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Winter Issues 2023

Journal of Environmental Management and Tourism

Journal of Environmental Management and Tourism is an open access, peer-reviewed interdisciplinary research journal, aimed to publish articles and original research papers that contribute to the development of both experimental and theoretical nature in the field of Environmental Management and Tourism Sciences. The Journal publishes original research and seeks to cover a wide range of topics regarding environmental management and engineering, environmental management and health, environmental chemistry, environmental protection technologies (water, air, soil), pollution reduction at source and waste minimization, energy and environment, modelling, simulation and optimization for environmental protection; environmental biotechnology, environmental education and sustainable development, environmental strategies and policies.

Authors are encouraged to submit high quality, original works that discuss the latest developments in environmental management research and application with the certain scope to share experiences and research findings and to stimulate more ideas and useful insights regarding current best-practices and future directions in Environmental Management.

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International Practices for Managing Integration Processes in University Educational Programs of the Tourism Industry

Adiya ISKAKOVA
Turan University, Almaty, Kazakhstan
ORCID: 0000-0003-4805-9696
a.iskakova@turan-edu.kz

Madina RAKHIMBERDINOVA
D. Serikbayev East Kazakhstan Technical University, Ust-Kamenogorsk, Kazakhstan
ORCID: 0000-0001-9009-8686
rmu_uk@mail.ru

Dzhapar ALYBAEV
J. Balasagyn KNU, Bishkek, Kyrgyz Republic
ORCID: 0000-0003-0931-9846
alybaev1963@mail.ru

Nyailya SMAGULOVA
Kazakh Academy of Labor and Social Relations, Almaty, Kazakhstan
ORCID: 0000-0002-6610-1010
ainuraphd@mail.ru

Makpal NURKENOVA
L. N. Gumilyov Eurasian National University, Astana, Kazakhstan
ORCID: 0000-0003-2609-0799
n.makpal@mail.ru

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Abstract: Tourism is a global industry, and managing integration processes in university tourism industry education programs allows students to develop the skills and knowledge necessary to work in an international environment and manage international relationships. Managing integration processes in university educational programs of the tourism industry involves incorporating international practices to enhance the quality and relevance of these programs. Collaboration with industry stakeholders in establishing partnerships, such as tourism organizations, hotels, travel agencies, and tour operators, provides valuable insights into industry needs and trends. These collaborations help universities align their educational programs with the requirements of the tourism industry and ensure graduates have the necessary skills and knowledge.

Keywords: tourism; tourism industry; integration; educational process; educational programs.

JEL Classification: I25; Z32; R11.

Introduction

Integration processes in university educational programs of the tourism industry play an important role in preparing students for the modern requirements of this industry, aimed at forming a comprehensive and deep understanding of students in this industry, developing professional skills and preparing for a successful career in tourism. The integration of various disciplines such as hospitality, management, marketing, geography and cultural studies allows students to gain comprehensive knowledge about the tourism industry. This helps them to better understand the interconnection of various aspects and processes in tourism. The study of management of

integration processes in university educational programs of tourism industry has high relevance for the following reasons:

- The tourism industry is one of the most dynamic and fastest growing industries. Integration processes in this industry are becoming more and more important to achieve competitive advantage and meet the needs of modern tourists.
- Tourism is a global industry, and the management of integration processes in university tourism industry education programs allows students to develop the skills and knowledge necessary to work in an international environment and manage international relations.
- Management of integration processes incorporates elements from different fields of knowledge such as management, economics, marketing, law and international relations. Research in this field allows students to develop interdisciplinary competencies and apply them in practice.
- In many countries, tourism is recognized as an important strategic industry contributing to economic development and job creation. Managing integration processes in university tourism industry education programs helps students realize the importance of effective management and collaboration within the industry to achieve sustainable development.
- Research and practical mastering of integration process management in university educational programs of tourism industry gives graduates an advantage in the labor market and helps them to become more competitive specialists.

The integration of practical components into the curriculum allows students to gain experience in the tourism industry while still studying. This may include internships, projects with real customers, simulation training, and other forms of hands-on learning. The integration of modern technologies such as virtual reality, artificial intelligence, data analytics and interactive platforms allows students to become familiar with the latest trends and tools in the travel industry. This helps them develop the skills they need to work with new technologies and apply them to tourism processes.

Seeking international accreditation for educational programs in tourism can provide assurance of quality and credibility. Accreditation bodies, such as the United Nations World Tourism Organization (UNWTO) TedQual program or the World Tourism Association for Quality and Standards (WTAQS), set global standards for tourism education and ensure that programs meet industry expectations. The study of the mechanism for managing integration processes in university educational programs in the tourism industry allows improving the quality of education in this area, contributes to the development of the tourism industry and provides training for highly qualified professionals who are ready for a successful career in this rapidly growing industry.

The integration of the educational process involves the linking of various disciplines and areas of study to create a comprehensive and comprehensive program. In the case of the educational program 'Tourism', integration can be carried out in the following ways:

- **Interdisciplinary approach:** The program can combine knowledge and skills from different areas such as geography, cultural studies, economics, marketing, hospitality, management, etc. This will allow students to gain a comprehensive understanding of the tourism industry and develop a wide range of skills required to work in this field.
- **Practical training and internships:** Integration of the educational process may include cooperation with travel companies, hotels, agencies and other players in the industry. Students can gain hands-on experience through internships, workshops and projects that allow them to apply their knowledge in a real work environment.
- **Project work and teamwork:** The program may include project assignments and team projects that allow students to apply their knowledge and skills in creating and managing tourism products, developing marketing strategies, organizing events, etc. This develops their analytical, creative and communication skills.
- **Use of modern technologies:** The integration of the educational process may also include the use of modern technologies in teaching tourism. This may include the use of computer programs, geographic information systems, virtual reality, online platforms and other tools that will help students gain practical experience and expand their knowledge in the field of tourism.
- **The integration of the educational process in the educational program:** 'Tourism' allows you to create a more flexible, modern and practically oriented program that meets the requirements of the industry and provides students with the necessary knowledge, skills and experience for a successful career in the field of tourism.

1. Literature Review

Pitman *et al.* (2010) highlight the potential of educational tourism organized by higher education institutions to serve as a means of extending education beyond campus walls, fostering ethical education, and creating meaningful connections between universities and the wider community. Blended learning strategies are suggested as a way to enhance the impact of these educational experiences. The authors emphasize that educational tourism is not only about imparting knowledge but also about contributing positively to society through ethical education and practical learning experiences.

While engaging in educational tourism, universities also fulfill their civic mission for the benefit of the local community. A civic university integrates teaching, research and interaction with the outside world.

To be sustainable, the development of educational tourism practices in a destination, where the university always plays a coordinating role, should be the result of a combination of the 3E principles (Sharma 2015):

- Environmental Factors: provide tourists with knowledge-based information and train them to respect the local environment. Sustainable actions promote biodiversity conservation and focus on cultural heritage;
- Engagement: the active participation of tourists is crucial to make them feel fully immersed in the context and cultivate their special interests;
- Education: help tourists to truly experience the place by contributing to on-site learning practices.

Universities have a unique position to lead and facilitate the development of sustainable educational tourism practices that align with the 3E principles. They can design and implement educational programs that incorporate environmental awareness, active engagement, and research-based learning. By taking a proactive role, universities contribute to the overall sustainability of educational tourism, benefitting both the destination and the tourists.

Most studies on educational tourism have focused on the reasons why international students choose to attend study abroad programs. The destination is of great importance and its image and reputation] are major factors in student's choice (Huang 2008, Niaupane and Lee 2014).

In addition, international student mobility can facilitate future networks of international academic collaboration and inter-faculty fertilization, thereby creating benefits for the host university, the destination, and the students themselves (Enar, Diamond and Roseveare 2012).

