

D.G. Mamrayeva^{1*}, L.V. Tashenova²

Karaganda University of the name of academician E.A. Buketov, Kazakhstan

¹dina2307@mail.ru, ²larisatash_88@mail.ru

¹<https://orcid.org/0000-0001-8508-7317>, ²<http://orcid.org/0000-0001-5022-0421>

¹Scopus Author ID: 55357690300, ²Scopus Author ID: 55356992700

¹Researcher ID: N-6945-2015, ²Researcher ID: B-4876-2013

Educational tourism as an economic category and a tool for increasing the competitiveness of the tourism industry: conceptual framework and classification

Abstract

Object: The object of research is the essence and content of educational tourism.

Methods: Bibliographic analysis and classification method.

Results: The article studies the approach to the definition of “educational tourism”, including economic, activity, program-oriented, need-oriented, and combined. Based on the bibliographic analysis in the scientometric database Web of Science, an array of publications was studied and key scientific directions on the scientific problem under consideration were identified. The existing classification of educational tourism is given. The author’s definition of the concept of “educational tourism” is given and classification of the types of educational tourism is obtained based on the distinguished features of the grouping.

Conclusions: At present, there is still no single approach to the definition and classification of educational tourism due to its interdisciplinarity, characterized by the relationship of economic, pedagogical, geographical, historical, behavioral, and many other sciences. Within the framework of this scientific article, we have identified 16 classification features of educational tourism, given the authors’ definition, including aspects of digitalization, which have become an integral component of the modern process of learning and cognition.

Keywords: educational tourism, bibliographic analysis, approaches to definition, classification and types, components of educational tourism.

Introduction

From the side of the market every year there is a steady demand for specialists of a new formation, who not only have professional knowledge, but also have communicative, advanced cognitive, creative abilities, which can be fully realized through the implementation of educational tourism in the educational process, characterized by a pronounced interdisciplinary component (relationship with disciplines that mediate the study of languages, the development of communication, organizational skills, developing creativity, and a constant desire to learn something new (including within the framework of the concept of lifelong education) contributing to the growth of professional competencies in terms of using the possibilities of the ICT sphere, and many others) and providing for implementation through the active involvement of the student in the educational process, travel to tourist, as well as various objects of display and story, which have attractiveness and practice-oriented content.

Educational tourism is a progressive educational technology that allows not only to develop students’ soft skills within the framework of interdisciplinary student-oriented learning, but also to create prerequisites for the sustainable development of education. To date, educational tourism is actively being introduced into the trajectory of higher education students in several foreign countries, ensuring their involvement in the educational process, as well as contributing to the realization of the possibility of diversifying educational products as part of creating a new offer, including a customized one.

In Kazakhstan, there are all opportunities to study this progressive, actively developing educational technology; successful introduction of educational tourism into the higher education system: the experience of the teaching staff, determined both from the position of the pedagogical and tourist components, relative flexibility in terms of the possibilities for making changes to working curricula, their compliance with international educational standards; rich cultural, natural, and historical heritage, represented by various objects of tourist display and story, tourist destinations.

* Corresponding author: .E-mail address: dina2307@mail.ru

There is a need for fundamental research of innovative solutions related to the implementation of educational tourism in the learning environment of higher education students in Kazakhstan, as well as their practical testing and proposal as a unified ready-made methodological solution for other universities in the country.

Considering all the above, it should be noted that the *purpose of the article* is to study approaches to the definition of “educational tourism” in the context of its consideration as an interdisciplinary integrated component of education, as well as to highlight the classification features of the types of educational tourism.

The following tasks are defined: conducting a scientometric analysis for the search queries “education tourism” in the Web of Science database (Clarivate Analytics); formation of homogeneous groups of types of educational tourism.

The working hypothesis of the study: 1. The presence in educational tourism of two mandatory interrelated components – “education” and “tourism” is uneven and varies depending on the purpose of the trip or tour or understanding of the concept itself.

