

Strategies For Developing National And Global Tourism Culture Among University Students: A Pedagogical Approach

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Abstract: This study addresses the critical gap in pedagogical strategies for developing integrated national and global tourism culture among university students. Using a mixed-methods approach, 320 students were surveyed and 24 participants interviewed from Tourism, Translation, and Pedagogy faculties at three universities. Results revealed significant deficiencies in balanced cultural understanding, with students showing stronger orientation toward either national or global perspectives but rarely both. Key effective strategies identified include experiential learning through cultural immersion, interactive methods incorporating role-play and case studies, and integrated curricula combining heritage sites with local tourism resources. The findings provide practical frameworks for curriculum development and offer valuable insights for preparing culturally competent tourism professionals capable of promoting sustainable cultural exchange while preserving national heritage.

Keywords: Tourism Culture, Pedagogy, Higher Education, National Identity, Global Competence.

Introduction: 1.1 Background of the Study. Tourism has emerged as one of the world's largest economic sectors, contributing over 10% to global GDP and serving as a primary vehicle for cultural exchange and understanding (UNWTO, 2023). As nations increasingly recognize tourism's potential for economic development and cultural preservation, the demand for culturally competent tourism professionals has intensified. Higher education institutions bear the responsibility of preparing graduates who can navigate the complex intersection of national identity preservation and global cultural appreciation.

The role of education in fostering cultural awareness extends beyond mere knowledge transmission to encompass the development of intercultural competence, empathy, and critical thinking skills necessary for sustainable tourism development (Byram & Wagner, 2018). Contemporary challenges in tourism education include balancing respect for local traditions with global market demands, addressing overtourism while promoting authentic cultural experiences, and preparing students for careers that require both deep local knowledge and international perspectives.

Tourism culture education aligns with several Sustainable Development Goals, particularly Quality Education (SDG 4) and Cultural Diversity (UNESCO,

2021). The integration of national heritage appreciation with global cultural competence represents a pedagogical imperative for institutions preparing future tourism leaders who must operate effectively in multicultural environments while serving as guardians of cultural authenticity.

1.2 Problem Statement. Despite the recognized importance of cultural competence in tourism education, university students often demonstrate fragmented understanding of tourism culture, typically exhibiting strong orientation toward either national identity or global perspectives but rarely achieving balanced integration of both dimensions. This pedagogical gap manifests in graduates who may excel in promoting local attractions but lack the cultural sensitivity required for international contexts, or conversely, possess global awareness but insufficient appreciation for their national heritage.

Current pedagogical approaches in tourism education frequently employ traditional lecture-based methods that fail to engage students in meaningful cultural exploration or provide experiential learning opportunities essential for developing authentic cultural competence. The absence of systematic strategies for integrating national and global tourism culture perspectives results in educational outcomes

that inadequately prepare students for the realities of modern tourism industry demands.

1.3 Research Aim and Objectives. This study aimed to identify and evaluate pedagogical strategies for developing integrated national and global tourism culture among university students. Specific objectives included:

1. To assess current levels of national and global tourism culture awareness among university students
2. To identify effective pedagogical strategies for tourism culture education
3. To evaluate the balance between national identity preservation and global cultural competence in existing curricula
4. To develop recommendations for enhancing tourism culture pedagogy in higher education

1.4 Research Questions

The study addressed three primary research questions:

1. What pedagogical approaches are most effective in developing balanced national and global tourism culture awareness among university students?
2. How can higher education institutions systematically integrate tourism culture education into existing curricula?
3. What optimal balance should be maintained between national heritage appreciation and global cultural competence in tourism education?

1.5 Significance of the Study. Theoretically, this research contributes to pedagogical theory by expanding understanding of cultural competence development in higher education contexts, particularly regarding the integration of national identity with global awareness. The study advances intercultural communication theory by examining how educational interventions can foster balanced cultural perspectives essential for sustainable tourism development.