The tourism industry is recognized for its role in promoting cultural exchange, generating employment opportunities, and contributing to regional economic development. It is considered one of the fastest growing sectors and a vital pillar of the global economy, garnering attention, and recognition from various countries around the world (Liu *et al.* 2022 and Shen *et al.* 2019).

According to Kimeto (2021), improving the level of training and knowledge of the labor force can increase the competitiveness of a particular tourism destination and contribute to the sustainable development of the industry. Her approach emphasizes that high quality of service and the level of human capital play a key role in the structure of the tourism industry.

The study by Pirog, Kilar and Rettinger (2021) conducted a principal components analysis that identified a specific set of skills and knowledge that have a significant impact on young people and their perceptions of employment in the tourism industry.

In order to study the factors influencing employment, Huang *et al.* (2022) focused on human development in the educational environment and conducted a quantitative study in nine higher professional colleges.

2. OECD Practices for Managing Educational Process

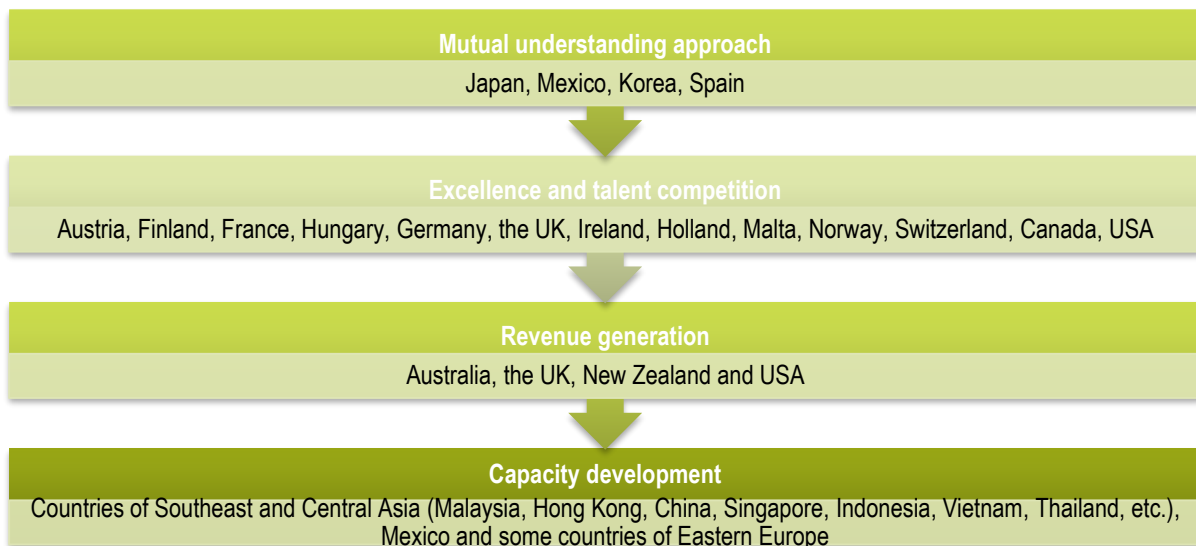
Organization for Economic Cooperation and Development (OECD) has a wealth of experience and practice in the field of educational management. The OECD develops policies and methodologies for measuring educational performance that allow countries to identify their strengths and weaknesses and compare their achievements with other countries. They are based on systematic data collection and analysis, enabling countries to make informed decisions and develop effective strategies to improve the quality of education.

OECD promotes international cooperation and exchange of experience in education. They organize international forums, conferences and research projects that enable countries to share best practices, ideas and innovations in education. Policy analysis and recommendations are provided by OECD to countries on how to improve their education systems, identifying good practices, identify challenges and offer concrete recommendations for the development of education systems. Also, research and innovation activities are conducted in order to stimulate innovation in education, study trends and changes in education systems, investigate new teaching methods and the use of technology, and share knowledge and cutting-edge ideas.

OECD emphasizes quality management in education to help countries develop quality assessment and monitoring systems, set standards and norms, and apply methods to improve the quality of education. OECD's educational management practices are based on collaboration with member and partner countries, sharing experiences and cutting-edge research. This contributes to improving the quality of education, fostering innovation and achieving sustainable educational development.

In OECD countries, there are four main mechanisms for managing integration processes that characterize the policies of these countries in relation to integration processes in the education sector (Figure 1). None of the above mechanisms exist in their pure form, and in practice, a country usually uses a combination of them.

Figure 1. Mechanisms for managing the integration processes of OECD countries



Source: compiled by authors according to source (AAAS Custom Publishing Office, 2017)

The first approach will be implemented through the development of international mobility of domestic and foreign students and research teachers through scholarships and academic exchange programs, as well as through partnerships between higher education institutions. In this case, it is not the competitive advantage of the university that comes to the fore, but long-term partnership with others, international cooperation. This approach does not imply an active campaign to attract foreign students, but rather targets a small elite of domestic and international students. The focus of coordination efforts is on development assistance and national geostrategic solutions. Due to this mobility, students must return to their country of origin for a relatively long period after graduation.

The countries using this integration mechanism are Japan, Mexico, Korea and Spain. It should also be noted that in recent years, Japan and Korea have been increasingly adhering to the strategy of increasing competitiveness in the global education market and the policy of attracting international students. In September 2014, the Ministry of Education, Culture, Sports, Science and Technology of Japan (MEXT) announced the selection of 37 Japanese universities for the 10-year Top Global University (TGU) Project with the goal of 'enhancing international cooperation and competitiveness of higher education in Japan'. Annual funding of selected universities is divided into Type A (\$ 3.5 million) for those ranked in the top 100 universities in the world and Type B (\$ 1.4 million) for 'innovative universities'. Integration efforts are made. As a result, several universities are planning to introduce a new quarterly semester to bring Japan's academic calendar in line with the rest of the world, allowing for new dual-study programs in English. Other universities have begun building new 'international dormitories' to increase the number of international students and empower university rectors to hire new lecturers and set competitive salaries. Japan's national policy has led to the following key projects, guiding principles for further integration in the coming decades: Superior Global University Project (TGUP), Japan Project Reconstruction and TOBITATE! 'Study abroad tomorrow'.

The Supreme Global University Project (Su-pa guro-baru daigaku sousei shien), launched in 2014, aims to revitalize the internationalization process through fundamental university reforms over 10 years. Its goals include strengthening the role of higher education in national development, strengthening global human resources, and increasing the transparency of Japanese universities in the global higher education market.

The Japan Renewal Project (Daigaku no sekai tenkairyoku kyoka jigyo) is another competitive grant program that encourages bilateral and multilateral mobility through implementing creative programs along with partner institutions in specific target countries and regions, the choice of which reflects different policy priorities. In 2010, the project presented proposals for the creation of bilateral programs with American and/or multilateral programs with the China-Korea-Japan triangle and 2011 programs in ASEAN countries, which were transformed into international student mobility programs (AIMS) in 2012 and then concentrated across Russia and India in 2013. Fifty-five (55) selected programs are currently being implemented as pilot ones. TOBITATE (Tobitate ryugaku japan) is a nationwide campaign to increase the number of Japanese students studying abroad from about 60,000 in 2014 to 120,000 in 2020 (Mergner 2017). This program is distinguished by its close collaboration with industry. Employees from various business areas participate in the selection process and offer internship opportunities, support job search procedures and other tasks prior to the program implementation.

Scientists of South Korean universities have noticed structural and cultural changes over the past decade in light of government higher education policies on integration against the ideas of globalization. This policy aims to bring major South Korean universities to the level of world quality standards and strengthen South Korea's reputation as a region with a 'knowledge-based economy'. The latter goal should be achieved through the so-called 'global standard', which is based on the number of international publications and international rankings of research universities, as well as internationally published scientific articles with a citation index (TCM). According to the Ministry of Education, this policy has helped more Korean scholars be published at the SCI level. The Korean government has also used a deregulation mechanism to strengthen the position of universities. As a result, many small private universities were created, which were subsequently integrated into major universities. Today Korea has also focused its efforts on strengthening the integration processes in the field of student mobility and attracting foreign scientists, mainly from Japan, the USA and Europe.

