

PEDAGOGICAL METHODS OF TOURISM EDUCATION IN GENERAL EDUCATION SCHOOLS IN KAZAKHSTAN

Ozerke AMANGELDI* 

Al-Farabi Kazakh National University, Department of Geography, Land
Management and Cadastre, Almaty, Kazakhstan, e-mail: ozerke1990@gmail.com

Gaukhar AUBAKIROVA 

Al-Farabi Kazakh National University, Department of Geography, Land
Management and Cadastre, Almaty, Kazakhstan. e-mail:aubakirova.gauhar@kaznu.kz

Kulzada DUISEBAYEVA 

Al-Farabi Kazakh National University, Department of Geography, Land
Management and Cadastre, Almaty, Kazakhstan, e-mail: kulzada.duisebayeva@gmail.com

Ulzhalgas ESNAZAROVA 

Al-Farabi Kazakh National University, Department of Geography, Land
Management and Cadastre, Almaty, Kazakhstan, e-mail: ataulymektep@mail.ru

Turker KURT 

Gazi University, Gazi Faculty of Education, Department of Educational Sciences, Ankara, Turkey, e-mail: turker@gazi.edu.tr

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Abstract: The study aims to assess the effectiveness of pedagogical methods in tourism education within Kazakhstani secondary schools. Employing bibliographic, theoretical, modeling, and analysis methods, the research focuses on innovative teaching approaches. Qualitative research methods, including interviews with students and field trips to Almaty, were utilized. Priority methods, such as problem-based learning, Inquiry-based Learning, and group work, were identified. The effectiveness of these methods was specifically examined at Gymnasium-School No. 81 in Almaty through questionnaires and interviews conducted with 51 students and 162 city residents/tourists. The findings underscore the significance of developing innovative teaching methods aligned with students' preferences. The study emphasizes the importance of problem-based learning, Inquiry-based Learning, and group work in enhancing the quality of tourism education in Kazakhstani secondary schools

Key words: Tourism education, pedagogical methods, general education schools, geography, Kazakhstan

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INTRODUCTION

The burgeoning tourism industry in Kazakhstan necessitates trained specialists to elevate services and contribute to sectoral growth. This article addresses the need for effective pedagogical methods in teaching tourism within secondary schools. A review of current pedagogical practices identifies challenges and opportunities in Kazakhstan's educational landscape. "To develop a comprehensive tourism policy and implement strategies, one must start from the very beginning of education, that is, from school" (Toleubayev and Sarsembayeva, 2018; Wendt, 2020). However, challenges persist, including infrastructure enhancement (Dmitriyev et al., 2021) and environmental considerations. Kazakhstan's tourism policy should prioritize niche segments, such as cultural, adventure, and eco-tourism, supporting small and medium-sized enterprises (Saparov et al., 2017; Mazhitova et al., 2018; Koshim et al., 2019; Wendt et al., 2021; Issakov et al., 2022; Dmitriyev et al., 2023; El Archi et al., 2023). To make sustainable tourism development more feasible, education is crucial. Education plays a pivotal role in promoting sustainable tourism development (Kim, 2013). Thus, effective pedagogical methods are crucial for both secondary schools and higher education institutions in Kazakhstan, addressing the industry's growth. The absence of a comprehensive educational approach in Kazakhstan is identified as a major challenge (Karimova et al., 2019), emphasizing the need for pedagogical methods accommodating both secondary and higher education.

Additionally, problem-based learning enhances analytical and decision-making skills (Kanca et al., 2018; Yumatov et al., 2017; García-Rosell, 2014; Agbeh, 2015; Kivela and Kivela 2005). Geographical education's tourism and local lore activities play a crucial role in shaping the region's local image (Issakov et al., 2023).

