


# TRAVEL AS A SCHOOL OF KNOWLEDGE: EDUCATIONAL TOURISM AND LOCAL DEVELOPMENT

**Mirzoqulova Musharraf**
Student, “Silk Road” International University of Tourism and Cultural Heritage
E-mail: ncnxcdjdjj@gmail.com

**Annotatsiya:** Ta’lim turizmi sayohat, ta’lim, madaniy tajriba, kasbiy rivojlanish va ijtimoiy aloqalarni birlashtiruvchi turizmning istiqbolli yo‘nalishlaridan biri hisoblanadi. An’anaviy turizmdan farqli ravishda, ta’lim turizmida bilim olish, yangi ko‘nikmalarni shakllantirish va shaxsiy rivojlanish sayohat tajribasining markaziy elementi sifatida namoyon bo‘ladi. Mazkur maqolada ta’lim turizmining hududiy rivojlanishga ta’siri iqtisodiy, ijtimoiy, madaniy, ta’limiy va institutsional jihatlardan tahlil qilinadi. Tadqiqot ta’lim turizmi, mahalliy hamjamiyatlar rivoji, xalqaro talabalar mobilligi, qishloq turizmi va barqaror hududiy rivojlanishga oid 2024–2026-yillardagi ilmiy tadqiqotlarni tahlil qilish va qiyoslashga asoslangan. Tahlillar ta’lim turizmi mahalliy bandlikni oshirishi, joylashtirish, umumiy ovqatlanish, transport va madaniy xizmatlarga bo‘lgan talabni kengaytirishi, mahalliy tadbirkorlikni rivojlantirishi hamda madaniy merosni asrashga xizmat qilishi mumkinligini ko‘rsatadi. Shuningdek, oliy ta’lim muassasalari, maktablar, muzeylar, tarixiy obyektlar, mahalliy hokimiyat organlari va turizm korxonalari o‘zaro hamkorlik asosida yagona ta’lim turizmi ekotizimini shakllantirishi mumkin. O‘zbekiston sharoitida Samarqand, Buxoro, Xiva kabi tarixiy shaharlar, oliy ta’lim muassasalari, madaniy meros obyektlari va milliy hunarmandchilik an’analari ta’lim turizmini rivojlantirish uchun katta imkoniyat yaratadi. Tadqiqot natijalariga ko‘ra, ta’lim turizmini faqat turistik mahsulot sifatida emas, balki inson kapitalini rivojlantirish va hududiy iqtisodiyotni diversifikatsiya qilish vositasi sifatida ko‘rib chiqish maqsadga muvofiq.
**Kalit so‘zlar:** ta’lim turizmi, ta’limiy sayohat, mahalliy rivojlanish, barqaror turizm, madaniy meros, talabalar mobilligi, mahalliy hamjamiyat, turizm ta’limi, O‘zbekiston.

**Abstract:** Educational tourism is becoming an increasingly important form of tourism that combines travel, learning, cultural experience, professional development and social interaction. Unlike conventional tourism, educational tourism places knowledge acquisition and personal development at the centre of the travel experience. This study examines the role of educational tourism in local development, focusing on its economic, social, cultural, educational and institutional dimensions. The research is based on a review and comparative analysis of recent academic studies concerning educational tourism, community development, international student mobility, rural tourism and sustainable destination development. The analysis demonstrates that educational tourism can stimulate local employment, increase demand for accommodation, catering, transport and cultural services, strengthen local entrepreneurship, encourage the preservation of cultural heritage and create opportunities for interaction between visitors and host communities. The findings also indicate that universities, schools, museums, historical sites, local governments and tourism businesses can form an integrated educational tourism ecosystem. Particular attention is given to the potential of Uzbekistan, where historical cities, cultural heritage sites, universities and traditional crafts provide a strong foundation for developing educational travel products. The study concludes that educational tourism should be considered not only as a tourism product but also as an instrument of human capital development and territorial economic diversification. Sustainable development requires cooperation between educational institutions, tourism organizations, local communities and government authorities.
**Keywords:** educational tourism, educational travel, local development, sustainable tourism, cul-tural heritage, student mobility, community development, tourism education, Uz-bekistan.

