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Theoretical and methodological foundations of the use of extreme-sport types of tourism in educational field practice (On the example of natural sciences of higher educational institutions)

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Abstract

Purpose: development of theoretical and methodological foundations for the use of extreme and sports types of tourism in educational field practices.

Methods: In the process of research were used theoretical (comparative, analytical), diagnostic (observation, conversation, questionnaire), pedagogical experiment-test, mathematical and statistical analysis, generalising methods.

Results: Having summarised the above results, the following conclusion can be made. To the tasks set by the results of the experiment-testing, out of 255 students of the control group, 28 of them correctly completed from 9 to 10 tasks, 72 - from 6 to 8 tasks, 94 - from 3 to 5 tasks, and 61 students completed up to 2 tasks. Of the 257 students in the experimental group, 80 students completed 9 to 10 tasks correctly, the number of students who completed 6 to 8 tasks was 105 participants, from 3 to 5 tasks were correctly performed by 49 participants, and 23 respondents of the experimental group correctly performed up to -2 tasks. According to the results of analysing the results of the experiment-testing, it was found that the knowledge, skills and abilities of the students of the experimental group who participated in the research process were effective in comparison with the students of the control group.

Conlcusion: The thesis developed recommendations for organising meaningful educational field practice, identifying new opportunities for its development, and on the selection, storage and proper use of foodstuffs included in the students' equipment kit. The methodical aspects of using by students such methods of orienteering on the terrain as working with a route map, moving along the azimuth with the help of a compass, determining the sides of the world by celestial bodies, measuring the area and length on the plan, determining points and directions on the terrain, making a topographical plan, visual assessment of distances, marking and labelling points were revealed. Recommendations were developed for route planning during field practice, selection of places for stops and rests (day and night), and personal hygiene after traversing certain parts of the route. In the course of the conducted experimental research it was proved that the developed theoretical and methodological bases of familiarisation of higher education students with a set of equipment are effective. The analysis of the results of the experiment and control groups at the final stage showed that the new method of training has shown its effectiveness and can be recommended for further application.

Keywords: scientific and methodological foundations, topographical plan, skills of student extreme-sports tourism, natural sciences, above results of the experiment-testing.

Introduction

In the world, sports and extreme tourism are among the most popular and developing areas of significant interest. The leading countries in this field are the USA, France, Italy and Germany. In this regard, the official document of the United Nations (UN) presents the concept of 'Sustainable Development', which involves the development of joint projects for tourism development, exchange of experience with international organisations and expansion of pedagogical opportunities in the process of development of extreme and sports tourism in educational and practical classes. The development of tourism, conducting marketing research on foreign and domestic markets, as well as active promotion of extreme types of tourism are becoming more and more relevant. Scientific research aimed at the formation of physical culture of youth and disclosure of scientific and methodological foundations of extreme tourism is being conducted. In the world, sports and extreme tourism are among the most popular and developing areas of significant interest. The leading countries in this field are the USA, France, Italy and Germany. In this regard, the official document of the United Nations (UN) presents the concept of 'Sustainable Development', which implies the development of joint projects for tourism development, exchange of experience with international organisations and expansion of pedagogical opportunities in the process of development of extreme and sports tourism in educational and practical classes.

Tourism development, marketing research in foreign and domestic markets, as well as the active promotion of extreme types of tourism are becoming more and more relevant. Scientific research aimed at the formation of physical culture of youth and disclosure of scientific and methodological foundations of extreme tourism is being conducted. Despite significant reforms in the field of sports, extreme and leisure tourism, there are still directions that require mod-

ern requirements and support, such as paragliding, hang gliding, aeronautics, small aviation, mountain tourism, cycling, rock climbing, motorbike tourism and auto tourism. The analyses show the relevance of the study of nature and geosystems in extreme tourism, the management of groups in nature and extreme situations, and the prospects for the development of extreme tourism taking into account the laws of nature and the sustainability of geosystems.

Our Republic also pays great attention to the development of tourism and sport, as well as to the promotion of science in these areas. The Presidential Decree of 18 February 2022 on measures to improve State policy in the area of tourism, cultural heritage and sport provides for the organization of large-scale activities to promote sports among young people, involvement in mass sports and healthy lifestyles, expansion of cooperation with reputable international and national organizations in the field of tourism, involvement in regular sports and improvement of the sports education system. This requires the development of the use of extreme and sports types of tourism in educational and practical activities. Theoretical foundations of tourism, marketing, management, economics, ecotourism, sports, extreme activities, physical education and travel, as well as tourist and local history activities in our country have been studied in the works of such scientists as O.R. Salomov. S.Salomov, B.G.Boiboboev, S.Mirzaev, J.Eshnazarov, E.A.Turdikulov, M.R.Usmonov, H.N.Jumaev, A.E.Isimov, N.Tukhlieva, T.Abdullaeva, B.G.Koshkarov, M.A.Ravshanov, B.H.Kamalov, M.A.Azizov, and others.