Espinoza-Figueroa et al. (2021) study explores the perception of research-based learning (RBL) as an added value in tourism education using a qualitative approach with three focus groups of tourism students in southern Ecuador,

* Corresponding author

showing that the RBL approach can effectively link theory and practice through real-world case studies and territorial issues. To improve the quality and effectiveness of collaborative, interdisciplinary, and international learning in tourism, modern tourism education applies innovative technologies through the introduction of innovative technologies and the use of interactive technologies (Liburd and Hjalager, 2010).

This study explores the potential of student-led initiatives to address infrastructure issues in tourist areas. Students visit local tourist sites and conduct surveys to identify problems and develop solutions. In response to evolving socio-economic conditions, the education system faces the challenge of quickly optimizing the pedagogical process, particularly in organizing tourist and local history activities for the comprehensive development and social adaptation of students; however, the lack of professional preparation among school teachers and a dearth of literature on organizing and training for such activities present significant obstacles to addressing this pedagogical need. Drawing upon literature on sustainable tourism practices and student-led initiatives, the study aims to promote active student participation in sustainable tourism practices and infrastructure development (Demeuov et al., 2023; Issakov et al., 2023).

In the domain of tourism education within Kazakhstan's general education schools, recent research within the last three years has significantly contributed to our understanding of effective pedagogical methods. Mak et al. (2017) have explored the impact of teamwork on students' practical knowledge and skills, emphasizing its relevance in the context of tourism education. Increasing the sustainability of educational institutions, developing cooperation with the tourism industry, and utilizing joint research projects are important directions for the development of the tourism-education cluster, aiming to ensure sustainability, trends in tourism, and emerging educational needs for mutual competitiveness and benefit (Makenov et al., 2023). This compilation of works provides a current and comprehensive overview of pedagogical methods in tourism education, offering valuable insights for educators and researchers alike.

This study aims to assess the effectiveness of pedagogical methods in tourism education within Kazakhstani secondary schools, with a focus on innovative teaching approaches. Utilizing qualitative research methods, including interviews and field trips, priority methods such as problem-based learning, Inquiry-based Learning, and group work were identified. The study specifically examined the effectiveness of these methods at Gymnasium-School No. 81 in Almaty. The findings emphasize the importance of developing innovative teaching methods aligned with students' preferences, particularly highlighting the role of problem-based learning, Inquiry-based Learning, and group work in enhancing the quality of tourism education in Kazakhstani secondary schools. The research also explores the potential of student-led initiatives to address infrastructure challenges in tourist areas, promoting active student participation in sustainable tourism practices and infrastructure development. The literature review encompasses recent studies addressing the challenges and opportunities in Kazakhstan's tourism industry, underscoring the need for comprehensive educational approaches. The study contributes to the discourse on effective pedagogical methods in tourism education, with practical implications for both secondary and higher education institutions in Kazakhstan.

MATERIALS AND METHODS

In recent years, the tourism industry has been rapidly growing in Kazakhstan, and with it, the need for qualified professionals who can contribute to its sustainable development. A crucial step towards achieving this is to provide quality education in tourism, starting with schools. Utilizing pedagogical methods in tourism education offers multifaceted benefits, enhancing students' knowledge of the tourism industry's economic potential (Dredge and Jamal, 2015), equipping them with essential skills for successful careers in tourism (Mungai et al., 2021), and instilling a sense of responsibility and sustainability (Martins and Guerra, 2022; Lim et al., 2023; Zhang and Gibson, 2021). In Kazakhstan's general education schools, pedagogical methods for tourism education are gaining prominence (Altynbassov et al., 2022; Sergeyeva et al., 2022). Incorporating practical training in the learning process: In addition to using pedagogical methods, incorporating practical training in the learning process is also essential in teaching tourism in schools. An innovative pedagogical approach in geography education, problem-based learning (PBL), has been successfully applied. Problem-based learning (PBL) in school-based STEM education is used to build teacher capacity and effectively integrate STEM subjects, highlighting key aspects such as knowledge flexibility, metacognitive reasoning, intrinsically motivated collaboration, and problems embedded in real and rich contexts (Smith et al., 2022) PBL enhances critical thinking, problem-solving, teamwork skills, and boosts student motivation and engagement. The methodology employed in this study is designed to systematically address the research objectives, ensuring a comprehensive investigation into the pedagogical methods used in tourism education within general education schools in Kazakhstan. The following section outlines the step-by-step approach taken to collect, analyze, and interpret the data, providing transparency and reproducibility to our research process.