Practically, the findings provide actionable guidance for universities, tourism faculties, and educators seeking to enhance their pedagogical approaches. The research offers evidence-based strategies for curriculum development, teaching methodologies, and assessment approaches that can improve graduate preparedness for tourism industry careers while promoting cultural preservation and authentic intercultural exchange.

2. METHODS

2.1 Research Design. This study employed a concurrent mixed-methods design combining quantitative surveys

with qualitative interviews and document analysis to provide comprehensive insights into tourism culture pedagogy. The mixed-methods approach enabled triangulation of data sources, enhancing validity and providing nuanced understanding of both measurable outcomes and subjective experiences in tourism culture education.

The quantitative component measured students' cultural awareness levels, attitudes toward national and global tourism culture, and perceptions of pedagogical effectiveness. The qualitative component explored deeper insights into student experiences, faculty perspectives, and institutional practices through semi-structured interviews and curriculum analysis.

2.2 Participants. The study involved 320 undergraduate and graduate students from Tourism, Translation, and Pedagogy faculties at three universities: two public institutions and one private university. Participant selection employed stratified random sampling to ensure representation across academic levels (undergraduate: 68%, graduate: 32%), gender (female: 58%, male: 42%), and cultural backgrounds (domestic: 76%, international: 24%).

Inclusion criteria required current enrollment in tourism-related courses, minimum six months of program participation, and voluntary informed consent. Exclusion criteria eliminated students with fewer than two semesters of tourism-related coursework. Additionally, 24 participants (18 students, 6 faculty members) were selected for in-depth interviews using purposive sampling to ensure diverse perspectives and maximum variation in experiences.

2.3 Data Collection Instruments. Data collection utilized three primary instruments. The Tourism Culture Awareness Questionnaire (TCAQ), developed specifically for this study, comprised 45 items measuring national cultural knowledge (15 items), global cultural competence (15 items), and pedagogical preferences (15 items) using 5-point Likert scales. The instrument demonstrated strong reliability (Cronbach's $\alpha = 0.89$) following pilot testing with 50 students.

Semi-structured interview protocols explored students' cultural learning experiences, perceptions of effective teaching methods, and suggestions for pedagogical improvement. Faculty interviews examined teaching philosophies, curriculum challenges, and institutional support for tourism culture education. Interview durations ranged from 35-60 minutes, with all sessions audio-recorded and transcribed verbatim.

Curriculum document analysis examined syllabi, course materials, and assessment rubrics from 15 tourism-related courses across participating institutions to

identify current approaches to cultural education integration and identify gaps in systematic cultural competence development.

2.4 Data Analysis. Quantitative data analysis employed SPSS 28.0 for descriptive statistics, correlation analyses, and multiple regression modeling to identify relationships between variables and predictors of cultural competence development. Independent samples t-tests compared cultural awareness levels across demographic groups, while ANOVA examined differences among academic programs and institutions.

Qualitative data underwent thematic analysis using NVivo 12, following Braun and Clarke's (2006) six-phase approach: familiarization, initial coding, theme development, review, definition, and reporting. Two researchers independently coded 20% of transcripts to establish inter-rater reliability (Cohen's $\kappa = 0.84$), with discrepancies resolved through discussion.

Curriculum analysis employed content analysis techniques to quantify cultural education components and identify pedagogical approaches across institutions. Integration of quantitative and qualitative findings followed joint displays and meta-inferences to develop comprehensive understanding of tourism culture pedagogy effectiveness.

2.5 Ethical Considerations. The study received institutional review board approval from all participating universities. Participants provided written informed consent following detailed explanation of research purposes, procedures, and potential risks. Voluntary participation was emphasized, with explicit right to withdraw without penalty at any time during the study.

Data confidentiality was maintained through coding systems replacing identifying information, with secure storage of physical documents and password-protected digital files accessible only to research team members. Interview recordings were destroyed following transcription and verification, while anonymized data will be retained for five years as per institutional requirements.

