

STUDY OF THE EFFECTIVENESS OF TOURISM AND LOCAL LORE ACTIVITIES OF GEOGRAPHY TEACHERS IN KAZAKHSTAN

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Abstract: Tourism and local lore activities in the system of geographical education are the leading direction of learning the history, natural features, ethnography and cultural heritage of the region and shaping the local image of the region. The aim of the research was to determine the effectiveness of organisation and implementation of tourism and local lore activities by geography teachers in the Republic of Kazakhstan. The research started with a review of research and literature of Kazakh and world scientists who studied tourism and local lore, and a questionnaire survey was developed that included 16 questions. The survey was distributed to geography teachers via Facebook and WhatsApp, and responses were received from 73 respondents. The survey responses were analyzed based on the coding of the respondents (P1 to P73). As a result of the survey, it was found that 47.9% of respondents have not organized tourism and local lore activities, lack of necessary equipment, lack of funds from school administration and a big number of commitments to teachers from district education department. The results of this survey will help to effectively plan and organize tourist and local lore activities of geography teachers, to manage, methodologically provide and be competent in this direction.

Key words: Tourism, local lore, geography teachers, efficiency, Kazakhstan

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INTRODUCTION

At present, the organization of tourism and local lore activities and the development of local knowledge in the geographical education system is one of the leading areas in geography teaching (Honcharuk, et al., 2021). Hiking and local lore activities enable pupils to learn the basics of tourism and local lore outside school hours, to explore their land and native land and to equip themselves with cognitive skills (Braslavska and Roghi, 2019). However, it is very important that geography teachers are competent in organising and carrying out tourism and local lore activities (Rozhi, et al., 2022). Therefore, tourism and local lore activities are seen not only as an activity, but also as one of the conditions for teaching social geography based on real-life material (Ayzhan, et al., 2021). Tourism and local lore activities aim directly at full recognition of the local area (Issakov, et al., 2021). It is also one of the most effective means of shaping students' personalities in a holistic way. Here,

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thanks to the teacher's correct decision-making, the foundations of education are formed: the moral, political, aesthetic, labour, physical, mental and thinking abilities of the pupils are enlarged (Ivleva, 2006; Kulueva, 2021). As a form of active learning activity, hiking and local lore activities can be useful to every student. First and foremost, for the pupil, the activity is an exciting activity filled with a sense of getting to know a unique and new way of life. And for teachers, it is a way to get to know the souls of their pupils better and more deeply. However, hiking and local lore activities at school are not just fun, but a special kind of activity between leisure and work, and active life is the basis of ritual (Demeuov, et al., 2021; Rozhi, et al., 2023).

The stage of organising tourism and local lore activities for geography teachers is closely connected with the study of local history material. Tourist and local lore activities are a form of getting to know the region. The instructors of the tourist and regional studies stations or geography teachers at the school design trips, excursions, excursions and expeditions of various content, which allow the students to get to know their native land in a comprehensive way. The main types of hiking and local lore activities include hikes and excursions, tours (Daurenbaeva, 2008; Ozerov, 2021; Gubarenko, et al., 2020). Hiking and local lore activities enable pupils to get to know their historical image, the region as a place of national identity and the customs of the people living in the region, to get a general and holistic view of the history, culture, industry and science of the region in a short period of time (Abisheva and Abdreeva, 2019).

However, it is expedient to begin preparation for tourism and local lore activities of a geography teacher by studying the reference literature, guidebooks, encyclopaedias, geographical, biographical, statistical data and materials. In this connection among the Kazakh scientists who studied local lore studies the most valuable research are Mazbayev (1993), Musaeva (1995), Mazhenakova (2004), Ivleva (2006), Omarov (2008) and Serikova (2009). Also foreign studies aimed at the development of tourism and local lore include those by Bedyuk (1999), Konstantinov (2003), Timko (2009), Volkov (2010), Matveeva (2011) and Smirnov (2012). However, there are still a lot of unresolved issues in tourism and local lore. There is no definite consensus or common methodology in relation to the organisation of tourism and local lore activities.

As a result, the level, qualification and quality of organization and implementation of tourism and local lore activities by geography teachers is not taken into account. In addition to this, the state programme for development of tourism industry in the Republic of Kazakhstan for 2019-2025 "insufficient level of qualification of teachers and specialists familiar with technologies of tourism and local lore. The need for professional development of teachers in tourism and local lore direction is 69.2%", which indicates the importance of this study (Resolution of the Government of the Republic of Kazakhstan dated May 31, 2019). Therefore, the aim of this study is to investigate the effectiveness of organization and implementation of tourist and local lore activities of geography teachers in the Republic of Kazakhstan.

