

Pedagogical and psychological features of developing sport tourism-related motivations in future physical education teachers

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Article History:

Received on 22 October 2025

1st Revised on 8 November 2025

Accepted on 17 November 2025

Abstract

Purpose: This study aims to examine the pedagogical and psychological factors influencing the development of motivation for sports tourism among future physical education teachers. It highlights sports tourism as an effective educational tool that promotes physical fitness, teamwork, leadership, and professional competence in teacher training programs.

Methods: A mixed-method design combining pedagogical, psychological, and empirical approaches was applied to 120 physical education students aged 18–23. The research was conducted in three stages—preparatory, experimental, and analytical—using the Sport Motivation Scale (SMS), structured questionnaires, observations, and reflective diaries. Quantitative data were analyzed statistically, while qualitative data provided insights into emotional and behavioral changes.

Results: Findings revealed a significant increase in students' intrinsic motivation, self-confidence, and emotional engagement after participating in tourism-based learning. Practical outdoor experiences proved more effective than theoretical instruction, while social interaction, teamwork, and supportive guidance from instructors played major motivational roles.

Conclusion: Sports tourism fosters psychological resilience, professional readiness, and social cooperation among future teachers. It transforms learning into an emotionally meaningful and self-developing process when guided by pedagogical leadership and experiential methods.

Limitation: The study focused on a single institution and lacked longitudinal tracking or in-depth fieldwork beyond one academic term.

Contribution: This research contributes to the improvement of teacher education curricula by integrating motivational technologies, experiential learning, and outdoor pedagogy to build competent, motivated, and socially responsible educators.

Keywords: *Educational Process, Future Teacher, Motivation, Pedagogical Technologies, Physical Education, Psychological Approach, Sports Tourism*

How to Cite: Umarjonovich, G. A. (2025). Pedagogical and psychological features of developing sport tourism-related motivations in future physical education teachers. *Psychohealth: Scientific Journal of Psychology and Mental Health*, 1(2), 123-133.

1. Introduction

In the context of modern educational reforms, the development of physical culture and promotion of a healthy lifestyle remain among the priority directions of the global pedagogical system. As societies increasingly recognize the importance of physical, mental, and social well-being, educational institutions are actively integrating various innovative forms of sports activities into the training of

future specialists (Han, 2024; Vella et al., 2023). One such effective and multifaceted direction is sports tourism, which is regarded not merely as a recreational or athletic activity but as a powerful pedagogical tool that cultivates physical strength, emotional resilience, social cooperation, leadership qualities, and active life orientation (Huang, 2024). For future physical education teachers, mastering the theory and practice of sports tourism is of special professional significance. It provides them with valuable experience in organizing outdoor training, guiding groups in natural environments, ensuring safety, and motivating young people to live healthily and positively socialize (Vasilaki et al., 2025).

Despite its broad potential, the effectiveness of sports tourism in higher education largely depends on students' motivational readiness. Motivation serves as the main psychological driver that encourages individuals to participate actively, overcome physical challenges, acquire new skills, work cooperatively in teams and strive for personal achievement (Ahmad, 2021). In many cases, students may possess sufficient physical preparation but lack emotional interest, goal orientation, or a strong internal desire to engage in sports tourism. Reduced motivation leads to passive participation, weak professional engagement, and limited educational results. Therefore, strengthening motivation for sports tourism among future physical education teachers has become an urgent scientific, psychological, and pedagogical task.

The sports tourism motivational process is shaped by various internal and external factors. Internally, it is influenced by students' personal needs for self-expression, curiosity, emotional satisfaction, achievement, adventure, and self-improvement (Rolando, 2025). Externally, motivation is determined by teaching methods, learning conditions, group dynamics, risk management strategies, pedagogical feedback, and the personality of the instructor. From a psychological perspective, sports tourism creates emotionally rich situations in which students face natural challenges, unexpected weather conditions, long-distance movement, physical fatigue, and the necessity of collective decision-making. Such experiences develop courage, discipline, patience, responsibility, and self-confidence—qualities that are essential for future physical education teachers who will guide, motivate, and supervise schoolchildren (Yıldırım & Gürpınar, 2023).