Research Design: To ascertain the effectiveness of pedagogical methods in enhancing students' understanding of the tourism industry, a structured research design was implemented. This design incorporates both qualitative and quantitative methods to capture a holistic view of the educational interventions and their impact. **Participants:** The study involved 51 9th-11th grade students of School-Gymnasium No. 81 and 162 respondents who participated in interviews and questionnaires.

Data Collection: Data collection was multidimensional and included questionnaires, interviews, and observations. The questionnaire survey of tourists/residents was conducted to find out their opinions about tourist spots and suggestions for improving tourist spots in the experiment area, while in-depth interviews provided qualitative information. In addition, data analysis was conducted by students in addition to observations of quantitative data in the classroom and practice.

Data Analysis: Quantitative data was subjected to statistical analysis using descriptive statistics, inferential statistics, and correlation analysis, which allowed for the identification of apparent tourism problems and problem-solving. Qualitative data was subjected to thematic analysis, allowing for a more nuanced analysis of participants' experiences and perceptions.

Ethical Considerations: Ethical guidelines were strictly adhered to throughout the research process. Informed consent was obtained from all participants, and measures were implemented to ensure confidentiality and anonymity.

A flowchart illustrating the sequential steps involved in conducting the research methodology is presented in Figure 1.

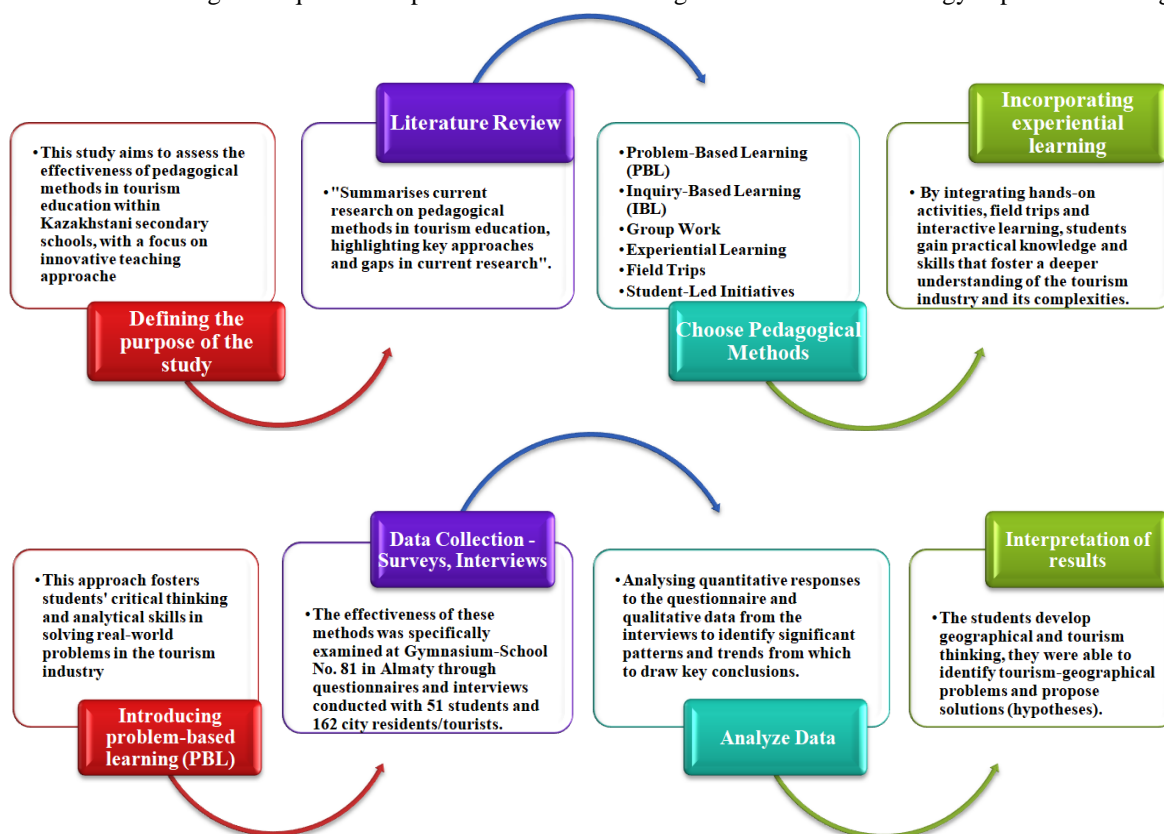


Figure 1. Flowchart of the methodology steps (Source: authors)

In Kazakhstan, using pedagogical methods to teach geography with a focus on tourism knowledge can lead to improved student engagement and a better understanding of the country's diverse geography.

As geography and tourism knowledge are closely linked, it is the teaching of Geography at school that plays a crucial role in fostering students' interest in tourism and local history.

To improve the learning process and effectively engage students, geography teachers are constantly looking for innovative methods. The most effective pedagogical methods used in tourism education are presented in Figure 2.

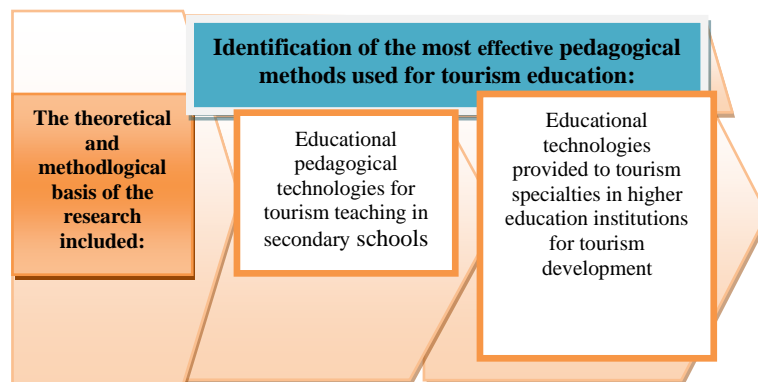


Figure 2. Theoretical and methodological basis of the research (Source: authors)