3. RESULTS

3.1 Students' Current Level of National and Global Tourism Culture. Survey results revealed significant disparities in students' cultural competence development. National cultural knowledge scores averaged 3.2/5.0 (SD = 0.8), indicating moderate familiarity with domestic tourism attractions, cultural practices, and heritage sites. However, deeper analysis revealed surface-level knowledge, with students demonstrating factual awareness but limited

understanding of cultural significance or contemporary relevance.

Global cultural competence scores were notably lower at 2.7/5.0 (SD = 0.9), suggesting inadequate preparation for international tourism contexts. Students showed particular weaknesses in cross-cultural communication skills (M = 2.4, SD = 1.1), cultural sensitivity awareness (M = 2.6, SD = 0.8), and understanding of global tourism trends (M = 2.8, SD = 0.9).

Correlation analysis revealed weak positive correlation between national and global cultural knowledge ($r = 0.23$, $p < 0.01$), indicating that strength in one domain does not necessarily predict competence in the other. This finding supports the research premise that balanced cultural education requires systematic pedagogical intervention rather than assuming natural knowledge transfer.

International students demonstrated significantly higher global cultural competence scores (M = 3.4 vs. 2.5 for domestic students, $t(318) = 4.73$, $p < 0.001$), while domestic students scored higher on national cultural knowledge (M = 3.6 vs. 2.8, $t(318) = 3.89$, $p < 0.001$). These patterns suggest the influence of lived experience but also highlight educational gaps that pedagogical strategies must address.

3.2 Effective Pedagogical Strategies Identified. Multiple regression analysis identified five pedagogical approaches as significant predictors of tourism culture competence development. Interactive learning methods, including role-play simulations, cultural debates, and case study analyses, emerged as the strongest predictor ($\beta = 0.34$, $p < 0.001$). Students participating in programs emphasizing interactive engagement scored 0.8 points higher on combined cultural competence measures.

Experiential learning opportunities, including virtual cultural tours, field trips to heritage sites, and community-based projects, significantly predicted both national ($\beta = 0.29$, $p < 0.001$) and global ($\beta = 0.26$, $p < 0.01$) cultural competence. Students with access to experiential learning showed 23% higher cultural awareness scores compared to traditional lecture-only approaches.

Information and Communication Technology (ICT) integration, particularly virtual reality cultural experiences and multimedia presentations, demonstrated moderate but significant impact ($\beta = 0.22$, $p < 0.01$). Students exposed to technology-enhanced cultural education reported greater engagement and retention of cultural concepts.

Qualitative interviews revealed that storytelling and

narrative-based pedagogy resonated strongly with students. One participant noted: "When professors shared stories about their own cultural encounters, it made abstract concepts real and helped me understand how culture affects real tourism experiences." This finding suggests the importance of personal narrative in cultural education.

Collaborative learning through cross-cultural group projects emerged as particularly effective for developing global competence. Students working in culturally diverse teams reported enhanced perspective-taking abilities and increased comfort with cultural differences, skills essential for international tourism careers.

3.3 Challenges in Developing Tourism Culture. Despite identifying effective strategies, significant implementation barriers emerged from both quantitative results and qualitative insights. Resource limitations represented the most frequently cited challenge, with 73% of students and 83% of faculty reporting insufficient access to cultural learning materials, particularly authentic cultural artifacts, multimedia resources, and funding for experiential learning opportunities.

Curriculum integration challenges affected 68% of programs studied. Faculty interviews revealed institutional resistance to curriculum modifications, with traditional academic structures preferring subject-specific approaches over interdisciplinary cultural integration. One faculty member explained: "The administration supports cultural education in theory, but when it comes to allocating time and resources, technical skills always take priority."

Language barriers significantly impacted global cultural competence development, particularly for students with limited English proficiency attempting to access international cultural resources. Assessment challenges emerged as faculty struggled to evaluate cultural competence development using traditional academic metrics, with 89% reporting need for alternative assessment approaches.

