



METHODOLOGICAL BASIS OF THE DEVELOPMENT OF TOURISM SAFETY COMPETENCES IN FUTURE PHYSICAL EDUCATION TEACHERS

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ABSTRACT

In this article, the methodological foundations of the development of tourism safety competencies in future physical education teachers are presented. Also, T. Ellers' "Motivation to Strive for Success" and "Motivation to Avoid Failure" methods and "Personal Orientation" method developed by V. Smekal and M. Kushera are highlighted.

KEYWORDS: Tourism safety, competence, motivation, sports psychodiagnostics, psych correction, psychological mechanism, activity, individuality, determinism, cognitive processes.

INTRODUCTION

Today, innovative technologies for the development of knowledge about tourism safety are being put into practice in the world. In this regard, tourism education - in many countries, working in the tourism sector is considered the "first step towards increasing economic opportunities", systematic work is being carried out aimed at the implementation of large-scale projects of a practical nature aimed at developing knowledge about tourism safety, expanding the opportunity to actively engage in sports tourism based on innovative technologies. The resolution of the General Assembly of the United Nations emphasizes the importance of strengthening children's physical, mental and mental health through play and sports, and increasing the importance of efforts to popularize and secure the role of sports in human mental stability and physical maturity. , in particular, it remains one of the urgent problems to pay serious attention to the issue of editorial-psychological features of the development of competencies related to tourism safety in future physical education teachers.

LITERATURE ANALYSIS AND METHODOLOGY

It is necessary to increase the social prestige of tourism culture and create a national model of personnel training in the development of tourism safety competencies in future physical education teachers. The successful solution of these tasks, in turn, is an important factor in the formation of knowledge, skills and qualifications of future specialists in tourism, ecotourism, tourism ethics, travel etiquette. Therefore, based on the innovative cluster of redagogical education, we offer the following mechanism for directing tourism through education:

- in order to meet the knowledge needs of students and educational resources intended to demonstrate their abilities in practice, to designate a certain area (museum) as a tourist object;
- establishing cooperation with the state committee for tourism development, enriching the committee's website with photos of the area by students;

- introducing the landscape of the geographical area, the aesthetics of nature, strengthening theoretical knowledge in the process of describing the landscape of the area;
- architectural monuments, historical shrines, living rural population groups, architectural complexes, historical centers, scientific institutions, higher educational institutions, botanical gardens, zoos, oceanariums for introducing examples of applied art are among them.

In fact, it is the sector that quickly introduces the country to the world. Sport does not choose nationality and race, it can be said that it is a tool capable of uniting everyone around it. Thanks to Sport, we go to blind countries, after the competitions we tell others about our country, the customs and traditions of our people, besides, our ancient monuments whose history goes back many centuries. Naturally, during these conversations, the interest of our foreign colleagues in Uzbekistan will increase. In a word, tourism develops through sport, and sport develops through tourism. That is why the decree of the Resident of the Republic of Uzbekistan "On measures to further improve the state management system in the fields of tourism, tourism and cultural heritage" was adopted. It stipulates the introduction of modern management mechanisms in the fields of tourism, tourism, and cultural heritage, rapid development of infrastructure in these areas based on advanced foreign experience, effective use of facilities, and creation of sufficient conditions for the population.

Tourism safety is aimed at improving people by overcoming natural obstacles. The skill of tourism consists in overcoming natural obstacles, using various tactics and methods of overcoming obstacles. Tourism safety, first of all, sport travel is a type of collective sport with traditions of mutual support and mutual assistance, sport discipline, self-improvement and mutual transfer of knowledge and experience.

Participating in sport camrancias in the first categories of difficulty and in distance competitions, as a rule, does not require large financial costs, while it allows you to acquire the necessary basic skills and enjoy participating in camrancias and competitions. Acquiring tourism safety as a comprehensive type of sport that is carried out in a complex natural and social environment requires comprehensive knowledge, skills, experience and good training from the sportsman. Celebrity and nostalgia tourism includes visiting halls of fame and competition venues, as well as meeting celebrities at festivals.

