional tourism education is to train specialists who can respond to the needs and demands of the dynamically changing Uzbek tourism and hospitality industry. It is an important channel for the dissemination of national cultural values, national culture and spirituality, a means of developing a sense of patriotism among members of our society, and a catalyst for many processes within our country, including its economy, social sphere and culture.

While Uzbekistan actively uses international experience in education through tourism, research that identifies the most important features of education is of fundamental importance. The systemic features that allow us to implement the principle of continuity of educational stages in our country include the practical orientation of various forms of educational activity, a wide range of educational areas, an integrated approach that includes the expansion of horizontal and vertical development of the level of competencies, the introduction of a continuous tourism education system based on the cluster ideology and a multi-level matrix, the formation of a graduate (technical school and It is necessary to create a model that takes into account the multifaceted nature of the tourism industry, taking into account the basic principles of training (universities) and the new requirements for tourism workers, in particular, digital competencies, in view of the transition to business digitalization. The cooperation of the Republic of Uzbekistan with world countries in the field of tourism, which is an important direction of the economy, is also developing. According to the State Customs Committee, in 1997, 963.5 thousand tourists visited Uzbekistan, in 1998 - 710.5 thousand, in 1999 - 486.8 thousand²⁶. According to industry experts, nearly 2.7 million tourists visited our country in 2017²⁷.

Today, our country, which imports new educational technologies from abroad, is focusing not only on education, but also on tourism integration between countries, cultural integration between peoples, and, most importantly, on the paradigms of

²⁶ Gulmetov F.E. Allabergenov A.A. Turizm geografiyasi. T.; Talqin. 2004. – B.3.

²⁷ Turizm – mamlakatimiz iqtisodiyotining ertangi kuni // Xalq so‘zi. – 2018. – 23 fevral.

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developing tolerance among young people, by studying vast educational experience. The continuous education system is gradually moving forward based on kindergarten (South Korean educational technology), school (Finland and Singapore educational technology), technical school (German educational technology), and university (European, especially Bologna educational technology). Through education, tourism corridors are being created, and countries and peoples that yesterday looked at our country with distrust are today accepting new challenges to cooperate with us on an equal footing.

Tourism education also prepares our graduates to perform job functions determined by professional standards. It develops universal, general, professional and revolutionary competencies that allow them to successfully work in their chosen field and related areas, solve professional problems. Each field has its own strengths and weaknesses that hinder its development and affect its quality. The goal is to analyze the problems faced by the professional tourism education system and identify recommendations for their elimination.

For example, the long-standing system of relationships between teachers and students, where the teacher acts as the "subject" of the educational process as a "carrier" of knowledge, while students simply "receive" the transmitted information, taking a passive position, is very outdated from the point of view of modern pedagogy.

The new system assumes that both sides of the educational process should be active "subjects", "retelling" textbooks and "explaining" well-known scientific principles from the educational process.

Recently, there has been an active search and introduction of new forms and methods of teaching students. Therefore, the main goal of a fundamentally new educational system is to arouse students' constant interest in the subject being studied, to stimulate their desire for self-development and self-education, and to involve them in scientific research. Students, as future professionals, need to have a clear understanding and understanding of how their social and professional skills can be applied in practical work, as well as learn to identify the relationship between knowledge and situations, and adequately apply the knowledge they have acquired at university to the problems being solved. Innovative methods and technologies in the educational process can help achieve these goals.

In our opinion, one of such innovative methods is educational tourism for young people. Educational tourism refers to the types of education that are carried out in order to implement the goals set out in the curricula of educational institutions. Educational trips help students master various subjects. The use of educational tourism is the basis for the successful development of competencies defined by educational standards for training specialists in fields such as biology, ecology, geography, history, linguistics, and physical education.

For example, how do authors T.M. Kovaleva and N.V. Rybalkina present educational tourism in the educational process: "All prospective participants of an educational trip become an expedition team. The expedition team develops its own route and adapts it to

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the goals of all participants. The destination of the trip is not just a geographical point on the map; it is a question that is meaningful for each participant individually. It is an opportunity to find an answer. Each participant creates their own individual learning project as a way to answer their question. The project shows what the route should be for them, where it starts and ends, and what individual and general (group) activities they imagine during this learning journey.

During the journey itself, participants, armed with new knowledge, enter tournaments or build cities, write chronicles and deliver memorable speeches - making their first attempts to record their observations and discoveries. Like cultural artifacts, they create educational works that are not only personal, but can be shared with others. Each stage of the educational trip is accompanied by a tutor (teacher-mentor). Together with the student, the tutor deepens their interests, uses various sources and cultural archives for support. The tutor studies the learning style of each student and at the same time organizes teamwork and cooperation in learning during the expedition. The interests of the participants of the educational trip, which initially differ from each other, are gradually combined into the overall scenario of the expedition, like pieces of a mosaic.

To identify the current issues related to the quality of the educational process in the tourism sector, the method of analyzing the compatibility of educational and professional standards among university students was used. The survey method helped to identify the main problems arising from the distance learning approach and its potential for personnel training. Using the methods of analysis, comparative studies, and questionnaires, the main problems hindering the development of tourism education were identified and recommendations were developed to eliminate them.

Tourism is a broad discipline based on the "interdisciplinary" nature of tourism. For example, tourism belongs to the scientific field of "Economics and National Economy", but this field is multifaceted. It includes knowledge in the fields of architecture, cultural studies, art history, history, economics, political science and philosophy. The list of these disciplines can be expanded. Thus, understanding tourism as a form of consumption is related to various aspects of human life. The international context suggests the introduction of political science into tourism. The needs of modern people for self-understanding and experience are based on psychology. Cultural preferences are associated with excursions, visits to museums, and leisure activities. This defines an interdisciplinary approach to understanding tourism as a consumer sector and influences the development of curricula for bachelor's and master's programs in tourism, ensuring that they reflect the "interdisciplinary" nature of tourism, which in turn is the source of a variety of approaches to defining key concepts and categories. This, on the one hand, expands the scope of research, but on the other hand, complicates the process of training personnel for the tourism sector, implementing management functions in this sector, and conducting statistical observations.

LIST OF USED LITERATURE

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