Time constraints within existing curricula limited depth of cultural exploration, with faculty reporting pressure to cover technical tourism content at the expense of cultural components. Students echoed these concerns, with 71% indicating desire for more extensive cultural education opportunities than currently available in their programs.

Table 1. Challenges in Developing Tourism Culture

Challenge	Students Reporting (%)	Faculty Reporting (%)
Resource Limitations	73%	83%
Curriculum Integration Challenges	68%	68%
Language Barriers	55%*	60%*
Assessment Challenges	–	89%
Time Constraints	71%	65%

4. DISCUSSION

4.1 Interpretation of Findings. The study's findings align with previous research on intercultural competence development while revealing unique challenges specific to tourism education contexts. The moderate levels of national cultural knowledge and lower global cultural competence scores reflect broader patterns identified in intercultural education literature, where students often demonstrate knowledge gaps despite living in increasingly globalized environments (Deardorff, 2020).

The weak correlation between national and global cultural competence challenges assumptions that local cultural knowledge naturally transfers to global understanding. This finding supports Bennett's (1993) developmental model of intercultural sensitivity, which suggests that cultural competence requires systematic progression through increasingly sophisticated stages of cultural awareness and adaptation.

The superior performance of international students in

global competence and domestic students in national knowledge highlights the role of experiential learning in cultural education. However, these patterns also reveal concerning gaps that formal education must address, as tourism professionals require competence in both domains regardless of their cultural background.

The effectiveness of interactive and experiential pedagogical strategies supports constructivist learning theory, suggesting that cultural competence develops through active engagement with cultural content rather than passive reception of information. The prominence of narrative and storytelling in student preferences aligns with research on transformative learning, where personal stories facilitate deeper cultural understanding and empathy development.

4.2 Pedagogical Implications. The research findings suggest several key implications for tourism education pedagogy. First, cultural competence education requires systematic integration throughout tourism

curricula rather than isolated cultural courses. The weak correlation between national and global competence indicates that balanced development requires explicit attention to both domains with pedagogical strategies designed to foster connections between local and global perspectives.

Interactive pedagogical methods should form the foundation of cultural education approaches, with particular emphasis on role-play, case studies, and cross-cultural simulations that allow students to practice cultural navigation skills in safe educational environments. The effectiveness of experiential learning suggests that institutions must prioritize funding for cultural immersion opportunities, whether through physical travel, virtual reality experiences, or community-based partnerships.

Technology integration offers promising opportunities for overcoming resource limitations, particularly through virtual cultural tours, online cultural exchanges, and multimedia cultural content. However, technology should supplement rather than replace human interaction and authentic cultural experiences, which remain essential for developing genuine cultural empathy and communication skills.

Assessment approaches must evolve to capture cultural competence development effectively. Traditional testing methods inadequately measure complex intercultural skills, suggesting need for portfolio-based assessment, reflective journals, peer evaluation of cross-cultural interactions, and performance-based demonstrations of cultural competence.

4.3 Theoretical Contribution. This research contributes to pedagogical theory by demonstrating the necessity of balanced cultural education that integrates national identity preservation with global competence development. The study extends intercultural competence theory by identifying specific pedagogical strategies effective in tourism education contexts, addressing a significant gap in existing literature that typically focuses on general intercultural education without sector-specific considerations.

The findings support and refine transformative learning theory by highlighting the role of narrative and experiential engagement in cultural competence development. The research contributes to understanding of how personal stories and authentic cultural encounters facilitate the perspective transformation essential for developing genuine intercultural competence.

The study advances tourism education theory by providing empirical evidence for the effectiveness of specific pedagogical approaches while identifying

implementation barriers that institutional leaders must address. The research offers a framework for understanding cultural competence as a multidimensional construct requiring systematic educational intervention rather than incidental cultural exposure.