From the theoretical analysis of the literature, it can be seen that tourism includes travel to the sports competitions in the countries and regions with security. It can be further divided into professional and amateur tourism. Professional tourism security will take over the competition for the qualification categories and the title of master of the company. Broadly speaking, tourism security includes travel away from one's primary residence to participate in recreational or competitive sports activities, and to observe sports at a public or elite level.

In the research conducted by S.Saidullayev, one of the main branches of tourism security, health tourism was studied in detail, and a tourist profile was developed in it.

1. Physical culture is considered as a dependent, blindly compatible subsystem. Physical culture partly includes the subsystems of tourism and tourism, as they have functions specific to physical culture.

"The unique core of the content of physical culture consists of: physical education, sport, tourism and physiotherapeutic exercises. This is a unique and at the same time systemically

complex educational and educational types of activities of the formative tool, a field of activity in the nature of action," foreign experts say in their work.

2. Sport - a subsystem that is mainly part of physical culture, but has a certain part that is not related to physical culture or tourism. This section has a competitive function specific to the company.

3. Tourism is a sub-system of blind component, which is partially included in physical education and tourism in the form of active tourism, which shows a certain physical load on the human body. This subsystem has a travel function specific to tourism, which does not always correspond to the main, strictly defined functions of physical education or sport.

In the theoretical development of general physical culture foundations of physical education-health tourism, active tourism refers to its background types, in particular, recreational physical culture. At the same time, physical recreation is considered as a type of physical culture: people actively rest, enjoy this process, have fun, switch from one type of activity to another, get distracted from ordinary work, household, sport, military activities, so physical exercises, as well as the use of simplified forms of sport. Physical recreation is the main content of mass forms of physical culture and is a recreational activity. Recreational physical culture tools, including physical education and health tourism, are widely used in active recreation and are the basis of a healthy lifestyle of a modern person. There are many types of active tourism that are combined in physical education and health tourism and belong to recreational physical culture.

It is known that these are considered independently as different types of tourism from the point of view of their goals, motives and training results. Sport tourism is represented by recreational, adventure, ecological, professional-practical, rehabilitation, medical, recreational and other types of tourism.

Recreational tourism has a purposeful function - restoration of physical and mental strength of a person through tourism, is used in the mode of active rest and rehabilitation, therefore, it is called visible healing and is considered a background type of physical activity.

Adventure tourism is defined by the World Tourism Organization as a broad concept (adventure tourism), which includes both ecotourism and tourism safety elements. The specific features of adventure tourism are clearly seen from the definition of the concept of adventure as an unexpected event in life. For example, in the "Encyclopedia of Tourism" adventure travel is defined as a tourist trip organized in order to cover a difficult route with the possibility of unexpected events, to satisfy the desire for adventure, to show oneself as a person of interest. Only well-prepared and well-equipped experienced tourists can participate in adventure tours. Special attention is paid to ensuring the safety of the participants in the organization of adventure trips.

The objective function of professional-practical tourism is to increase professional knowledge, skills and qualifications through tourism, to achieve one's educational and professional-practical goals, and uses the techniques and technologies of tourism security.

The target function of rehabilitation tourism is that certain diseases can be treated with the help of tourism. At the same time, the climatic conditions of different places of residence of tourists, healing springs, performing certain physical exercises while walking, etc. are used.



Adventure tourism is characterized by the fact that it can be carried out by disabled people or persons with certain disabilities in accordance with specially developed programs, taking into account their motivation and physical capabilities.

Spa tourism is interconnected with various components of physical culture. In basic physical culture, physical education and wellness tourism is presented in the form of youth tourism, and in professional and practical physical culture, elements of orientation in a certain area and elimination of natural obstacles in the natural environment are presented. These elements of tourism are necessary for the professional activity of geologists, surveyors, glaciologists, topographers, botanists, ornithologists and other specialists. In the background types of physical culture, the elements of physical education and health tourism are used for active recreation, and in medical and health physical culture, they are used to restore or improve lost mobility, treat diseases with the help of climatic and resort factors of natural tourist centers.

