

PEDAGOGICAL CONDITIONS OF PREPARING FUTURE TEACHERS FOR TOURISM ACTIVITIES THROUGH MUSEUM PEDAGOGY

Ubaydullayev Saidakbar Saydaliyevich

*1st year master's student, specialty "Theory and History of Pedagogy",
Fergana State University (Uzbekistan)*

Abstract: This article is devoted to a scientific analysis of the pedagogical conditions for preparing future teachers for tourism activities through museum pedagogy. The study examines the role of museum pedagogy in the educational process, its importance in strengthening the professional training of future teachers, and the possibilities of adapting it to activities in the tourism sector. The article systematically examines such pedagogical conditions as the educational environment, adaptation of curricula, interactive teaching methods, and strategies for using museum resources. The purpose of the study is to develop an effective pedagogical model aimed at improving the quality of cultural and educational tourism by developing teachers' skills and competencies in the tourism sector.

Keywords: Museum pedagogy, future teachers, tourism activities, pedagogical conditions, professional training, educational integration, cultural tourism, interactive methods, museum resources, educational environment, competence development.

INTRODUCTION

In the modern education system, the professional training of teachers requires not only the acquisition of academic knowledge, but also their adaptation to activities in the socio-cultural and economic spheres. In particular, the tourism industry is developing rapidly on a global scale, strengthening the integration processes between education and culture. In this process, museum pedagogy occupies a special place, enriching the educational process and appearing as an effective tool for preparing future teachers for tourism activities. Museums are important not only as institutions preserving historical and cultural heritage, but also as interactive learning environments. They allow students and teachers to develop practical skills, critical thinking, and cultural competencies.

The use of museum pedagogy in preparing future teachers for tourism activities serves to improve the quality of the educational process. This process requires pedagogical conditions, namely the integration of the educational environment, curricula, innovative methods and museum resources. A systematic

analysis of these conditions allows not only to strengthen the professional training of teachers, but also to develop cultural and artistic directions in the field of tourism. This article is aimed at considering this issue on a scientific basis and aims to identify the pedagogical conditions for preparing future teachers for tourism activities on the basis of museum pedagogy and evaluate their effectiveness.

LITERATURE ANALYSIS

A number of scientific works have been carried out in recent years on the role of museum pedagogy in preparing future teachers for tourism activities. In particular, the works of such scientists as N.A. Ziyayeva, O.T. Musurmonova, M. Hojiahmedova substantiate the importance of using the educational potential of cultural heritage in the educational process. These sources highlight the importance of museums as non-traditional educational environments and the possibilities of forming socio-cultural competencies through them.

In pedagogical literature (G.Yo. Yo'ldoshev, M.M. Jo'raev), the concept of pedagogical conditions is analyzed based on a systematic approach, and factors such as personal development, motivation, environment, and methodological support are considered in a harmonious manner in the process of teacher training. In particular, the effectiveness of interactive methods based on cultural and historical context (quest, project-based education, excursion training) in the development of professional competencies is emphasized.

Also, in foreign sources (J. Falk, L. Dierking – *The Museum Experience*), museum pedagogy is assessed as an important tool that enhances active interaction between the student and the teacher. In their research, museums are seen not only as exhibitions, but as a learning platform that integrates social, cultural, and cognitive activities.

The scientific work of A. Uspenskaya and S. Ivanova is of great importance in the field of tourism education. They developed methodological approaches to teaching tourism based on regional cultures, archaeological monuments, and museum resources.

Also, the resolutions and decrees of the President of the Republic of Uzbekistan on youth education, patriotism, tourism development, and preservation of cultural heritage, in particular, "Youth is our future" and "Strategy for the development of tourism in the Republic of Uzbekistan for 2022–2026" have created the necessary regulatory and legal framework in this area.

RESULTS AND DISCUSSION

During the lessons organized in museums, students actively participate in theatrical and exhibition performances, staging the works of folk and author-

creators. They can also perform everyday events such as a peasant's family lunch, a market, a matchmaking, a meeting of friends, and the celebration of the Navruz holiday.

The interaction between a museum and an educational institution in Germany is based on helping the teacher solve specific educational tasks. In this sense, the art museum is no exception.

