

# Classification of educational tourism objects according to their location

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**Abstract.** Tourism as a subject of research is a complex and not yet fully studied phenomenon, despite the fact that in practice of economic activity it occupies an increasingly prominent place and tends to steady growth. One of the most important tasks of understanding this phenomenon is building an adequate and comprehensive classification system that could be used by both theorists and practitioners of tourism business. The article proposes to classify historical, cultural and natural objects of educational tourism according to the location with regard to each other and in recreational and tourist centers of the water areas of educational tourism of the Krasnodar region. There are three basic models: compact, annular and linear. Compact-focal, compact-linear and semi-circular models are referred to mixed variants. The received data of the preliminary assessment of recreational tourist zones models, which have received classification characteristics, allow us take into account the specifics of historical, cultural and natural objects in the structure of water areas of educational tourism differentially and systematically. Accordingly, the proposed models are evaluated on the consolidated indicators, which is the basis for further research of socio-economic, infrastructure, environmental and other aspects in the planning of development prospects of the recreational and tourism industry.

## 1. Introduction

Tourism is an independent and growing complex in the world economy, the main task of which is to meet the diverse and increasing demand for various types of tourism services [1]. In 2010, the average growth rate of tourism amounted to 4.6% per year, the tourism sector accounted for: about 10% of world investment, each 11th workplace in the total world employment; 7.8% of the world GDP. The most important direction of the industry development is educational tourism, the share of which according to the estimates of the world tourism organization of the United Nations is about 10% of the world's tourist flow. In Europe, the share of educational tourism is much higher - up to 25% of tourist arrivals in the European Union. In such circumstances, the problem of effective use of the Russian regions tourism potential, in particular the Krasnodar region becomes particularly relevant [2]. The cluster approach has become the main tool of effective strategy of tourism business development and management in countries with a high level of competitiveness. In this regard, the issue of tourist and recreational zoning of the Russian Federation regions for the development of educational tourism becomes relevant [3].



## 2. Models and Methods

The construction of an adequate classification in tourism sphere is one of the most relevant, but methodologically scantily explored problems. In the theory and practice of management, the most common and used are classification features based on the allocation of goals and directions of tourist arrivals, features of destinations, the differentiation of accommodation, describing the diversity of tourist services, the length of tourists stay in a particular region, types of tourism, depending on the characteristics of tourist activities, etc. Such a variety of approaches raise the question of methodological principles that can be the basis of typology and classification, taking into account the features of the tourism industry [4].

In this article comparative multivariate system analysis is taken as a scientific method, it allows to consider the objects under study and their features in the relationship and in relative independence; study of historical, cultural and natural objects of the region, water areas of educational tourism, recreational and tourist areas and centers as tourist and educational areas; the transition from accumulation of private knowledge about certain objects of educational tourism, collection and systematization of disparate information about them to their generalization, scientific, historical, cultural and natural synthesis. For development of separate issues, such methods of analysis as theoretical, cartographic, typological, modeling and field surveys are applied.

## 3. Results and Discussion

The authors of the paper "Systematization of tourist resources: evidence from Krasnodar region" [5], have initiated a debate on the feasibility of cognitive-territorial zoning of recreational and tourist space, which will allow a systematic approach to the evaluation of relationship and interdependence of historical, cultural and natural objects, required amount of infrastructure construction and its development. In this regard, the task was set to produce zoning of the Krasnodar region territory in the water areas of educational tourism, reflecting the distribution and location of historical, cultural and natural sites.