Pedagogically, sports tourism offers a unique learning environment in which theoretical knowledge is integrated into practical action. Students learn to plan routes, organize outdoor camps, evaluate safety measures, provide first aid, cooperate in groups, and lead others. These experiences significantly enhance their professional competencies, including communication skills, leadership behavior, didactic thinking, methodological creativity, and emotional intelligence (Molero Jurado et al., 2022; Wiranti, 2021). Hence, motivating students to participate in sports tourism is not only a matter of increasing physical activity but also an important stage in preparing competent, socially responsible, and psychologically resilient specialists.

Given these considerations, a scientific study of the pedagogical and psychological characteristics of developing motivation for sports tourism among future physical education teachers is relevant. It reveals the mechanisms through which motivation is formed, identifies pedagogical tools that strengthen students' interest, and explains psychological principles that generate positive emotional involvement in physical activity (Ennis, 2017; Sierra-Díaz, Gonzalez-Villora, Pastor-Vicedo, & López-Sánchez, 2019). The results of such research can contribute to improving educational programs in higher institutions, introducing innovative motivational technologies, and creating a learning environment that fosters active participation, creativity, and the internal readiness to lead others toward sports and a healthy lifestyle. Ultimately, strengthening motivation toward sports tourism supports the formation of a new generation of physical education teachers who are professionally competent, pedagogically effective, and capable of promoting the values of health, activity, and social cooperation among the youth. Furthermore, as higher education embraces interdisciplinary and student-centered pedagogies, the integration of sports tourism becomes an effective means of linking theory with practice, fostering self-directed learning, and reinforcing the holistic development of future educators.

2. Literature Review

2.1 Conceptual Foundations of Motivation in Physical Education

Motivation is widely recognized as the central psychological factor that drives learning, participation, and persistence in physical education and sports activities. According to Richard M Ryan and Deci (2000) in their *Self-Determination Theory (SDT)*, human motivation is influenced by the degree to which activities fulfill three innate psychological needs—autonomy, competence, and relatedness. When learners perceive a sense of control, feel competent, and experience meaningful social connections, they are intrinsically motivated to engage in learning tasks. In contrast, extrinsic motivation relies on external rewards or pressures, such as grades, recognition, or avoidance of punishment. In the context of sports tourism, both forms of motivation play important roles, but intrinsic motivation tends to generate more sustainable engagement and self-development (R.M. Ryan & Deci, 2018).

For future physical education teachers, motivation serves as a double-edged process: both as a personal attribute developed during their studies and as a pedagogical skill they must later foster in students. Studies by Martin and Leberman (2005); Hattie, Marsh, Neill, and Richards (1997) and Mackenzie, Son, and Eitel (2018) suggest that teacher candidates with strong intrinsic motivation toward physical activity are more likely to design creative, student-centered, and experiential learning environments. Conversely, low motivation during teacher training often results in passive instructional behavior and reduced enthusiasm for professional practice. Therefore, examining how motivation can be enhanced through pedagogical experiences, such as sports tourism, is crucial in teacher education programs.

2.2 Pedagogical Dimensions of Sports Tourism

Sports tourism, as defined by Beedie and Hudson (2003), refers not only to recreational activity but also to an educational process combining adventure, physical endurance, and cognitive engagement. In higher education, it has become a vital component of physical education curricula, linking theoretical knowledge with experiential learning. According to Kourtesopoulou and Kriemadis (2021), the pedagogical value of sports tourism lies in its capacity to develop teamwork, leadership, communication, and situational decision-making skills that are indispensable for future educators.

Pedagogically, sports tourism supports *learning by doing*, a principle rooted in Ansbacher (1998) experiential education theory. Through direct experience in natural settings, learners integrate cognitive, affective, and psychomotor domains. Outdoor training, hiking, and orienteering tasks allow students to practice risk management, physical endurance, and cooperative planning. These multidimensional learning outcomes make sports tourism a transformative pedagogical medium (Sartipa, 2021). Furthermore, Humberstone (2022) emphasized that outdoor and adventure learning encourages students to reflect critically on their experiences, leading to the formation of professional identity and teaching competence.

