

CORRELATION OF THE CONCEPTS “EDUCATIONAL” AND “INTELLECTUAL” TOURISM: MAIN SIMILARITIES AND DIFFERENCES

CORRELAÇÃO DOS CONCEITOS TURISMO “EDUCACIONAL” E “INTELLECTUAL”: PRINCIPAIS SEMELHANÇAS E DIFERENÇAS

CORRELACIÓN DE LOS CONCEPTOS DE TURISMO “EDUCATIVO” E “INTELLECTUAL”: PRINCIPALES SIMILARIDADES Y DIFERENCIAS

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ABSTRACT: The authors analyze various points of view that have formed in the scientific community concerning educational and intellectual tourism. There are fairly well-established views regarding the first type; scientists highlight the goal of implementing educational tourism, its subjects, etc. As for intellectual tourism, the situation is much more complicated because in Russian literature, there have been only a few studies devoted to theoretical research on this issue. Naturally, this creates gaps and, therefore, problems in the practical sphere. With this in mind, we attempted to clarify the conceptual apparatus of intellectual tourism. Based on the results of the study, it was concluded that educational and intellectual tourism have similar goals. However, they differ significantly from each other, which does not allow equating these two terms.

KEYWORDS: Educational tourism. Intellectual (smart) tourism. Information and communication technologies. Digitalization. Educational program.

RESUMO: *As autoras analisam diversos pontos de vista que se formaram na comunidade científica em relação ao turismo educacional e intelectual. Existem visões bem estabelecidas a respeito do primeiro tipo; os cientistas destacam o objetivo de implementar o turismo educacional, seus temas etc. Quanto ao turismo intelectual, a situação é muito mais complicada devido ao fato de que na literatura russa existem poucos estudos dedicados à pesquisa teórica sobre o assunto. Naturalmente, isso cria lacunas e, portanto, problemas na esfera prática. Com isso em mente, procuramos esclarecer o aparato conceitual do turismo intelectual. Com base*

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nos resultados do estudo, concluiu-se que o turismo educacional e o intelectual têm objetivos semelhantes. No entanto, eles diferem significativamente entre si, o que não permite igualar esses dois termos.

PALAVRAS-CHAVE: *Turismo educacional. Turismo intelectual (inteligente). Tecnologias de informação e comunicação. Digitalização. Programa educacional.*

RESUMEN: *Los autores analizan diversos puntos de vista que se han formado en la comunidad científica en relación al turismo educativo e intelectual. Hay puntos de vista bastante bien establecidos con respecto al primer tipo; los científicos destacan el objetivo de implementar el turismo educativo, sus temáticas, etc. En cuanto al turismo intelectual, la situación es mucho más complicada debido a que en la literatura rusa solo se han realizado unos pocos estudios dedicados a la investigación teórica sobre este tema. Naturalmente, esto crea lagunas y, por tanto, problemas en la esfera práctica. Con esto en mente, intentamos aclarar el aparato conceptual del turismo intelectual. Con base en los resultados del estudio, se concluyó que el turismo educativo e intelectual tienen objetivos similares. Sin embargo, difieren significativamente entre sí, lo que no permite equiparar estos dos términos.*

PALABRAS CLAVE: *Turismo educativo. Turismo intelectual (inteligente). Tecnologías de la información y la comunicación. Digitalización. Programa educativo.*

Introduction

In the context of the development of information and communication technologies, the widespread of computerization and informatization, and the actualization of globalization processes, scientists and society pay special attention to the development of educational and intellectual tourism. This is largely because today the concept of lifelong education plays an important role, when a person, to be competitive in the labor market, must constantly self-improve and self-develop. Educational and intellectual tourism is the best fit for these goals. Moreover, the relevance of the designated problems is also caused by geopolitical changes, which are associated with the imposition of economic and political sanctions against some Russian subjects, the closure of borders caused by the spread of the new coronavirus infection COVID-19, etc. In these conditions, only educational and intellectual tourism can overcome the existing difficulties and conditionally erase the national borders of various states, allowing people to continue their studies, improve their knowledge and skills, etc.

Literature review

The relevance of the issues of correlation between the concepts of “educational” and “intellectual” tourism draws attention to the theoretical and practical aspects of this problem.

