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Educational Tourism: Adoption of Art Management Technologies in the Activity of Universities

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Abstract:

The authors of this paper consider the problem of organization of educational tourism for students in the context of adoption of art management innovative technologies. The paper deals with the functional interaction between management and educational tourism that helps to reveal the prospects for reducing art management technologies to practice of educational institutions at the current stage. The authors reveal the specifics and peculiarities of educational tourism in formation of students' abilities of using the methodology of regional routes as an example. The Village Theater, a methodology for developing a regional route, is presented with the purpose of preparing and implementing shows, concerts and theatrical performances. The paper shows that the targets for application of art management technologies in the sphere of educational tourism are aimed at expanding the subject content, combining various forms of professional activity, providing students with conditions for personal self-development and their own tries in their professional activities.

Keywords: educational tourism; art management technology; regional route; show; Village Theater.

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Introduction

At present, *educational tourism* becomes a dynamically developing independent direction, both in education and in the tourist industry, within the framework of which the principles of the continuity and accessibility of education are realized.

Strategically, educational tourism becomes an element of sustainable development of countries and regions that gives grounds to assert that there is a direct dependence of the economic prosperity of the territories on their ability to develop effectively two priority areas: *education and tourism*, thus creating the necessary social and pedagogical space for teaching different groups of population.

According to its objective content, the "tourism" concept is distributed in the subject differentiation and different meanings: tourism of heritage (or cultural and historical), ethno cultural, thematic, creative, art tourism, tourism of impressions, event tourism, professional, environmental and some other ones. *Educational tourism*, unlike other types of tourism, assumes existence of an educational result as an obligatory condition for a trip or travel.

The state policy in the sphere of tourism of the Russian Federation is regulated by Federal Law No. 49-FZ of the Russian Federation called "About amendments to certain legislative acts of the Russian Federation in order to improve legislation that regulates tourism activities", "The strategy for the development of tourism in the Russian Federation for the period to 2020" and other normative legal acts. At the same time, experience has shown that such a promising industry from a pedagogical and economic point of view has not yet received some sufficient theoretical interpretation and practical implementation in Russia.

According to the International Recommendations developed by the World Tourism Organization, education and training trips are linked to core activities such as short-term courses, certain training programs or acquisition of certain skills with the help of these programs and educational courses.

We highlight a fundamental work of Brent W. Ritchie called "Managing educational tourism" among other studies about educational tourism in which the main and secondary goal of journey is "education and training" (Ritchie 2003, 304). The main tasks of educational tourism in Russia are outlined in the works of other scientists (Voskresenskii V.Yu., Ponomareva T.V., etc.). They include learning abroad, learning a foreign language, business education; educational services for certain programs, etc. Today, it is increasingly evident that educational tourism and its methods make it possible "to react to changes in the social environment forming the needs and motives of consumers" (Slesareva 2010, 3).

At the same time, the study of the problem shows that in recent years the contradiction between the importance of professional training of future specialists in socio-cultural activity and the lack of due attention to the organization of educational tourism in the process of teaching students has become more and more evident. As S.V. Kostylev notes, there is a contradiction between the need for training qualification staff and the creation of conditions for the introduction of innovative technologies for teaching different classifications: organizational/management; educational and professionally-oriented; marketing; creatively developing, communicative; advertising and public relations; event technologies; publicity technologies (Kostylev 2014, 218).

Therefore, technologies of art management are important in modern education for acquisition and accumulation of experience by students in various activities. As we know, the specifics of art management is based on important aspects of activity: *aesthetic and organizational*. According to G.N. Novikova, the use of art-management technologies in working with students defines a role of activity "related to the selection, production and dissemination of cultural values" (Novikova 2006, 21).

1. Materials and Methods

The way of organization of educational tourism for students is a special factor of both individual and joint (collective) work that has a powerful stimulating effect on the development of modern youth with general cultural, creative and professional qualities.

1.1. Activity of students in the conditions of development and implementation of educational tourism based on art management technologies:

- Development of strategic solutions.