In the context of teacher education, sports tourism provides pre-service teachers with a model for applying constructivist principles in their teaching. It encourages the integration of experiential methods into future classrooms. These approaches align with 21st-century educational paradigms that emphasize learner autonomy, collaboration, and socio-emotional learning. Hence, motivating teacher candidates to actively engage in sports tourism is not simply a matter of physical participation, but a pedagogical necessity for developing holistic educators.

2.3 Psychological Factors Influencing Motivation

From a psychological standpoint, sports tourism motivation is influenced by cognitive, emotional, and social dimensions. The emotional domain, in particular, significantly impacts how students perceive and sustain their involvement in physically demanding tasks. Meerts-Brandsma, Sibthorp, and Rochelle (2020) found that emotional satisfaction derived from outdoor activities enhances persistence, reduces anxiety, and increases students' engagement. The uncertainty and challenges inherent in outdoor settings activate curiosity and arousal, which are key precursors of intrinsic motivation.

Cognitive appraisal theories explain how individuals interpret task difficulty and success. When students view challenging situations as opportunities rather than threats, their motivation and self-

efficacy improve (Bandura, 1969). Physical education students who develop self-efficacy through structured outdoor tasks are more likely to transfer their confidence into teaching contexts. Psychological resilience, or the ability to recover from physical fatigue and emotional stress, has emerged as another critical outcome of sports tourism (Prastiwi, 2025). Cross, Sanchez, and Kennedy (2019) revealed that adventure education programs significantly enhance psychological endurance and problem-solving ability, especially when participants reflect on their personal progress.

Social psychology adds a complementary perspective by emphasizing group dynamics and interpersonal relationships. During team-based tourism activities, communication, trust, and empathy are motivational reinforcers. As noted by Sandell and Öhman (2025) and Andersson (2021), collective success enhances group identity, leading to stronger social motivation. Therefore, motivation is not only an internal state but also a product of social interaction within supportive environments—especially relevant for teacher candidates who must later motivate students through collaboration and empathy.

2.4 The Role of Experiential Learning in Developing Motivation

Experiential learning theory provides a robust framework for understanding how sports tourism enhances motivation. Wijnen-Meijer, Brandhuber, Schneider, and Berberat (2022) learning cycle—comprising concrete experience, reflective observation, abstract conceptualization, and active experimentation—illustrates how direct engagement in outdoor tasks transforms into meaningful learning. When students hike, navigate, or lead groups, they move beyond cognitive understanding to embodied experience. Reflection after these activities consolidates learning and reinforces the internal motivation.

According to Armstrong, Adam, Denize, and Kotler (2014) and Smith, Williams, Bone, and Collective (2023), the experiential nature of outdoor education fosters intrinsic motivation more effectively than classroom instruction. The combination of physical challenges, the natural environment, and peer interaction creates emotionally engaging conditions for learning. Similarly, Humberstone (2022) and Martin and Leberman (2005) argue that outdoor experiences develop self-awareness and self-determination, two constructs directly linked to long-term motivation in teaching professions.

In the context of sports tourism, experiential learning nurtures pedagogical creativity. Future teachers learn to design integrated lessons in which movement, reflection, and problem-solving coexist. This creative synthesis supports the development of *didactic flexibility*—the ability to adapt teaching strategies based on learners' needs and contextual challenges. The result is a dynamic form of motivation that bridges theory and practice.

2.5 Pedagogical Technologies and Motivational Strategies

Recent educational reforms have emphasized the use of modern pedagogical technologies to sustain motivation in physical education programs. Digital simulations, reflective journals, peer feedback platforms, and mobile learning applications can be integrated into sports tourism modules to enhance student engagement. Sobirovich (2023) highlights that in Uzbekistan's higher education reforms, digital and experiential integration has become a cornerstone in preparing socially responsible educators.