Literature Review

Analyzing the array of publications presented in the scientometric database Web of Science, as one of the most authoritative platforms containing the deepest array of information (since 1975), it should be noted that 162 works are identified on the scientific issue under consideration (“education tourism”), 102 of them are scientific articles, the rest are conference materials. It should be noted that, since 2016, there has been a noticeable increase in the number of published works devoted to the development of effective models for the implementation of educational tourism in the system of school, secondary and higher education, their use and effective implementation in different countries of the world.

In general, the following key scientific areas formed over the past 6 years can be distinguished:

1. studying the theoretical aspects of educational tourism, including from the perspective of a new modern paradigm of pedagogical and economic science, in particular: approaches to determining its essence and structure (Dembovska et al., 2016; Zatssepina et al., 2020; Lebedev, 2016), management issues, relationship with the process of active learning and cognition, acquiring professional skills and developing language competencies (Arcodia et al., 2021; Arredondo et al., 2017), motivational factors (from the perspective of all market participants) (Harazneh et al., 2018), correlation with the development of ecological and rural tourism as an important component of fostering responsibility and involving students in the cognitive process (Petroman et al., 2016; Chen et al., 2020);

2. study of the specifics of the development of models of educational tourism and their implementation in the learning process (Musthofa et al., 2017; Seow et al., 2021; McGladdery et al., 2017), including based on understanding the role of the innovative component, which is an indispensable part modern approaches to student-centered learning;

3. analysis of international experience of successful implementation of educational tourism in the learning environment in different countries of the world: UAE (Antiado et al., 2016), Ecuador (Bastidas-Andrade et al., 2020), ASEAN countries (Maga et al., 2018; Wijayanti et al., 2017; Matahir et al., 2017; Megawati, 2018), Spain (Lua et al., 2019), South Africa (McGladdery et al., 2017), Japan (Nagai et al., 2018), United Kingdom (Si et al., 2019), Lithuania (Zaleckiene et al., 2019), and others;

4. assessing the impact of educational tourism on the economic growth of regions (Tang, 2021) and the development of tourist destinations (Tomasi et al., 2020);

5. studying the role of using modern information and communication technologies in the implementation of educational tourism areas, including, for example, smart audio guides, digital pedagogical and tourism platforms, unified digital ecosystems (Manolitsis et al., 2020).

At the same time, no scientific articles by Kazakhstani authors were found, while the country has the opportunities to research this progressive, actively developing educational technology; successful introduction of educational tourism into the higher education system: the experience of the teaching staff, which is determined both from the position of the pedagogical and tourist components, relative flexibility in terms of the possibilities for making changes to working curricula, their compliance with international educational standards; rich cultural, natural and historical heritage, represented by various objects of tourist display and story, tourist destinations.

Methods

The following methods were used as research methods:

– *bibliographic analysis*, which made it possible to update information on publication activity within the framework of the scientific problem under consideration, through the creation and analysis of the search query “education tourism”; the depth of the massif was 47 years (from 1975 to 2022);

– *classification method*, which made it possible to obtain a classification of types of educational tourism based on the identified features of the grouping.

Results and Discussions

Approaches to the definition of “educational tourism”

It is important to note that so far in the scientific literature there is no single approach to the definition of the concept of “educational tourism” due to its multilevel, multidimensional, and interdisciplinarity. In a broad sense, this type of tourism, as a rule, is understood as a certain type of economic activity of subjects traveling outside their permanent residence for the purpose of obtaining education, new experiences and visiting tourist destinations; in the narrow sense, this type of tourism is correlated with the processes of cognition, self-realization, including through the prism of visiting the objects of display and story. Approaches to the definition and interpretation of the concept under consideration are presented in Table 1.

