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THE PROCESS OF INTEGRATION OF TOURISM AND EDUCATION SYSTEM

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THE PROCESS OF INTEGRATION OF TOURISM AND EDUCATION SYSTEM

Cover Page Footnote

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Erratum

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**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС
ТАЪЛИМ ВАЗИРЛИГИ**

**НАМАНГАН ДАВЛАТ УНИВЕРСИТЕТИ
ИЛМИЙ АХБОРОТНОМАСИ**

**НАУЧНЫЙ ВЕСТНИК НАМАНГАНСКОГО
ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА**



2020 йил 9 сон

ТУРИЗМ СОҲАСИ ВА ТАЪЛИМ ТИЗИМИНИНГ ЎЗАРО ИНТЕГРАЦИЯ ЖАРАЁНИ

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Аннотация: Ушбу мақоланинг мақсади туризмнинг ижобий ёки салбий таъсирига эътибор қаратиш эмас, балки туризм ўқитувчиларига барқарорликни ўз синфларига сингдириш муҳимлигини намойиш этишидир. Ушбу потенциал ижобий ва салбий таъсирларни ҳисобга олган ҳолда, туристик дастурлар ўз ўқувчиларига салбий таъсирларни минималлаштириш ва туризмдан ижобий фойда олиш йўллари тўғрисида маълумот беришлари зарур.

Калит сўзлар: барқарорлик, туризм, олий таълим, интеграция

ПРОЦЕСС ИНТЕГРАЦИЯ ТУРИЗМА И СИСТЕМЫ ОБРАЗОВАНИЯ

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Аннотация: Цель этой статьи - не сосредоточить внимание на положительном или отрицательном воздействии туризма, а продемонстрировать преподавателям сферы туризма важность интеграции вопросов устойчивости в их учебные классы. Помня об этих потенциальных положительных и отрицательных воздействиях, для программ туризма очень важно обучать своих студентов способам максимизировать положительные выгоды от туризма при минимизации отрицательных воздействий.

Ключевые слова: устойчивость, туризм, высшее образование, интеграция

THE PROCESS OF INTEGRATION OF TOURISM AND EDUCATION SYSTEM

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Annotation: The purpose of this paper is not to focus on the positive or negative impacts tourism, but to demonstrate to hospitality and tourism educators the importance of integrating sustainability into their classrooms. With these potential positive and negative impacts in mind, it is essential for tourism programs to educate their students about ways to maximize the positive benefits from tourism while minimizing the negative impacts.

Keywords: sustainability, tourism, higher education, integration

As one of the largest industries in the world, the hospitality and tourism industry has not been immune to the surmounting pressures for more environmentally friendly and socially responsible practices. WTTC works to raise awareness of Travel & Tourism as one of the world's largest economic sectors, supporting one in 10 jobs (330 million) worldwide, and generating 10.3% of global GDP. For the past 30 years, WTTC has conducted research on the economic impact of Travel & Tourism in 185 countries. In 2019, the Travel & Tourism sector experienced 3.5% growth, outpacing the global economy growth of 2.5% for the ninth consecutive year. Over the past five years, one in four new