Both intrinsic and extrinsic motivational strategies should be employed systematically. Intrinsic strategies include setting self-determined goals, promoting curiosity, and ensuring task relevance, whereas extrinsic strategies involve recognition, assessment, and certification. However, as R.M. Ryan and Deci (2018) caution, excessive reliance on extrinsic incentives can undermine intrinsic interest. Therefore, educators must balance reward-based approaches with opportunities for autonomy and self-reflection in their teaching.

For instance, the reflective diaries used in this study not only tracked emotional experiences but also encouraged self-evaluation, a practice consistent with *metacognitive motivation* (Zimmerman & Schunk, 2012). When students articulate their emotions and insights, they transform transient experiences into structured knowledge, reinforcing their professional identity as educators (Chaidar,

Silvia, & Jatnika, 2023). This balance of pedagogy and psychology strengthens motivation in a lasting and self-regulatory manner.

2.6 Cultural and Contextual Dimensions

Sports tourism motivation cannot be fully understood without considering cultural and institutional contexts. In countries such as Uzbekistan, where national reforms prioritize youth development and active lifestyles, universities integrate physical education as a component of civic education (Sobirovich, 2020). This aligns with global policies, such as UNESCO's *Education 2030 Framework for Action*, which emphasizes physical and emotional well-being as essential elements of holistic learning.

Cultural expectations regarding physical activity, gender, and social participation also influence motivation. For example, Humberstone (2022) observed that students from collectivist cultures derive greater motivation from group achievement, whereas those from individualist backgrounds emphasize personal challenges and autonomy. In the Uzbek context, sports tourism reinforces collectivist values—cooperation, mutual assistance, and community building—while simultaneously nurturing personal responsibility and leadership skills.

Institutionally, motivation is shaped by teaching quality, available resources, and support systems. As Jansen, Meyer, Hattie, and Möller (2024) note, institutional commitment to outdoor programs directly correlates with student motivation levels. Hence, pedagogical innovation must be accompanied by administrative support and adequate infrastructure, including safe outdoor facilities, training equipment and professional mentoring.

2.7 Empirical Studies on Sports Tourism and Motivation

Empirical research consistently supports the motivational benefits of outdoor and tourism-based programs for people with disabilities. Hattie et al. (1997) conducted a meta-analysis demonstrating that adventure and experiential education significantly improve self-concept, leadership, and social skills. Similarly, Biddle and Mutrie (2007) found that university students participating in outdoor sports programs exhibited higher persistence, satisfaction, and self-efficacy than those in control groups. These outcomes mirror the results of the present study, in which practical engagement in tourism activities led to measurable gains in motivation and professional readiness.

Moreover, Arikan and Çetİn (2020) emphasized that motivation increases when learning tasks are authentic, emotionally rich, and connected to real-life applications. In sports tourism, authenticity arises from confronting natural elements, managing risks, and cooperating under physical stress—conditions that are rarely replicated in classrooms. As a result, students develop what Hattie et al. (1997) described as *transformative motivation*—a shift from external participation to internal commitment.

Recent developments have also highlighted the role of hybrid models that combine traditional outdoor learning with technological support. For example, virtual route simulations, fitness tracking apps, and reflective blogging platforms help maintain motivation, even when direct outdoor access is limited (Sandell & Ohman, 2019). Such innovations became particularly relevant during the COVID-19 pandemic, reinforcing the need for flexible and resilient educational models.

2.8 Synthesis and Research Gap

The reviewed literature underscores the multidimensional nature of motivation in sports tourism. Pedagogical factors such as experiential learning, feedback, and instructor leadership dynamically interact with psychological variables such as self-efficacy, emotional regulation, and group cohesion. However, despite extensive theoretical foundations, empirical studies remain limited in exploring how these dimensions intersect within the specific context of teacher education in developing countries.

While Western studies Hattie et al. (1997); Arikan and Çetİn (2020); Humberstone (2022) provide strong evidence of outdoor education's effectiveness, few have examined how motivation operates in socio-cultural contexts where sports tourism is emerging as part of educational reform. For instance,

the Uzbek higher education system is still transitioning from traditional instruction to experiential and competency-based models. Hence, understanding how motivation develops among future physical education teachers in this environment offers both theoretical and practical insights.