The second management mechanism – excellence and talent competition – aims to attract highly qualified foreign specialists and talented students. In this case, countries use the mechanism of scholarships and grants, as well as programs to promote higher education, supported by visa and immigration laws. Countries implementing this integration mechanism include Austria, Finland, France, Hungary, Germany, the UK (in relation to students from EU countries), Ireland, Holland, Canada, the USA (in relation to graduate students), etc. These countries create special funds or centers for the organization of international cooperation and exchange. In Austria, in particular, there is the Austrian Exchange Service (OeAD), which was created in 1961 by a joint decision of Austrian universities. Today OeAD is actively working not only in the area of international cooperation, but also in scientific research and international education, and includes universities and other educational organizations: colleges, schools. In France, in 1998, a special agency for international cooperation in higher education, EduFrance, was created to assist international students and scientists. EduFrance currently has 174 educational institutions in France, 69 of which are universities.

In 1991, the state agency CIMO was founded in Finland, funded by the Ministry of Education, with the aim of developing international cooperation in education, culture, and social life of the youth. Today CIMO acts as the national agency for the Socrates and youth programs of the European Union, advises on the TEMPUS and Culture 2000 programs and manages the mobility of the EU Leonardo da Vinci program. CIMO provides information on educational and training programs in the EU member states, as well as various international opportunities for the youth. In addition, CIMO works with some partner organizations in Kazakhstan and Russia.

For the first time, in 2008, the Finnish Ministry of Education and Culture introduced a novel concept: to formulate a comprehensive integration strategy for higher education in Finland. Collaboratively with universities, a strategy for the internationalization of higher education institutions for the years 2009 to 2015 was formulated. This strategy outlines 33 distinct initiatives categorized under five overarching themes: fostering a genuinely international university community, enhancing quality and appeal, sharing experiential knowledge abroad, promoting a multicultural society, and embracing global responsibility.

Through its diplomatic approach, the French Ministry of Foreign Affairs is dedicated to reinforcing France's worldwide impact and advancing strategies for mutual collaboration in higher education and research. This ministry orchestrates the convergence of cultural and scientific diplomacy, bolstered by an expansive presence in 135 countries - making it the world's second-largest cultural network. Moreover, it presides over the most extensive assemblage of foreign schools and universities, along with institutions like Alliance Française and the French Institute. In this pursuit, the ministry employs specialized programs and resources to facilitate cooperation in higher education and research. A notable example is the allocation of an 80-million-euro fund, overseen by the Global Affairs Directorate, to drive these objectives. French companies are setting up joint laboratories with foreign universities, such as the Air Oxy-Combustion Air Liquide Joint Laboratory established in China in 2010

with Zhejiang University, the Essilor International Research Center (WIEOR) of Wenzhou Medical University and the Veolia Joint Research Center for Advanced Environmental Technologies of Tsinghua University.

At the beginning of 2015, DAAD united 239 German-speaking universities and 122 student organizations. DAAD mediates in the organization of university and scientific policy in Germany, organizing and funding academic exchange of students and scientists, as well as supporting research in Germany.

The latest and most enduring national approaches to internationalization are embodied in two key strategies. The first is the 2008 Internationalization Strategy crafted by the Federal Ministry of Education and Research. The second significant milestone was marked by a collaborative declaration in 2013, uniting federal and regional ministers responsible for education and science. This declaration delineated the trajectory for internationalization in higher education, followed by a subsequent declaration in 2014 that outlined the cooperative efforts on the international front.

3. Priorities of Integration Processes of Educational Programs in Tourism

The trends that shape the content of vocational education in the field of tourism in the new socio-economic conditions are determined by the general framework of educational reforms, in particular, the generation of national educational standards. The advent of new generations of educational standards has ushered in a transformative era for educational institutions. This shift presents a broader scope for shaping the content of the dynamic components of educational programs. In effect, vocational training and education have gained newfound flexibility, attuned to the ever-evolving demands of the labor market and tailored to the unique individual interests of each learner.

Despite the fact that there are already a number of mechanisms and models that have proven their productivity in other countries, the peculiarities of the socio-economic structure of our country necessitate the development of management for the formation of innovative activities of higher educational institutions in the field of tourism. The effective harnessing of innovation potential is contingent not solely upon the extent of research and development efforts, but also hinges on a comprehensive amalgamation of pertinent technological, production, organizational, marketing, and financial facets that constitute the innovation process (Kulmaganbetova *et al.* 2019). In essence, the successful implementation of innovation is a multifaceted endeavor that involves more than just the creation of novel ideas. It demands a holistic approach that encompasses a spectrum of considerations.

According to Civera, Meoli and Vismara (2018), universities play a key role in the creation and utilization of knowledge and are explicitly funded to implement a combination of innovation and entrepreneurial strategies. Currently, many European countries are emphasizing policies aimed at improving academic performance. These endeavors are assessed by researchers such as Sørensen, Bloch, and Young (2018), Menter, Lehmann, and Klarl (2018), an initiative outlined by Daraio *et al.* (2019), and results-based funding mechanisms proposed by Meoli, Pierucci, and Vismara (2018). The overarching objective of these policy initiatives is to directly or indirectly nurture innovation and entrepreneurship, alongside enhancing university outcomes and performance (Froehlich 2018). Simultaneously, these efforts also target the advancement of the higher education system and its socio-economic influence on society (Lehmann and Stockinger 2019). In essence, these studies and initiatives collectively address the multifaceted landscape of higher education and innovation policies.

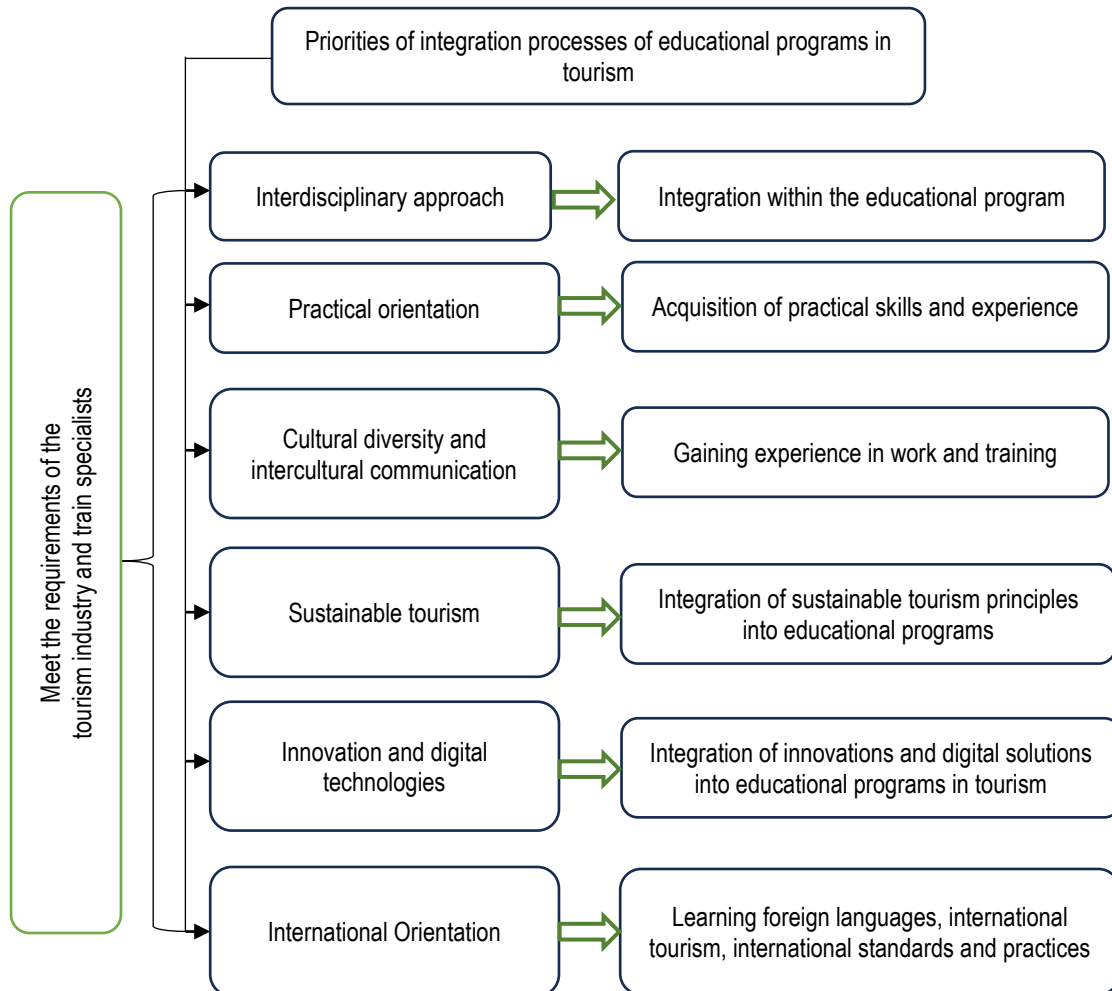
Considering the tourism industry and related university study programs, one can note the directions and priorities of the integration processes of educational programs in tourism, which can be varied and depend on the specific goals and context of each program. However, some general directions and priorities may include the following (Figure 2).