At the beginning of the 20th century, one of the founders of the German Museum of Natural History and Technology in Munich, G. Kerschensteiner, wrote the book "Theory of Education". In it, he justified the need to organize the activities of German museums on a pedagogical basis and outlined ways to achieve this goal. He links the basis of the concept of G. Kerschensteiner's pedagogical activity to museum pedagogy. In his opinion, "the organization of a museum that aims to educate and train young people through knowledge is nothing more than educational construction, only here the construction works not with the shadows of objects, but with the objects themselves, as in schools." So, the role and importance of museum pedagogy in influencing is incomparable, and this scientist interprets this very correctly.

In Germany, the problems of museum pedagogy and its tasks were studied and systematized by the pedagogues of the "Central Institute of Education and Training" L. Pallat, D. Richter and G. Freudenthal.

Considering that the museum pedagogue is a specialist who can organize the process of educating students in the museum, G. Freudenthal recommended introducing students to historical, natural history and art museums, and technical and special museums for students. A. Reichwein, head of the department of the Ethnographic Museum in Berlin, was one of the first to use the term "museum pedagogy".

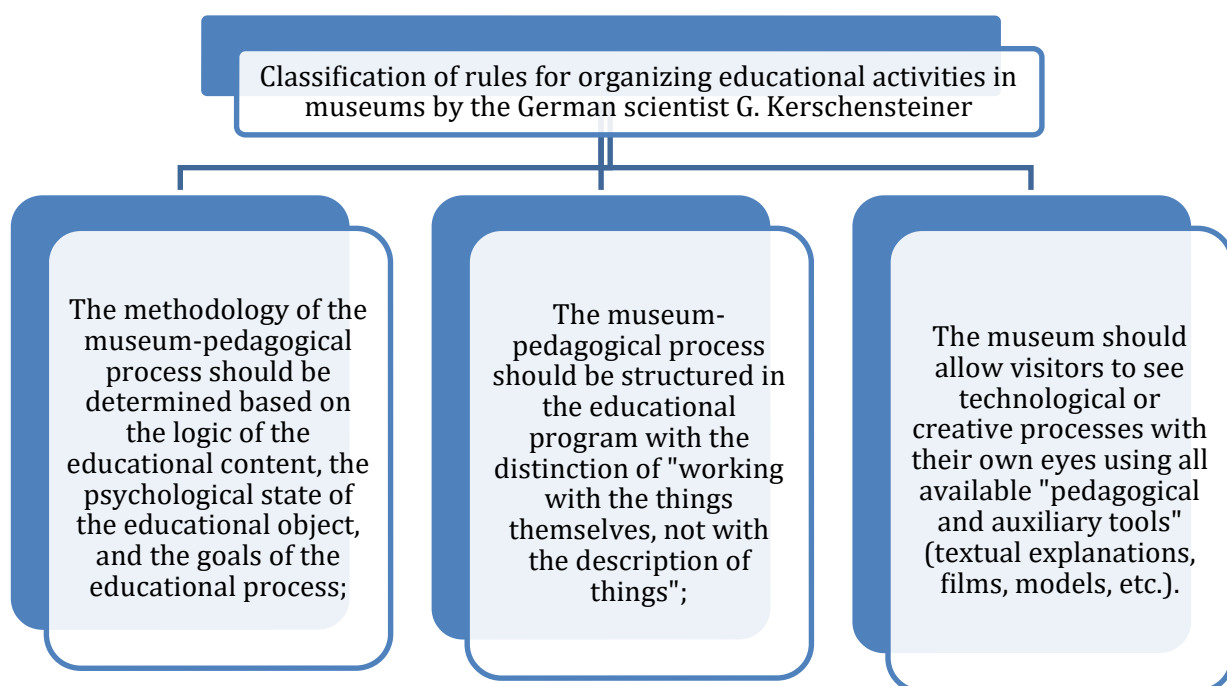
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The basis for the success of lessons in the museum

The German scientist G. Freudenthal linked the success of lessons in the museum with the following conditions:

- organizing a museum excursion should be carried out in accordance with the plan, with a specific educational goal in mind;
- teachers are required to understand that their students need to prepare specifically for a visit to the museum;
- when visiting the museum, it is necessary to take into account the physical and psychological readiness of students, to participate when they are ready to perceive the exhibits;
- exhibits for the excursion exhibition should be selected based on the interests of students;
- the result of visiting the museum is a close study of the history and culture of the peoples of the world, acquaintance with historical monuments, which increases the independent creativity of students, increases interest in social activity, and forms a desire to study it;
- the introduction of modern technologies into the educational system based on their integration with the national traditions of our history helps to achieve educational effectiveness.