The object of the research was geography teachers who organize tourism and local lore activities in secondary schools of the Republic of Kazakhstan (17 oblasts and 3 cities of republican significance). The research was conducted on the basis of methods of analysis, description, systematization and questionnaire data taking into account the absence of reliable data on effectiveness of tourist and local lore activities of geography teachers. The questionnaire was aimed at making appropriate decisions with determining the role of tourist and local lore activities of geography teachers, improving the methodological system of tourist and local lore research at school and organisation of tourist activities in education. This will help to evaluate the effectiveness of modern tourism and local lore activities of geography teachers in Kazakhstan, identify the research significance and contribute to the popularisation and improvement of knowledge about their native land. Moreover, it will be worth looking at teachers' views on cross-border activities at a later stage (Dávid, et al., 2008; Dávid, et al., 2011; Dávid and Szűcs, 2009; Bujdosó, et. al., 2011; Bujdosó, et al., 2015).

BACKGROUND

Tourism and local lore activities are an optimised tool for coordinating the education, upbringing and development of young people through tourism and local self-government and a set of tourism and local lore activities organised by educational institutions to ensure pedagogically appropriate use of learning and leisure time (Iskander, et al., 2016). Also tourism and local lore - the process of developing a sustainable cognitive interest in geography teachers, a valued attitude towards the study of the peculiarities of the native land, the acquisition of a set of knowledge for carrying out practical local lore tasks and a system of actions aimed at the implementation of cognitive, research activities of teachers and pupils (Issakov, 2022a). Summarising the concepts of

"tourism", "local lore", "region", "native land" and "tourism. Tourism and local lore activities are considered not only as an activity, but also as one of the conditions for teaching geography on real-life material. "Local lore" is a complex of scientific disciplines, differing in content and individual research methods, but together leading to a scientific and comprehensive knowledge of the region (Konstantinov, 2014). Tourism is local lore, but local lore is not tourism. Tourism, as an active learning activity, can be useful to every pupil (Zueva, 2017). School tourism is not just fun, but a special activity between recreation and work. It is the basis of the ritual of hiking and local lore and of active life in the school. The tourism and local lore activities are characterised by their multi-purpose character, a variety of forms (Sadykov and Gizzatshanova, 2022). In accordance with the topic of the research, during the literature review, we found that a significant amount of research

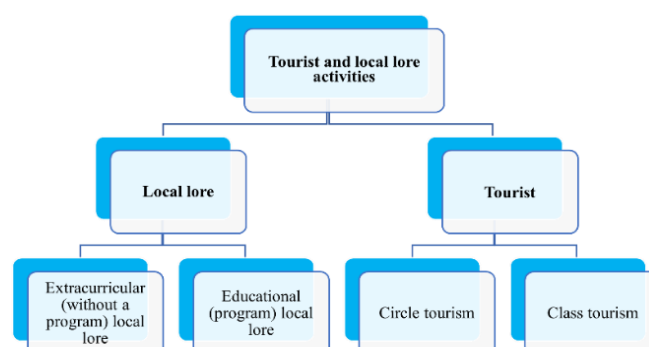


Figure 1. Interrelation of components of tourism and local lore activities, (Source: compiled by the authors on the basis of Ermolovich, 2020)

aimed at tourist and local lore activities of geography teachers has been accumulated. For example, from the Kazakh scientists: Mazbayev (1993). Dwelled on the process of preparing future teachers to manage tourism and local lore activities with students; and Musaeva (1995). Pedagogical basis allowed to form local lore activity of students in the educational process at school; Mazhenakova (2004). Dwelled on the direction of developing cognitive interest of students in the educational process of school based on local lore materials; Ivleva (2006). Considered tourism and local lore activities as means of forming moral persona in addition, Serikova (2009). Made a contribution to the Kazakh science by her dissertation research on upbringing Kazakh patriotism through tourism and local lore activities of students. And those who conducted dissertation research from foreign scientists: Konstantinov (2003). Theoretical basis of the programmatic and methodological support of institutions of additional education for children in tourism and regional studies, Volkov (2010). Tourism and regional studies resources of additional education for students with hearing loss, Matveeva (2011). The basis of the programmatic and methodological support of institutions of additional education for children in tourism and regional studies tourism and regional studies in a secondary school as a factor of socialization (Smirnov, 2012). The system of additional professional tourism and local lore education of a teacher on the basis of the cluster approach, Benedyuk (1999). Physical geography of 5-9 grades school possibilities to organize students' local lore work in the educational process and Tymko (2009).

Integration of general and additional education in the process of tourism and local lore activities of children. Thus, tourism and local lore activities play a very important role in the professional activities of geography teachers, which should be prepared for during in-service training, taking into account the needs of the present day (Danilina, 2001). In the context of the above-mentioned studies we consider the notion of tourism and local lore activities as a process of acquiring a permanent cognitive interest of future geography teachers, the characteristics of their native region, a set of knowledge for performing practical local lore tasks (analysis of sources of tourism and local lore information, mapping the region under study, presentation of collected local lore material, report preparation, formation of an idea of the nature, developing a route, mastering various tasks and tasks). In order to better understand the significance of tourism and local lore activities, it is necessary first of all to know the components of tourism and local lore activities. Tourist activities are seen not only as an activity, but also as one of the conditions for teaching geography on real-life material (Tursynova, et al., 2019).

