

## FORMS AND CONTENT OF TOURISM

**Safarov I.B.**

*Teacher of Karshi State University*

**Poyanov J.P.**

*Karshi State University student*

**Annotation:** *this article provides a brief overview of the forms of Tourism. The content of Tourism forms is covered and analyzed. Proposals and recommendations for the development of this area have been developed.*

**Keywords:** *Tourism, hiking, excursion, travel, expedition, Ecology, Environment.*

The tour (progulka) is held with a specific group (Students, Students, labor teams, neighborhoods, relatives) for the purpose of cultural-aesthetic recreation, recreation, learning. Most of this type of travel is organized as a result of the general initiative, movement of travelers. The duration of the walk lasts up to 3-5 hours. A tour is a type and form of educational activity, like other images of travel.

**Excursion.** (Latin "excurro" – "I run") is a community (student-youth, labor teams, etc.) is a type of travel (event) that takes place in pursuit of a spiritual and educational purpose across a tourist object or attraction. The excursion is described in Article 3 of the law of the Republic of Uzbekistan "on tourism" as "excursion activities-part of tourist activities on the organization of excursions not exceeding 24 hours, accompanied by the leader of the excursion on pre — established routes (ekskursovod) in order to get acquainted with historical monuments, sights and other objects.

"The excursion is a kind of educational work and is carried out on the basis of perception, directly seeing the object under study where it stands. It is characterized by the following characteristics: a condition is created in which the object is viewed directly by the eye; it is required to leave the territory of the institution; it is required to study the object or object under study at the place where it stands.

In educational institutions, conducting excursions in the subjects of geography, history, biology, Uzbek language and literature is accompanied by the teacher's teaching. Because, the excursion is important in the formation of

geographical, social, historical concepts in students. The reader will fully study the issue of interaction of nature components in the study of their territory, will strengthen his knowledge in this regard during the study of local history materials.

There are many problems when organizing excursions in Secondary Secondary Schools, which are considered a branch of the system of continuing education. These are: the school operates on a strict study schedule. Thanks to this, in the 45-minute course process, it is much more complicated to take students on an excursion; the excursion is more complicated than the lesson, and most teachers lack qualifications to organize it; there are no necessary equipment and equipment for organizing an excursion.

The excursion content is divided into the following types:

1. A guided tour aimed at showing. In this, the object is explained to the readers. For example, an excursion to a lime mine, a brick factory, nature reserve, etc.

2. Fine excursion. The object at the site of the excursion is depicted. For example: rivers, lakes, swamps, etc.

3. Inspection or research excursion. In this, students independently carry out issues related to verification until their strength is enough. For example, environmental problems, labor productivity in production, cost issues.

The preparation of students for educational excursions must have been carried out in the lesson. Students must prepare for the excursion scientifically, practically and organizationally. Scientifically, preparation should consist in repeating geographical, historical and social concepts. This knowledge should also be repeated on the excursion. Because without them, it is impossible to master new knowledge in field conditions or at an enterprise.

Educational excursions can be organized both before studying the topic and after passing the topic. If the excursion is carried out before the study of the topic, its main purpose will be to form tasvurs, which will be necessary for the formation of scientific concepts. And the purpose of excursions after studying

the topic will be aimed at further clarifying, strengthening the knowledge acquired in the training sessions, forming the necessary skills and competencies.

Experiments show that more mixed-form excursions are used in educational institutions. On such excursions, students acquire new knowledge along with repetition, strengthening, conducting research work, forming skills and competencies.

Organizing excursions will consist of several stages. These are preparation, organizing an excursion, completing an excursion, processing collected materials, using materials in classes.

At the stage of preparation for the excursion, the joint training of teachers and students takes the main place. The teacher prepares literature, maps and other materials that will be necessary for the object to go on an excursion in the preparation process.

The teacher first of all studies the object of the excursion in detail with the help of maps and literature and local residents. It then defines the excursion route (route). In the preparation process, focus on what issues need to be studied on the excursion. The route to the excursion is considered, first of all, by itself, to determine what the students will see, what they will write, draw, what object they will paint, what practical work they will do.

The teacher comes up with a plan to organize the object of the excursion after seeing it. If an excursion to a production enterprise is intended, first of all, it is necessary to examine its technological process itself, Meet The Specialists of the enterprise, workers. The most important thing is to determine the timing of organizing an excursion with the administration of the enterprise. The excursion students warn a specialist about what to focus their attention on, as well as about the purpose, tasks, route, plan, stops of the excursion. Students are assigned to independently familiarize themselves with the brief history of the enterprise.