Modern higher education institutions are faced with the challenge of not only providing students with high quality knowledge, but also forming the foundations that will underpin their future professional careers. This is required for graduates to be able to successfully adapt to rapidly changing and increasingly competitive labor market conditions, in the context of interrelated educational processes.

According to studies, the tourism industry is important for cultural exchange, employment and regional economic development (Liu *et al.* 2022). Currently, tourism has become the fastest growing and most important sector of the world economy, recognized in all countries (Shen *et al.* 2019).

In today's environment, states and tourism destinations face an inherent challenge of competitiveness in tourism. This is due to their desire to gain a competitive advantage in the dynamic global tourism industry. It should be emphasized that the level of competitiveness of tourism destinations has a significant impact on their performance on the world stage (Sedlacek *et al.* 2022).

Figure 2. Priorities of integration processes of educational programs in tourism



Source: compiled by authors

Tourism destinations seed both competition and cooperation from the higher education system. To significantly improve the competitiveness of tourism destinations, it is necessary to strengthen cooperation between them. These factors can contribute to the sustainable and healthy development of the tourism industry. To ensure efficiency and success in the advancement of the hotel industry, hotel enterprises consistently strive to identify and attract a skilled and proficient workforce capable of delivering top-notch service quality. However, according to Nguyen (2020), there is a shortage of teachers in the hospitality industry with the necessary academic background and practical business experience. In addition, the lack of adequate classrooms, especially practical classrooms, also creates problems, resulting in the low quality of student training required by the hospitality industry.

Today, tourism as an activity is gaining high relevance due to its ability to have a significant potential impact on stimulating the development of new businesses in the country. Tourism products and services are not just limited to domestic sales, as they are also actively consumed locally, thus contributing to increased income in the local cultural and business spheres. Experts estimate that every coin invested in tourism can lead to an increase in income by five units. In Kazakhstan, this potential has not yet been fully realized, but the multiplier effect exceeds the turnover by three times. Consequently, the development strategy of the tourism industry is a current task and one of the promising directions of strengthening the national economy.

The imperative to expand the intellectual and professional capacity of society, coupled with the imperative to align the education system with market dynamics and the demands of real-world practice, underscores the significance of this study. Additionally, the exploration of theoretical research within the sphere of educational innovation further accentuates the relevance of this endeavor.

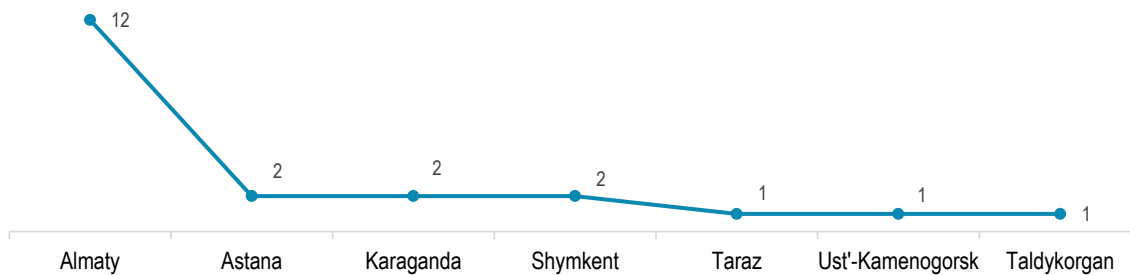
4. Education and Tourism. Facts and Insights

As a component of the global social system, education is exposed to innovative and integrative changes in its structure, content and ways of realization of key functions. The education system mirrors the socio-economic interactions within society and, on one side, is subjected to the dynamics of social reforms, while on the other hand, serves as a catalyst for its own innovative processes.

Globally, tourism stands out as a swiftly advancing and economically viable avenue for development. Its growth fosters employment opportunities, addresses social challenges, boosts tax revenues, and enhances a nation's standing on the international stage. Furthermore, tourism's expansion triggers progress in interconnected sectors like transportation, communication, construction, as well as light and food industries.

Considering the principal goals of Kazakhstan's national policy regarding the advancement of the tourism sector, professional education should be tailored to encompass disciplines that are in demand within the market. Significant emphasis should be placed on the preparation of exceptionally skilled professionals in interrelated domains, particularly within the middle-tier managerial roles of the hospitality industry. Additionally, attention should also be extended to nurturing expertise within the domains of domestic and inbound tourism, encompassing roles such as local historians, guides, and instructors/escorts (Figure 3).

Figure 3. The list of regions of Kazakhstan, in which there is a specialty 'Tourism' and 'Hospitality' in the areas of bachelor's and master's programs



Source: compiled by authors

The quality of tourism services is influenced not only by the availability of cultural and historical sites and accommodation options, but also, to a greater extent, by the availability of qualified personnel in the tourism industry. The quality of the educational process directly affects the quality of education in the end, so one of the factors of youth competitiveness in the labor market is undoubtedly the quality of the educational process, which largely depends on the development of a comprehensive professional educational program. In the contemporary landscape, higher education institutions are confronted with a multifaceted challenge. Their role extends beyond imparting factual knowledge, encompassing the pivotal responsibility of shaping the trajectory of graduates' future professional journeys. This entails equipping students with the skills and adaptability required to thrive in a rapidly evolving and intensively competitive job market.