This is first and foremost their knowledge of the physiological characteristics of children: their importance for their development, growth and mental abilities, physical exercise, tempering; the ability to behave in nature, to take care of it (Mazbayev, et al., 2020). The extracurricular activities in tourism and local lore are very varied in terms of content, form of organisation and methods of implementation. Honcharuk et al (2021) consider geography, tourism or local lore clubs as the main type of extracurricular activities in schools. The circle is an amateur association of students. The cognitive meaning of the work of the club is that it expands and deepens the children's knowledge, develops their interest in science, technology, art, nature, environmental protection and events enriches students with a range of practical skills and abilities, and develops the students' abilities and creativity (Dávid, 2009; Duda-Gromada 2010, Dávid, et al., 2012a; Dávid, et al., 2012b). Circle brings together students with a common interest and work according to a certain plan. Unlike other types of extracurricular activities, the clubs consist mainly of a system of classes with a permanent body of students. Circle activities are carried out using different methods (Golovanov, et al., 2008). All extracurricular activities in tourism and local lore contribute to the development of children's thinking, team building, and are aimed at expanding and refining their knowledge and skills. The choice of the particular form depends on the content of the material, general development of children, teacher's interests, local conditions and school possibilities (Maslova, et al., 2020).

MATERIALS AND METHODS

Expressing geography teachers' motivation to learn, their actions are not only a condition, but also a means of achieving the goal of tourism and local lore (Coll-Ramis, et al., 2023). The school's self-development is a prerequisite for tourism and local lore activities. It is an independent work of the pupil to shape and develop his or her spiritual, mental, physical and other abilities and aptitudes (Gadzhiev, 2021). In the present study we set a goal to investigate this issue based on the lack of reliable information on effectiveness of organization and implementation of tourist and local lore activities of geography teachers in the Republic of Kazakhstan (for 17 regions and 3 cities of national importance). In order to determine the relevance of the problem, the literature published in the journals indexed in Scopus and WOS were analysed (Golubchikov, 2015).

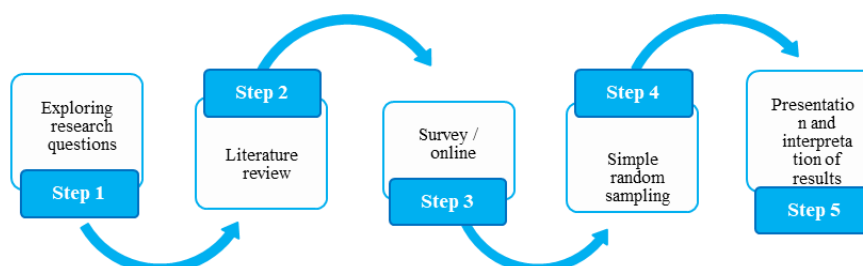


Figure 2. Research methodology flowchart, (Source: compiled by the authors)

Based on the results of the analysis, questionnaires consisting of 16 questions were developed. There were 73 voluntary respondents for Kazakhstan (R – geography teacher) who answered questions related to tourism and local lore activities in the survey. Responsible for survey questions <https://docs.google.com> we got it with the help of. The questionnaire was

disseminated widely across Kazakhstan through announcements on specific secondary school geography teacher forums using Facebook and WhatsApp social media. The survey was conducted between February and March 2023 and analysed for all responses received between 20 and 25 March. The analysis was conducted based on the coding of the respondents (P1 to P73). This phase of the survey was chosen deliberately because before the summer holidays, tourism and local lore activities are gaining momentum in schools, and teachers will be as prepared as possible for tourism and local lore questions. Thus, the teachers from Almaty City (15.1%), Zhambyl region (15.1%), Turkestan region (12.3%) and East Kazakhstan region (8.2%) responded to the questions aimed at determination of the efficiency of organization and implementation of tourist and local lore activities of geography teachers. The questionnaire was taken only from Kazakh language geography teachers and aimed to identify the motivation of the Kazakh environment for tourism and local lore activities.

RESULTS AND DISCUSSION

A total of 73 respondents (geography teachers) from 3 cities of Kazakhstan and 16 regions volunteered to participate and answered the research questions of geography teachers in Kazakhstan aimed at studying the effectiveness of tourist and local lore activities. To the first question of the questionnaire "In which city or region do you live?", 4.1% of respondents from Astana city, 15.1% from Almaty city, 4.1% from Shymkent city and 5.5% from Almaty region, 12.3% from Turkestan region, 8.2% from East Kazakhstan region, 6.2% from Pavlodar region (Figure 3).

Nevertheless, the limited possibility of distributing the survey questions did not cease to restrain its barrier. Teachers from Mangystau, Karaganda, Kostanay, West Kazakhstan and Atyrau regions had only 1 respondent per region. And from Abay region no one participated. However, the greatest contribution to the organization of tourism and local history activities was made by teachers of the regions with the greatest number or popularity of tourist sites (Almaty city, Turkestan region, Zhambyl region, East Kazakhstan region, etc.), who demonstrated their capabilities.