Results and discussion

In order to objectively assess the effectiveness of the study, for the control and experimental group, respondents were recruited by random sampling, which were divided into experimental and control groups. In this case, the total number of students in the experimental group was 257 and in the control group was 255, the total number of students was 512. On the basis of scientific research put forward in the research work, experiments were conducted jointly with students of Fergana, Andijan, Syrdarya and Namangan regions. The results of testing conducted on the basis of the research showed that in the educational period, when the learning process is organised on the basis of the requirements of pedagogical approach and principles of tourism, there is a significant positive trend in the use of skills of student extreme-sports tourism, in accordance with the requirements of the curriculum and the State Standard.

Table 1. Results of identification of knowledge and skills in the performance of educational field practice at the beginning of the experiment in control groups

Control group	Number of students	number of tasks	Answers			
			Point “5”	Point “4”	Point “3”	Point “2”
Course 1 (Group A)	60	10	5	16	23	16
Course 1 (Group B)	64	10	6	21	22	15
Course 2 (Group A)	68	10	8	22	25	13
Course 2 (Group B)	63	10	4	13	28	18
Total	255	40	23	72	98	62

Acquisition of theoretical knowledge before practice increased the efficiency of students' technical, tactical and physical preparedness. Aesthetic and attitudinal concepts were expanded, which were clearly manifested in the course of training and field practice. During the trial period, students' skills were tested through internal connections, relationships and complex mechanisms.

From the above results of the experiment-testing we can conclude that out of 255 students of control groups the number of students who correctly answered 9-10 tasks was 23 participants, those who correctly answered 6-8 tasks was 72 students, those who correctly completed

Table 2. The results of the assessment of students' knowledge and skills at the beginning of the field practice, obtained in the control groups, were then obtained also in the experimental groups In the experimental groups

Experimental group	Number of students	number of tasks	Answers			
			Point "5"	Point "4"	Point "3"	Point "2"
Course 1 (Group A)	61	10	5	19	19	18
Course 1 (Group B)	65	10	6	20	23	16
Course 2 (Group A)	67	10	9	19	27	12
Course 2 (Group B)	64	10	6	13	30	15
Total	257	40	26	71	99	61

3-5 tasks was 98 students, those who correctly completed up to 2 tasks was 62 students. 62 students. 257 students in the experimental groups correctly answered 9-10 tasks 26 students, correctly answered 6-8 tasks 71 students, correctly answered 3-5 assignments 119 students, correctly answered 2 assignments made up 61 students. Thus, we can also see the experimental work carried out during the period of teaching and field practice based on the Table 4.

At the end of the experiment it was noticed that the level of knowledge of the students of the experimental groups was significantly higher than that of the students of the control group. The 1st year students (group A) were given 10 tasks to determine the level of knowledge assimilation at the end of the experiment. On these questions 6 out of 60 students of the control group received a grade of '5', 16 - a grade of "4", 22 - grade "3", and 16 - grade "2". Of the 61 students in the experimental group, 17 students received a grade of "5", 24 students received a grade of "4", 11 students received a grade "3", and 9 students received a grade "2". 10 assignments designed for 1st year students (group V) of the 64 students in the control groups, 7 students were able to get a grade "5", 18 students rated "4", 24 students rated "3", .15 students answered only one question correctly. The following results were obtained for 65 students in the experimental group: 21 respondents of the experimental group got a score of "5" marks, 26 respondents got a score of "4", 13 respondents got a score of "3". 5 students received a grade of "2". For the 2nd year students (group A), 10 tasks were also given, of which in the control groups, 9 students received a grade "5", 21 students received a grade "4", 25 students received a grade "3", 13 students received a grade "2"13 students. In the experimental groups out of 67 students 24 students of the respondents got the grade "5", the grade "4" - 28, the grade "3" - 12, 3 students received a grade of "2".

Table 3. Table of statistical indicators of the level of achievement of knowledge and skills in the educational field practice before the experiment indicator at the beginning of experimental work

Group	Number of students	Answers			
		Point "5"	Point "4"	Point "3"	Point "2"
Control	255	23	72	98	62
Experimental	257	26	71	119	61

Conclusion

According to the results of the research of theoretical and methodological foundations of the use of extreme types of tourism and sports in educational field practice, the following conclusions were made: The relevance of the problem of improving the theoretical and methodological foundations of educational field practices in order to improve the quality of education, as well as pedagogical features of preparation for educational field practices conducted at the end of the academic year to master extreme and sports types of tourism, were studied on the ba-

Table 4. Final results of the experimental work to improve the level of knowledge and skills during the training and field practice in the control groups Field training practice in the control groups

Control group	Number of students	number of tasks	Answers				
			Point "5"	Point "4"	Point "3"	Point "2"	
Course 1 (Group A)	60	10	6	16	22	16	
Course 1 (Group B)	64	10	7	18	24	15	
Course 2 (Group A)	68	10	9	21	25	13	
Course 2 (Group B)	63	10	6	17	23	17	
Total	255	40	28	72	94	61	

sis of the principles of continuity and systematicity.

"Recommendations were developed for 1-2 year students of natural sciences on first aid for injuries during field practice, as well as on identifying and learning the names of the area when travelling along the route. For this purpose, a special electronic resource (flash programme) containing information on necessary equipment, personal protective equipment for extreme conditions and food was created.

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