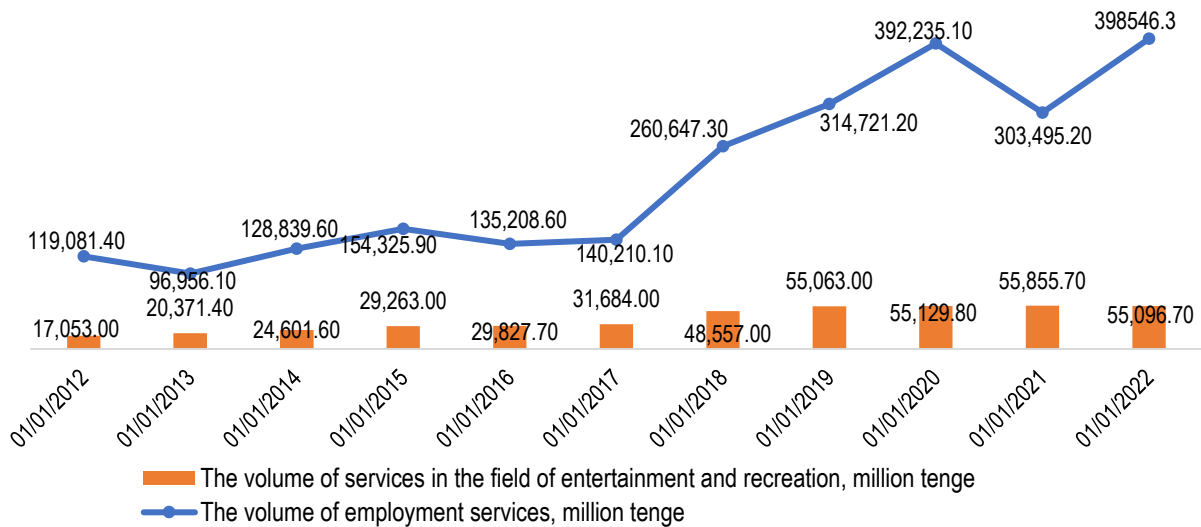
Tourism development has a significant impact on the formation of gross domestic product (GDP) and the effective functioning of various sectors of the economy, including not only trade, transportation, communication, construction, but also the production and distribution of consumer goods and much more. It should be noted that one of the significant advantages of tourism development is the creation of new jobs and, as a result, employment of the population. Employment in the tourism industry has a number of significant features, in contrast to employment in other industries and areas of production, namely:

- seasonal unevenness of employment: high workload in the high tourist season and, in fact, its absence in the low tourist season;
- the complexity of automating many activities in tourism;
- performance of duties in the mode of temporary employment or part-time work in many types of activities;
- attraction to the tourism industry of workers who do not have a high degree of qualification and require training;
- a significant number of workers without official registration at the enterprises of the tourism industry;

- the practical absence of a direct relationship between the introduction of new technologies and an increase in the productivity of personnel;
- the process of creating and consuming services in most cases involves personal contact between the service provider and its consumer, a comprehensive consideration of the individual characteristics and needs of consumers;
- maintaining and expanding the need for labor resources even with the possibility of increasing labor productivity, since the quality of service largely depends on the number of personnel per tourist;
- a large number of female staff.

Youth employment in tertiary education is set by individual states in response to world developments and strategic directions. The volume of youth employment services tends to increase every year (Figure 4).

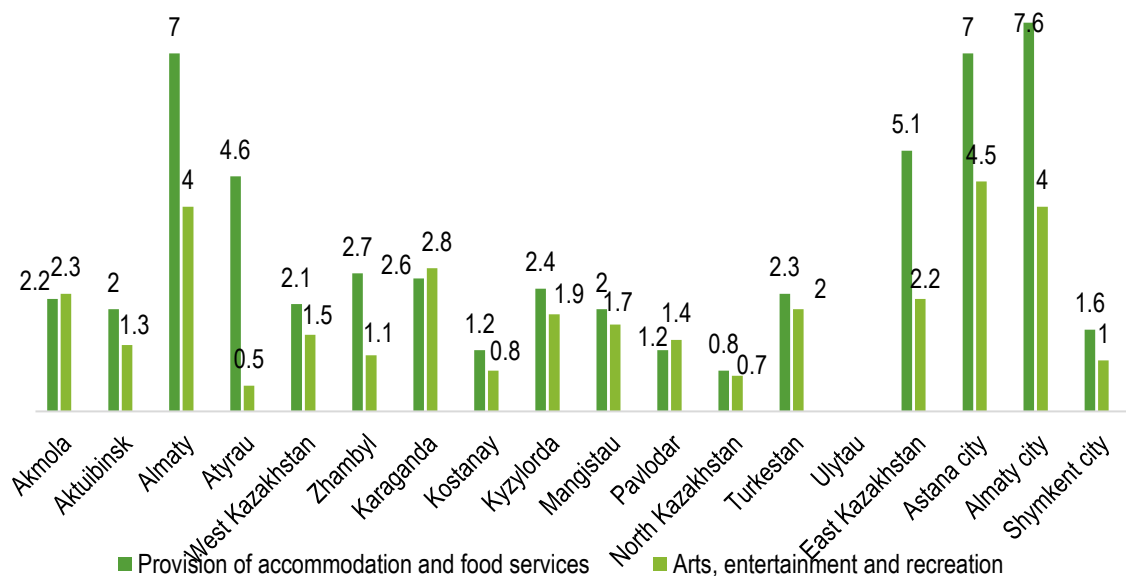
Figure 4. Volume of services for the employment of youth in the tourism industry, Republic of Kazakhstan, million tenge



Source: compiled by authors according to <http://www.stat.gov.kz>

There is a direct link between trends in tourism development and general economic, technical, social and innovative (technological) progress. In this regard, hospitality enterprises, including educational ones, are obliged to improve the quality of their services through innovative management practices that promote interaction with other actors and stakeholders in tourism development, in order to maximize efficiency and reduce investment costs (Figure 5).

Figure 5. Employed population (aged 15-28) in the tourism industry by region for 2022



Source: compiled by authors according to <http://www.stat.gov.kz>

The 'Productive Employment' project, initiated by the Ministry of Education and Science of the Republic of Kazakhstan, encompasses a comprehensive array of measures aimed at strategically aligning personnel training with the evolving employment landscape. This initiative is geared towards enhancing the quality of education within universities by modernizing programs, faculty, and the educational environment (Table 1).

Table 1. Forecast indicators of the number of university and college graduates by 2021-2025

Indicator	Graduation of universities by state order	University graduation	Release of colleges by state order	College Graduation	Total
Healthcare	25.250	38.235	24.574	104.300	142.535
Agriculture	11.575	17.575	35.847	52.365	69.940
Tourism	2.995	7.760	10.505	19.213	26.973
Trade	1.470	14.960	3.693	5.041	20.001
Transport and logistic	5.570	22.295	41.420	54.069	76.364
ICT	28.670	71.670	37.213	68.859	140.529
Construction	7.460	17.595	35.207	51.937	69.532
Education	52.160	186.160	33.565	109.001	295.161

Source: compiled by authors

4.1. Risks Arising from Integration Processes in Universities

The EU analysis made it possible to identify the main risks of integration processes in universities in different regions of the world. The most common risk across all regions is that opportunities to study abroad are only available to students with financial means. North America also pursues a policy of integration as a means of generating higher income, which is actually observed in many countries of the world. A similar situation is observed in Kazakhstan, where the availability of higher education has declined over the past three years (according to a study by the Committee on Statistics of the Republic of Kazakhstan). The use of the integration mechanism purely for credibility is becoming the main reason in the countries of Asia and Latin America, which also raises concerns about the universities of these countries.

Integration processes in university educational programs 'Tourism' have their own risks that require careful analysis and planning to minimize negative consequences and ensure successful implementation of integration. One of them is the integration of programs, which can create competition between universities, especially if they offer similar educational programs in the field of tourism. This may lead to the need for more active marketing efforts and student recruitment.

As for the practice of integration process implementation in Kazakhstani universities, today many universities actually create the illusion of integration development of universities, while credibility and possibility of attracting high income come to the fore. In addition, with the influx of income, the quality of education in universities becomes worse (many European universities), which will eventually lead to the overthrow of the university and undermine the importance of higher education and the competitiveness of higher education across the country. Thus, the analysis of the world experience in applying the integration management mechanism in universities of different countries generally allows drawing relevant conclusions. The importance of integration processes at all levels of higher education is increasing from year to year. This is manifested in a wider range of activities, more strategic approaches, new national strategies and ambitions of universities in different countries.