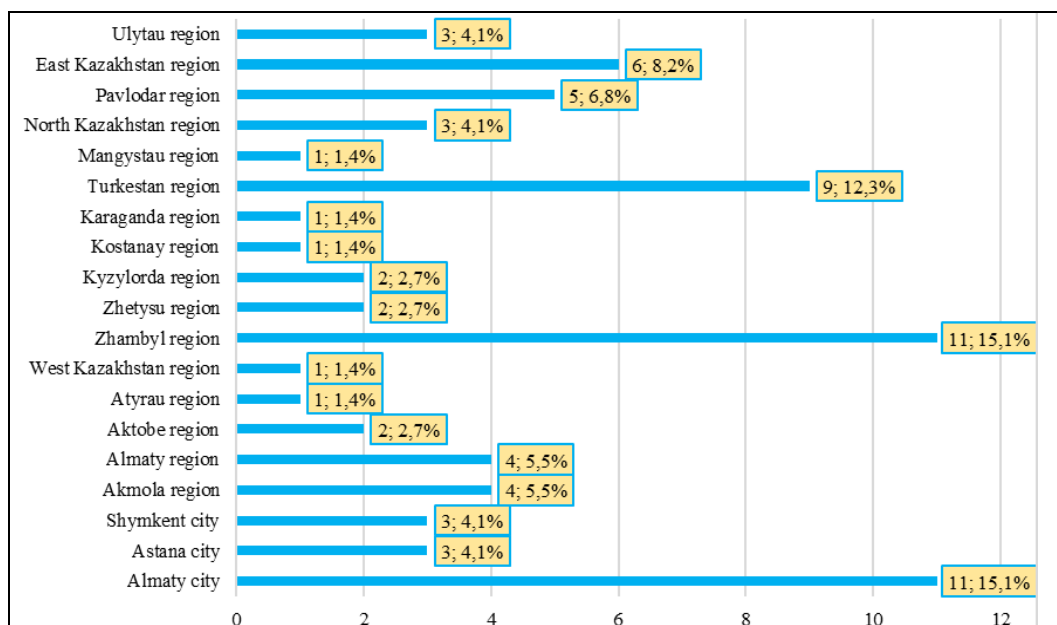


Figure 3. Cities and regions participating in the survey, number of respondents and percentage, % (Source: compiled by the authors)

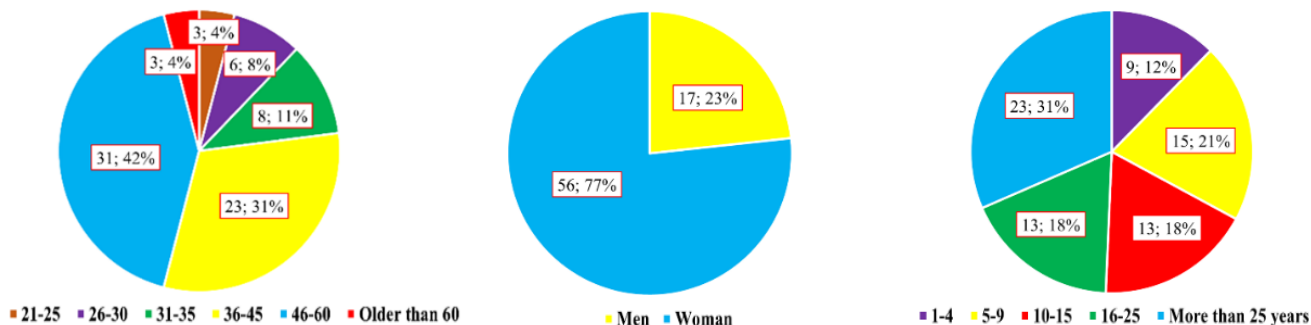


Figure 4. Age (a), Gender (b), Length of service as a geography teacher (c). Profile of respondents, % (Source: compiled by the authors)

For the second question of the survey the "age" of respondents was as follows: the share of teachers under 25 years old is 5%, 26-30 years old is 10%, 31-35 years old is 15%, 36-45 years old is 20%, 45-60 years old is 25% and 60 and over is 12% (Figure 4a). Judging from the responses, we noticed that many geography teachers are older. Even teachers of retirement age are not missing. Conversely, the share of young teachers under 25 years of age was very low, which can probably be explained by the low salaries of geography teachers. Respondents also answered the third question - what is

your "gender" - 81.5% "female" and 18.5% "male" - teachers revealed that male teachers do not stay in schools because of low salaries or the number of hours allocated per year (Figure 4b). Respondents answered the fourth question as follows: "How many years of teaching geography?" when asked, 10.9% had 1-4 years, 23.6% had 5-9 years, 16.4% had 10-15 years, 16.4% had 16-25 years and 32.7% of respondents reported more than 25 years of experience (Figure 4c).