This comprehensive methodology aimed to provide a robust foundation for investigating the impact of pedagogical methods on tourism education in Kazakhstan's general education schools. The subsequent sections will present and discuss the findings derived from this rigorous research process. Tourism education has gained significant importance in recent years due to the growth of the tourism industry and the need for skilled professionals in the field. Several studies have highlighted the benefits of using pedagogical methods in teaching tourism to enhance student's learning experiences.

The works of Kazakh authors and foreign literature discussed in this Scopus-indexed article are a variety of teaching methods for geography teachers aimed at awakening students' interest in tourism and local history. From interactive geotours to project-based learning, from geographic storytelling to gamification and international research results, these approaches foster a dynamic learning environment that fosters a deep understanding of Kazakhstan's rich cultural heritage and tourist attractions. By implementing these innovative methods, geography teachers can inspire a new generation of students to explore their surroundings and actively participate in preserving their country's history and promoting its tourism potential. In conclusion, using pedagogical methods and incorporating practical training in the learning process is essential for teaching tourism in schools. These approaches not only improve students' knowledge and skills but also help to promote the sustainable development of the tourism industry in Kazakhstan. Geography and tourism are inherently linked, as tourism is both a product and a generator of geographic knowledge. Thus, incorporating tourism knowledge into geography education can enhance students' understanding and engagement with the subject matter. This literature review

aims to explore the benefits of using pedagogical methods in teaching geography using tourism knowledge. Overall, using pedagogical methods to teach geography with a focus on tourism knowledge in Kazakhstan has the potential to enhance student learning and engagement, and prepare them for careers in the tourism industry. The following pedagogical teaching methods were used in the research work: Problem-based Learning involves the students identifying a real-world problem or issue related to tourism education in Kazakhstan and working together to find a solution, and Inquiry-based learning (IBL) involves the students posing questions and seeking answers through research and investigation. The students could use their survey and research findings to develop questions related to tourism education in Kazakhstan and use these questions to guide further research and analysis. These pedagogical methods will help students engage with the topic of tourism education in Kazakhstan, develop critical thinking skills, and apply their knowledge in real-world settings.