**Абстрактный:** Образовательный туризм становится одним из перспективных направлений современной туристической деятельности, объединяющим путешествия, обучение, культурный опыт, профессиональное развитие и социальное взаимодействие. В отличие от традиционного туризма, в образовательном туризме получение знаний, приобретение новых навыков и личностное развитие являются центральными элементами туристического опыта. В статье рассматривается роль образовательного туризма в развитии территорий с экономической, социальной, культурной, образовательной и институциональной точек зрения. Исследование основано на анализе и сравнении современных научных работ 2024–2026 годов, посвящённых образовательному туризму, развитию местных сообществ, международной мобильности студентов, сельскому туризму и устойчивому развитию туристических территорий. Результаты анализа показывают, что образовательный туризм способен стимулировать занятость населения, увеличивать спрос на услуги размещения, общественного питания, транспорта и культуры, поддерживать местное предпринимательство, способствовать сохранению культурного наследия и создавать условия для взаимодействия туристов с местными сообществами. Особое внимание уделяется потенциалу Узбекистана, где исторические города, объекты культурного наследия, образовательные учреждения и традиционные ремёсла создают благоприятные условия для развития образовательных туристических продуктов. Сделан вывод о том, что образовательный туризм целесообразно рассматривать не только как туристический продукт, но и как инструмент развития человеческого капитала и диверсификации региональной экономики.
**Ключевые слова:** образовательный туризм, образовательные путешествия, местное развитие, устойчивый туризм, культурное наследие, мобильность студентов, местные со-общества, туристическое образование, Узбекистан.

**Introduction (Kirish/Введение).**

Tourism has traditionally been associated with recreation, entertainment and temporary changes in place of residence, but the contemporary tourism industry increasingly demonstrates that travel can also serve as an important mechanism for knowledge acquisition, personal development and social learning. In this context, educational tourism represents a particularly significant form of travel because it connects educational objectives with direct experience of places, cultures, institutions, natural environments and communities. The traveller does not simply observe a destination but interacts with it, studies its history, learns about its cultural practices, develops practical skills and often establishes long-term academic or professional relationships. Educational tourism therefore occupies an important position at the intersection of tourism, education, culture and regional development. Recent research emphasizes that tourism resources can be mobilized for educational attainment and community development, while also pointing to the need for stronger cooperation between tourism industries and local communities [1].

The concept of educational tourism encompasses a wide range of activities, including school excursions, university mobility programmes, academic exchanges, language learning trips, professional training, cultural heritage visits, scientific field studies, museum-based education, environmental education and rural learning experiences. The common feature of these activities is that travel becomes an integral component of the learning process. Educational tourism is consequently different from conventional sightseeing because the destination itself becomes a learning environment. Historical monuments can function as open classrooms for history and architecture students; natural areas can provide opportunities for environmental education; local enterprises can serve as practical training sites; museums can become centres of cultural interpretation; and local communities can contribute traditional knowledge and practical experience. This perspective transforms the relationship between tourism and education from a simple combination of two sectors into an integrated system of experiential learning.

The growing importance of educational tourism is also connected with changes in higher education and international student mobility. Universities increasingly compete not only through academic programmes but also through the attractiveness of their cities and regions. Students participating in international mobility programmes frequently combine education with tourism and cultural experiences, meaning that educational institutions can influence the development of local tourism ecosystems [2]. Such visitors may remain in a destination for longer periods than conventional tourists, spend money on accommodation, food, transportation, entertainment and cultural activities, and create demand for specialized services. Their presence can therefore produce multiplier effects for local economies while simultaneously strengthening the international visibility of educational institutions and destinations.

The relationship between educational tourism and local development is especially important for regions that possess cultural, historical, natural or educational resources but have limited opportunities for industrial diversification. Educational tourism can provide an alternative mechanism for utilizing local resources without completely transforming them into mass tourism products. A historical city, for example, can offer educational programmes in architecture, archaeology, history, art, language and cultural studies. A rural community can develop agricultural education, traditional crafts, ecological learning and local food experiences. Recent research on rural educational tourism shows that the integration of educational and tourism activities can contribute to sustainable local development when tourism products are connected with local resources and community participation [3].