The fifth question, "How do you understand the concept of tourist and local lore activities?" to the question, the respondents answered as follows: R3: research on their regions, R4: recognition of the region, study, knowledge of recreational resources, definition of tourism development possibilities, R5: familiarity with the nature of their region, R7: familiarity with historical places of Kazakhstan cities, R12: journey around their native land, R13: acquaintance with nature of native land knowledge of tourist zones, R14: activities for development of tourism in native land, R15: acquaintance with beautiful works of nature of the country, disclosure of significance of recreational places for tourism, consideration of ways of tourism development, R16: conducting research work on the development of tourism in their native land, R17: visiting the tourist and recreational centres of their region and making hikes, R19: familiarity with the nature of their native land, R20: developing students' feelings towards their native land with the compilation of tourist routes to their native land, R22: activities for the development of tourism activities, R23: studying the tourism potential of the region, R24: geographic location of their native land, R27: enhancing the young generation's cognitive knowledge of nature, history and culture, comprehensively characterizing the formation and development of their native land, the concept of nurturing respect and reverence for country values, R30: promotion of tourism in the native land, R33: acquaintance with the history of historical, cultural and landmarks of their native region, R36: learning and knowing our region with a field trip, R37: studying the history of the region, the sphere of tourism, R40: excursions and research works on the study of the region, R41: knowledge of the tourist objects of the region, R47: publicity of natural and cultural objects in the area through learning, R48: acquaintance of schoolchildren with remarkable places and history of the region through travel, R51: familiarity with the history of the region, R54: local lore-knowledge of nature of the native region observance of safety rules when going out into the nature, R55: visiting historical and cultural sites in their country, R56: knowledge of the geographical position, physiographical specificity, natural resources and toponomy, history of their country, R57: knowledge contributes to the knowledge of their country, awakening patriotic feelings and R64: knowledge of the history of the whole region of our republic, travel.

To the sixth question "Do you support that extracurricular tourist and local lore work should be conducted by geography teachers?" 72.6% of respondents answered fully support, 23.3% - do not mind, 4.1% - do not support, there are other teachers. To the seventh question, "What kinds of tourism and local lore activities are used in the school where you work?", the answers are shown in Figure 5. In general, to the seventh question, 19.2% (14) respondents stated that they have tourism and local lore clubs; 4.1% (3) respondent reported that the school where they work will organize tourism competitions; 4.1% (3) respondent will have tourism and local lore gatherings at school; 4.1% (3) respondent will engage in archaeological and ethnographic expeditions; 8.2% (6) respondents say that the school organises hiking trips; 37% (27) respondents attend excursions; 19.2% (14) respondents attend local lore competitions and quizzes; 8.2% respondents say that the school has intellectual clubs, while 37% (27) respondents answered that they are difficult to answer. Only the answer option "tourist camp" no one indicated (0%). Also, the eighth question "What equipment does the school where you work need for tourism and local lore activities?" was answered below (Figure 6).

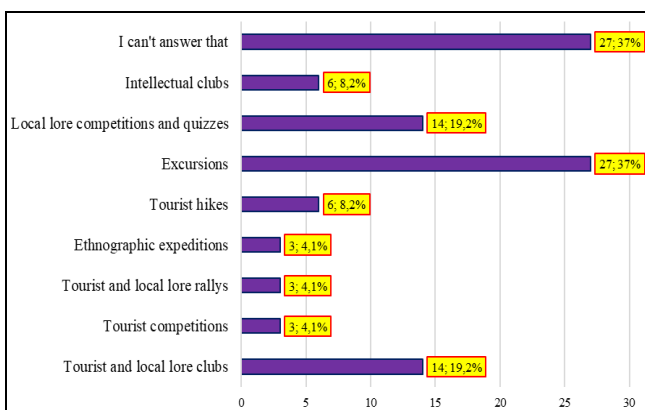


Figure 5. Tourist and local lore activities at school types, number and percentage, % (Source: compiled by the authors)

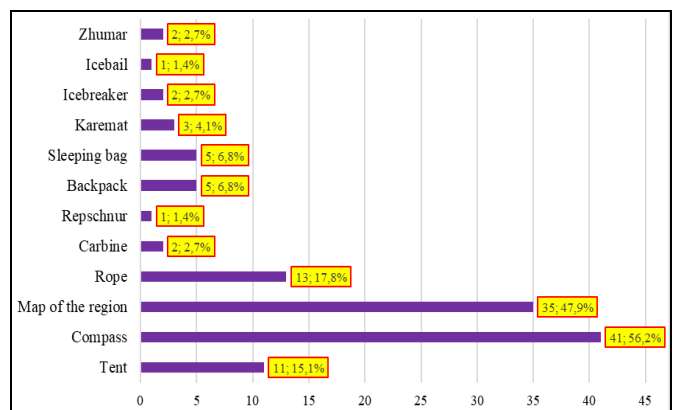


Figure 6. Equipment, quantity and percentage needed for tourism and local lore activities at school, % (Source: compiled by the authors)