After analyzing the work of scientists on tourism education, we chose two methods and used them to deepen tourist knowledge when studying the geography of students. The first was to introduce students to the geographical culture and to visually see the “Geographical picture of the world” by traveling to tourist places. The second was to identify current tourist problems utilizing questionnaires, questions, and answers from tourists, and citizens with whom schoolchildren met in tourist places. As a result, the geographical and tourist thinking of students matured and they were able to identify tourist and geographical problems and offer their solutions (hypotheses). In response to the challenges of economic globalization and increased competition, this study advocates the key role of domestic tourism development in improving the competitiveness of the state, stressing the need to make appropriate adjustments in the training of qualified personnel, as evidenced by a sociological survey among tourism companies in Almaty (Kalenova et al., 2022). To train qualified personnel, it is necessary to start introducing tourism knowledge and tourism critical thinking into general education schools.

RESULTS AND DISCUSSION

The scientific experiment was attended by students from the 9th to 11th grades of School Gymnasium No. 81 in Almaty. In total, 51 students took part in the excursion lesson, and received questionnaires from tourists and vacationers of the city, who met in tourist places, to determine the problems of tourism in Kazakhstan. The purpose of these excursions was for students to independently identify problems and suggest ways to solve them. For this, several research methods in geography and pedagogy were used. These are the descriptive method, questioning method, question and answer method, and the method of exploring effective and ineffective aspects to propose a solution to the problem. The general data of the participants is demonstrated in Table 1 and Figures 3-4. The average age of 51 students is 14-16 years old, girls 16, boys 25. 17 (33.4%) 9th graders, 12 (23.5%) 10th graders, and 22 (43.1%) 11th graders participated in classes.

In Kazakhstan, according to the updated educational program on geography in grade 9, section 3: Physical geography, four zones and natural territories, natural heritage of Kazakhstan, the significance of natural burials (specially protected territories), physical and geographical, and large areas of knowledge tourism. This also covers allocated as very few hours were allocated, schoolchildren visited tourist places, were able to see with their own eyes and determine the quality and problems of tourist places. In this regard, for the perception of tourism knowledge in geography, pupils benefited from the teaching technology showing not only photos and videos about tourism but also viewing tourist places and open interviews with tourists. This kind of activities allows students to see a problem and propose a solution. To facilitate this methods were used together for a pedagogical experiment in the classroom, a pedagogical experiment in the together: Experiential learning and Problem-based learning. The students visited two tourist places in the suburbs of Almaty, where they interviewed people and answered questions. They needed to find out what contributes to the development of these tourist places and what problems they have. The selected tourist places were the mountain resort “Oi-Karagai” and the Medeu Ice Rink. Oi-karagai is a 40-minute drive from Almaty and offers outdoor recreation, skiing, and horseback riding at the racetrack. The Medeu Ice Rink, located in the beautiful city of Almaty, Kazakhstan, is one of the most popular and picturesque ice rinks in the world. Built in 1972, the Medeu Ice Rink is situated at an altitude of 1,691 meters

Table 1. The study participants

№	Grade	Quantity	%	Gender		Age
				male	female	
1	9	17	33.4	7	10	14-15
2	10	12	23.5	5	7	15-16
3	11	22	43.1	14	8	15-16
General		51	100	26	25	14-16