The main consequences of such processes can be seen in improving the quality of teaching and learning and in preparing students for life and work in a globalized world (Bigagli 2020, Vu 2019, Yumashev *et al.* 2021; Achayeva and Subbotina 2015, Kim *et al.* 2021). At the same time, a policy at the national level is the central external trigger for the institutional integration mechanism. Even if national strategies have not yet been developed, universities are developing their own mechanisms for managing integration processes. However, if national policies tend to use the same performance-related goals, this can lead to a homogenization of institutional strategies, as universities tend to adhere to national guidelines rather than develop their own ones. When indicators are used, they focus on quantitative rather than qualitative outcomes, which forces institutions to increase the number rather than integration outcomes in terms of more learning, research and collaboration. The analysis showed that governments and universities in many countries are still struggling to find a balance between autonomy and accountability, which ultimately affects integration as it becomes more and more

important in higher education (Williams *et al.* 2021). This policy is typical for Kazakhstan (Tultabayeva *et al.* 2017). This is especially problematic in Central and Eastern Europe as well as in developing countries.

There is a clear shift from collaboration to the competition: from the race for talent, recruiting international students, strategic partnerships to the pursuit of high income, rank and prestige. In Europe, this factor is becoming more evident: the demographic decline and reduction in the number of national funds mean that more and more universities are switching to short-term economic advantages. Apart from Europe, this trend is even more evident in developing countries. Attracting students to mobility is becoming a central aspect of integration (Gapsalamov *et al.* 2020, Puryaev and Puryaev 2020, Kuzmin *et al.* 2018). As a result, there is an imbalance between outgoing and incoming students and teachers in developing countries, leading to brain drain and a decline in quality and credibility. Meanwhile, it should be noted that successes and failures are associated with the strengths and weaknesses of the national higher education system, which, in turn, is associated with the economic, political and social development of each country.

Summarizing all of the above for the first chapter, the following conclusions can be drawn. Firstly, in the authors' opinion, the organizational-economic mechanism for managing integration processes in higher education is a set of logically grounded methods, structured in a special sequence of administrative-economic methods that allow purposefully and dynamically coordinating measures on the basis of their constant interaction to achieve a high-level education. Secondly, the organizational-economic mechanism for managing integration processes at a university depends on stakeholder groups, government, employers, teachers, board members, academic disciplines and students, which leads to the need to cover all aspects of higher education: teaching, research and service. Thirdly, the organizational-economic management mechanism is actually a reproductive process that is constantly updated due to new integration processes in global higher education. The nature of the mechanism makes it possible to distinguish between the indications of binarity, ambivalence and synergy. Fourthly, by analyzing various approaches to the nature of integration in higher education, the authors could identify the forms, types, methods and models of the organizational-economic management mechanism. Fifthly, the analysis of the world experience in applying mechanisms for managing integration processes in universities allows speaking about the growing importance of integration in higher education. Besides, the focus is on mobility as the main aspect of university income generation. Competition between universities is intensifying, leading to a race for quantitative rather than qualitative indicators.

4.2. Interrelation of Provided Services and Development of Educational Programs in Tourism Industry

According to the list of regions of Kazakhstan, in which there is a specialty 'Tourism' and 'Hospitality', in the areas of bachelor's and master's programs, such regions as Almaty, Karaganda regions will stand out. Astana, Almaty, Shymkent. In this regard, consider the scope of services provided by accommodations in the tourism industry.

In order to consider the further dynamics of the development of indicators of the volume of services provided in the tourism industry, using the data presented in Table 2, we will make forecast calculations that will be carried out using regression analysis using functions of spreadsheets. To do this, we will consider the relationship between the volume of services provided by the system of state local self-government and the quality indicators of educational programs. Tourism of the Karaganda region, which belong to one of the administrative budget programs, occupying 90.1% of the implementation. In accordance with the forecast calculations made, we obtain the following data (Table 2).

Table 2. The volume of services provided by accommodation places in the tourism industry of the regions where there is a specialty 'Tourism', thousand tenge

Region	2016	2017	2018	2019	2020	2021	2022
Almaty	4.779.411,8	8.280.288,8	9.783.415,5	9.722.946,4	5.321.254,4	8.441.135,9	5.371.264,6
Karaganda	3.872.377,1	4.226.003,2	310.831,4	492.393,4	2.975.895,8	4.626.332,6	3.951.061,2
Astana city	22.116.316,7	36.687.488,0	22.829.527,6	2.611.4387,0	11.564.321,7	20.289.103,1	3.649.859,3
Almaty city	19.662.212,0	22.479.547,1	25.710.759,7	32.293.595,3	16.806.510,6	27.908.836,2	37.040.234,8
Shymkent city	-	-	3.260.534,6	4.128.738,6	3.746.073,5	532.079,1	5.331.592,9

Source: compiled by authors

In order to conduct forecasting, the author chose as a basis the regions where there is a specialty 'Tourism' and, accordingly, such an indicator as 'The volume of services provided by accommodation in the tourism industry'. In the process of forecasting was used spreadsheets functionality, which automatically generated values on the basis of existing data. The following tools were used to evaluate the expected results:

- trend function - this function builds a linear regression based on the available data and allows you to predict values based on the trend;
- growth function - this function is used to create an exponential growth model based on the available data;
- prediction function - this function can be used to predict values based on a linear trend model;
- linear function - this is an array of functions that allow you to perform linear regression and obtain the parameters of the trend line equation.

This method allows to obtain approximate results for the inertial scenario: (1) function trend: select the cell in which we will make a forecast, select the known value of y - 'The volume of services provided by accommodation in the tourism industry in regions where there is a specialty 'Tourism'; the known value of X is the year from 2016 to 2022; and the new value of X is from 2023, we get the forecast values; (2) in the same way we make the forecast of the growth and prediction function; (3) the function is linearized using the formula: $y = mx + b$.

Table 3. Forecast values of development indicators of the most active regions of educational programs related to the tourism industry, 2023-2025

Indicator	2023	2024	2025
Almaty			
Trend	7.047.829,843	6.963.368,825	6.878.907,807
Growth	6.878.690,568	6.824.791,174	6.771.314,121
Prediction	7.047.829,843	6.963.368,825	6.878.907,807
Linear	7.047.829,843	6.963.368,825	6.878.907,807
Karaganda			
Trend	3.450.952,886	3.583.159,154	3.715.365,421
Growth	2.884.247,942	3.153.662,968	3.448.243,812
Prediction	3.450.952,886	3.583.159,154	3.715.365,421
Linear	3.450.952,886	3.583.159,154	3.715.365,421
Astana city			
Trend	17.684.236,5	16.274.902,65	14.865.568,79
Growth	17.528.881,18	16.517.686,03	15.564.824,07
Prediction	17.684.236,5	16.274.902,65	14.865.568,79
Linear	17.684.236,5	16.274.902,65	14.865.568,79
Almaty city			
Trend	33.712.870,46	35.644.598,94	37.576.327,42
Growth	33.036.294,52	35.365.260,94	37.858.412,98
Prediction	33.712.870,46	35.644.598,94	37.576.327,42
Linear	33.712.870,46	35.644.598,94	37.576.327,42
Shymkent city			
Trend	3.563.440,87	3.617.986,58	3.672.532,29
Growth	1.960.160,709	1.762.062,037	1.583.983,704
Prediction	3.563.440,87	3.617.986,58	3.672.532,29
Linear	3.563.440,87	3.617.986,58	3.672.532,29

Source: compiled by authors

The conclusions of the results of the calculations made are shown in Figure 6.

When compared in terms of the volume of services provided by accommodations in the tourism industry, it should be noted that Almaty and Karaganda regions are two different regions in Kazakhstan with different characteristics and potential for tourism development. Almaty region prevails in terms of the volume of services provided in tourism for a number of the following reasons:

- Geographic location. Almaty region is located in the southern part of Kazakhstan and borders on Kyrgyzstan. It has attractive natural attractions such as the Tien Shan Mountains, Alakol Lake, national parks and picturesque landscapes. This makes the region attractive for natural and ecological tourism.
- Cultural heritage. Almaty region is also rich in cultural heritage and historical sites. In the city of Almaty, the capital of the region, there are numerous museums, art galleries, architectural monuments and other cultural sites that attract tourists.

- **Developed infrastructure.** The Almaty region has a more developed tourist infrastructure in comparison with the Karaganda region. The region has a wide range of hotels, restaurants, travel agencies and other services that provide a comfortable stay for tourists.