Table 1. Approaches to the definition of “educational tourism”

Approaches	Definition	Authors
Economic	“educational tourism as an economic category implies a system of relations that reflects the processes associated with the production, distribution, and consumption of an educational tourism product”	A.R. Lebedev
Activity-based	“educational tourism is considered as a form of tourism, covering various types of tourism related to the motivation of people to travel and engage in themselves in the processes of learning, self-improvement, intellectual growth and development of various skills. Educational tourism represents a wide range of products and services related to scientific research, the acquisition of skills during holidays and vacations, school trips, sports training, career development courses, language courses, etc.”	UNWTO
Need-Based	“educational tourism can be considered an integrative product that includes a direct tourist component and an educational component and takes a wide variety of forms”	I.I. Gorlova
	“the satisfaction of cognitive interests is considered as the goal of educational tourism”	I.V. Zorin, V.A. Kvartalnov
	“tourist trips, which are trips to places of temporary residence in order to obtain additional knowledge, education and qualifications, which are carried out outside the permanent place of residence for two to three months”	S.Yu. Zhiteneva
Combined	“a type of recreation, the main or secondary purpose of which is the study of foreign languages, culinary or other disciplines (economics, management, marketing, etc.), as well as the satisfaction of curiosity, advanced training and the acquisition of new experience in a particular field of activity”	A. Shcherbinina
<i>Note – Compiled by the authors</i>		

Classification features and types of educational tourism

The following scientific approaches help to highlight certain classification features fully revealing the essence of educational tourism as an economic and pedagogical category: economic; software-oriented; need-oriented; territorial; activity; innovative; student-centered; complex.

It is also important to emphasize the principles on which it is necessary to rely when compiling an extended classification of the scientific discipline in question:

1. the principle of multilevelness;
2. the principle of multidimensionality;
3. the principle of interdisciplinarity;
4. the principle of customer orientation;
5. the principle of time limitation;
6. the principle of consistency;
7. the principle of adaptability;
8. the principle of complexity;
9. the principle of innovation;
10. the principle of creativity;
11. the principle of humanistic pedagogy;
12. the principle of student-centered learning;
13. the principle of continuous learning.

In general, an extended classification of educational tourism, considering the proposed approaches and principles, the allocation of new classification features, different from those already existing in the scientific literature, are presented in Figure 1.

Unfortunately, in the Law of the Republic of Kazakhstan dated June 13, 2001, No. 211-II “On tourism activities in the Republic of Kazakhstan”, the concept of “educational tourism” is absent, despite the fact that the terms “tourism” and “education” (Law of the Republic of Kazakhstan “On Education” with amendments and additions as of February 21, 2019) are defined.

1. Tourism is a journey of individuals lasting from 24 hours to one year or less than 24 hours, but with an overnight stay for purposes not related to paid activities in the country (place) of temporary residence.

2. Education is a continuous process of education and training, carried out for the purpose of moral, intellectual, cultural, physical development, and the formation of professional competence.

Based on the analysis, we provide our definition of the concept: “*Educational tourism* is a type of activity based on an integrative nature, expressed in the mutual connectivity of the educational and tourist components (the primary or secondary nature of which can be determined by the purpose of the activity of a subject who is interested in learning, training, development), characterized by a long (more than 24 hours) or temporary stay (less than 24 hours: as a form of excursion activity) in the territory of a tourist destination other than a permanent place of residence, in order to receive education (of different levels, including in the structure of the concept “lifelong learning”), professional development, language courses, creative development, as well as within the framework of a one-time inspection of individual attractions, display and story objects that have pronounced characteristics that form a sustainable tourist interest; *also a form of digital knowledge* of reality and virtual visits to tourist sites, through the widespread using of a variety of information and communication technologies (VR/AR technologies; super applications; voice assistants; chatbots; Sharing Economy tools; online reviews, peer reviews and content generated by tourists, etc.) and unified digital platforms created to ensure connectivity between the subject (student, tourist) and components / structures of tourist interest.