Classification of the rules for organizing educational activities in museums by the German scientist G. Kernsteiner

Museums are of particular importance among cultural and educational institutions in Uzbekistan. Therefore, in accordance with the resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to ensure the accessibility of state museums to children and their parents", all state museums have designated every Tuesday and Friday as days of free admission to state museums of the republic for children under 18 years of age and their accompanying parents (or persons replacing them). This serves to widely promote the activities of museums among the public.

The focus on the general pedagogical tasks of development, education and upbringing has united museums that are diverse in terms of the scope of their collections and their specific features. Today, museum workers, striving to develop the younger generation's need for connection with the natural world, historical heritage and creative expression, are increasingly combining their main work with the work of professors and teachers, improving their professional skills.

An interdisciplinary approach began to develop in the field of art history, which made it possible to consider the visual arts, along with other arts, as one of the areas of general humanitarian knowledge. The Metropolitan Museum of Art set the first example of conducting lessons in history, geography and other school subjects using costumes, furniture samples and other original historical objects.

The famous philosopher N.F. Fedorov, who considered museums to be moral and educational institutions that actively influence the social relations of students and the goals and content of their activities, described museums as "institutions of

higher unity" in his work "The Museum - Its Content and Purpose". In his opinion, the museum "should be open to all members of society, and the museum should correctly carry out its three main functions, namely research, education and activity. He believed that only their joint implementation would contribute to the formation of spirituality and creativity.

Another museologist N.I. Romanov's article "On the tasks and methods of art excursions" occupied a special place among the publications. In it, the author emphasized that the process of teaching art should occur before a deep understanding of its impact on the human soul. A work of art should be studied not as an appendix to cultural history or general history, but as a valuable aesthetic object in its own right.

Another scientist F.I. Shmitt, in his book "Art as a Subject of Education", studied the goals and objectives of aesthetic education of young people. The author understands art as an active mental activity and proposes to include it in educational programs as a means of promoting the formation of a creative personality. Emphasizing the priority of the educational function over the learner, the scientist believed that, creating conditions for normal mental development, the educational institution prepares the student for both the process of active cognition of the world and the effective application of knowledge in practical life. In general, according to the scientist, "the educational process should be based on the laws of the student's natural development, and therefore education is nothing more than an active process of accumulating life experience, which includes the student's experience of interaction with the environment, mental and emotional impressions." It follows that to educate children, it is not enough to force them to sit still for several hours every day, but, on the contrary, they should be given the opportunity to move, engage in practical activities, and be active.

Theorist, art historian, critic, famous teacher of his time A.V. Bakushinsky, in his research, consistently combined the development of the theory of art education with the method of excursion work in art museums. He continued to strictly adhere to the age-specific characteristics of the viewer. The scientist paid great attention to the teacher in the practice of excursions, setting three mandatory conditions for him:

- 1) the ability to experience a work of art;
- 2) knowledge of the historical and art-historical content of a work of art;
- 3) the ability to psychologically approach the group.

Art museums are architectural, art, music and theater museums; a place where rare works of art are exhibited, promoted and stored. Although they differ in the

object of documentation, they perform a common task, namely, to satisfy the aesthetic requirements of a person.

Architectural museums document the history of the development of this sphere of knowledge - the practical activity of man in the combination of art, science, and technology.

Art museums document the development of painting, sculpture, and applied and decorative arts. To this day, historical types of museums have been preserved and developed in this group: galleries, pinacotecas, glyptothecas, muenzkamas, panoramas, and so on.

Historical-architectural, historical-artistic museums-palaces, and memorial museums carry out the development of documentation of mixed fields of knowledge such as history, architecture, and art.

Music museums document the development of music, performing arts, and the process of development of this field. They are divided into museums of musical instruments, museums of musical culture, musical theaters, and concert halls. During the 20th century, museums in this specialized group moved from displaying musical culture at the local-ethnographic level to displaying it at the national, even world level, a systematic approach to exhibition work was implemented, and the main emphasis was placed on broadcasting musical and cultural experience.

Theater museums document theater and theatrical art, as well as the history of their study.