jobs was created by the sector, making Travel & Tourism the best partner for governments to generate employment. These impressive numbers and the growing importance of sustainability worldwide demonstrate the need for more corporate responsibility with regard to sustainability within the hospitality and tourism industry as it continues to grow. Since students will be the 'change agents' of the future, it will become increasingly important to prepare them to deal with the complexities of sustainability within the hospitality and tourism industry (Wade, 1999). Consequently, teaching sustainability within the hospitality and tourism curriculum is a worthy topic of discussion. There is an increasing recognition that in order for businesses to be competitive and for students to be prepared to tackle the challenges of the 21st century. Despite the hospitality and tourism industry being one of the largest industries in the world with the resulting positive and negative environmental, economic, and societal impacts associated with that responsibility, the discussion pertaining to teaching sustainability with the hospitality and tourism curriculum is 'scant' and still in its infancy (Deale et al., 2009). He found that 72% of the hospitality educators sampled indicated that they felt it was important for students to be taught about sustainable issues, but that at best, only 12% of them were actually teaching sustainability in the classroom. While the discussion of teaching sustainability within the hospitality and tourism curriculum is still in its infancy, there appears to be a consensus of the need to teach sustainability and the importance of teaching sustainability from the view of stakeholders (all work). The purpose of this study is to move beyond examining the need to teach sustainability or whether or not stakeholders think it is important, the literature says both, to discussing how to implement teaching sustainability across the hospitality and tourism curriculum. Potential options for teaching sustainability include more elective classes on sustainability, assigning sustainability to specific majors, leaving it up to the academic freedom of professors, or integrating sustainability across the hospitality and tourism curriculum. While all of these methods of teaching sustainability will contribute to the effective teaching of sustainability, this paper suggests full integration as the best method for hospitality and tourism programs to incorporate sustainability into their curricula, based upon the broad benefits that it provides to students. Teaching sustainability is similar to the topics of teaching ethics and international business, as the debate centers around whether to limit their inclusion to one specialty class or to be taught across the curriculum according to the desires of the individual faculty member. This article suggests that hospitality and tourism undergraduate programs should integrate sustainability into all aspects of their curriculum, as well as continue to offer special classes and specific majors that allow students to further explore the subject matter.

The Importance of Teaching Sustainability

Teaching sustainability to undergraduate students is important to hospitality and tourism educators for three main reasons. The first is that sustainability and 'green initiatives' are of growing importance to hospitality and tourism employers. The main purpose of undergraduate hospitality and tourism programs is to prepare the future hospitality and tourism professional for the workforce. It may be argued that since the profession is moving towards sustainability, the curriculum should also move towards sustainability as well. The second reason to teach sustainability within the undergraduate

curriculum of hospitality and tourism programs is that programs have a responsibility to produce graduates capable of bringing benefits to the triple bottom line. In addition, hospitality and tourism is equally recognized for its negative impacts, which have led to environmental and cultural degradation; decreases in moral standards leading to increased crime, prostitution, and gambling. Hospitality and tourism students can become effective managers if they are taught about sustainability in many 10 contexts across the curriculum. If students are not educated about sustainable hospitality and tourism practices, these competitive resources, which attract tourists to businesses/destinations and provide residents with a high quality of life, could end up being degraded by the mismanagement of these strategic resources, and result in a lower quality product.

Integration of Sustainability into the Curriculum

With the importance of incorporating sustainability into the undergraduate hospitality and tourism programs discussed in the previous section, this section reviews the different methods for incorporating sustainability into a school's curriculum, with the purpose of highlighting the 12 benefits of integrating sustainability across the curriculum rather than solely teaching it in a specific class, assigning it to a specific major, or leaving it up to the discretion of the instructor. For programs interested in teaching students about sustainability, a variety of different potential approaches exist. The results of the Deale et al. (2009) survey on sustainability in hospitality education reveals that when sustainability is taught, the most popular method of incorporating it into the curriculum was leaving it up to the discretion of the instructor (42%). This was followed by specific classes that focused on sustainability (32%), and lastly a complete integration of sustainability throughout the hospitality curriculum, which was implemented only 13 percent of the time. Full integration also allows all students within a hospitality and tourism program to benefit from the higher level of learning associated with sustainability. If hospitality and tourism departments decide that teaching sustainability is important, the decision on how to incorporate it into the curriculum may be based upon the context of how the department's faculty views sustainability. These are two very different views, which will affect how a program decides to teach sustainability. The model can easily be adapted to hospitality and tourism by replacing design with hospitality and tourism. If a program embraces the view of hospitality and tourism as the main context, then sustainability will always remain a component that only applies to certain niche settings or markets, but if a program embraces the view of sustainability as the ultimate context, then integration of sustainability will occur naturally because sustainability is the end goal, rather than just the advancement of hospitality and tourism. It is assumed that the more a program accepts sustainability as the context of interest, the more sustainability will become integrated into the curriculum, whereas, when sustainability is only a subset of hospitality and tourism it will more than likely be relegated to a specific class or module within a class. A specific sustainable tourism degree like ecotourism is an example of a holistic approach; the incremental approach is shown in the degree of tourism management, and the incidental approach can be exemplified with degrees such as tourism and performing arts (Busby, 2003). Hospitality and tourism are still the context of interest and sustainability is only taught to supplement the area of emphasis. If hospitality and tourism programs are supposed to graduate students ready for all aspects of the work