The issue is particularly relevant for Uzbekistan because the country possesses substantial historical, cultural and educational resources that can be transformed into educational tourism products. Samarkand, Bukhara, Khiva, Shahrisabz and other destinations contain architectural monuments, museums, archaeological sites, traditional crafts and cultural practices that can serve as educational environments. At the same time, Uzbekistan has a growing higher education system and increasing international academic cooperation, creating opportunities to combine academic mobility with cultural and educational travel. Recent studies have specifically identified Uzbekistan's historical heritage and academic exchange opportunities as important foundations for educational tourism development [4].

The purpose of this study is therefore to examine educational tourism as an instrument of local development and to identify the mechanisms through which educational travel can generate economic, social, cultural and educational benefits for destinations. The study also aims to determine the main conditions required for sustainable educational tourism development and to formulate recommendations applicable to Uzbekistan. The central argument of the research is that educational tourism should not be understood only as a niche tourism product. Rather, it can function as a broader development mechanism connecting human capital, local entrepreneurship, cultural heritage, educational institutions and territorial competitiveness.

**Literature review (Mavzuga oid adabiyotlar tahlili/Обзор литературы).**

Recent academic literature increasingly treats educational tourism as an interdisciplinary phenomenon situated between tourism studies, education, regional development and community-based development. Mir et al. argue that tourism resources remain underutilized as instruments for educational attainment and community development, particularly in regional areas. Their systematic review demonstrates that tourism can contribute to learning and social development when relationships between tourism organizations and communities are structured around mutual benefits [1]. Educational tourism research therefore increasingly moves beyond the traditional question of why tourists travel and examines how travel can generate knowledge, skills, community capacity and social value.

The relationship between educational tourism and local development has also been examined through the role of higher education institutions. Research on universities and educational tourism emphasizes that students participating in international mobility programmes should be viewed not only as learners but also as temporary members of destination tourism ecosystems. Their spending, cultural interactions and participation in local activities can generate economic and social effects for host communities [2]. This perspective is important because universities can function as anchor institutions that attract international visitors, create knowledge networks and stimulate demand for local tourism services.

Yang and Tan's research on rural educational tourism emphasizes the importance of integrating tourism products with local resources and sustainable development objectives [3]. Their findings demonstrate that rural destinations can use education-oriented tourism to diversify their tourism offer while creating opportunities for local communities. Such an approach is particularly relevant for agricultural areas, where educational programmes can be developed around farming, traditional food production, environmental protection, rural lifestyles and local history. The educational component can increase the perceived value of tourism experiences while strengthening community participation.

Research on social interaction between educational tourists and local residents provides another important dimension. Yorganci and Ndukauba investigated international students and local communities in Famagusta and found that language barriers can restrict interaction and reduce the potential for cultural exchange [5]. Their study demonstrates that simply bringing educational tourists into a destination does not automatically create local development. Institutional mechanisms, intercultural programmes and community engagement are necessary to transform physical presence into meaningful social interaction.

Recent systematic research further identifies tourism as a potential learning system for rural communities. Tarukallo's review of studies published between 2020 and 2025 identifies culture-based education, environmental sustainability education and economic education through local entrepreneurship as major mechanisms through which tourism can contribute to local educational development [6]. This approach is particularly valuable because it expands the concept of educational tourism beyond formal students and includes local residents, entrepreneurs, young people and community organizations as participants in the learning process.

The Uzbek context is also receiving increasing academic attention. Jahongirov examines the international educational tourism market and integration factors and highlights the importance of educational visits, international integration, cultural objects, tourism infrastructure and academic mobility for the development of this sector [7]. Other recent research on Uzbekistan emphasizes the need to connect tourism education with sustainability, responsible resource management and the preparation of qualified professionals capable of supporting long-term tourism development [8].