When conducting an excursion to production facilities, it is advisable to familiarize students, of course, with safety techniques in advance. How many

readers to take when organizing an excursion to such enterprises should also be determined in advance. Experiments show that when conducting an excursion to production enterprises, the number of pupils should not exceed 20-25. The issue of increasing student activity during the excursion should also be the focus of the teacher's attention. It is especially advisable for young teachers to prepare in advance the questions that will be asked to students during the excursion.

Materials collected at the end of the tour (rocks, herbariums, collections, schemes for production communications, scheme of the structure of the enterprise, graphs, diagrams, Diaries, pictures, etc.) into the system. The teacher can use these materials in class and at extracurricular times. The materials collected on the excursion are summarized together with students. In schools, complex excursions can also be organized. Teachers of Geography, Biology, Physics, Chemistry, History, Economics also take part in such an excursion. Several classes of students take part in the complex excursions. It is necessary for each subject teacher to draw up in advance the questions that are asked to students during the excursion process. On complex tours, the collected materials are processed and completed with a conference.

An expedition (Latin "expeditio") is a type of Travel organized for the purpose of scientific study of some object or objectively existing reality, according to the order of a particular organization and the purpose and interest of travelers. In it, the natural conditions, ecological condition of an area, historical monuments and structures, national songs, customs, vanishing traditions are studied by students-young people, problems and achievements are revealed to some extent. The expedition team is known as the squad. The duration of the expedition can vary depending on the completion of the work. Materials collected at the end of the expedition (rocks, herbariums, archaeological finds, schema of the object, graphs, diagrams, Diaries, pictures, data obtained by observation, audio, videotape, etc.) are scientifically analyzed, conclusions and opinions are exchanged. If the detachment operated on an order basis, the organization that ordered it could be provided with all the information, as well as feedback and feedback from the expedition team. When

choosing expedition members, it is advisable to first take into account the essence of the matter (order or purpose and task). No matter what purpose the expedition is based on, content relies on scientific research, study.

### References:

1. Абдуназаров Ҳ. ва б. Тоғларнинг ижтимоий тараққиётидаги роли // Тоғ ва тоғолди ҳудудларидан фойдаланишнинг географик асослари. Т.: ЎзМУ, 2002, 141-142-б.
2. Алибеков Л.А. Тоғ ва текислик комплекслари тизимларини ўзаро боғлиқликда ўрганиш предмети ва услуги. //ЎзР. ГЖ VIII съезди материаллари. –Т., 2006, 109-111-б.
3. Баратов П. Ўзбекистон табиий географияси. Т.: Ўқитувчи, 1996.
4. Солиев А. Тоғ минтақаларининг иқтисодий ва ижтимоий географияси // Манба: География жамияти ахбороти №27, 83-87-б.
5. Safarov I. B. Geographical features of pilgrimage tourism (in the case of Kashkadarya region) //Экономика и социум. – 2023. – №. 2 (105). – С. 321-324.
6. Safarov I. B., Rasulov F. I. Prospects for the development of pilgrimage tourism (on the example of Koson district) //Educational Research in Universal Sciences. – 2023. – Т. 2. – №. 4. – С. 189-191.
7. Safarov I. B., Toshquvvatov I. T. Recreational and touristic opportunities of Uzbekistan's mountains // Экономика и социум. – 2023. – №.11(114). – С. 303-312.
8. Сафаров И. Б., Халилов Н. Х. Экономико-географические проблемы градостроительства верхне-Кашкадарьинской области //Educational Research in Universal Sciences. – 2024. – Т. 3. – №. 2. – С. 707-713.
9. Safarov I. B., Omonullayev O. H. Hazrati Bashir qishlog'ining ziyorat turizimi //Educational Research in Universal Sciences. – 2024. – Т. 3. – №. 4 SPECIAL. – С. 193-196.
10. Сафаров И. Б., Расулов Ф. И. Социально-экономические проблемы и перспективы развития городов Кашкадарьинской области // Экономика и социум. – 2024. . – №. 1 (116). – С. 1304-1311
11. Safarov I.B., Chorshamiev R.R. G'uzor tumani ziyoratgohlar maskani // Экономика и социум. – 2024. – №. 2 (117). – С. 609-616
12. Safarov I., Toshquvatov I. Organization of mountain tourism in Kashkadarya region and its significance //Евразийский журнал математической теории и компьютерных наук. – 2024. – Т. 4. – №. 3. – С. 7-12.