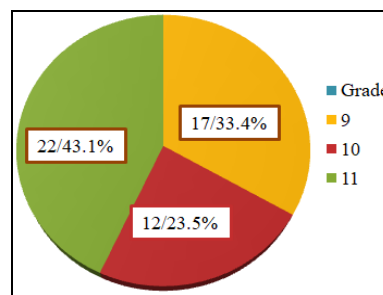


Figure 3. Quantity of participants

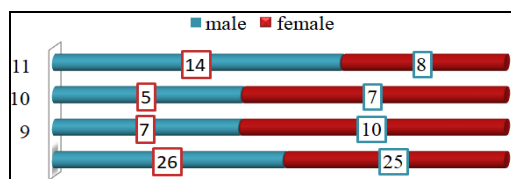


Figure 4. The study participants

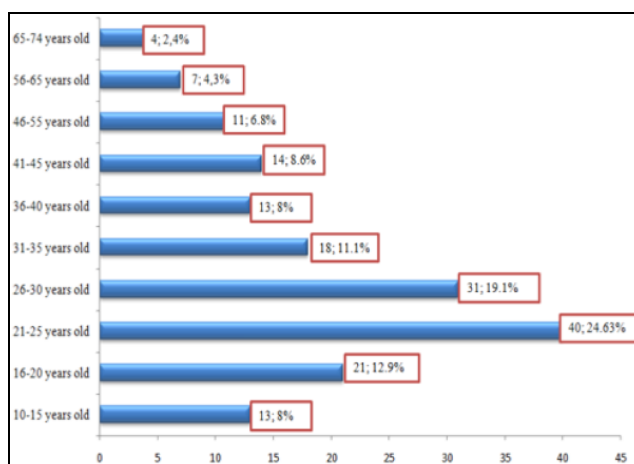


Figure 5. Age and quantity of survey participants (Source: authors)

above sea level in the mountains of the Trans-Ili Alatau, providing breathtaking views for visitors. It is a major tourist attraction in Almaty and has hosted numerous international ice skating competitions, including the 2011 Asian Winter Games. The rink is open year-round, but it is especially popular during the winter months when the temperature drops and snow covers the surrounding mountains. Upon arriving at the tourist destination, the participants of the scientific experiment, which are students from grades 9-11, took interviews and administered questionnaires to tourists and citizens. According to this research, 162 people completed the questionnaire, which consisted of 10 questions. The survey was conducted by people of varying ages, ranging from an 11-year-old child to a 35-year-old average person to a 74-year-old elderly pensioner, thus allowing, the worldviews of literally three generations will be visible. The highest number of respondents according to age, as shown in Figure 5, was 21-25 years (40) 24.63 percent, 26-30 years (31); 19.1 percent and the minimum number of 65-74 years (4) 2.4 percent. The answers to 1-4 questions are illustrated shown in Figures 6, 8 and 9.

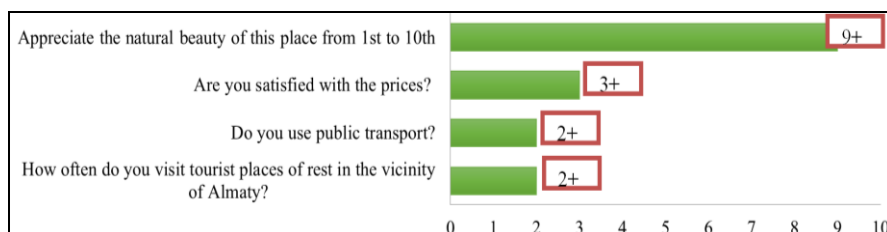


Figure 6. Assessment of tourist infrastructure by Almaty tourists (Source: authors)