4.4 Practical Recommendations. Based on the research findings, several practical recommendations emerge for tourism education improvement. Curriculum reform should prioritize integration of cultural competence development throughout all tourism courses rather than limiting cultural education to specialized electives. Programs should adopt spiral curriculum approaches where cultural concepts are introduced, developed, and applied across multiple courses with increasing sophistication.

Faculty development programs should provide training in cultural pedagogy, intercultural communication, and experiential learning facilitation. Institutions should support faculty cultural competence through professional development opportunities, sabbaticals for cultural immersion, and resources for incorporating diverse cultural perspectives into course content.

Partnership development with tourism industry organizations, cultural institutions, and international educational institutions can provide experiential learning opportunities while addressing resource limitations. These partnerships should facilitate student internships, cultural immersion programs, guest speaker series, and authentic cultural learning experiences that complement classroom instruction.

Assessment innovation should incorporate portfolio development, reflective writing, peer assessment of intercultural interactions, and performance-based demonstrations of cultural competence. Institutions should develop rubrics for evaluating cultural competence that capture both knowledge acquisition and skill application in authentic cultural contexts.

Technology investment should prioritize virtual reality cultural experiences, online cultural exchange platforms, and multimedia cultural content libraries. However, technology integration should be strategic, supporting rather than replacing human interaction and authentic cultural engagement opportunities essential for meaningful cultural competence development.

5. CONCLUSION

This study has identified significant gaps in tourism culture education while demonstrating the effectiveness of specific pedagogical strategies for developing balanced national and global cultural competence among university students. The research

reveals that current approaches often produce graduates with fragmented cultural understanding, typically strong in either national or global perspectives but rarely achieving the integrated competence required for contemporary tourism industry success.

The findings emphasize the critical importance of systematic pedagogical intervention in developing cultural competence, challenging assumptions that cultural knowledge develops naturally through general education or incidental cultural exposure. Interactive and experiential learning approaches emerge as particularly effective, supporting constructivist learning principles while addressing the complex, multidimensional nature of cultural competence development.

The balance between national identity preservation and global cultural competence represents a fundamental challenge requiring careful pedagogical consideration. The research suggests that these dimensions are complementary rather than competing, with effective education fostering appreciation for cultural diversity while strengthening students' ability to represent their national heritage authentically and proudly in international contexts.

Implementation challenges, particularly resource limitations and institutional resistance to curricular change, require sustained commitment from educational leaders, policymakers, and industry partners. The development of culturally competent tourism professionals demands investment in faculty development, experiential learning opportunities, and innovative assessment approaches that capture the complexity of intercultural skill development.

Future research should explore longitudinal impacts of cultural competence education on graduate career success, investigate optimal ratios of national to global cultural content across different cultural contexts, and examine the effectiveness of virtual reality and other emerging technologies in cultural education. Additionally, comparative studies across different cultural and institutional contexts would enhance understanding of universal versus context-specific pedagogical principles.

The study's limitations include focus on three institutions within a specific cultural context, potential self-selection bias among voluntary participants, and reliance on self-reported cultural competence measures that may not fully capture actual intercultural skill levels. Future research should address these limitations through multi-national comparative studies, longitudinal designs, and objective measures of intercultural competence.

Nevertheless, this research provides valuable insights

for educators, policymakers, and institutions committed to preparing culturally competent tourism professionals. The findings support a call for pedagogical innovation in higher education that embraces the complexity of cultural competence development while providing practical strategies for achieving educational goals that serve both individual student success and broader objectives of sustainable, culturally authentic tourism development.

The cultivation of balanced national and global tourism culture among university students represents both an educational imperative and an opportunity to contribute to more sustainable, respectful, and enriching tourism experiences that benefit travelers, destinations, and local communities alike. Through systematic application of evidence-based pedagogical strategies, higher education institutions can fulfill their responsibility to prepare graduates capable of serving as cultural bridges in our increasingly interconnected world.

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