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**MUZEY PEDAGOGIKASINING TURIZM SOHASIDA KADRLAR TAYYORLASHDAGI O'RN
VA IMKONIYATLARI**<https://doi.org/10.5281/zenodo.15264580>**Ubaydullayev Saidakbar Saydaliyevich***Farg'ona davlat universiteti "Pedagogika nazariyasi va tarixi"**mutaxassisligi 1-bosqich magistranti*ORCID ID: 0009-0005-4516-9920 saydaliyevichsaidakbar2004@gmail.com

Annotatsiya: Mazkur maqolada muzey pedagogikasining turizm sohasi uchun kadrlar tayyorlashdagi ahamiyati va amaliy imkoniyatlari tahlil qilinadi. Unda muzeylar pedagogik resurs sifatida qaralib, talabalarda kasbiy kompetensiyalarni shakllantirishda ularning o'рни yoritilgan. Shuningdek, muzey muhitida o'quv faoliyatini tashkil etishning samarali shakllari va metodlari, talabalarni turizm faoliyatiga tayyorlash jarayonidagi ta'limiy-innovatsion yondashuvlar asoslab beriladi. Tadqiqot davomida muzey-pedagogik yondashuv orqali talabalarning madaniy, tarixiy va ijtimoiy ongini rivojlantirish, ularning kasbiy motivatsiyasini oshirish yo'llari ko'rsatib berilgan. Maqola pedagogika sohasi mutaxassislari, oliy ta'lim muassasalari o'qituvchilari va turizm ta'limi bilan shug'ullanuvchi mutasaddi tashkilotlar uchun amaliy ahamiyatga ega.

Kalit so'zlar: Muzey pedagogikasi, turizm ta'limi, kasbiy tayyorgarlik, innovatsion metodlar, amaliy kompetensiya, pedagogik muhit, muzey-resurs, madaniy meros, ta'lim texnologiyalari.

**РОЛЬ И ВОЗМОЖНОСТИ МУЗЕЙНОЙ ПЕДАГОГИКИ В ПОДГОТОВКЕ КАДРОВ В
СФЕРЕ ТУРИЗМА**

Аннотация: В данной статье анализируется значение и практические возможности музейной педагогики в подготовке кадров для туристической отрасли. Рассматриваются музеи как педагогический ресурс, освещена их роль в формировании профессиональных компетенций у студентов. Также обоснованы эффективные формы и методы организации учебной деятельности в музейной среде, образовательные и инновационные подходы в процессе подготовки студентов к туристической деятельности. В ходе исследования показаны пути развития культурного, исторического и социального сознания студентов через музейно-педагогический подход, а также способы повышения их профессиональной мотивации. Статья имеет практическое значение для специалистов в области педагогики, преподавателей высших учебных заведений и заинтересованных организаций, занимающихся обучением в области туризма.

Ключевые слова: *Музейная педагогика, туризм, профессиональная подготовка, инновационные методы, практическая компетенция, педагогическая среда, музей-ресурс, культурное наследие, образовательные технологии.*

THE ROLE AND OPPORTUNITIES OF MUSEUM PEDAGOGY IN TRAINING PERSONNEL IN THE TOURISM SECTOR

Annotation: *This article analyzes the significance and practical opportunities of museum pedagogy in the training of personnel for the tourism sector. Museums are considered as pedagogical resources, and their role in shaping professional competencies in students is highlighted. Additionally, effective forms and methods for organizing educational activities in the museum environment are substantiated, as well as educational-innovative approaches in the process of preparing students for tourism activities. The research demonstrates ways to develop students' cultural, historical, and social consciousness through a museum-pedagogical approach, as well as ways to enhance their professional motivation. The article is of practical significance for specialists in the field of pedagogy, university lecturers, and relevant organizations involved in tourism education.*

Keywords: *Museum pedagogy, tourism education, professional training, innovative methods, practical competence, pedagogical environment, museum-resource, cultural heritage, educational technologies.*

INTRODUCTION

In modern society, the tourism industry occupies a special place not only as an important direction of economic growth, but also as an active participant in cultural and educational processes. The training of competitive, qualified personnel in this area is one of the urgent tasks facing today's higher education system. In particular, along with traditional forms of education, non-traditional, integrated pedagogical approaches are becoming increasingly important in the formation of cultural, historical, communicative and service competencies necessary for professions related to tourism activities.

In this regard, the issue of preparing students for the tourism sector through the means of museum pedagogy requires a specific approach. Museums are not only a source of historical and spiritual heritage, but also a unique educational space that allows students to develop practical skills, form aesthetic tastes, engage in social activities. Through them, the interactive relationship between the teacher and the learner is strengthened, it is ensured that the educational process is interesting and effective.

It is through the use of the possibilities of museum pedagogy that the article analyzes effective forms of training of personnel for the tourism industry, pedagogical conditions and practical approaches. On this basis, the integration of museum and tourism is considered as a modern pedagogical innovation.