Factors that develop museum tourism:	Creating special programs for different age groups of visitors.
	Preparing special programs for representatives of various social groups
	Creating programs that involve inclusion in the creative process within the museum and its collection.
	Creating synthetic programs using the potential of not only the art collection, but also other types of art within the museum (musical accompaniment, concert performance, etc.).
	Creating comprehensive programs that include other museums, arts and cultural centers, and organizations.
	Creating international programs for art lovers and professionals

Factors driving museum tourism

A virtual museum is a computer-generated model of an invented museum that exists only in virtual space. It replicates some components of a real museum: "collections", "exhibition" catalogs, etc. As a rule, it is characterized by the presence of three-dimensional "virtual expositions" that allow visitors to exchange ideas with the site, presented in large quantities through reproductions of "museum objects", and a virtual journey through the "exhibition".

Research on promoting the development of museums around the world, preserving their heritage and combating illicit trafficking in cultural property, raising the professional standards of museum staff, and establishing cooperation between museum institutions and specialists from different countries is carried out within the framework of the International Council of Museums (ICOM), a non-governmental professional organization founded in Paris (France) in 1946. This organization has the highest consultative status of category "A" at UNESCO and the Economic and Social Council of the United Nations. The International Council of Museums is an international organization of museums and museum professionals engaged in the preservation, development and interaction of society and the world's natural and cultural heritage, present and future, tangible and intangible heritage.

Also, scientific research is being conducted by the International Centre for the Study of the Preservation and Restoration of Cultural Property (ICCROM), an international organization dedicated to the preservation of the world's cultural heritage through education, outreach, research, cooperation and community organizations, and the Museums Association (MA), a professional membership organization for museums, galleries and heritage organizations, and museum companies, based in London, the oldest museum association in the world.

Among the areas of activity of museums of various directions, there is cultural and educational tourism, which is closely related to the educational functions that have always been of great importance. While art, historical and local history museums are of interest to local and foreign visitors, natural science and technology museums are mainly in the focus of attention of the country's population, as well as students.

Museum tourism is a specific activity of museums in the field of cultural tourism, which includes the creation of expositions, internal and external excursions, educational seminars, lectures, public events, training courses, the presence of museum shops, the production and sale of museum tourist products. Museum tourism was not initially a traditional area of activity of museums. This phenomenon emerged in Russia in the mid-1990s, and in the West in the 1970s, in

a situation where museums were faced with extreme self-determination, the search for new ways of development and extra-budgetary sources of funding, including participation in tourist activities.

Until the 20th century, the main thing in determining the status of a museum was its collections. Today, this point of view is changing, and a new approach to understanding the essence of the museum and its social purpose is being developed. Experts say that today the development of museum tourism depends on the following factors:

- 1) development of special programs for different age categories of visitors.
- 2) preparation of special programs for representatives of different social groups.
- 3) creation of programs that involve the process of creative activity within the museum and its collection.
- 4) creation of synthetic programs using the capabilities of not only the art collection, but also other types of art within the museum (musical accompaniment, concert performance, etc.).
- 5) creation of comprehensive programs that include other museums, art and cultural centers and organizations.
- 6) creation of international programs for art lovers and professionals.

The atmosphere created in a museum is part of the tourist product it offers, as well as the design and quality of the museum environment: exhibition and non-exhibition areas; buildings, territories, advertising, printed matter - everything that is in or associated with the museum. The museum offers:

- 1) expositions and exhibitions;
 - 2) lecture tours;
 - 3) special programs;
 - 4) services determined by the capabilities of the museum's infrastructure;
 - 5) copyright for reproduction of items included in the museum's collection;
 - 6) books, catalogs, booklets and other printed matter, videos, slides and other publications using modern information technologies.
- The museum can also offer tourists a variety of products - tangible and intangible. Thus, the subject of museum tourism can be considered a broad range of objective laws related to obtaining and analyzing information about the tourist market and the consumer of museum products, creating conditions for the preparation and sale of museum products, and, on this basis, the legal and economic basis for its advertising and marketing.

The development of electronic communications and the Internet, as well as the spread of electronic visual aids, has a significant impact on the activities of

museums. In an era when almost any reproductive information can be found on the Internet, real objects acquire a new meaning and value. In such a situation, museums are valuable as unique objects that offer a closer acquaintance with the real image or image of unique works of art. An important factor motivating museums to increase their interaction with society is the need to attract, retain visitors and expand their audience.

In conclusion, the museum can be an effective factor in the social adaptation of a person, the development of creative foundations, the upbringing of social activity of the individual and a means of overcoming negative life choices, helping to preserve and transmit spiritual and cultural values to the growing younger generation. Currently, the role of cultural institutions, in particular, museums, which are an integral part of the social education system, is significantly increasing.

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