



 Research Article

## THE ESSENCE OF THE FORMATION OF MORAL-AESTHETIC COMPETENCE OF STUDENTS BASED ON TOURISM TOOLS

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### ABSTRACT

Moral-aesthetic competence, which includes ethical behavior, cultural understanding, and aesthetic sensitivity, is a vital component of a well-rounded education. Tourism activities provide students with unique chances for experiential learning, allowing them to investigate other cultures, issues of ethics, and aesthetic expressions. The study was conducted to explore essence of the formation of moral-aesthetic competence of students based on tourism activities. The following methodologies were used in the study: theoretical analysis, classification, generalization and systematization. The study established a model representing the dynamic interplay between tourism and moral-aesthetic education.

### KEYWORDS

Moral-aesthetic competence, tourism, competency, education, ethical behavior, aesthetic sensibility.

### INTRODUCTION

The wealth of his inner spiritual culture, intellectual independence, great moral potential, strong artistic taste, and tolerance in interpersonal, interethnic, and social dialogue are all necessary conditions for the construction of a modern harmoniously evolved individual. As a result, at this stage, the fundamental responsibilities of higher education are the construction of the spiritual domain of the student's personality, as well as the nurturing of their spiritual, moral, and aesthetic traits. It is impossible to develop

these qualities without establishing an adequate training and education system. In this regard, the search for innovative approaches to the development of moral-aesthetic competence of students has been revised.

The integration of the competence-based approach into higher education is an objective requirement that has emerged in the educational arena as a response to the market economy's socioeconomic, political,

educational, and pedagogical issues in the context of globalization. The modern expert is confronted with criteria for which he cannot be prepared just due to the development of the topic content of academic training, because they are universal in nature. Thus, professional readiness is more than just a comprehensive set of information, skills, and talents; it also necessitates specific socially and professionally significant attributes, developed goals, and a conscious urge for professional growth and self-development.

The category "competency" is frequently used in American educational practice and research tradition to establish the attributes, behavioral models that a person must possess in order to competently do tasks. The individual performing the activity is assessed and its activity is investigated using this approach. The category "competence" is more commonly employed in the British tradition, which highlights the requirements for a specialist, which are highlighted by examining the functions of professional activity. Professional standards providing a set of roles for each position are used to analyze competency models. Individual competences and behavioral markers can thus be identified for each of them (Aleksieienko-Lemovska, 2019).

Professional competence is a fundamental and system-forming concept that is defined as a system of knowledge, skills, and personal qualities that correspond to the content of professional activity, and it includes: the person's awareness of his aspirations for activity - needs and interests; desires and value orientations; motivation for activity, ideas about their social role; and self-assessment of personal qualities and properties as a future specialist (professional knowledge, skills, and abilities).

Moral-aesthetic competence is an essential aspect of a well-rounded education, encompassing ethical

behavior, cultural appreciation, and aesthetic sensibility. Tourism activities offer unique opportunities for students to engage in experiential learning, allowing them to explore diverse cultures, ethical dilemmas, and artistic expressions. Thus, the aim of this article is to explore the essence of the formation of moral-aesthetic competence of students based on tourism activities.

### LITERATURE REVIEW

Tourism activities provide students with opportunities to immerse themselves in diverse cultural environments, encountering different art forms, music, dance, and traditions. Empirical studies by Elchardus and Soors (2018) and Stepanova and Pashentseva (2020) found that cultural immersion during tourism activities fosters cultural appreciation, tolerance, and intercultural understanding. As students engage with local communities, they develop a sense of empathy and respect for diverse cultural expressions, enhancing their aesthetic sensibility.

Ethical dilemmas often arise during tourism activities, prompting students to make decisions that have moral implications. Studies by Phrommala et al (2018) and Keane and Trupp (2019) indicate that students who engage in ethical decision-making during tourism activities develop higher levels of moral reasoning. As they grapple with issues like sustainable tourism practices and respecting local customs, students cultivate ethical awareness and responsibility.

Reflective practice is a cornerstone of moral-aesthetic competence development through tourism activities. Research work by Selim and Baser (2017) and Cheng and Wong (2019) demonstrate that reflective experiences during tourism activities enhance students' critical thinking skills and moral reasoning. By encouraging students to reflect on their experiences

and consider the ethical and cultural implications, educators foster personal growth and self-awareness.