Strategic planning is a special kind of activity – it is planned work of students consisting in the development of strategic decisions for setting of goals. To develop a strategy, students need to: realize their own intentions and desires (taking into account professional activities, artistic interests and needs); understand what each of them intends to achieve in conditions of educational tourism; choose the direction of activity that will allow the development of an individual educational route. The strategic approach defines the entire program of educational tourism including the event prepared by students, *i.e.* its subject, needs, organizational actions, as well as audience.

- Organization of productive activities.

To organize activity means to organize it into a coherent system with clearly defined characteristics and logical structure. The implementation of the productive activities of students in the context of educational tourism is considered in the framework of development of a regional route realized in a certain time sequence, *i.e.* time structure of organized activities of a teacher and students (for example, during holidays).

- Information studies of students.

Information or so-called marketing research is widely used in the sphere of culture and art including education. Information studies are closely related to the program-targeted orientation of a future specialist's activities and they are predetermined by the system and nature of marketing research. This area of knowledge increases opportunities of a specialist in his or her future professional activities.

- Detailed planning and management process.

The management and regulation of any processes including pedagogical ones are based on the principle of feedback: a subject of management (a teacher in our case) sends commands to a performer (an object in management is a student) and should receive information about the result of an activity. Without such feedback, it is impossible to develop further corrective and planning solutions and to achieve the goal of the activity.

The provision of a plan helps to outline the range of problems that the whole team (the teacher and students) will have to face in the course of their functioning. Thus, it is not only the development of the detailed schedule for implementation of pedagogical goals but also the implementation of a plan for students' works. Therefore, detailed planning serves as a basis for the expected activity of students and evaluation of its results.

For example, let us consider the methodology for developing a regional route called "Village Theater" in order to prepare and implement shows, concerts, theatrical performances in the context of educational tourism for students (The Village Theater project became the Action prize laureate of Russian theater initiatives and Egidia cultural foundation in 2008).

1.2. Methodology for the development of the Village Theater regional route while professional training of students-directors of theatrical performances.

Features of the technique: creation of carnivalesque art world.

Let us highlight some important components of the sequential work:

- Place marketing.

When choosing a place and time for implementation of an educational route, it is necessary to take into account the maximum and minimum economic activity of a particular season of the year. Thus, the implementation of the Village Theater regional route was carried out in summer in Krest village of the Toropets District of the Tver Region. The name of the village is evidence that two roads crossed there and it is affected not only the economic development of this region but the cultural environment as a whole. This area is associated with some bright historical events and massive regional possibilities.

- Planning for running events.

The planning system is based on all levels of management and promotes the expansion of the objectives of various events, maintenance of traditions and multiplication of values.

For example, the celebration of the Town Day (1074 is the year when Toropets town was first mentioned in the chronicle) and other events turns it into something alive with vivid artistic expressiveness by means of careful strategic planning. As we know, the participation of local authorities in the development of the cultural sector increases trust in them and improves interpersonal relations thanks to constant support. So, the preparation and arrangement of shows with participation of students was supported by administrators of Theater-EX (the art director is Yu. Berladin), the Association of Fellow-Countrymen of Tver, as well as the Public Chamber of the Tver region.

- Management of hospitality and creation of carnival space.

The peculiarities of the area and the way of life of its inhabitants in the conditions of educational tourism are carefully studied by students because these inhabitants and the area itself reflect the "distinctive features" of this region and village life as a whole. A characteristic feature of the Village Theater regional route is the division of educational space into two parts: "carnival" and "routine" ones.

The details are important in this field of activity since "theater show" is used mainly as a comic eccentric genre where the main expressive means of a performer is plastic and pantomime. Students display the nature of different characters in the organized carnival space; they demonstrate vivid and unusual party suits that reflect the scenic nature of characters in a single-line manner through some exaggerated features.

Therefore, due to the additionally organized carnival space in the Village theater, students have the opportunity not only to take part in shows but also to improve their professional skills.

2. Results

During experimental study with more than 350 students, future specialists in social and cultural life, the following results were obtained:

- it is *revealed* that the application of art management technologies in the organization of educational tourism promotes the "immersion" of students in professional activities with detailed processing of individual elements and actions, encouraging self-realization, as well as the promotion of new goals and creative ideas;
- *the process* of adoption of technologies of art management in the conditions of educational tourism is proved; it is connected with the realization of different types of activities necessary for a modern specialist.