Research specifically examining school tourism in the Samarkand region proposes an integrated model based on digital platforms, curriculum integration, public-private partnerships, community-based tourism routes and monitoring mechanisms [9]. This is particularly significant because it demonstrates that educational tourism can be organized systematically rather than through isolated excursions. A structured approach can connect schools, universities, museums, tourism

businesses, local governments and communities into a common destination development system.

The literature also demonstrates that educational tourism can contribute to regional competitiveness. Recent research on Uzbekistan's educational tourism competitiveness emphasizes the importance of higher education capacity, international accreditation, foreign university cooperation, multilingual programmes, student services and tourism attractiveness in attracting international students [10]. Consequently, the literature suggests that educational tourism is not simply an additional tourism segment but a strategic intersection of education, tourism, culture and regional economic development.

**Methods (Tadqiqotni amalga oshirishda foydalanilgan usullar/ Методы).**

The study applies a qualitative and analytical research approach based primarily on the systematic review and comparative interpretation of recent academic literature on educational tourism and local development. Scientific publications from 2024–2026 were examined to identify contemporary approaches to educational tourism, community development, international student mobility, rural educational tourism, cultural exchange and sustainable destination development. The literature was selected according to its relevance to the relationship between education, tourism and territorial development, with particular attention to studies providing empirical or systematic evidence.

The comparative analysis method was used to identify similarities and differences between educational tourism models implemented in different geographical and institutional contexts. The systematic approach was applied to examine educational tourism as an interconnected system involving educational institutions, tourists, local residents, government bodies, tourism enterprises, cultural organizations and infrastructure providers. Content analysis was used to classify the main development effects of educational tourism into economic, social, cultural, educational and institutional dimensions. The case-oriented approach was used to interpret the potential applicability of international experience to Uzbekistan, especially in relation to historical cities, universities, schools, cultural heritage sites and rural communities. Generalization and synthesis methods were subsequently used to formulate recommendations for sustainable educational tourism development.

**Analysis and rezults (Tahlil va natijalarlar /Анализ и результаты).**

Educational tourism demonstrates a distinctive development potential because it generates value through both tourism consumption and knowledge creation. The analysis of recent literature shows that the main difference between conventional tourism and educational tourism lies in the depth and purpose of interaction with the destination. A conventional tourist may visit a historical monument primarily for recreation or sightseeing, whereas an educational tourist may visit the same monument as part of a structured learning programme, conduct field research, participate in a guided academic activity, study architectural features or examine historical sources. Consequently, the same tourism resource can generate substantially different levels of educational and economic value depending on how it is organized. The destination becomes not simply a place to visit but a learning environment in which knowledge is acquired through observation, communication, participation and reflection. This confirms the idea that educational tourism represents a form of experiential learning in which travel and education reinforce each other.

One of the most important results of the analysis concerns the contribution of educational tourism to local economic development. Educational tourists generally require a combination of services including accommodation, food, transportation, interpretation, guiding, cultural activities, educational materials and leisure. International students and participants of academic programmes may stay considerably longer than ordinary short-term tourists, creating sustained demand for local services. Universities that attract foreign students can therefore indirectly support hotels, rental housing, restaurants, transport providers, language services, cultural institutions and local retailers. The economic effect is not restricted to the university itself; it spreads across the destination through a network of related businesses. This creates conditions for small and medium-sized enterprises to develop specialized products for educational visitors. Local residents can participate as guides, translators, craft producers, transport providers, accommodation hosts, instructors and cultural interpreters. The literature on educational tourism therefore supports the argument that knowledge-oriented tourism can become a mechanism for diversifying local economic activity rather than simply increasing the number of visitors. Research on educational tourism and regional development similarly emphasizes the connection between educational mobility and the economic opportunities created for host destinations [1; 2].