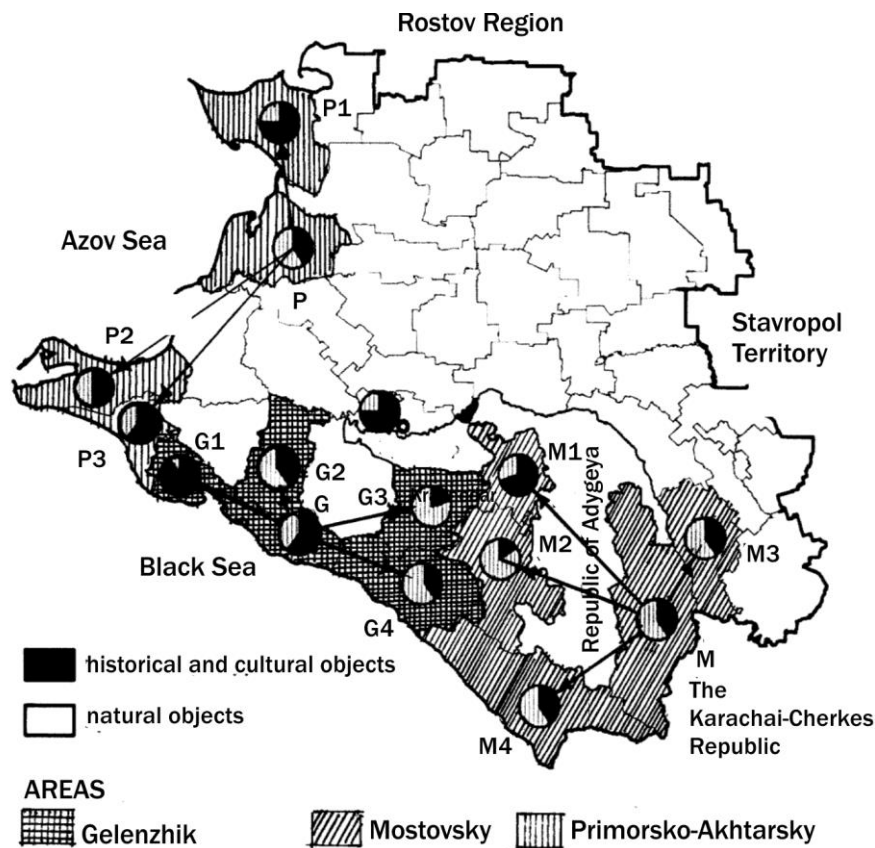
The water area of educational tourism is understood as a recreational and tourist zone, where historical, cultural, natural and infrastructure facilities are located on land, underground and on water.

The following grouping of cultural tourism areas is proposed: Gelendzhik, Mostovskaya, Primorsko-Akhtarsky. Gelendzhik area includes the following recreation and tourism zones: Gelendzhik (G), Novorossiysk (G1), Abinsk (G2), Goryacheklyucheskaya (G3) and Tuapse (G4). Mostovskaya area includes: Mostovskaya (M), Belorechenskaya (M1), Absheron (M2), Labinskaya (M3) and Sochi (M4). Primorsko-Akhtarsky area includes: Primorsko-Akhtarsky (P), Yeisk (P1), Temryuk (P2) and Anapa (P3) (figure 1).

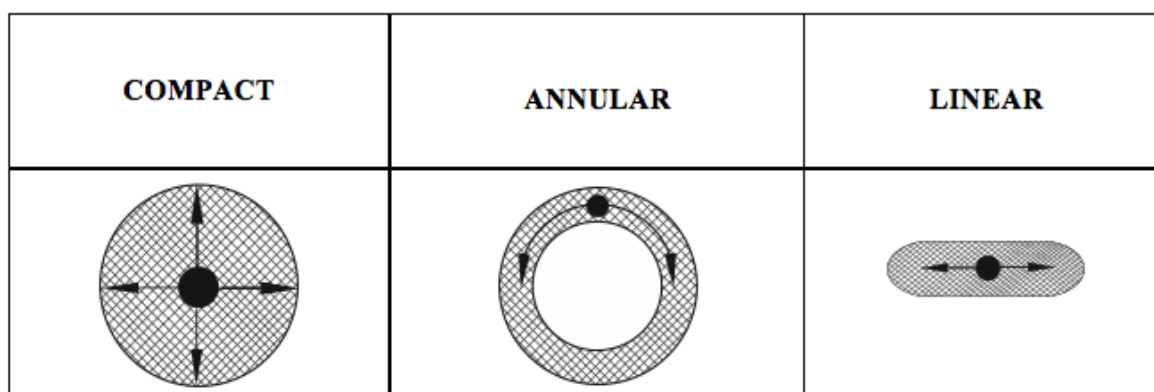
It should be noted that at present the structure of Gelendzhik, Mostovskaya and Primorsko-Akhtarsky water areas of educational tourism (WAET) is traditionally determined on the basis of such factors as climate, social, economic, etc. Inclusion of educational tourism objects (ETO) in the strategy of tourism industry development occurs spontaneously, without appropriate scientific support. To establish the level of modern development of tourism industry and specific requirements of the inclusion of ETO in the structure of water areas of educational tourism, regulations and recommendations, it is necessary to classify the objects of educational tourism. The classification is based on the location of recreational and tourist centers, historical and cultural and natural objects with respect to each other. At all variety the existing models can be combined into three main classes: compact, annular and linear (figure 2). Compact-focal, compact-linear and semi-circular models can be referred to mixed variants (figure 3).

