

Motivating Students for Tourism Development

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Abstract: The author examines the formation of professional motivation among students of a tourism university in the process of practical training. The aim of the research is theoretical substantiation and experimental verification of the model of formation of professional motivation and the complex of pedagogical conditions for its effective functioning.

Keywords: theoretical substantiation, practical training, normative-determinant component

Solving the problem of improving the quality of training at a university, the orientation towards which is indicated in all normative acts of modern education, is fundamentally impossible without the purposeful formation of professional motivation among students, which determines their positive attitude to future activities, the desire to create new professionally significant values, to meet the needs for labor self-realization, and achieve professional excellence. At the same time, the formation of professional motivation for specialists in such dynamically developing and highly profitable sectors of the economy as tourism is of particular importance: without sustainable motivation and focus on the success of each specialist in this area, it is impossible to ensure that the domestic tourism industry achieves world service standards, continuously expanding the range of customer-oriented services and their recognition in the international travel market.

Professional motivation, as a significant result of training in a tourist university, does not arise spontaneously and requires purposeful, systematic and coordinated actions to form it. Practical training has a significant potential for this - the most important component of an integral system of professional development of a specialist. Practical training, characterized by relative autonomy and focus on the development of professional competencies, contributes to the formation of motivation due to the immersion of the individual in the environment of professional actions, enables students to timely apply and test the obtained subject knowledge, assess their ability and readiness for professional activity in real conditions.

The majority of respondents are aware of the importance of professional motivation and practical training. According to the results of the survey, it is clear that:

1) the educational process of a tourist university allows, without introducing fundamental changes

into it, to carry out the formation of professional motivation;

2) it does not pay enough attention to the formation of professional motivation;

3) university teachers would carry out the formation of professional motivation within the framework of practical training, if they had an actual, substantiated and tested apparatus for this.

These results allow us to state the relevance of the research problem, which manifests itself:

-at the social and normative level;

- in the need to train a specialist in the organization and provision of tourist services with a stable professional motivation;

- at the social and pedagogical level;

- in the need to organize professional training in a tourist university, focused on the formation of professional motivation of students in the process of practical training;

- at the theoretical and methodological level;

- in the need for theoretical research and identification of effective ways and means of forming professional motivation among students of a tourist university in the process of their practical training;

- the need to test the technological apparatus for the formation of students' professional motivation through the use of practical training opportunities.

Based on the analysis of scientific data, a research problem was identified, which consists in resolving the contradiction between the need to form professional motivation among students of a tourism university in the process of practical training, on the one hand, and insufficient methodological, scientific-theoretical and methodological-technological development of ways of implementing this process in the conditions of a modern tourist university, on the other. Formation of professional motivation among students of a tourist university in the process of practical training. The aim of the study is a theoretical substantiation and an experimentally tested model of the formation of professional motivation and a complex of pedagogical conditions for its effective functioning. Research hypothesis: the formation of professional motivation among students of a tourism university will be successful if:

- to carry it out in accordance with the model, which is built taking into account the requirements of the social order, the regulatory framework of modern tourism education, professional standards

of tourism specialists and the characteristics of their professional activities;

- developed on the basis of systemic, activity and process approaches;

- is implemented in the process of practical training;

- consists of content-organizational, process-methodological and control-diagnostic components that perform informational, orientational, regulatory, training, developmental, educational, evaluative, coordinating functions.

1. Professional motivation of a student is a set of conscious and manifested motives of professional activity, which are formed in the process of training at a university in order to create an image of future professional activity and value attitudes towards it. As a factor of professional development, it has the following properties:

- focused on professional activity and manifests itself in it; determines the behavior of the individual and methods of action; has the potential to form and develop;
- has a situational character and can change in accordance with the professional functionality of the specialist;
- provides professional self-realization.

2. Practical training as a component of professional training at a university, aimed at strengthening the student's professional competencies through the implementation of professionally significant activities, has relative autonomy and potential for the formation of professional motivation, ensuring the effectiveness of future professional activities.