To the ninth question "Have you personally (at your place of residence) organized extracurricular tourist or local lore activities (excursions, trips, hikes, local lore events, etc.) for pupils?" 52.1% answered Yes and 47.9% answered No. Judging from the answer, 47.9% of geography teachers are those who have not engaged in tourist or local lore activities. And to the tenth question, "What were the obstacles in the process of organising, planning and managing tourism activities?", the respondents answered as follows: R1: there are no obstacles, R3: transport is needed to organize tourism and local lore activities, R10: lack of necessary funds, R6: lack of permission from the administration, R11: bureaucracy, R16: necessary things and funds are needed, R17: what hinders the situation is big, I only did 1 hour of elective classes for

a year, does not give geographers hours for local lore, R18: the tourism sector is not developed, so making a plan is problematic, R22: did not plan. R22: only in Akmeshit we took pupils with their parents, R22: 1) itinerary, 2) security for tourist group, 3) fixation of travel result (in city tourism department), R30: lack of transport provision for school. Lack of equipment, R35: funds from teacher's own pocket: compass and map, etc., R36: did research work in my area and defended about 10 research projects. Did not see any support. And removing all obstacles and finances came out of my pocket, R39: in a small school the financial side suffers, it is very difficult to organize and take students out.

In answer to the eleventh question "what equipment can be used (in the course of hiking and local lore activities)?", it was found that 45.6% of respondents could use the creation of a tent, 80.9% could use a compass, 69.1% a map of the region, which is understandable. And the methods of rope fixing required for real hiking and local lore activities (minimum: knowledge of 7 different types of rope fixing in 1 minute) 20.6% of respondents, carabiner 5.9%, repsleeping rope 1.5%, sleeping bag 29.4%, karemat 5.9%, and it turned out that only respondents can use ice-breaker 2.9%. The saddest thing is that there was no respondent who relied on the survey results and knew ice-bike and jumara.

Question twelve of the questionnaire "What tourist sites have you visited in the city or region where you live? If possible, write in full!" - Respondents mentioned the following tourist and local lore objects in Kazakhstan: R3: Lake Issyk and Ayuly Falls, R4: Furmanov Peak, Kolsay Lakes, R6: Akyrtas, Merke, R7: Monument of Kozhabergen zhyrau, R11: visited Kambash village, R13: Near Merke Radon sanatorium, R14: went to Burabay mountain, visited Bayanaul, R15: museums, Turkestan, Otyrar, Ukash ata, Kazygurt mountain, Sayram-Ugam national park, Kaskasu, Nurtau, etc. R19: Akbaur, Zhidebai, Katon-Karagai, R21: Mausoleum of Khoja Ahmed Yassawi, R23: Almaty city museums, city attractions, R24: We visited the local lore museum of our district, R26: Khoja Shayan gorge, R27: Berel necropolis, Katon-Karagai national natural park, R29: Mausoleum of Arystan Baba and Yassawi, R30: Atyrau oblast, Zhyloi district, Akmeshit and to museum, R31: Abay museum, Akbaur, Bukhtarma, difficult Kerish, R32: Big and Small Almaty River Basin, Tereshkova Pass, Kok-Zhailau Dome, Yussai, Furmanov, Butakovka, Turkestan, Shymkent, Almaty, Nomad City, Kolsay, Charyn Gorge and Altynmel National Parks, R36: Tamgaly Tas, Zhambyl Museum, MUZ. Suyunbai Aronulu museum, R39: Alasha khan, Zhoshy khan, R40: Kokzhailau, R41: Ural river, R42: Tamshaly, Sayram, Senek village, R45: Zhusup Zhulik mausoleum, R47: Charyn gorge, Turgen waterfall, Issyk str: Botai culture complex, R56: Altynmel National park, R1, 5, 10, 20, 59: went nowhere and R61: confirmed visits to local museums.

To the thirteenth question "how many times in the academic year 2022-2023 did you visit popular tourist and local lore sites in your city or region?" to the question "17 teachers answered that 1-2 times, and 8 teachers 3-4 times, 1 teacher 5-6 times, 1 teacher 7 and more and 41 teachers did not go at all (Figure 7a). Fourteenth, "do you know the safety rules for organizing and conducting extra-curricular tourism and local history activities?" the answer to the question was low (Figure 7b).