They include some artistic and cultural values; enriching an artistic and aesthetic experience; information and analytical studies, observations and others;

- *the strategic system* model of the Village Theater regional route was developed with the purpose of professional preparation of students for shows which plays a significant role in the development of additional professional education and makes this route as attractive as possible not only for participants of running events but for tourists as well;
- *the structural components* of the regional route were highlighted: educational (mastering the experience of professional activities in preparation of shows and public events); pedagogic (openness of dialogue, trust of interpersonal relations); developing (development of professional and creative qualities of personality); communicative (active self-realization of students in close cooperation with each other and with a teacher); creative ones (development and direct participation in implementation of shows);
- *it is established* that the way of implementation of curriculum for students is related to the pedagogical conditions of the carnival space that promotes the demonstration of unusual creative solutions and bright artistic and imaginative transformations;
- *it is revealed* that this regional route contributes to application of pedagogical and artistic ideas in improving the professional training of students using regional resources that corresponds to the progressive processes of modern society and the cultural needs of modern youth.

3. Discussion

Educational tourism like tourism in general has a long tradition in Russia and abroad. Today all kinds of tourism receive a new impetus of their development in our country. This is due to the opening of new tourist routes, development and implementation of creative and socially significant projects.

Proceeding from some social and cultural foundations and modernization of national education, the solution of problems concerning preparation of conditions and organization of educational tourism for students should be carried out based on art management technologies.

At present, art management technologies reveal the specifics of professional activities: arranging concerts, competitions, festivals, recitals, exhibitions and auctions, shows, creation of various creative products. Despite the general scheme for realization a creative product, each field of activity has some specific features and its own technology. However, any activity assumes a variety of different methods for its covering: management, economic and administrative job, financing, special forms of the director's idea and artistic expression.

As we know, space and resource management is important for understanding how the territory chosen for an event can express the idea that will continue and develop for a long time.

The arrangement of shows focuses mainly on the mass market and combines music, dance, singing, stand-ups, acts with dolls, transformation, acrobatics and other circus and unusual acts. A.D. Zharkov in his book called "Production and staging of show programs" notes that each theme-based festival or concert has its own content and its own unique image (Zharkov 2009, 8).

We considered that training for professional activity of students, future directors of theatrical performances, is carried out most effectively in the conditions of educational tourism, since *an outdoor performance stage is needed, that is, a direct contact with audience and the ability to instant transformation*.

However, for the place to become visited and to have its own features, it is necessary to work with it. It is achieved with the help of an outstanding name of the event and through visual identification with landscape. The place becomes recognizable! This is how the cultural and educational environment of a certain region is formed that students study and choose for their own tries in their professional activity.

The implementation of educational programs in the framework of educational tourism for students is based on the activity component, as it includes the achievement of educational results and the elements of research work, as well as the existence of an "obligatory stage of collective and individual reflection of program results" (Loginova 2016, 71).

Conclusion

We can give the following conclusions:

1. The developed model of the Village Theater regional route for students, future experts in social and cultural activity, creates the necessary conditions for the activation of their creative self-realization. Some main stages were identified during the experiment:

- determination of readiness for professional activity;
- analysis of creative abilities in the context of preparation of shows;

- tracking changes in professional self-realization of students by the end of training.

2. The experimental study of the problem showed the effectiveness of implementation of the conditions of the Village Theater regional route by means of expanding the scope of professional activity in new conditions.

3. The implementation of innovative technologies of art management in educational tourism contributed to gaining in experience of professional activities of students. It required some unconventional approaches in developing practical classes with students (in the framework of theatrical performances and shows). In this regard, the organization of educational tourism contributed to the activation of professional activities with elements of carnival of the art world that combines some new carnival and festive forms.

4. On the basis of significant growth in the indicators of individual creative development in experimental groups, an assumption was put forward that the organization of educational tourism based on art management technologies promotes the implementation of effective conditions for professional training of students, future experts in social and cultural activities, including the development and implementation of new regional routes and programs that bring students closer to their own tries in their professional activities.