A second major result is the strengthening of human capital. Educational tourism creates an environment in which visitors and local residents can learn from one another. Students acquire knowledge about the destination, while local residents can improve language skills, communication competencies, hospitality skills and intercultural understanding through interaction with visitors. Local tourism businesses also gain knowledge about international customer expectations and service standards. This two-way knowledge transfer distinguishes educational tourism from purely consumption-oriented tourism. The destination itself becomes part of a continuous learning process. For universities and schools, this creates opportunities to complement classroom education with field-based learning. Architecture students can study historical buildings directly; geography students can investigate landscapes; economics students can examine local enterprises; tourism students can observe destination management practices; environmental students can investigate ecosystems; and history students can work with museums and heritage institutions. Such activities can increase the practical relevance of education and create stronger connections between academic knowledge and real-world experience.

The third significant result relates to cultural heritage preservation. Educational tourism can increase the economic and educational value of cultural heritage by transforming heritage sites into spaces for structured learning. When students and visitors study monuments, traditional crafts, historical events, architecture and cultural practices, local heritage acquires an additional function beyond sightseeing. Educational programmes can encourage visitors to understand the historical and cultural meaning of an object rather than merely photograph it. This can contribute to greater respect for heritage and strengthen public awareness of preservation. At the same time, local communities can benefit when traditional knowledge, crafts, food practices and cultural narratives become components of educational tourism products. However, commercialization must be carefully managed. If cultural traditions are presented only as entertainment products, their educational value may decline. Therefore, the analysis indicates that educational tourism should prioritize authenticity, local participation and accurate interpretation.

Another important finding concerns the role of local communities. Educational tourism cannot produce sustainable local development if local residents remain passive observers of tourism growth. Recent research demonstrates that community participation and interaction are essential for generating social benefits. The study of international students and residents in Famagusta shows that language barriers can limit meaningful interaction, demonstrating the importance of intercultural communication mechanisms [5]. In this regard, educational tourism programmes should include opportunities for direct interaction between visitors and residents through workshops, community events, local enterprise visits, cultural exchanges, volunteer activities and joint educational projects. Such mechanisms can transform tourism from a one-directional service relationship into a partnership based on knowledge exchange.

The analysis also demonstrates the growing importance of rural educational tourism. Rural areas often possess unique natural resources, agricultural practices, traditional crafts and cultural landscapes that are difficult to reproduce in urban tourism environments. These resources can form the basis for educational programmes related to agriculture, ecology, environmental protection, food production, traditional crafts and rural lifestyles. Research on rural educational tourism indicates that integrating educational experiences with rural tourism can generate mutually beneficial outcomes when products are connected to local resources and sustainability objectives [3]. This is particularly relevant for regions seeking to reduce excessive concentration of tourism in major cities. Educational tourism can distribute visitor flows toward smaller

communities and create new sources of income outside traditional tourist centres.

The analysis of recent systematic literature also reveals that tourism can function as an informal educational system for local populations. According to recent research, three important mechanisms can be identified: cultural and social learning, environmental and sustainability education, and economic learning through entrepreneurship [6]. These mechanisms demonstrate that educational tourism should not be restricted to formal educational institutions. A local entrepreneur may learn international service standards through interaction with foreign students; a young resident may improve language skills by working with international visitors; a craft producer may learn how to adapt products to international markets; and a community organization may develop new approaches to heritage preservation. Thus, educational tourism can generate a broader learning ecosystem within the destination.

Another result concerns the importance of institutional cooperation. Educational tourism requires coordination between educational institutions, tourism organizations, local authorities, cultural institutions and private businesses. A university alone cannot create a complete educational tourism product because students require transport, accommodation, interpretation, cultural activities and local interaction. Similarly, a tourism company may possess logistical capacity but lack educational expertise. The strongest model is therefore an integrated partnership in which each institution contributes its specific capabilities. Recent research on school tourism in Samarkand supports this direction by proposing digital platforms, curriculum integration, public-private partnerships, community-based routes and monitoring mechanisms as interconnected components of an educational tourism model [9].

Digitalization represents another important dimension of educational tourism development. Digital platforms can connect students with educational destinations, museums, universities, local guides and tourism enterprises. Digital maps, virtual tours, multilingual educational materials, mobile applications and online booking systems can make educational tourism more accessible. Digital technologies can also support pre-trip learning, allowing students to study a destination before travelling and then compare theoretical knowledge with direct observation. After the trip, digital portfolios, research projects and multimedia presentations can transform travel experiences into continuing educational activities. Therefore, digitalization does not replace physical travel; rather, it can strengthen the educational value of travel by connecting preparation, experience and reflection.