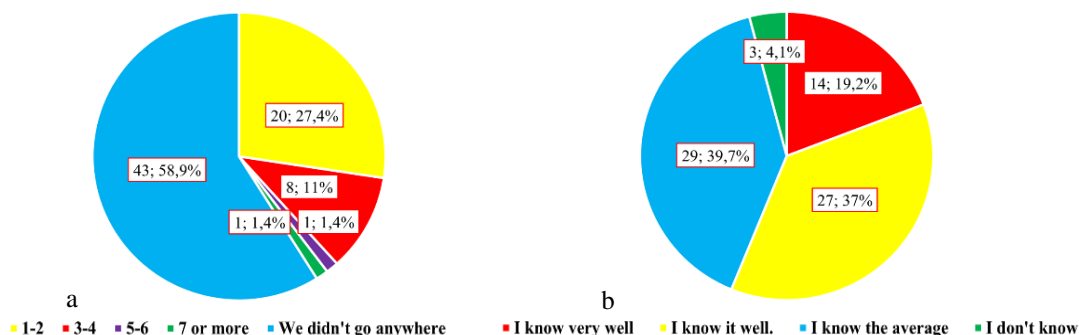


Figure 7. a) The number of student visits to tourism and local lore sites in the school year 2022-2023, b) Level of respondents' knowledge of safety rules for the organisation and conduct of tourism and local lore activities (Source: compiled by the authors)

To the fifteenth question "Do you know the route (Way) of visiting popular tourist and local lore sites in the city or region where you live? Are you confident that you can accompany students to these sites?" to the question: Yes, I know, I am confident, there were 35 (47.9%) respondents, and Yes, I know, but I am a little unsure - 15 (20.5%). Respondents who answered: Yes, I know, I am afraid of getting lost, I cannot take students - 4 (5.5%), No, I cannot take - 8 (11%), No, I do not know, if there is a need, I can go by using 2GIS or Google Maps - 15 (20.5%).

The last sixteenth question of the questionnaire asked "What skills do you think can be developed or improved in students through tourism and local lore activities?" the answers of the respondents to the question were as follows: P1: cognitive, P2: interest, love for the subject, for the land, P3: love for the native land, P5: teaching responsibility, P6: promotion of the history of the native land, P7: demanding, P8: study of nature, environment, P11: knows the native land well, R14: respectful attitude to the nature of the native land, the ability to use the knowledge obtained at school in life, R16: nationality, love of nature, the ability to take care of, etc, P17: research skills are formed, P18: critical thinking, P19: calmness, cognition, responsibility volunteering, P20: love for Motherland, patriotic education, P21: Faith, P22: improves functional literacy, P27: grows love for native land, gets to know our Earth, learns hard work, grows patriotism, joins togetherness, teaches brotherhood, R30: gets to know nature, R34: think will acquire love for native land, courage, organisation, patience and environmental skills, R35: native land is well kept in memory with vision, R38: visual memory, outlook widens critical thinking develops, R39: responsibility + co gnition + research skills, R42: algorithm during the journey, safety knowledge, responsibility for one's land, sense of patriotism, R50: patriotism,

nationality, R57: functional literacy, R58: environmental protection, fostering love for the native land, R 59 the ability to independently replenish the need for nature, discern the horizon, rescue and first aid skills are formed, R60: patriotic feeling, self-improvement, respect for nature and the environment, etc. etc., R61: teamwork, knowledge building, R68: instils in the pupils confidence, full knowledge of their own region. If we discuss the results of questionnaires for geography teachers, aimed at studying the effectiveness of the organisation of tourism and local lore activities, 73 voluntary respondents from 3 cities and 16 oblasts of the Republic of Kazakhstan gave their answers. 15.1% of respondents were teachers in Almaty city, 15.1% in Zhambyl region, 12.3% in Turkestan region and 8.2% in East Kazakhstan region. Although there are obstacles to the dissemination of the survey questions, a large part of the republic is covered. However, of the teachers in Mangistau, Karaganda, Atyrau, West Kazakhstan and Kostanay regions only 1 respondent from each region participated, and unfortunately no teacher from Abay region attended.

However, teachers in Almaty city, Turkestan region and Zhambyl region contributed greatly to the organisation of tourism and local lore activities and were able to demonstrate their capabilities. Of the respondents, the proportion of teachers under 25 years of age was only 5%, making it the lowest proportion. Teachers aged between 45 and 60 accounted for 25 per cent, reflecting the relatively high age of geography teachers across the country. Aldybayev et al. (2021) and Kozbagarova et al. (2022) warned of this, but the problem is not solved in practice.

Also in the survey, when respondents were asked about their geography teaching experience, 31% of respondents answered that they had been working more than 25 years. It was also found that there is a teacher who knows the concept of tourism and local lore activities (P27) as field practice. 37% of respondents to the question: "What kind of tourism and local lore activities are used in the school where you work?" found it difficult to answer, indicating that very few or no tourism and local lore activities are conducted in schools. Issakov et al. (2022b) who conducted research in this direction, arguing that subjects forming tourism and local lore competences of future geography teachers are not taught, determined that the use of mobile GIS applications will be effective in organizing tourism and local lore activities in the future. Questionnaire "what were the obstacles in the process of organising, planning and managing tourism and local history activities?" most respondents identified the main obstacle as lack of road to tourism and local lore sites and poor quality of existing road, lack of organisational transport facilities, lack of financial support from school and a large number of problems with documentation or lack of permission from the district education department. In this direction, domestic researchers Aktymbayeva et al. (2020), Aktymbayeva A. et al. (2020), Baiburiev et al. (2018), Allayarov et al. (2018) and Mukhambetov et al. (2014) despite the fact that the country has proposed solutions to improve tourism infrastructure, it is not taken into account by authorities. The application of local lore activities also contributes to regional competitiveness and maintain cultural heritages (Dávid, et al. 2003; Dávid, 2004; Dávid, et al., 2007; Herman, et al., 2020).