Analysis and results. Also, in the research process, interview, questionnaire, observation, methods, as well as T. Ehlers' "Success Motivation Diagnosis" method, "Personal Orientation Method" developed by V. Smekal and M. Kushera, developed by the American psychologist Osgood The "SAN" methodology and the questionnaire "Study of the psychological characteristics of the development of tourism safety competencies in future physical education teachers" developed by us were used.

Method 1

Questionnaire for the study of the psychological characteristics of the development of tourism safety competencies in future physical education teachers

In the course of our research, a special questionnaire was developed in order to study the motivations related to tourism safety in future physical education teachers.

Instructions: You are presented with a series of questions that reflect the characteristics of your behavior. After reading each question carefully, you confirm the question by yes (+) or no (-). Each confirmation is assigned 1 point.

This methodology is not aimed at checking the type of abilities you have, but at determining the individual characteristics of your behavior in an activity. You are expected to answer the questions honestly and without hesitation. Our questionnaire consists of 4 scales, and each scale determines the formation of certain levels of students' abilities. Now let's go to the description of each scale.

The motivational component is related to a set of psychological reasons that explain human behavior, its connection and activity. Formation of skills and qualifications to encourage effective organization of professional activity. Further education and development of the student in the chosen specialty is therefore an important motivational factor.

Extremal is a system of psychological self-control and self-regulation of a person's mind and behavior formed in various extreme conditions. It is the study and analysis of information about the psychological preparation and shortcomings of the soldiers for extreme situations. In addition, the ability to correctly control one's emotions and actions, the ability to self-regulate with "problem solving" and "emotional" behavior. due to its formation, it is understood the possibilities of being able to adequately assess oneself in extraordinary situations that occur in different situations.

Emotional-volitional component - responsibility, initiative, independence, emotional-emotional stability, formation of self-confidence.



Cognitive - this factor includes motivational and guiding factors, this phase is explained by the ability of students to correctly assess the purpose of studying in higher education, their interests, opportunities, and they become a guiding feature. is enough. In addition, the tasks of updating interests, values and motives, harmonizing the individual assessment system that determines the priorities of life direction and cognitive activity, as well as choosing a strategy for achieving the set goals by updating personal resources and stabilizing the emotional state, as well as determining the direction of the person does.

Method 2

T. Ellers' "Motivation to Strive for Success" and "Motivation to Avoid Failure" methodology Students' attitude towards educational and scientific activities, their desire for success is considered a very important stage. Because, if the characteristics of psychological stability and the motivation to achieve success are adequately formed in any student, his scientific and innovative activities and interpersonal relations will be positive. In the same place, in the course of our research, we effectively used the methodology of T. Ellers "Diagnosing the motivation to avoid defeat" in order to determine the motivations of students to achieve success and avoid defeat. This questionnaire is designed to determine the motivational direction of a person to achieve success. The level of motivation for success is evaluated by the number of points corresponding to the key.

To achieve success, the Ellers test is used to determine the directions of a person's motivational field. To determine achievement motivation, the following approach of Ellers is used in personality diagnosis: a person with the main motivation for achievement prefers medium or low-risk situations. He tends to avoid high levels of risk. A person with a strong motivation to achieve success will usually have lower expectations than a person with a weak motivation for success, but such individuals will work hard to achieve success and strive for success.

This questionnaire consists of 41 questions and one of 2 confirmations in the form of "yes" or "no" must be given.

An analysis of the results of Ellers' motivation to achieve success is carried out as follows:

From 1 to 10 points: low motivation for success;

11 to 16 points: average level of motivation;

17 to 20 points: moderately high level of motivation;

More than 21 points: the level of motivation for success is very high.

Research has shown that students with a moderate to strong focus on achievement prefer a moderate level of risk.

Students who fear failure have a preference for low or very high risk. The higher the motivation of students to achieve success, the lower the level of readiness to take risks. At the same time, achievement motivation also affects students' future aspirations: with strong achievement motivation, future aspirations are generally more modest than those with weak achievement motivation. In addition, students who strive for success and have high expectations avoid high risk.