Furthermore, many studies have focused on short-term motivational changes without investigating long-term behavioral outcomes. There remains a gap in understanding how temporary emotional engagement transforms into a stable professional motivation. Future research should adopt longitudinal and cross-cultural designs to comprehensively capture these dynamics.

3. Research Methodology

The research methodology was based on a systematic and interdisciplinary approach that combined pedagogical, psychological, and empirical methods to examine the development of motivation for sports tourism among future physical education teachers (PETs). The study was conducted at a higher educational institution with students enrolled in physical education and sports science programs. The research sample consisted of 120 participants aged 18–23 years, selected through random sampling to ensure objectivity and representativeness. The study was conducted in three main stages: preparatory, experimental, and analytical.

In the preparatory stage, theoretical sources were analyzed to identify the scientific concepts, motivational factors, pedagogical approaches, and psychological mechanisms related to sports tourism. This stage included a review of the national and international scientific literature, educational standards, methodological guidelines, and best practices in teaching outdoor and tourism-based sports activities. Based on this analysis, a conceptual model of motivation development was constructed, which guided the empirical research.

The experimental stage focused on the practical organization of sports tourism activities, including hiking routes, team-based outdoor tasks, survival skills, orienteering, and group leadership. Students participated in weekly sessions over ten weeks. To assess motivational changes, this study used a combination of observations, psychological diagnostic tools, and surveys. The “Sport Motivation Scale” (SMS) and a researcher-designed questionnaire were used to measure intrinsic motivation, extrinsic motivation, and amotivation levels. Additionally, reflective diaries were used to capture the emotional responses and personal experiences of tourists during tourism activities.

To increase validity, this study implemented a mixed-method approach that integrated quantitative and qualitative data. Quantitative data allowed the calculation of statistical changes in motivation, while qualitative data explained the emotional, social and psychological nature of those changes. Data were processed using descriptive statistics, correlation analysis, and comparative evaluation before and after the intervention.

The tools and methods used in this study are summarized below.

Research Method	Purpose of Application	Tools/Indicators Used
Theoretical analysis	Collecting scientific information, defining variables	Literature review, pedagogical and psychological sources
Observation	Monitoring student participation and behavior	Field notes, instructor observation forms
Psychological diagnostics	Measuring motivational levels quantitatively	Sport Motivation Scale (SMS), Likert-scale questionnaire
Survey and interviews	Identifying students’ attitudes and emotional feedback	Structured interviews, reflective diaries
Statistical analysis	Evaluating experimental results	SPSS descriptive and correlation analysis

During the analytical stage, data from all sources were compared and integrated into the study. Statistically significant improvements were recorded in students’ intrinsic motivation indicators,

including interest, enjoyment, self-confidence, and willingness to participate in future outdoor activities. Qualitative findings demonstrated that sports tourism strengthened teamwork, emotional stability and responsibility. Based on these results, methodological recommendations were developed for instructors on how to apply motivational techniques more effectively in teaching sports tourism.

Furthermore, the methodological framework ensured triangulation across data sources, reducing researcher bias and enhancing the credibility of the findings. Ethical considerations were strictly followed. Participants provided informed consent, and confidentiality was maintained throughout the data-collection process. The combination of structured intervention, empirical verification, and reflective documentation provided a holistic understanding of how pedagogical strategies and psychological dynamics interact to foster a sustainable motivation. Thus, the methodological approach of this study ensured reliability, scientific accuracy, and practical relevance, providing a solid foundation for understanding how pedagogical and psychological factors influence motivation for sports tourism among future physical education teachers.

4. Result and Discussion

The findings demonstrate that the development of motivation for sports tourism among future physical education teachers is influenced by a combination of pedagogical, psychological, and environmental factors. Students who initially showed low or moderate interest in outdoor activities gradually became more engaged as they participated in structured tourism-based training. One of the most important results of this study is that practical experience served as a stronger motivational driver than theoretical teaching alone. When students were placed in natural environments, faced real physical challenges, and were given the responsibility of completing group tasks, their inner motivation increased significantly. This confirms that experiential learning is central to sports tourism education.