In this regard, in this study, the respondents' knowledge of the types of equipment used in the course of tourist and local history activities: 81.7%-compass, 69%-map of the region, 45.1%-tent sewing and 22.5% - rope tying - increases the motivation to organize tourist and local lore activities and allows them to organize an effective tour, trip or hike. To do this, the teacher must be well versed in the technique and tactics of tourist activities (Batyrbekov, et al., 2022; Bujdosó and Dávid, 2013). However, the fact that 47.9% of respondents had not organised extra-curricular tourism or local lore activities for students once again highlighted the importance of the topic of our study. This is due to the fact that in school geography teaching there are no topics related to the organisation of tourism and local lore activities, explanation of the current state of the small tourism business and the development of smart tourism, and the programme has not covered this issue at all (Issakov, et al., 2023). Most of the curricula developed by the regional tourism and area studies centres do not contain full content. Therefore, we can say that the quality and effectiveness of local lore education activities in secondary schools is extremely low. Although the school geography curriculum had the opportunity to adapt some topics in a tourism and local lore context, 58.9% of respondents in the academic year 2022- 2023 did not visit popular tourism and local lore sites or organise local lore activities. The reason was the lack of funds for students and exaggerated demands of the District Education Department. It was also noted that school administration does not consider funds for organization of tourist and local history activities of geography teachers in the Republic. Respondents were asked: "Have you personally organized excursions, trips, trekking, local lore activities for pupils?" while 52.1% responded Yes, 27.4% of respondents visited tourist and local lore objects only 1-2 times in the academic year 2022- 2023. This is a very low indicator, so there is a need to systematise the programmes for the organisation and implementation of tourism and local lore activities by region and develop a common methodology by city and region. This is due to the fact that it promotes the attractions of the country and increases the recognition of students. The development of school tourism and local lore is now an important social order for modern society (Vukolov and Nazarchuk, 1997). The role of a teacher in the formation of a socially active modern personality through tourism and local lore activities cannot be underestimated. Modern pedagogical science and practice have proved that teacher training in tourism and local lore is a highly effective tool for the education and upbringing of the younger generation. Teacher training in tourism and regional studies for higher education institutions is not only a personnel problem, but also an integral system, a way of life, providing knowledge, skills and ideology in the education and upbringing of the future generation (Mazbayev, et al., 2006). This is very important for preserving the identity of our native land, preventing the falsification of history, and preserving the shared history of our homeland.

CONCLUSIONS

Thus, as a result of the analysis of the results of the study aimed at determining the effectiveness of organization and implementation of tourist and local lore activities of geography teachers in Kazakhstan, the knowledge and skills of

today's geography teachers about tourism and local lore activities are not challenged, and it is very sad that schools are not methodologically, materially and financially prepared for these activities. Therefore, we make the following conclusions to improve the effectiveness of organization and implementation of extracurricular tourism and local lore activities of geography teachers in the Republic of Kazakhstan:

1. The geographical education system's tourism and local lore activities are a leading area for shaping the local image of the region. Therefore, extracurricular tourism and local lore activities broaden the moral and aesthetic outlook of students.

2. Showing tourism and local lore sites to students outside school hours will help them learn about the history of the country, the natural features of the region, ethnography and archaeology.

3. In order to organise and carry out tourism and local lore activities, geography teachers should know tourism techniques and tactics, the basics of excursions, the principles of topography and safety. For this purpose, higher education institutions training geography teachers should introduce special subjects providing the above competencies into the teaching process.

4. Throughout Kazakhstan, there is a need to provide schools with the necessary equipment for hiking and local lore activities. **This is due to the fact that many respondents in the above survey know that they only use a compass and a map** of the area, in addition, there are no hiking tools or equipment available.

5. Training of geography teachers in tourism and local lore activities and professional development in this direction. Higher education institutions should develop a special methodology and organize courses. In fact, in general 47.9% of respondents did not organise tourism and local lore activities.

6. Geography teachers should be allocated funds to organise extracurricular tourism or local lore activities, eliminating the need for approval from the district education department. Also, the planning, organisation and management of tourism or local lore activities should be the responsibility of the geography teacher.

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*** Resolution of the Government of the Republic of Kazakhstan dated May 31, 2019 No. 360 on approval of the state program for the development of the tourism industry of the Republic of Kazakhstan for 2019-2025 (In Kazakh).