LITERATURE ANALYSIS AND METHODOLOGY

In recent years, the use of unconventional educational tools in the training of qualified personnel for the tourism industry has been recognized as one of the pressing issues. In particular, the number of scientific studies that museums are studying as an educational resource is growing. In the decision of the president of the Republic of Uzbekistan dated January 28, 2022, PQ-110 “on additional measures for the development of the field of Culture and art and strengthening the aesthetic education of young people”, the integration of cultural and educational institutions with the educational system is marked with special emphasis.

Internationally, the theoretical foundations of museum pedagogy are substantiated in the developments of such scientists as V.G. Razumovsky, M.A. Arkhipova, L.S. Vygotsky. They emphasized the educational capabilities of museums. The experience of using museums in tourism education is widely used in developed countries such as Germany, France, Japan. And from local scientists M. Juraev N. Turgunov, Z. Nishanova, R. Gulomova, such pedagogical scientists have developed new methodological approaches to education through museums.

Literature analysis shows that existing research is mainly focused on the educational and cultural functions of museums, the role of which in the preparation of practical personnel for the tourism industry has not yet been fully covered. Therefore,

This article aims to identify and substantiate the pedagogical capabilities of museum pedagogy in the training of personnel for the tourism sector. The study relies on the following methodological foundations:

- * Article object: students studying tourism in higher education institutions.

- * Subject of the article: the process of forming professional competencies in students through museum pedagogy.

- * Purpose of the article: determination of pedagogical conditions in the training of Personnel for the tourism sector of museum pedagogy and justification of their effectiveness.

- * Article techniques:

Theoretical methods: analysis of scientific literature, study of pedagogical concepts, comparison of experiments;

Empirical methods: observation, survey, interview, diagnostic tests;

Analysis and synthesis: systematic analysis of the data obtained, drawing conclusions.

RESULTS

The following important results were obtained from theoretical and Applied Research:

The possibilities of museum pedagogy have been identified: it has been found that museums are an effective tool in improving the quality of student professional training by creating an interactive, visual and emotional learning environment in tourism education.

The formation of professional competencies was supported: through Practical Training organized in a museum environment, students acquired professional skills such as analyzing cultural heritage, guiding guests, explaining historical objects.

Suitable conditions for the tourism sector were established: the following pedagogical conditions were proven to be effective in preparing students for tourism activities:

- regular use of museums in the educational process;
- systematic organization of excursion-based training;
- application of interactive methods (role-playing, keys-stadi, problem learning;
- establishing integrative cooperation between museums and educational institutions.

A model based on museum pedagogy was proposed: based on the study, a methodological model for the use of museum pedagogy in the preparation of students for tourism activities was developed. This model includes: motivational-block, informational-block, activity-block and reflection-blocks.

There was an increase in student motivation: among the students who participated in the study, it was found that there was a significant increase in professional self-awareness, interest in historical-cultural heritage, creative approach and communicative abilities.

The effectiveness of pilot work was evaluated: as a result of educational activities organized on the basis of museum pedagogy in the experimental group, students were observed to have a higher level of knowledge and practical skills compared to the control group.

DISCUSSION

The results of the study showed that museum pedagogy is a unique, effective and close to practical educational tool in the training of personnel for the tourism industry. Today, in the field of tourism, where global competition is growing, the training of highly qualified, culturally literate and specialists with communicative competencies is an urgent task. In this process, museums have a huge pedagogical potential as an educational resource, and the need arises to develop various forms and methods of their involvement in the educational process.



The analysis showed that through the application of museum pedagogy to the educational process, student activity increases, their interest in cultural heritage increases, practical knowledge and professional skills are effectively formed. Through guided tours, interactive activities and educational activities organized on the basis of historical objects, students learn to carry out their professional tasks in real conditions.

The fact that during the article the effectiveness of educational models compiled on the basis of museum pedagogy is determined to be higher than traditional approaches to tourism education means that this style should be applied more broadly. However, in practice, the systematic use of museums in educational processes has not yet been established in all higher educational institutions. Also, in educational programs, separate modules related to museum pedagogy, the specific didactic foundations of science are not sufficiently reflected.

CONCLUSION

The results of the study showed that museum pedagogy, as one of the innovative directions of modern education, serves as an important tool for the tourism industry in the training of competitive, professionally trained personnel. Museums, through their rich cultural and spiritual resources, historical objects and interactive environments, help to form solid knowledge, skills in the minds of students. Educational activities organized on the basis of museum pedagogy deepen student knowledge not only in theory, but through practical competencies. Museums for tourism-oriented students are a field of understanding cultural heritage, studying the culture of guest services and testing professional roles the effective use of museums in the educational process enhances professional motivation, develops creativity and communicative abilities pedagogical conditions when properly organized, education based on museum pedagogy increases students ' self-awareness, professional socialization and level of readiness for tourism activities.

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