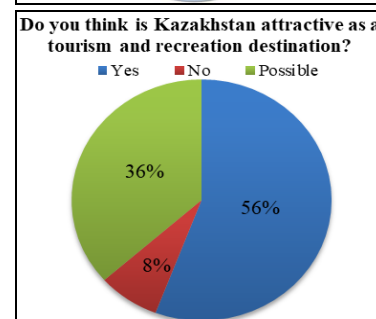
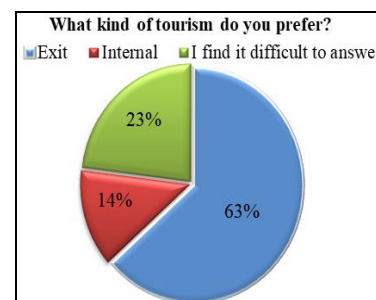


Figure 8. Questions No. 5-6

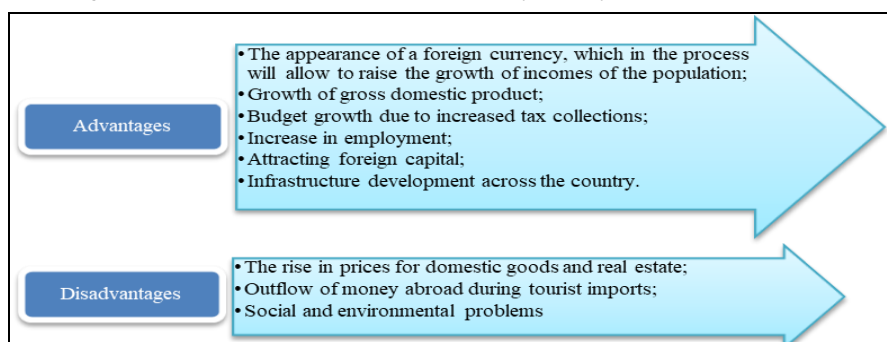


Figure 7. The advantages and disadvantages of domestic tourism (Source: authors)

In response to the question of whether there are any problems with the use of public transport, and if so, what, the answers were that the number of buses arriving at this place is small; when the bus arrives, people can run and squeeze each other without queuing; and the bus stop is not fenced. A study published in the Journal of Destination Marketing and Management suggested that to increase tourism in Almaty, it is important to focus on creating unique experiences that showcase the city's cultural heritage and natural attractions, developing new tourism products that highlight local food, crafts, and traditions, as well as promoting outdoor activities like hiking and skiing (Mansurov et al., 2020). In the context of modern tourism, this study explores the branding of tourism clusters, focusing on the Almaty Mountain Cluster in Kazakhstan, emphasizing the importance of integration, cooperation, and competition for sustainable development and outlining key strategies for territory branding in the tourism industry (Zharkenova et al., 2023). These two methods were used together for a pedagogical experiment in the classroom: project-based learning: and inquiry-based learning (IBL). To date, tourism around the world is not in the best condition, because the whole world is now experiencing a post-coronavirus situation and now, as it is more than ever, clear how important inbound tourism is for any of the country. Students, based on the answers to their questionnaires, identified the advantages and disadvantages of domestic tourism in Figure 7.

The next questions were: Question No. 5: "What kind of tourism do you prefer?", with the options of "Outbound", "Domestic", and "I find it difficult to answer". Question No. 6: "Do you think is Kazakhstan attractive as a tourism and recreation destination?", with the options of "Yes", "No" and "Possible". Based on the answers, it is clear that people are faced with such problems as the lack of basic infrastructure, such as tourist accommodation facilities (motels, hotels, etc.), tourist transport facilities, catering facilities, and well-maintained places of first use. According to statistics, these amenities are available only closer to cities, and foreigners come to Kazakhstan mainly to enjoy nature or sacred places, which are mainly located in the steppes, mountains, and far from civilization. In places located in the steppes or mountains, of course, there is also some infrastructure, but today it no longer meets normal standards, mainly due to the lack of basic sanitary and safety standards. To the question "What kind of tourism do you prefer?" 63% of the participants answered that they would prefer outbound tourism, 23% domestic tourism and the remaining 14% found it difficult to choose an answer. From the answers, it can be judged that After all, many Kazakhstanis or tourists prefer outbound tourism. However, respondents (56%) answered the following question that they consider Kazakhstan an attractive tourist destination, 36% of respondents believed "no", and the remaining 8% answered, "possible". To the question "What do you think should be done to make inbound tourism in Kazakhstan relevant as outbound tourism?" the following results were obtained from the respondents: 34 respondents – "Solve infrastructure problems", 25 chose the answer that it is necessary to solve such problems as that it is necessary to build tourist complexes, 13 respondents – "To create ethnographic complexes where residents", 26 respondents believe that it is necessary to prepare high-quality guides, another 28 people chose the answer "To attract financial in the form of grants or investment".