3. A comprehensive study of the formation of professional motivation of students of a tourist university in the process of practical training in order to determine productive solutions is provided by the complementary implementation of the system, activity and process approaches.

4. The model for the formation of professional motivation among students of a tourism university was developed on the basis of a systemic, activity and process approaches, taking into account the requirements of social order, the regulatory framework of modern tourism education, professional standards of tourism specialists and the characteristics of their professional activities; implemented in the process of practical training; consists of normative-determinant, content-organizational, process-methodological and control-diagnostic components that perform purpose-forming, informational, orientational, regulatory, training, developmental, educational, evaluative, corrective, coordination functions; requires taking into account the following specific principles

when implementing: corporate compatibility, and exchange of experience.

5. The pedagogical conditions for the effective functioning of the model of the formation of professional motivation among students of a tourist university in the process of practical training are: a) the creation of a multicultural environment at the university;

6) tutor support for professional training in a tourist university / the formation of a reflexive-value position in students.

The validity and reliability of the research performed is determined by the use of basic theoretical and methodological ideas of philosophy, psychology, pedagogy; relying on the results of research carried out by domestic and foreign scientists; a set of research (theoretical and empirical) methods corresponding to the tasks being solved; the choice and implementation of a systemic, activity and process approaches to the study of the identified problem, capable of ensuring the achievement of the research goal; building on the verified data the author's model and a complex of pedagogical conditions; the results of the introduction of the model and the identified conditions into the educational process of a tourist university; the long-term nature and scope of tourism research activities; reproducibility and measurability of the obtained research results.

The study showed that the professionally oriented organization of practical training on the basis of enterprises of the tourism industry, with the support of interested employers, contributes to the successful formation of stable professional motivation among students of a tourism university.

Achieving the main goal of the study, related to the construction of a model and pedagogical conditions that ensure the formation of professional motivation among students of a tourism university, required the definition of theoretical and methodological questions that would reveal the essential characteristics of the process under study. Our methodological analysis led us to the conclusion that the system, activity and process approaches can provide a solution to this problem: the system approach allows us to identify the structure of the model (to determine its components, connections between them), the activity approach allows us to characterize the features of the teacher's and students' activities within each component, and process - to reveal the main stages of interaction of subjects in the formation of professional motivation.

The activities of the subjects are open in nature, taking into account changes in the external environment. The value orientations of the subjects determine the content of the activity and act as its system-forming factor. The effectiveness of the formation of professional motivation is determined by the fullest possible use of the opportunities for practical training at the university.

The normative-determinant component characterizes the initial positions that should be taken into account in the formation of professional motivation of students of a tourist university in the process of practical training, sets the directions for the deployment of this process and performs orientational and goal-forming functions. The normative aspect of this component covers the normative acts of both the vocational education system and the professional activity of a specialist in the field of tourism. The determinant aspect of this component characterizes the directions of personified actions for the formation of professional motivation of students of a tourist university in the process of practical training.

The content-organizational component characterizes the features of the content assimilated by the student and the general organization of the educational process, focused on the formation of professional motivation in the course of practical training. It performs informational and regulatory functions.

The content side of the educational process, presented in this component, includes a complex two-dimensional modular program, consisting of a practical training program and a program of the process of forming students' professional motivation.

The practical training program is consistent with the stages of mastering the main professional educational program at the university, and ensures the gradual "immersion" of the student in the professional environment. The program for the formation of professional motivation among students of a tourist university is consistent with the logic of its deployment and includes two modules:

- 1) informational and cognitive and
- 2) experimental and practical.

The information and cognitive module provides the enrichment of the student with knowledge related to the specifics of activities in the field of tourism, types of professional achievements, values of professional culture, ethical problems of professional activity. Experienced practical module is connected with setting the student in such situations in which he shows his own professional motives or observes how they are manifested in others and analyzes them.

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