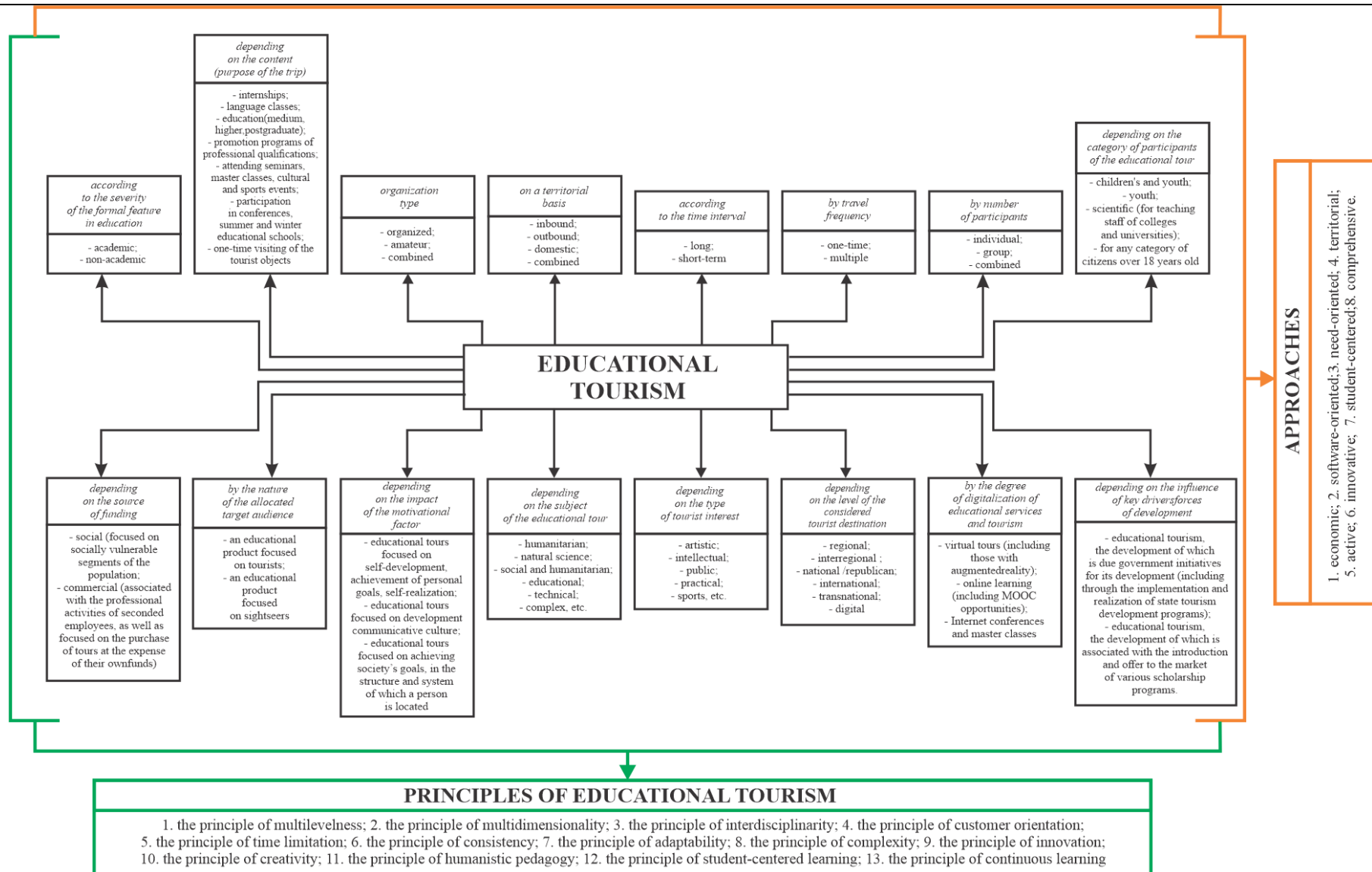


Figure 1. Classification of educational tourism

Note – Compiled by the authors

Conclusions

Educational tourism today is of particular relevance, combining at the same time the satisfaction of cognitive, educational, and recreational needs.

Nevertheless, the results of the scientometric analysis and the analysis of the array of articles published since 1975 on the issues under consideration show that there is still no consensus on the definition of educational tourism and the allocation of the leading components that form it: tourism or education. In our opinion, in many respects this aspect will be determined by motivational factors and goals of the subjects planning their trip. In general, educational tourism is a kind of “locomotive” of the modern process of knowledge, learning and the most important aspect of the formation of tourist interest.