- **Large population and economic potential.** Almaty region has a higher population and economic potential compared to Karaganda region. This can contribute to more tourism service delivery, as more people can travel and consume tourism services.

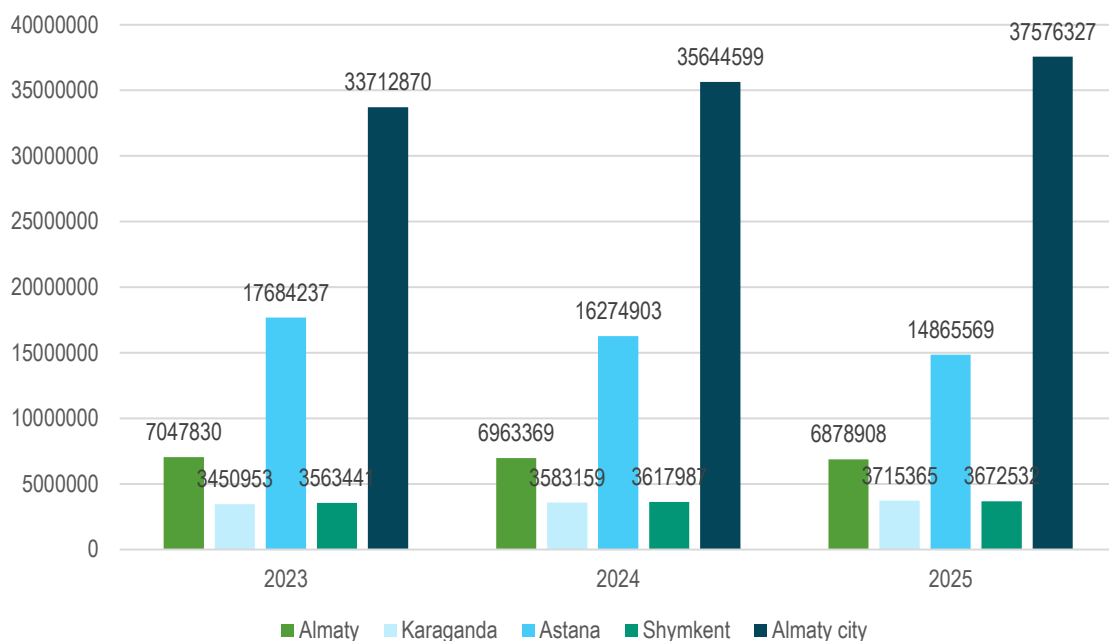
However, it is worth noting that the Karaganda region also has its own tourist attractions and potential for the development of the tourism industry. Astana is the political, administrative and economic center of the country. With this in mind, it is possible that Astana (Nur-Sultan) prevails in terms of the volume of services provided in tourism for the following reasons:

- **The status of the capital.** As the capital of Kazakhstan, Astana attracts more attention from business, politics, international events and business trips. This can lead to more visitors, guests and tourists, which contributes to the development of tourism infrastructure and services.

- **Economic potential.** Astana is one of the most developed economic centers of Kazakhstan. The city has a wide range of business infrastructure, financial institutions, international organizations and high-tech enterprises. This can attract business travelers and professionals to the city, increasing the demand for tourism services.

- **Cultural and tourist attractions.** Nur-Sultan offers a variety of cultural and tourist attractions such as Baiterek, Astana-Baiterek, the Astana Arnsy memorial complex, the National Library of Kazakhstan, various parks and museums. These objects attract tourists who want to explore the history, culture and architecture of the city.

Figure 6. Forecast values of the calculations of the most active regions of educational programs related to the tourism industry, 2023-2025



Source: compiled by authors

On the other hand, the Almaty region, including the city of Almaty, remains a major tourist destination in Kazakhstan. Almaty is the cultural, economic and tourist center of South Kazakhstan, and its mountainous landscape and proximity to natural attractions make it attractive for nature tourism. Both regions have their own unique features and advantages in terms of tourism, and the development of tourism depends on various factors, including investment, marketing efforts, quality of service and the availability of tourism infrastructure. Shymkent, the third largest city in Kazakhstan, has several factors that may explain its greater volume of tourism services:

- **Geographic location.** Shymkent is located near the border with Uzbekistan and Turkmenistan, which makes it an important tourist hub for visiting these countries. Proximity to international borders can facilitate intensive transit tourism and attract tourists from neighboring countries.

- Historical and cultural heritage. Shymkent is one of the oldest cities in Kazakhstan with a rich history. The city has a significant cultural heritage, including architectural monuments, museums, mosques and other historical and cultural attractions. It attracts tourists interested in the history and culture of the region.

- Developed infrastructure. Shymkent has a well-developed tourist infrastructure, including hotels, restaurants, shops and entertainment centers. Quality tourism services and facilities attract both domestic and foreign tourists.

- Business tourism. Shymkent is the economic center of South Kazakhstan and has a developed industry and commercial base. This attracts business travelers, participants of exhibitions and conferences, which contributes to the development of business tourism in the region.

- Transport accessibility. Shymkent has good transport links, including an international airport and railway station. This facilitates the arrival of tourists from different regions and ensures the convenience of travel.

- These factors may contribute to a larger volume of tourism services provided in Shymkent compared to other regions of Kazakhstan.

Thus, the volume of services provided in tourism can have a significant impact on educational programs related to tourism. Here are some ways in which the volume of services provided in tourism can influence educational programs: The growth and development of the tourism industry creates a demand for qualified professionals in this field. The increased volume of services in tourism requires educational programs that reflect current trends, requirements, and skills necessary for a successful career in the industry. Universities and educational institutions can tailor their programs to meet the needs of the industry, providing an up-to-date and relevant education for students. Increasing the volume of services in tourism can help to establish close links and partnerships between educational institutions and industry.

Universities can develop partnerships with travel companies, hospitality businesses, travel agencies and other industry players. This allows students to gain practical experience, internships and participate in real projects, which enriches their educational experience and increases their competitiveness in the labor market. The development of the tourism industry and the increase in the volume of services create more jobs and professional opportunities for graduates of educational programs related to tourism. Students educated in this field are more likely to find jobs in the tourism industry and build successful careers. Universities can tailor their programs to provide students with the knowledge, skills, and qualifications they need to meet the needs of the labor market. The growth of tourism services can stimulate tourism research and innovation. Universities can conduct research, study new trends, to develop new approaches and methods in the field of tourism. This can contribute to the development of new educational programs, specializations and courses that reflect the latest achievements and industry requirements.

In general, the volume of services provided in tourism has a significant impact on tourism-related educational programs, stimulating their development, adaptation, and relevance, as well as creating more opportunities for students and graduates in this field.

Based on the predictive calculations made using regression analysis, the author proposes measures to implement the mechanism for managing integration processes in university educational programs in the tourism industry, which is relevant for several reasons:

- Development of the tourism industry. Tourism is one of the fastest growing industries in the global economy and its role is becoming increasingly important. In this regard, there is a need to train highly qualified personnel capable of effectively managing integration processes in this industry. The study of integration management mechanisms in university educational programs helps to identify effective teaching methods and develop appropriate curricula.

- The complexity of the tourism industry. The tourism industry is multifaceted and complex, bringing together various sectors and actors such as hospitality, air travel, restaurants, attractions, local governments and travel agencies. Management of integration processes in this industry requires a deep understanding of its specifics and the ability to work with a variety of stakeholders. The study of this topic can contribute to the development of innovative approaches to management and contribute to the development of a more sustainable and efficient tourism industry.

- Innovation and change in the tourism industry. The tourism industry is constantly changing under the influence of new technologies, trends, and changes in consumer behavior. University educational programs must be able to adapt to these changes and provide students with up-to-date knowledge and skills. The study of integration management mechanisms in curricula helps to identify best practices and innovative approaches to student learning so that they can successfully cope with the challenges and requirements of the modern tourism industry.