It was found that students with high motivation to succeed are more likely to be unhappy, less likely to experience unexpected events, but have a high motivation (protection) to avoid failure than students with a high willingness to take risks. On the contrary, if students have a high motivation to avoid failure (focusing on protection), this will prevent success motivation, that is, goal achievement.

Method 3

Our next methodology is the "Personal Orientation" methodology developed by V. Smekal and M. Kushera.

The problem of character and orientation occupies a central place in personality psychology. N.D. Levitov describes character as a "psychic structure embodied in the direction (needs, motives, aspirations) and volitional qualities of a human personality." Therefore, orientation is one of the important aspects of character, it reflects the selective attitude of a person to himself and to all aspects of the external world, and is manifested as a guiding factor in the activity of a person.

According to the approach put forward by V. Smekal and M. Kushera, all activity motives can be divided into three main directions: to oneself, to people, to activity:

1. Self-orientation, that is, the predominance of the motives of gaining High prestige, striving to be able to fully control and analyze the feelings of one's personality. A self-oriented person is more concerned with his own emotional experiences, thoughts and imagination, and is less interested in the people around him; feels the need for his actions to be recognized, appreciated, and supported by others; he remembers criticism for a long time, he likes to walk away from criticism and people's eyes. He is very sensitive to public evaluation of all his actions, even afraid to act. As for his professional activity, he strives to choose a profession that is highly valued in society and to gain reputation in this field with his work and loyalty to the profession. If a self-oriented person is a person with broad spirituality and high understanding, it is difficult to expect selfish behavior from him. Such people are often people with deep thoughts and sharp minds. Figuratively speaking, those who strictly adhere to the proverb "first stab yourself with a knife, if it hurts someone else", and if they seem a little talkative, they constantly "talk" to themselves in their business world and "investigate" themselves. They are thoughtful people. In this respect, such behavior can make them appear to others, especially people-oriented people, as blind, closed or "cold" human.

2. Orientation to people is the characteristic of striving to have close and warm relations with people under any circumstances. Such people attach great importance to all aspects of interpersonal relationships. Often, they think that the most valuable thing in this life is the opportunity to interact and cooperate with others. People-orientation at the highest level means to always be happy, to be in the eyes of people, to communicate in every way, to be in contact and close relations in certain areas. Such people feel the urgent need to be connected with their work or study communities and to continue warm emotional relationships in everyday life, the world would be meaningless without them. This orientation is reflected in their desire to be in harmony with their colleagues in their professional activities. In work teams, they pay great attention to mutual support and feelings of trust. People with high scores in this direction choose fields where they work with more people and easily master the professions in this field.

3. Orientation to activity - the characteristic of interest in solving issues related to work, striving to perform the assigned task as thoroughly as possible. Such a person quickly gets bored with the usual way of organizing work and, therefore, dreams of constantly changing and improving the work process. A tendency to complete and perfect the task, a sense of responsibility, at the same time to enjoy work, labor activity, appreciation of work, to get into it with one's body, faith in work and, therefore, a tendency to study one's field deeply and perfectly. is one of the

characteristics of the people of the direction. Such people strive for reasonable and sincere cooperation in business. People are able to advance their ideas in the way of achieving this useful common goal, and they are distinguished by their independent and creative thoughts within the framework of a determined and specific profession.

As mentioned, dividing the complex of human motives into three groups is a relatively simple interpretation and can be considered as one of the first approaches to the professional psychological diagnosis of high school students in the Uzbek national environment. One of the methods developed in this direction attracted our attention, and since it corresponds to the goals of this research, a psychological test for determining the orientation of a person consisting of 27 questions was creatively translated from Russian to Uzbek. This methodology was first proposed by the Czech experts V. Smekal and M. Kushera, and then in 1967, it was translated into Russian by B. Bass. And we are his A.F. In the collection published in 1992 under the editorship of Kudryashov, we used the reprinted copy and adapted it to the national environment. After some research, this method was bought in many copies.