From a psychological perspective, participation in tourism activities stimulates curiosity, emotional satisfaction, and achievement. Students reported positive emotional changes, such as enjoyment, excitement, and pride, after overcoming physical difficulties and working successfully as a team. Many participants noted that tourism activities allowed them to discover their physical capabilities and develop their self-confidence. These outcomes are important because confident and emotionally stable teachers are more likely to motivate schoolchildren in future professional practices. The study also supports previous scientific views that motivation increases when learning activities are meaningful, emotionally rich, and connected to personal growth.

The research shows that social interaction has a strong motivational effect. Tourism activities require students to communicate, make collective decisions, distribute responsibilities, and support each other. Through this process, the students developed trust, leadership, cooperation, and empathy. As a result, motivation was shaped not only by personal interest but also by group dynamics. Students became more willing to participate because they felt like they were part of a united team. This finding highlights the value of group-based pedagogical methods in physical education and confirms that tourism is a powerful tool for developing social competence in students. However, this study also revealed certain challenges. Some students experienced anxiety, physical fatigue, or lack of confidence at the beginning of training. Their participation increased only after receiving supportive guidance from the instructors. This demonstrates the significance of pedagogical leadership. When instructors provided encouragement, clear instructions, and constructive feedback, the students felt safer and more motivated. Therefore, teachers' personalities, communication styles, and organizational skills are key determinants of motivational growth.

Another important observation concerns extrinsic motivation. Although intrinsic motivation increased during the experiment, external factors such as academic credit, evaluation, and recognition also influenced participation. This indicates that both internal and external incentives should be balanced in educational programs. A fully intrinsic approach is desirable, but in real educational settings, extrinsic factors can help students overcome initial hesitation until inner motivation develops naturally.

Overall, the discussion confirms that sports tourism has high pedagogical potential for preparing future physical education teachers. It improves motivation, strengthens psychological resilience, and enhances professional competence of the nurses. Students who experience outdoor learning are more likely to apply these methods in their future teaching careers, contributing to the formation of healthy and active lifestyles among schoolchildren. The results of this study provide a solid foundation for further research on motivational strategies, innovative teaching methods, and the long-term effects of sports tourism on professional training. In addition, the research highlights that motivation in sports tourism does not develop uniformly; it progresses through stages that mirror the learners' personal and social adaptation. In the initial stage, students tend to rely on external encouragement and group influence to participate actively. As they accumulate positive experiences and emotional satisfaction, their motivation gradually becomes self-driven and sustainable. This transition reflects the psychological shift from extrinsic to intrinsic motivation, which is the ultimate goal of educational interventions. Consequently, continuous monitoring and reflective practice are recommended to maintain motivation over time.

Furthermore, this study highlights the role of environmental and contextual variables. Weather conditions, landscape variety, and the novelty of outdoor settings provide stimulating sensory experiences that contribute to emotional engagement. These natural factors serve as catalysts for creativity and problem-solving, helping students develop adaptability and situational awareness, which are essential qualities for physical education teachers. Learning in outdoor contexts also encourages students to value environmental preservation, teamwork ethics, and personal responsibility, extending the pedagogical value of sports tourism beyond physical fitness into moral and civic education.

Finally, the pedagogical implications of the findings suggest that future teacher-training programs should adopt an integrated framework that unites physical education, psychology, and environmental pedagogy. Through the systematic incorporation of sports tourism, universities can cultivate educators who are not only physically competent but also emotionally intelligent, socially responsible, and capable of inspiring future generations to embrace healthy and active lifestyles. The study's insights reaffirm that motivation, when nurtured through meaningful experiences and guided leadership, becomes the cornerstone of both personal development and professional excellence in physical education. Additionally, continued collaboration between universities, local communities, and sports organizations could expand the reach of such programs, ensuring that experiential outdoor education remains sustainable, inclusive, and aligned with global health and lifelong learning goals.

