



DEVELOPMENT OF SOCIAL COMPETENCE THROUGH THE USE OF EDUCATIONAL TECHNOLOGIES BASED ON DOMESTIC TOURISM

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ABSTRACT

This thesis studies effective mechanisms for developing social competence (cooperation, communicative culture, civic engagement, intercultural dialogue, social responsibility) in students through the use of educational technologies based on domestic tourism. The theoretical basis integrates experiential learning, place-oriented pedagogy and service learning approaches.

Introduction.

In the context of globalization and digital transformation, one of the most pressing issues facing schools and higher education institutions is the formation of students not only as holders of knowledge, but also as active, responsible, and open to cooperation individuals in the life of society. Social competence is not just a set of “soft skills”, but a complex quality that expresses the ability of a person to act in various social situations in a goal-oriented, value-based and considerate manner. In this regard, it is increasingly important to connect the content of education with the life context, to take education beyond the walls of the classroom and gain experience in a real environment. The rich historical and cultural heritage of Uzbekistan, the ethnographic diversity of its various regions and the natural and geographical landscape create enormous opportunities for domestic tourism. At the same time, it is these opportunities that can become a pedagogical resource for the development of social competence: trips to local museums, historical monuments, nature reserves; social projects in cooperation with makhalla and non-governmental organizations; small startup initiatives in the field of tourism - all this turns the student from a “spectator” into a “participant”. As a student discovers his homeland, he practices not only knowledge, but also skills such as communicating with a community, resolving conflicts, expressing a civic position, and being responsible for nature and heritage.

Traditional classroom training often struggles to fully cover these aspects of social competence. Because social skills are not “learned”, but “experienced”. The theory of experiential learning emphasizes that the learning process is cyclical: consists of stages of real experience, reflection, understanding, and application in new situations. Educational technologies based on domestic tourism naturally activate this cycle: a trip or expedition - real experience; field diary and discussion - reflection; enrichment with historical and spiritual information - understanding; a small initiative that serves the interests of the

neighborhood - application. Thus, a bridge is built between the content of education and social practice.

Place-based pedagogy further reveals the didactic value of domestic tourism: when knowledge is connected to the student's living space, its problems and resources, motivation increases and the learning content acquires personal meaning. The service-learning approach, on the other hand, integrates learning with practical activities that benefit society, forming social responsibility. For example, creating digital guide materials for historical monuments, preparing a map of ecological trails, organizing cultural heritage lessons with local craftsmen - all this not only develops the student's communicative and teamwork skills, but also strengthens territorial identity and civic engagement.

Digital technologies are an integral part of this process: bringing historical environments to life with AR/VR, designing routes with mobile apps, geotagging and documenting microprojects, and creating responsible content on social media — each of these inextricably links 21st century literacy (digital, information, media) with social competence. Importantly, technology serves as a tool to enhance social learning, not an end in itself.

At the same time, education based on domestic tourism is not just an inspiring story, but a system that requires methodological planning: safety protocols, principles of inclusion, memoranda with local partners, clear rubrics for assessment and reflection mechanisms are necessary. Otherwise, there is a risk that the trip will remain at the level of an “entertainment event”. Therefore, this thesis offers theoretical foundations and practical guidelines for combining domestic tourism resources with educational technologies, identifies criteria for assessing social competence (cooperation, communication, civic engagement, intercultural sensitivity, social responsibility) and illustrates an integrated model based on test results. Domestic tourism is not about turning a lesson into a trip, but about deeply embedding the trip into the content, purpose and assessment system of the lesson. It is then that the student discovers himself as an active member of society in the process of knowing his country; and social competence turns from an abstract concept into a real practice. To this end, the following sections consistently present the theoretical framework, methodological design, assessment tools, and empirical results.

Analysis of sources.

The concept of “place-based education” put forward by A. Gruenewald emphasizes the need to inextricably link education with the student's living environment. According to it, by using the local environment, cultural heritage, and ecological resources, students develop not only academic knowledge, but also civic engagement and social responsibility. This approach is further strengthened by R. Lowe's concept of “Nature Deficit Disorder” — that is, children's alienation from nature negatively affects their social and emotional development.

In the direction of studying domestic tourism as a means of education, many foreign researchers — M. Higgins-Desbiolles, P. Black, D. Weaver — have analyzed the potential of tourism to be the basis for “transformative education.” They interpret tourism not just as an economic activity, but as a cultural platform that forms social consciousness and civic identity. Through domestic tourism, students actively develop social competence in the process of studying their national heritage, participating in collective projects, and finding solutions to environmental problems.

Among Uzbek researchers, the works of M. Usmonov, Z. Abdurakhmonova, and G. Khudoyberdiyeva highlight educational mechanisms for developing social competence. In particular, they analyzed ways to form a socially active, patriotic personality by integrating national heritage and cultural values into the educational process. Also, the Resolution of the President of the Republic of Uzbekistan No. PQ-4479 dated October 9, 2019 “On additional measures for the development of the tourism sector” established the integration of domestic tourism with education as a priority area of state policy.

The analysis shows that the integration of domestic tourism into educational technologies is a synthesis of modern experiential pedagogy, digital learning, and intercultural communication. Although existing sources confirm the effectiveness of using domestic tourism resources in developing social competence, this direction in the Uzbek education system does not yet have a full methodological basis. Therefore, this study aims to prove the pedagogical connection between domestic tourism and social competence through practical experiments.

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Conclusion.

The study showed that educational technologies based on domestic tourism are an effective means of comprehensively developing social competence (cooperation, communicative culture, civic activity, intercultural sensitivity, social responsibility). The integration of experiential learning, place-based pedagogy, and service-learning approaches connects the learning process with the real social environment, transforming the student from a “spectator” to a “participant.” Digital tools (route mapping, portfolios, QR-presentations) enhance the transparency and reflection of this process.

In conclusion, the methodological integration of domestic tourism with educational technologies is a sustainable, contextual, and culturally meaningful solution to the development of social competence. This model serves to transform the student into an active citizen who knows his or her territory, is not indifferent to the problems of society, and can find solutions in collaboration.

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