According to the idea of methodology, each question has 3 answer options (in the form of A, V, C), and special attention was paid to their psychological content during translation. The questions are structured in such a way that, depending on their content, one of these answer options means that the person is directed to himself, that is, to his personal qualities, and the other means to be directed to the community, to be in close relations with people. This answer is aimed at determining a person's attitude to activity and work.

The process of research

This method can be carried out both individually and in groups. When the group of adolescents with deviant behavior in the class is conducted, one questionnaire booklet and one answer sheet (see attachment) are distributed to each student. Then, they are encouraged to carefully read the explanatory note at the beginning of the distributed questionnaire. Teenagers with deviant behavior are read one after another, and 2-3 people are asked to tell what they understand. After making sure everyone understands the task at hand, the task is explained again step by step:

So, this test consists of 27 questions, each of which has three options.

Read the first question and the answers to it:

"I wish:

- A. If people around me support what I'm doing,
- B. If I do something to my liking and to my heart's content,
- S. When I feel that I have good friends around me, I feel great satisfaction."

Among the answers, choose the answer that is closest to your business world (we assume - "B"). Now, find the appropriate letter ("B") from the first line of the answer sheet and put a sign (" ") next to it (under the words "corresponds to").

Read the first question again. Now, from the remaining two answer options ("A" and "C"), choose the one that suits you the least or the one with the lowest value for you (we assume - "A"). Then find the corresponding letter ("A") on the same first line of the answer sheet and put a sign (" ") next to it (under the words "not correct"). In this answer option (in our example - "S"), the hash is not specified.

Go to the next question.



So, you need to put two " " marks on each line: one - in the cell of one of the options A, B or C in the "corresponds" column, and the second - in the "not correct" cell of these options. Don't leave any question unanswered. Don't dwell on the questions. Sometimes two or more options at a time may seem like the same answer: pay attention and practice asking yourself questions and answering them carefully. The most correct answer is the one that comes to mind. We have started.

The letter of explanation should be fully discussed with adolescents with deviant behavior and ensure that all adolescents with deviant behavior have a clear idea of what they will do. The most important thing is that the student should be able to examine himself, to learn to consciously analyze his qualities. That is, the child should be able to ask himself when answering each question. Only then the information received will be serious and truthful.

A.O. Prokhorov says that "real mental states play the role of connection between mental processes and personality traits." N.D. In Levitov's work, "under certain conditions, psychological processes can be defined as simultaneous situations, frequently repeated situations significantly influence the formation and development of corresponding personality traits." Therefore, the division of these mental phenomena into processes, situations and personality traits is mainly based on the duration and intensity of their actions.

In this regard, E.Y. Rubanova suggests "solving the problem of assigning health to a certain category from the point of view of a chronological approach." Thus, health can be defined as a state or process within the framework of a short-term action, i.e., a micro-chronological approach. Mental states in a certain period of time are characterized by the manifestation of such functional parameters characteristic of simultaneous psychological processes, which are carried out depending on personal characteristics. Since health care is formed in the process of human development as a person and a subject of activity, it can be studied, on the one hand, as a quick current human condition, and on the other hand, as a long process, albeit a relatively constant, dynamic feature. Mental states are also divided into three structures: "the first is hierarchical, which is formed from four main levels of formation of the mental state: physiological, psychophysiological, psychological and socio-psychological. The second substructure is called coordination because it reveals the presence of subjective or objective aspects in each state. Another third substructure forms three groups of features: general, special and individual, which are relatively interdependent.

CONCLUSION

The following conclusions can be formed based on the research of the pedagogical and psychological features of the development of tourism safety competencies in future physical education courses:

1. According to the analysis of the preliminary results of the questionnaire "Study of the psychological characteristics of the development of tourism safety competencies in future physical education teachers", "motivational "extreme", "emotional-volitional" and "cognitive" significant differences were found in the factors.
2. According to the analysis of the preliminary results obtained by T. Ellers' "Motivation to strive for success" and "Motivation to avoid failure" methodology, differences in "motivation to strive for success" and "motivation to avoid failure" were proven.

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