The results are particularly relevant to Uzbekistan. The country's historical cities provide a natural foundation for educational tourism because they combine cultural heritage, architecture, history, crafts, religion, science and traditional urban development. Samarkand can serve as a destination for educational programmes in history, archaeology, architecture, astronomy and cultural heritage. Bukhara can provide learning opportunities connected with Islamic architecture, traditional crafts, history and cultural studies. Khiva can serve as an open-air learning environment for urban heritage, architecture and traditional arts. Rural regions can develop educational tourism around agriculture, ecological resources, handicrafts, local food and traditional lifestyles. Recent research confirms that Uzbekistan's cultural heritage and growing academic exchange activities create favourable conditions for educational tourism development [4; 7].

The potential of Uzbekistan is also connected with the development of its higher education system. Universities can become central actors in educational tourism by attracting international students, organizing summer schools, academic conferences, field research, exchange programmes and short-term educational courses. The competitiveness of educational tourism depends not only on the quality of universities but also on destination attractiveness, international accreditation, multilingual education, cooperation with foreign universities and the quality of services provided to international students [10]. This means that educational tourism development should be incorporated into broader regional competitiveness strategies rather than being treated as an isolated tourism initiative.

At the same time, the analysis identifies several constraints. The first is the fragmentation of institutional responsibilities. When universities, tourism organizations and local governments operate independently, educational tourism products may remain temporary and poorly coordinated. The second is insufficient specialized infrastructure, including multilingual information, educational interpretation, accessible transport and accommodation suitable for student groups. The third is the limited involvement of local communities in tourism product development. The fourth is the risk of reducing educational tourism to ordinary excursions without meaningful learning objectives. The fifth is the potential pressure on cultural and natural resources if visitor numbers grow without sustainable management. These limitations demonstrate that the expansion of educational tourism requires not simply marketing but institutional planning, quality standards and monitoring.

The findings also indicate that educational tourism can support sustainable development when its growth is based on local resources and community participation. Sustainability in this context has three interconnected dimensions. Economically, tourism should generate stable benefits for local businesses and residents. Socially, it should strengthen interaction, inclusion and knowledge exchange. Environmentally and culturally, it should protect natural resources and heritage. Research on sustainable tourism education for local stakeholders demonstrates that educational interventions can strengthen community capacity to participate in sustainable destination development [11]. Thus, education should operate at two levels: educating visitors about responsible behaviour and educating local stakeholders about sustainable tourism management.

Overall, the results demonstrate that educational tourism has a multidimensional local development effect. It contributes to local economies by creating demand for services and supporting entrepreneurship; it strengthens human capital through knowledge exchange and practical learning; it contributes to cultural heritage preservation by increasing the educational value of historical resources; it strengthens social cohesion through intercultural interaction; and it supports regional competitiveness by connecting tourism with universities and knowledge-based activities. The most effective development model is therefore not based on increasing visitor numbers alone. Instead, it should focus on increasing the educational, cultural, social and economic value created by each visitor. This requires integrated destination management, strong institutional cooperation, digital support, community participation and sustainable resource management.

**Conclusion and Recommendations (Xulosa va takliflar/Выводы и предложения).**

The study concludes that educational tourism represents a strategically important form of tourism capable of connecting knowledge, travel, local economic development, cultural heritage and human capital formation. The analysis of recent academic literature demonstrates that educational tourism generates benefits that extend beyond conventional tourism expenditure. It creates opportunities for local employment, entrepreneurship, cultural preservation, knowledge transfer, international cooperation and social interaction. Educational tourists can become important participants in local development because their travel is frequently connected with longer stays, academic activities, cultural experiences and repeated interaction with the destination. As a result, educational tourism can contribute to the formation of a knowledge-based tourism economy.