Inquiry-based learning can be implemented in a geography class in Kazakhstan by having students develop their research questions about a particular tourism-related topic, such as the impact of tourism on a local community or the factors influencing tourist behavior in a certain region. In addition, another research paper by Tian et al. (2022) "Undergraduate Research and Inquiry-Based Learning in Geographical Information Science: A Case Study from China" examines the implementation of inquiry-based learning (IBL) and Undergraduate Research Experience (URE) in

Geographical Information Science (GIS) in China, presents two pathways of student development and practical experiences of course design, IBL tool building, and student mentoring, which contributes to improving the quality of higher education and developing competitive universities in China. One example of project-based learning in the context of tourism education could be having students plan and design a sustainable eco-tourism project for a local community in Kazakhstan.

CONCLUSION

In conclusion, this paper highlights the need for continuous improvement in pedagogical methods used in teaching tourism in secondary schools and higher educational institutions in Kazakhstan. The implementation of innovative teaching methods and the development of standardized curricula will help to prepare students for the challenges and opportunities of the dynamic tourism industry. This paper aims to provide a foundation for future research and policy development in this area. The use of pedagogical methods in teaching tourism in higher education has numerous advantages, including developing critical thinking and problem-solving skills, enhancing students' motivation and engagement, and providing practical skills and knowledge that are applicable in real-world situations. Therefore, incorporating pedagogical approaches in tourism courses should be encouraged to ensure the sustainability of the tourism industry. Incorporating pedagogical methods that incorporate tourism knowledge into geography education has been found to enhance students' understanding, engagement, and motivation in the learning process. Problem-based learning, experiential learning, work-integrated learning, and creativity have all been identified as effective pedagogical methods in tourism education. These methods have been found to enhance students' skills, knowledge, and employability in the tourism industry.

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Conflicts of Interest: The authors declare no conflict of interest.

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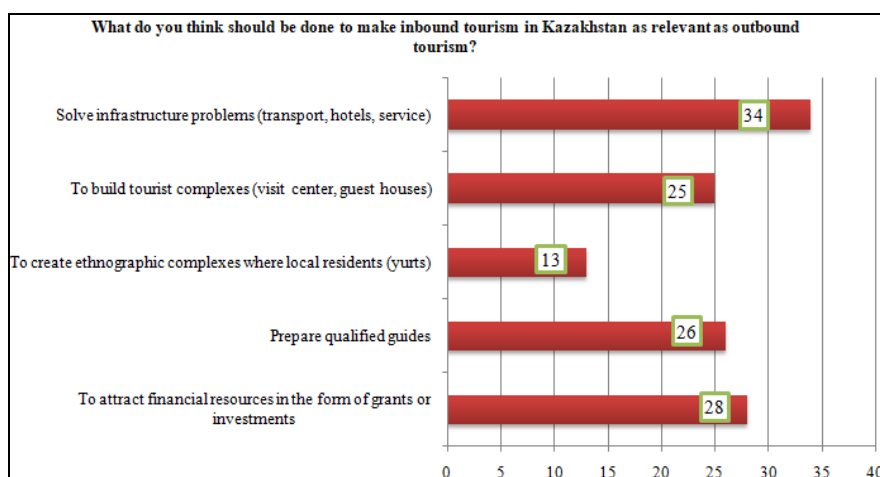


Figure 9. Question No 7. Inbound tourism of Kazakhstan

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