The topic of educational tourism was considered in the works of S.Iu. Zhitnev, V.D. Ivanov, Iu.V. Makarenko, Iu.A. Matiukhina, S.I. Selivanova, A.V. Sudorozhenko, and others. However, many gaps interfere the full development of this type of tourism. As for the development of the conceptual apparatus associated with the definition of “intellectual tourism”, the situation here is even more deplorable. In the Russian literature, one can hardly find studies that reveal the essence of this type of tourism, its specific features, and promising directions of development. This leads to the need for scientific research on this issue.

The purpose of the study is to consider the main similarities and differences between the terms “educational tourism” and “intellectual tourism”, which allows us to determine how they relate to each other.

To achieve it, there are the following priority tasks:

- To study the essential characteristics of the concepts “educational” and “intellectual” tourism through the consecration of scientific points of view, prevailing in relation to the terms presented, establishing a key goal, as well as the functions and directions of implementation;
- To highlight the key differences between the analyzed types of tourism, based on which to determine whether they are identical concepts or not;
- To formulate conceptual conclusions regarding the prospects for the development of these types of tourism in Russia and abroad.

Methods

For this study, the following methods were used: system analysis, synthesis, comparison, information generation, and generalization. They allowed solving the main goal – to comprehensively study the problem of the relationship between the concepts “educational” and “intellectual” tourism, which will eliminate the practical problems of implementing these types of tourism activities, as well as form a general concept for the development of the analyzed types of tourism.

Results

In modern conditions, when globalization processes affect almost every state and, consequently, its population and its life and activities, tourism is very important. If earlier it was associated with traveling as a kind of entertainment and leisure activities, cultural and educational activities, today it is becoming increasingly important. On today’s agenda, the

development of educational tourism, intellectual (smart) tourism, the introduction of innovative technologies in tourism, etc. is gaining particular relevance. All this requires, first of all, a theoretical study of the conceptual apparatus. However, already at this stage, we are facing some difficulties. The fact is that neither at the legislative level nor in the scientific literature a single, generally accepted definition of “educational tourism” and “intellectual tourism” has been formulated. Such lack of development of theoretical aspects entails serious practical problems that do not allow the tourism sector to fully develop and reach a new level of its existence. In this regard, it is advisable, first of all, to consider the existing scientific points of view.

S.I. Selivanova notes that educational tourism means traveling to deepen knowledge in the areas of interest to the individual, with the opportunity to receive a diploma, certificate, or other document certifying the authenticity of the obtained qualification (SELIVANOVA, 2014, p. 170). The author points to the acquisition of knowledge and pleasure from recreation as a priority goal of educational tourism. In addition to the main one, educational tourism also pursues auxiliary goals, in particular, establishing new business contacts, gaining new impressions, meeting new people, acquainting with cultural values, customs, and traditions of the host country, etc.

Educational tourism requires a highly professional approach as this type of tourism organically combines not only the organization of a trip with accommodation, meals, and excursions but also educational events. Moreover, in this case, tourists can be any age group, depending on the tour and educational program. For example, if a child is traveling alone, unaccompanied by parents or teachers, then accommodation with local families can be arranged for them. For older tourists, accommodation is provided in hotels, residences, etc. At the request of the tourist, it can be provided with a family.

Iu.V. Makarenko defines educational tourism as traveling to obtain an education abroad to improve the language, obtain business education, study special disciplines, etc. (MAKARENKO, 2018, p. 238). However, in our opinion, such an understanding severely limits the scope of this type of tourism. This is due to the fact that educational tourism can be implemented not only in relation to trips abroad but also within the country.

S.Iu. Zhitenev, considering the concept “educational tourism”, talks about such a criterion as the time period for which the trip is made. He notes that educational tourism is tourist travel made to places of temporary stay to obtain additional knowledge, education, and qualifications, which are carried out outside the permanent place of residence for 2-3 months (ZHITENEV, 2018, p. 15). After analyzing this definition, we can conclude that travel to study

at universities, which, as a rule, takes 2-3 years or more, does not belong to educational tourism in terms of a large set of indicators (FOMINA *et al.*, 2018). Moreover, they cannot be recognized as educational tourism under the laws of many states.