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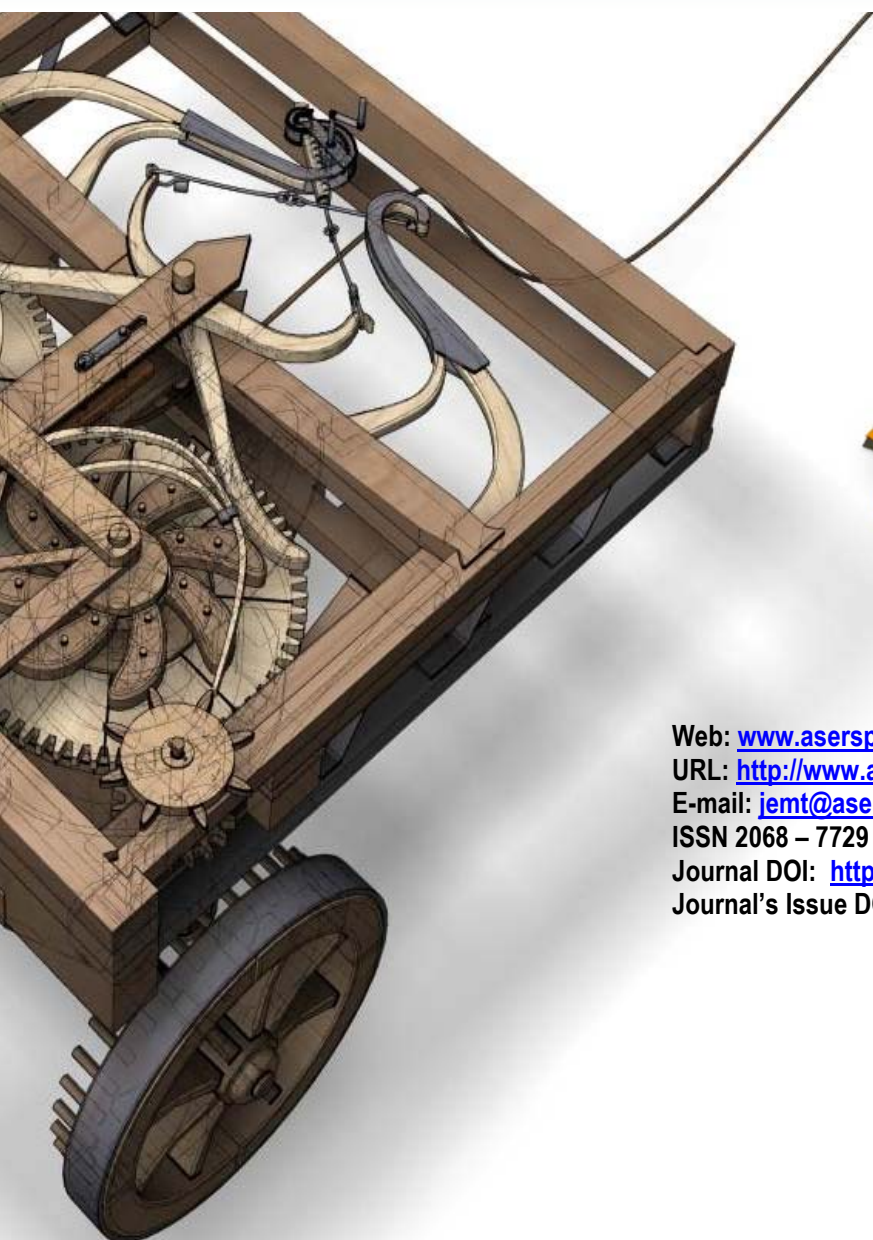
While preparing this paper, we took into account the recommendations and proposals by L. Alekseeva about improving pedagogical ways of stimulating the creative process of education in the context of modernizing education. She is Doctor of Pedagogical Sciences, Associate Professor and Vice-Principal for Academic Affairs of the Institute of Art Education and Cultural Studies of the Russian Academy of Education.

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