The research further demonstrates that the effectiveness of educational tourism depends strongly on local participation and institutional cooperation. Universities, schools, museums, tourism companies, local governments and community organizations should not operate independently but should form integrated destination networks. Educational tourism programmes should be designed around clearly defined learning objectives, authentic local experiences and opportunities for interaction with residents. The educational content should be incorporated into tourism routes, museums, heritage sites, rural enterprises, cultural workshops and environmental activities. Such an approach can increase both the educational value and the economic attractiveness of destinations.

For Uzbekistan, the development of educational tourism should become one of the complementary directions of tourism diversification. The country has considerable potential based on historical cities, cultural heritage, universities, museums, traditional crafts, natural resources and international academic cooperation. It is recommended to develop specialized educational tourism routes in Samarkand, Bukhara, Khiva, Shahrisabz and other regions; strengthen cooperation between universities and tourism organizations; introduce short-term academic programmes for foreign students; establish school tourism programmes connected with curricula; create community-based educational tourism products in rural areas; expand multilingual digital platforms; and support local entrepreneurs involved in educational tourism services.

It is also recommended to establish a national or regional framework for monitoring the educational, economic, social and cultural outcomes of educational tourism. The success of such programmes should not be assessed only through the number of tourists. Indicators should also reflect learning outcomes, student satisfaction, local employment, community participation, local business income, heritage preservation and intercultural exchange. Such monitoring would allow policymakers and destination managers to identify successful models and improve weaker components.

Finally, educational tourism should be incorporated into regional development strategies as a cross-sectoral activity rather than being treated solely as a tourism product. Its long-term success depends on the ability of destinations to create an environment where visitors learn from local communities and communities benefit from visitors. When travel becomes a mechanism for knowledge exchange, cultural understanding and local entrepreneurship, tourism can function as a genuine “school of knowledge” and simultaneously become a practical instrument of sustainable local development.

**References (Foydalanilgan adabiyotlar/Литературы)**

1. Mir, M. A. M., Shelley, B., & Ooi, C.-S. (2024). Uses of tourism resources for educational and community development: A systematic literature review and lessons. Tourism Management Perspectives, 53, 101278.
2. Cerdeira, J. P., et al. (2020). Educational Tourism and Local Development: The Role of Universities. Sustainability, 12(17), 6766.
3. Yang, J., & Tan, S. K. (2025). Sustainable development of rural education tourism – the case of Dashu Town, Chun’an County. Issues and Perspectives in Business and Social Sciences, 5(1).
4. Fatxullayeva, M. X. (2025). Educational Tourism in Uzbekistan. Tadqiqot-lar: Jahon ilmiy-metodik jurnali, 60(4), 99–103.
5. Yorganci, I., & Ndukauba, P. (2024). Social interaction and cultural ex-change among educational tourist and local community: The case of Famagusta, North Cyprus. Worldwide Hospitality and Tourism Themes, 16(1), 61–71.
6. Tarukallo, Y. (2025). Interdisciplinary Approach to Identifying the Educa-tional Contribution of Tourism to Local Education Development: A Systematic Lit-erature Review. Journal of Innovative and Creativity, 5(3), 35259–35274.
7. Jahongirov, K. (2024). International Educational Tourism Market and Its In-tegration Factors. Iqtisodiy taraqqiyot va tahlil, 2(11), 144–151.
8. Temirova, D., & Yorqulov, M. (2025). Tourism Education for Sustainabil-ity: Curriculum Development in Universities of Uzbekistan. Green Economy and Development, 3(7).
9. Musinova, M. F. (2026). Innovative Model for Organizing School Tourism in the Samarkand Region of Uzbekistan. Academic Journal of Digital Economics and Stability, 39(3).
10. Khoshimov, Sh. G. (2026). The Competitiveness of Developing Educa-tional Tourism in Uzbekistan: Regional Higher Education Leaders and Opportuni-ties for Attracting Foreign Students. Central Asian Journal of Innovations on Tour-ism Management and Finance, 7(4).
11. Non-Formal Education on Sustainable Tourism for Local Stakeholders in the Marico Biosphere Reserve: Effectiveness and Lessons Learned. (2025). Sustain-ability, 17(20), 9138.