Of particular practical interest are issues directly related to the functions that educational tourism performs. A.V. Sudorozhenko distinguishes the following ones:

- Intellectual and educational, which manifests itself in the creation of conditions necessary for the development of a creative, intellectual, and well-educated person through the combination of tourist, cultural, educational, spiritual, aesthetic, and health-improving forms of active work;
- Cultural and cognitive, focused on the formation of the culture of the population through the educational activities of teachers, due to which social experience and culture in the field of interaction of students with the environment is formed;
- Recreational and health-improving, aimed at restoring the moral, physical, and psychological strengths of the tourist, treatment of specific diseases with natural sources (SUDOROZHENKO, 2013, p. 95).

V.D. Ivanov (2019) singles out youth as a subject of educational tourism. Perhaps this is because it is young people who are in the process of education, acquiring new knowledge, etc. However, in the context of lifelong education and the concept of “lifelong learning”, educational tourism is becoming relevant for the older generation and the elderly (KARPUNINA *et al.*, 2021).

Iu.A. Matiukhina identifies several independent areas of educational tourism, namely:

- 1) Language centers, training in which is designed for any age group;
- 2) Internship abroad that provides for the implementation of programs with various directions throughout the year;
- 3) Children’s vacation programs, which are focused mainly on students in schools, colleges, and universities who want to spend their winter and summer holidays with benefit. In this case, training is carried out, as a rule, in schools, colleges, at universities;
- 4) Additional education in the form of advanced training, passing short-term courses provided for different ages with varying degrees of training;
- 5) Higher education (KOZJAKOV *et al.*, 2015);
- 6) Preparatory courses for the university (training is carried out at the educational institution in which the applicant plans to enroll. At some educational institutions special schools have been created in which preparations are made for entering a specific university) (MATIUKHINA *et al.*, 2012, p. 32).

Discussion

In modern conditions, especially during the global pandemic caused by the spread of the COVID-19, educational tourism is a fairly promising type of tourism. In the conditions of the closure of the state borders of most foreign countries, people lose the ability to move freely between countries. However, traveling for educational purposes is the exception. Therefore, with an active student visa, students can, subject to certain conditions, enter the country of study.

In contrast to educational tourism, the concept of “intellectual tourism” in Russian literature is not sufficiently studied. There are only superficial theses that characterize intellectual tourism but do not allow determining its internal content. First of all, it is necessary to determine whether the analyzed concepts are identical or whether they have internal specificity.

There is an opinion in the open access that intellectual tourism is a convergent form of entertainment and development, which is focused on improving one’s knowledge and skills in a place on the planet selected by the organizer that most closely matches the topic and atmosphere of the educational program.

O.A. Fikhtner and T.L. Salova define intellectual tourism as an instrumental and technological shell of traditional types of tourism (FIKHTNER; SALOVA, 2020, p. 46). It means that smart tourism does not exist on its own. It can be ecotourism, educational, cultural, etc. The use of digital and information and communication technologies becomes important. Moreover, the intellectualization of tourism activities related to digital technologies should become one of the priority areas of the rapidly developing practice of creating “smart” cities in Russia and the world.

I.O. Budaeva, M.P. Boksha, and I.O. Nagaslaeva (2020) note that intellectual tourism can be implemented in the form of seminars, conferences, business meetings at recreation centers, tourist sites, etc.

Intellectual tourism is synonymous with “smart tourism”. The concept of smart tourism is a continuation of the process of informatization of the tourism sector and the final stage in the development of information technologies. It is based on a new generation of information technologies (cloud computing, networking, mobile Internet, and big data technology) (KUANG; AI, 2016, p. 200). This, in turn, allows paying significant attention to focusing on people, as well as their individual needs and experience in the use of information technology.

Conclusion

After analyzing the information provided on the concepts “educational tourism” and “intellectual tourism”, we can conclude that these terms have many common features, including going to a certain territory to improve one’s own knowledge, combined with recreation, entertainment, etc. However, these concepts have some differences, in particular, the result of educational tourism can be considered the receipt of an official document (diploma, certificate, etc.), which confirms the fact of passing a certain educational program and its successful development.

Thus, we conclude that educational tourism is a fairly developed area not only in Russia but also in many foreign countries. At the same time, intellectual tourism is at the initial stage of its development but has every opportunity to take a leading position among other types of tourism. Despite some similarities of the analyzed types of tourism, “educational” and “intellectual” tourism are not identical concepts. Therefore, having similar goals, they differ from each other, including the final result: according to the results of educational tourism, the tourist receives an official document – a certificate, diploma, etc., indicating that they have completed training in the corresponding program and successfully mastered it.

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