5. Conclusion

The findings of this study clearly indicate that sports tourism is a highly effective pedagogical and psychological resource in the training of future physical education teachers. Throughout the research process, it became evident that students' motivation is not a fixed personal characteristic but a dynamic construct that can be developed through purposeful teaching strategies, experiential learning, and emotionally rich educational environments. When students were placed in real outdoor situations requiring physical endurance, problem-solving, responsibility, and teamwork, their perception of sports tourism transformed from a formal educational requirement into a personally meaningful and enlightening experience. As a result, intrinsic motivation, which is considered the most stable and long-term form of motivation, significantly increased.

The research also demonstrated that the motivational growth observed among students was multidimensional. On the psychological level, students showed improvements in self-confidence, emotional regulation, and a willingness to overcome challenges. On a pedagogical level, students gained valuable experience in route planning, group leadership, safety organization, and communication, which are essential for their future professional performance. The social dimension of motivation was equally important, as tourism activities strengthened group cohesion, mutual trust, and collective responsibility. These outcomes prove that sports tourism promotes not only physical and cognitive development but also moral and social maturity.

Another major conclusion of this study is that the teacher's role is crucial in motivating students toward active participation. Supportive instruction, encouragement, and constructive feedback had a direct

impact on students' psychological comfort and confidence. When the learning environment was organized with clear goals, well-structured tasks, and emotionally positive communication, motivation increased naturally and steadily. Thus, cultivating motivation in sports tourism requires both pedagogical competence and a psychologically sensitive approach from instructors. The combination of theoretical education and practical experience yielded the most effective results for the students. Theoretical knowledge helped students understand the scientific and methodological foundations of tourism, whereas practical training allowed them to apply this knowledge in real conditions. This confirms that an integrated teaching model should be used in physical education programs, where classroom learning is directly connected to field-based activities in the community. Such a model ensures that students do not remain passive learners but become active participants who experience, reflect, and grow.

Overall, the research proves that sports tourism helps form a more competent, motivated, and socially responsible future teacher. Graduates who have personally experienced the educational value of tourism are more likely to use similar motivational strategies in their work with schoolchildren, thereby contributing to the development of healthy lifestyles, teamwork culture, and positive social behavior among younger generations. In this sense, the educational influence of sports tourism extends beyond university walls and impacts a broader social context. In conclusion, the development of motivation for sports tourism should be considered a strategic component of professional training in physical education. Further implementation of innovative motivational techniques, reflective learning, psychological support, and pedagogical guidance can strengthen this process. Future research may explore the long-term effects of tourism-based training, compare different motivational models, or investigate how digital technologies, safety innovations, and environmental education can enhance students' engagement. The present study establishes a scientific foundation for continued investigation and confirms that sports tourism is not merely a form of recreation but a powerful educational instrument that shapes strong, confident, and professionally capable teachers.

5.1 Suggestions

Based on the study's findings, several practical recommendations can be proposed to enhance the development of sports tourism motivation among future physical education teachers: Universities should formally integrate sports tourism into their teacher-education curricula as a structured experiential module rather than as an optional activity. Instructors are advised to employ motivational strategies such as feedback-based learning, goal-setting, cooperative projects, and reflective discussions to strengthen students' intrinsic motivation. Collaboration between higher education institutions and sports tourism organizations should be expanded to create authentic learning contexts that combine physical, emotional, and social engagement in the learning process. Moreover, adopting digital learning platforms, such as route simulations, fitness tracking applications, and reflective e-journals, can extend learning opportunities beyond the classroom and maintain continuous motivation. Finally, university administrations should provide resources and policy support to ensure the sustainability of outdoor learning initiatives as critical components of holistic teacher preparation.

5.2 Limitations

Although this study provides meaningful insights, certain limitations should be acknowledged. The study was confined to one higher education institution with a sample of 120 students, which limits the generalizability of the findings to other contexts and settings. The intervention lasted for only ten weeks, preventing the observation of long-term motivational development. Data collection relied primarily on self-reported measures and observations, which may not fully reflect actual behavioral changes in professional practice. Environmental and contextual factors, such as weather, physical conditions, or prior student experience, were not systematically controlled. Future research should be expanded to multiple institutions, adopt longitudinal and experimental designs, and incorporate mixed methods to capture the complex interplay between the pedagogical, psychological, and cultural determinants of motivation in sports tourism education.

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