For the successful implementation of the mechanism of management of integration processes in university educational programs in the field of tourism, the following measures can be adopted:

- Development of integration strategy. For this purpose, it is necessary to define the goals and objectives of integration of educational programs in the field of tourism, as well as the development of an action plan to achieve them. Consider the needs of students, labor market requirements and current trends in the tourism industry.
- Team formation. It is necessary to form a team responsible for managing the integration processes, including representatives of various faculties, departments and students to ensure a broad overview and participation of all stakeholders.
- Analysis of educational programs. It is necessary to analyze existing educational programs in tourism, identify overlapping and complementary elements, and identify common goals and competencies that can be combined into integrated courses.
- Develop integrated courses. It is necessary to develop integrated courses that combine elements from different educational programs, considering synergies and creating courses that will provide a deeper and more comprehensive learning experience for students.
- Creating a network of partners. It is necessary to establish partnerships with other universities, educational institutions, tourism companies and organizations for exchange of experience, joint training, and practical training.
- Monitoring and evaluation. It is necessary to establish a system for monitoring and evaluating the results of integration, assessing the effectiveness of integrated courses, student satisfaction and student performance, while using feedback to adjust and improve the integration process.
- Professional Development of Teachers. It is necessary to provide professional development for faculty members so that they can effectively deliver the integrated courses through training, workshops, and exchanges to enhance their competencies and knowledge.
- Student Involvement. It is necessary to encourage students' active participation in integrated courses by giving them the opportunity to choose and independently research topics related to integration, as well as organizing practical exercises and projects so that students can apply what they have learned in practice.
- Continuous Improvement. Implement a system of continuous improvement of tourism education program integration, using feedback from students, faculty, and employers to continuously improve and adapt programs.
- Dissemination of best practices. It is necessary to actively disseminate best practices in the management of integration processes in university tourism education programs by holding conferences, seminars, and publications to share knowledge and best practices with other universities and specialists in the field.

These activities will help to effectively manage integration processes in tourism education programs and ensure their successful implementation.

Conclusion

Global trends in managing integration processes in tourism education programs show that universities are seeking to integrate international elements into their programs to prepare students for the global challenges and needs of the industry. Effective tourism training requires a multidisciplinary approach that integrates knowledge from different fields such as economics, management, sociology, ecology and cultural studies. It is important to establish close cooperation with representatives of the tourism industry in order to adapt curricula to the requirements of the labor market and provide students with real opportunities to apply knowledge. Educational programs should introduce modern technologies and train students to use them in the management of tourism processes. Thus, the international practice of integration management in university educational programs of tourism industry emphasizes the importance of global approach, practical skills, cooperation with the industry and innovation to effectively prepare specialists for the dynamic and competitive environment of tourism.

Credit Authorship Contribution Statement

Adiya Iskakova – an analysis of the international practice of managing integration processes in university educational programs of the tourism industry was carried out. An analysis of cooperation with industry stakeholders, such as tourism organizations, hotels, travel agencies and tour operators, is presented, which provide valuable information about the needs and development trends of the industry. Based on predictive calculations performed using regression analysis, the author proposes measures to implement the mechanism for managing integration processes in university educational programs in the field of tourism, which is relevant.

Madina Rakhimberdinova – a literary review was carried out on the topic of the study, as a result of which conclusions and the role of higher educational institutions in educational tourism were drawn.

Dzhapar Alybaev – the priorities of the integration processes of educational programs in the field of tourism in the new socio-economic conditions are determined. Education and vocational training are becoming more adaptive, considering the requirements of the labor market and individual interests of a person. The development of tourism leads to the creation of jobs, the solution of social issues, provides an influx of tax payments, and increases the prestige of the state in the international arena. In addition, the development of tourism leads to the development of related industries, such as transport, communications, construction, light and food industries.

Nyailya Smagulova – the risks arising from integration processes at universities are considered. It was revealed that the availability of higher education has decreased over the past three years. In Asia and Latin America, the use of the integration mechanism solely for persuasiveness becomes the main reason, which also raises concerns about universities in these countries.

Makpal Nurkenova – the introductory part of the study and conclusions are presented. The study of the mechanisms for managing integration processes in university educational programs makes it possible to identify effective teaching methods and develop appropriate curricula.

Declaration of Competing Interest

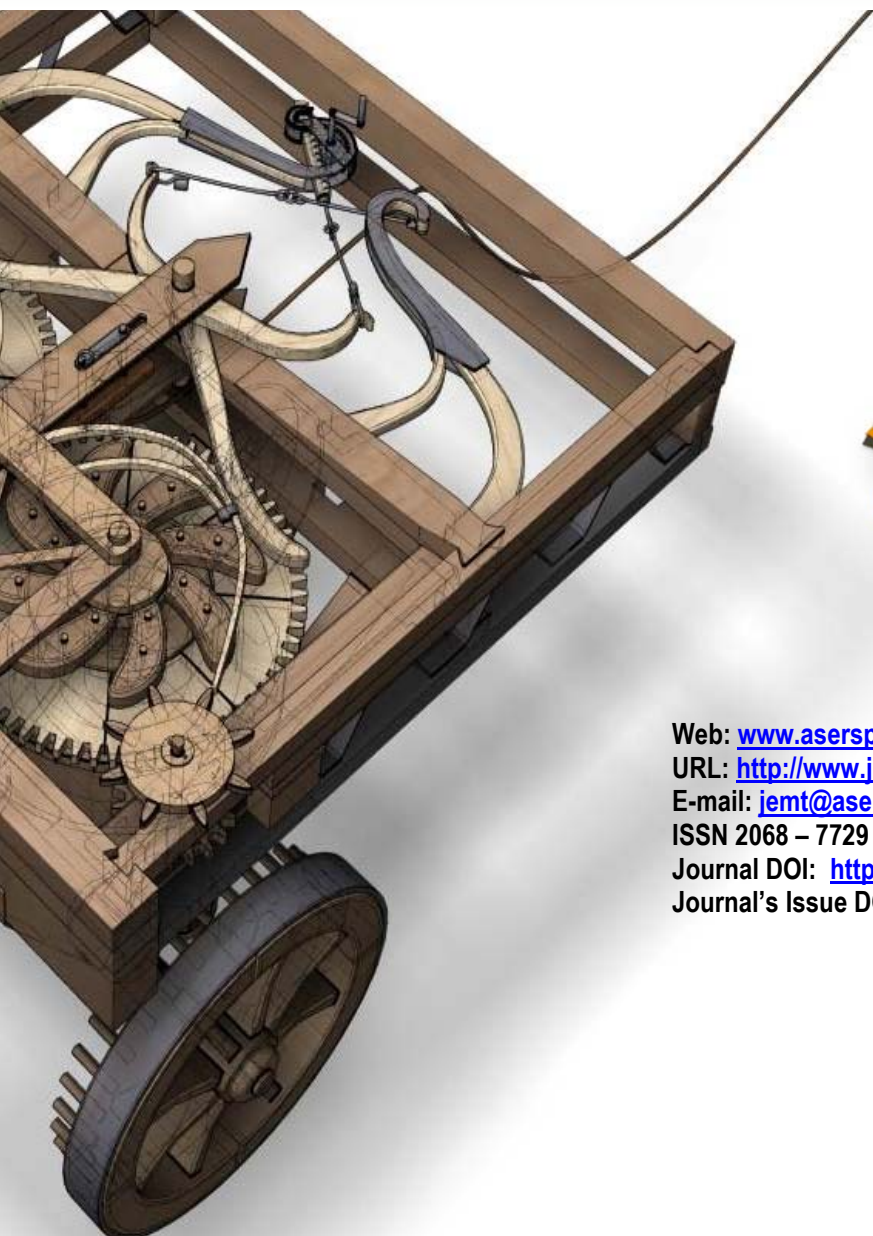
The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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