

The Effectiveness of Using Non-Traditional Methods in Teaching Tourism to Students

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Abstract: This article discusses theoretical information and practical recommendations on how the use of non-traditional methods in teaching tourism to students fosters the development of qualities such as awareness and ingenuity. These methods encourage students to pay attention to every element and deeply analyze the educational content provided in the discipline.

Keywords: awareness, ingenuity, differentiation, time orientation.



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Introduction

Nowadays, people around the world are increasingly interested in resting in remote mountainous and hilly areas, far from city centers. These multi-day or week-long trips offer joy, mental refreshment, and physical health benefits. However, embarking on such journeys spontaneously may lead to various issues for travelers. Therefore, it is crucial for young professionals entering the tourism field—namely, students—to acquire comprehensive knowledge, skills, and competencies in tourism. This would help address common problems encountered during trips to mountains, hills, and forests. To achieve this, students must develop a conscious attitude towards each topic, be able to find quick solutions to problems, and apply creative approaches. This can be effectively facilitated through the use of non-traditional teaching methods in seminars and practical lessons.

Literature Review

In his 2014 study, Maumbe compared three educational approaches, including one centralized and two student-centered methods: collaborative learning and learner performance. No significant differences were found in students' academic performance, but there were notable differences in motivation, assessment, and retention. Tourism students displayed higher motivation and retention compared to students of other disciplines, with the highest effectiveness seen in practical application, followed by seminar evaluations [1].

Efforts to enhance student engagement in tourism classes are seen as a pathway to ensuring equal access to higher education and improving learning outcomes and retention among diverse student groups. Roberts (2011) focused on the issue of student retention rather than employment outcomes. Specifically, he considered whether experiences in non-traditional learning

environments contribute to dropout rates. The study emphasizes the role of pedagogy in retention strategies, using a qualitative base and reflecting on the experiences of non-traditional students, particularly how these experiences align with their expectations. It also explores solutions students consider important to prevent negative experiences and dropout. This student-centered research may be of broader interest to those seeking to understand and address the challenges faced by tourism students [2].

According to Al-Anqoudi (2023), some instructors rely solely on traditional assessments (e.g., tests, assignments, exams, etc.) and consider them reliable tools for evaluating students' comprehension of content [3].

Research Objective

The main aim of the study is to explore how the use of non-traditional methods in teaching tourism to students contributes to the development of awareness and ingenuity, enabling deeper analysis of educational content and the formulation of necessary recommendations.

Research Tasks:

- ✓ To study and analyze the methods used in teaching tourism;
- ✓ To develop recommendations for the use of these methods in the tourism discipline.

Methodology

This study involved the analysis of topics taught within the scope of the tourism discipline, expert experiences, and relevant literature. It also employed methods such as interviews and questionnaires.

Findings and Effectiveness

As a result of the study, it was found that using non-traditional methods in teaching tourism helps students develop awareness and ingenuity. This, in turn, enhances their attention to detail and ability to analyze subject material in depth. One of the methods employed involves the use of various photo materials to foster these qualities in students (see Figure 1).



Through the use of this photo, nine questions are prepared and presented to students, allowing them to think like travelers during the seminar sessions. The following are the questions related to Figure 1:

1. How many tourists are there?
2. When did the children arrive here (today or a few days ago)?
3. How did the children get here (on foot or by some means of transportation)?
4. Is the place where the children are staying near a village or a city?
5. Which direction is the wind blowing from (north or south)?
6. Who is on duty today here?
7. Where is the meeting spot?
8. What is the season and date here?
9. What time is it and what part of the day is it here?

During the lesson based on these questions, student participation in the lesson increases, and qualities such as awareness, ingenuity, and immunity towards such travel experiences are developed.

Conclusion

In conclusion, by using non-traditional methods in teaching tourism, students develop qualities such as awareness and ingenuity. This enables them to pay attention to every element and analyze the subject matter in depth, thereby fostering the necessary skills and competencies. Achieving these goals is essential for every teacher-professor, as it enhances both the teaching and learning experience in the field of tourism.

References

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