place, then students need to be educated about sustainability throughout the curriculum rather than only in a specific major or class. Of course, this is not meant to discount the need for specific classes that focus on sustainability, but suggests that even classes like human resources, food and beverage or strategy can benefit by teaching students about sustainability. These classes would also be supplemented by more in depth classes on sustainability as students' plan of studies and interests vary. Since these constructs are interrelated, an increased focus on sustainability will likely benefit the other important outcomes such as resident quality of life and environmental quality because they all rely upon the region's natural and cultural resources for success. This review suggests that hospitality and tourism programs that acknowledge sustainability as the overarching context and move towards that goal will provide the best-rounded graduates who are able to face the many challenges associated with the hospitality and tourism industry.

Difficulties with Implementing an Integrated Curriculum

Up to this point, the importance of teaching sustainability to undergraduate hospitality and tourism students has been presented, as well as the case for why cross-curriculum integration may be better than teaching sustainability-specific classes. While integration of sustainability into the curriculum is suggested to be the best option, there are also many challenges that could potentially hinder the process. The main impediment to sustainability's integration across the curriculum is the inability to change the predominant ways of thinking about sustainability. In order to counter the embedded values of sustainability, educators need to be aware of their own values and try to remove their values from the discussion so that students can use their own values to guide the discussion. Another noted challenge to sustainability's acceptance is its non-traditional approach to business that focuses on long-term profits instead of only short-term gains (Cortese, 2003). If hospitality and tourism businesses want employees that are only concerned with increasing short term profits, teaching sustainability in the curriculum may not be advisable. Sustainability requires a long term approach to profits, which recognizes that the current exploitation of resources now may limit the potential to be economically viable into the future. Lastly, there is great difficulty in overseeing the integration of sustainability within the hospitality and tourism curriculum due to the autonomy that instructors have over their classrooms.

Suggestions for Integrating Sustainability

With the challenges of integrating sustainability previously acknowledged, a few suggestions for successfully integrating sustainability into the curriculum are provided below. The first suggestion is to create more opportunities for pedagogical discussions pertaining to sustainability's place within hospitality and tourism programs. An increase in the discussion of sustainability's importance to education will most likely result in it being taught more. Another suggestion is for hospitality and tourism programs to stay in tune with the demands of the hospitality and tourism job markets. Collaboration among hospitality and tourism departments and outside departments, such as urban planning, geography ecology, natural resources, and anthropology will enrich hospitality and tourism departments' understanding of sustainability. These suggestions all hinge on whether or not the instructors of hospitality and tourism classes see the benefit of teaching sustainability to their students.

Future Research

The next step for hospitality and tourism is to actually implement the teaching of sustainability across the curriculum and to assess the outcomes. There is a large gap in actual assessment of how to best teach sustainability within the hospitality and tourism curriculum and which methods are the most successful. This article, as well as many others, suggests that integration is the best method of teaching sustainability, but there has been little to no empirical research done to prove that this is the best way to incorporate sustainability into the hospitality and tourism curriculum. Future research should move away from the importance of teaching sustainability within hospitality and tourism management towards more of a focus on the implementation and assessment of how sustainability is taught.

Conclusion

Teaching sustainability to undergraduate hospitality and tourism students is becoming increasingly important due to sustainability's growing significance within the industry, as well as the need for students to know the best way to maximize the benefits of hospitality and tourism while minimizing the negative ones. Of the various techniques used to teach sustainability within the hospitality and tourism curriculum, this article suggests that integrating sustainability into the curriculum will provide the best education for undergraduate students since sustainability will be taught throughout all classes rather than in one specific course or a highly specialized major such as ecotourism, even though these specialty classes are necessary. This paper recommends that integrating sustainability into hospitality and tourism classes should be the goal. This necessitates a paradigm shift away from hospitality and tourism being the ultimate context to sustainability being the ultimate context with hospitality and tourism being an avenue towards sustainability.

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