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Д.Г. Мамраева, Л.В. Ташенова

Білім беру туризмі экономикалық категория және туристік саланың бәсекеге қабілеттілігін арттыру құралы ретінде: тұжырымдамалық негіздер және жіктелуі

Аңдатпа

Мақсаты: Зерттеу нысаны ретінде білім беру туризмінің мәні мен мазмұны алынған.

Әдісі: Негізгі ғылыми әдістер ретінде қарастырылған ғылыми мәселе аясындағы жарияланымдық белсенділік бойынша мәліметтерді «education tourism» іздеу сұранысын қалыптастыру және талдау арқылы өзектендіруге бағытталған *библиографиялық талдау*; массивтің ауқымдылығы 47 жыл (1975 жылдан 2022 жылға дейін); топтастырудың анықталған белгілері негізінде білім беру туризмінің түрлерінің жіктелуін алуға мүмкіндік берген *жіктеме әдісі* алынды.

Қорытынды: Мақалада экономикалық, әрекеттік, бағдарламалық-бағдарлы, қажеттілікке бағытталған және біріктірілген «білім беру туризмі» анықтамасының тұғырлары зерттелген. Web of Science ғылыми-метриялық деректер қорындағы библиографиялық талдау негізінде басылымдар массиві зерттеліп, қарастырылып отырған ғылыми мәселе бойынша негізгі ғылыми бағыттар анықталды. Білім беру туризмінің қолданыстағы жіктелуі келтірілген. «Білім беру туризмі» ұғымына авторлардың анықтамасы беріліп, топтастырудың ерекше белгілері негізінде білім беру туризмінің түрлерінің жіктелуі алынған.

Тұжырымдама: Қазіргі уақытта экономикалық, педагогикалық, географиялық, тарихи, мінез-құлық және басқа да көптеген ғылымдардың өзара байланысымен сипатталатын пәнаралық болуына байланысты білім беру туризмін анықтау мен жіктеуге бірыңғай көзқарас әлі де жоқ; осы мақала аясында біз қазіргі оқыту мен таным процесінің ажырамас құрамдас бөлігіне айналған цифрландыру аспектілерін қамтитын авторлардың анықтамасын ескере отырып, білім беру туризмінің 16 классификациялық ерекшеліктерін анықтадық.

Кілт сөздер: білім беру туризмі, библиографиялық талдау, анықтамалық тұғырлар, жіктеме мен түрлері, білім беру туризмінің құраушылары.

Д.Г. Мамраева, Л.В. Ташенова

Образовательный туризм как экономическая категория и инструмент повышения конкурентоспособности туристской отрасли: концептуальные основы и классификация

Аннотация:

Цель: В качестве объекта исследования выступают сущность и содержание образовательного туризма.

Методы: Основными методами исследования выступили библиографический анализ, который позволил актуализировать сведения относительно публикационной активности в рамках рассматриваемой научной проблематики, посредством создания и анализа поискового запроса «education tourism», глубина массива состава

вила 47 лет (с 1975 по 2022 гг.); метод классификации, давший возможность получить классификацию видов образовательного туризма на основе выделенных признаков группировки.

Результаты: В статье изучены подходы к определению «образовательный туризм», среди которых экономический, деятельностный, программно-ориентированный, потребностно-ориентированный и комбинированный. На основе библиографического анализа в наукометрической базе данных Web of Science исследован массив публикаций и выделены ключевые научные направления по рассматриваемой научной проблематике. Приведена существующая классификация образовательного туризма. Дано авторское определение понятию «образовательный туризм» и получена классификация видов образовательного туризма на основе выделенных признаков группировки.

Выводы: В настоящее время до сих пор нет единого подхода в определении и классификации образовательного туризма в силу его междисциплинарности, характеризующейся взаимосвязью экономической, педагогической, географической, исторической, поведенческой и многих других наук; в рамках данной научной статьи нами было выделено 16 классификационных признаков образовательного туризма, дано авторское определение, включающее в том числе и аспекты цифровизации, ставшие неотъемлемой компонентой современного процесса обучения и познания.

Ключевые слова: образовательный туризм, библиографический анализ, подходы к определению, классификация и виды, компоненты образовательного туризма.