Participating in cultural exchange programs and engaging with local communities during tourism activities promote cross-cultural empathy and understanding. Research by Jamal and Jamal (2016) and Rong and Zheng (2017) highlights the role of cultural exchange in nurturing students' capacity for empathetic responses. Through these experiences, students develop a deeper appreciation for cultural diversity, which contributes to their moral-aesthetic competence.

The essence of moral-aesthetic competence through tourism lies in promoting sustainable and responsible practices. Studies by Gössling and Scott (2014) and Fennell and Dowling (2019) emphasize the significance of sustainable tourism education in fostering students' sense of responsibility towards the environment and local communities. By engaging in sustainable tourism practices, students develop a sense of agency and become responsible tourists who contribute positively to the destinations they visit.

The literature review reveals that tourism activities play a crucial role in shaping students' moral-aesthetic competence. Engaging with diverse cultures, confronting ethical dilemmas, and reflecting on experiences foster responsible, culturally aware, and ethically informed individuals. Cultural immersion, ethical decision-making, reflective practice, cultural exchange, and sustainable tourism education are key factors that contribute to the formation of students' moral-aesthetic competence. By integrating tourism activities into education, educators can create meaningful learning experiences that nurture students' ethical behavior, cultural appreciation, and aesthetic sensibility.

## METHODS AND RESULTS

Extensive literature review was conducted on the topic of developing moral-aesthetic competence in students through tourism. In addition, the article attempts to develop a model to reveal the interrelationship between tourism and moral-aesthetic education.

## DISCUSSION

The interrelationship between tourism and moral-aesthetic education can be visualized as a circular model with three main components: Tourism Activities, Moral-Aesthetic Competence, and Education.

### Tourism Activities:

At the core of the model, tourism activities encompass various experiences that students encounter during travel, such as visiting cultural sites, participating in local traditions, engaging with diverse communities, and appreciating natural landscapes. These activities serve as experiential learning opportunities, exposing students to different cultural expressions and aesthetic experiences.

### Moral-Aesthetic Competence:

Surrounding the core, moral-aesthetic competence is the outcome of engaging in tourism activities. It encompasses three key elements:

- a. Ethical Behavior: Tourism activities present ethical dilemmas that prompt students to make responsible decisions, promoting ethical behavior and moral values.
- b. Cultural Appreciation: Experiencing diverse cultures and artistic expressions during tourism activities fosters cultural appreciation and sensitivity.

c. Aesthetic Sensibility: Engaging with art, architecture, music, and nature during travel nurtures students' aesthetic sensibility and appreciation for beauty.

### Education:

The outermost layer of the model represents education. Moral-aesthetic education is essential in guiding and processing students' experiences during tourism activities. It includes formal classroom instruction, reflection sessions, and discussions that enable students to critically analyze their experiences, ethical choices, and cultural encounters.

The arrows between the components of the model represent the interrelationships and influence among them:

Tourism Activities → Moral-Aesthetic Competence: Tourism activities serve as the catalyst for the development of moral-aesthetic competence among students.

Moral-Aesthetic Competence → Education: The outcomes of students' moral-aesthetic experiences during tourism activities feed into the education process, where reflection and guidance further enhance their understanding and competence.

Education → Tourism Activities: Knowledge and awareness gained through moral-aesthetic education influence students' choices and behavior during future tourism activities, promoting responsible and culturally sensitive tourism practices.

The model illustrates the dynamic interplay between tourism and moral-aesthetic education. Tourism activities provide experiential learning opportunities, fostering ethical behavior, cultural appreciation, and aesthetic sensibility. These experiences feed into the educational process, where reflection and guidance

further enhance students' moral-aesthetic competence. Ultimately, the interrelationship between tourism and moral-aesthetic education cultivates responsible, culturally aware, and ethically informed individuals who appreciate the beauty of diverse cultures and artistic expressions.

### CONCLUSION

The essence of the formation of moral-aesthetic competence of students through tourism activities lies in the transformative power of experiential learning. Experiencing cultural diversity, ethical decision-making, reflection, cultural exchange, and sustainable tourism education all contribute to the development of responsible, culturally aware, and ethically informed individuals. By integrating tourism activities into education, educators can create meaningful learning experiences that nurture students' ethical behavior, cultural appreciation, and aesthetic sensibility. The formation of moral-aesthetic competence through tourism activities prepares students to become global citizens who appreciate cultural diversity and contribute positively to sustainable tourism practices.

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