Compact model is determined by the location of ETO within the boundaries of recreational and tourist centers. Here, pedestrian and transport links conveniently connect historical, cultural and natural sites. The following recreational and tourist areas of cultural tourism have the compact model: Novorossiysk (G1) with recreational-tourist center of Abrau-Dyurso village; Temryuk (P2) with recreational-tourist center station Tamansky; Anapa (L3) with recreational-tourist center Sukko

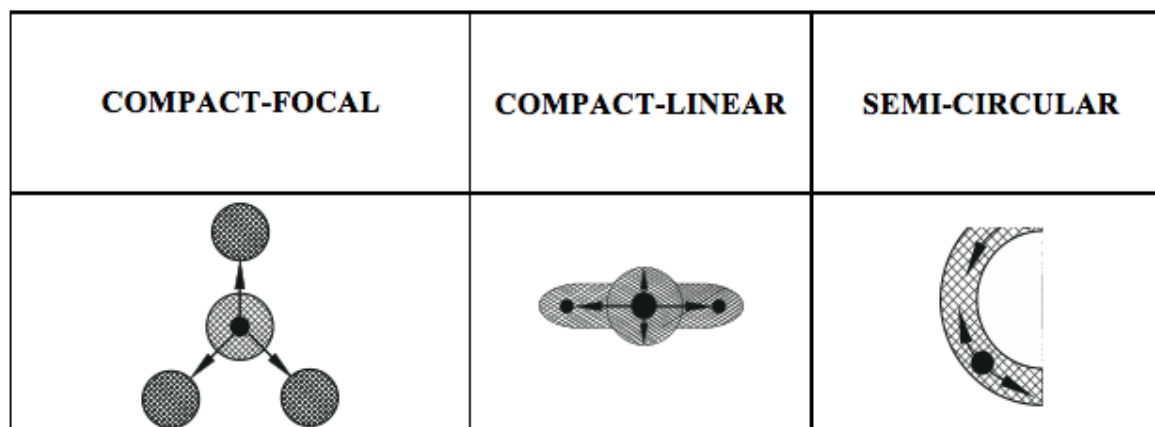
village; Sochi (M4) with recreational-tourist center Sochi resort town and Krasnodar with recreational-tourist center of Krasnodar town.



**Figure 1.** Zoning of Kuban territory in the water area of educational tourism and distribution diagrams of historical, cultural and natural sites in the water areas and recreational and tourist areas: G - Gelendzhik area (G1 – Novorossisky, G2 – Abinsky, G3 – Goryacheklyucheskaya, G4 – Tuapsinsky); M – Mostovsky area (M1 – Belorechensky, M2 – Apsheronsky, M3 – Labinsky, M4 – Sochi); P – Primorsko-Akhtarsky area (P1 – Yeisky, P2 – Temryuksky, P3 – Anapa).



**Figure 2.** Basic models of educational tourism objects and recreation and tourist centers location with respect to each other.



**Figure 3.** Mixed models of educational tourism objects and recreation and tourist centers location with respect to each other.

Annular model characterizes location of recreational and tourist centers, historical, cultural and natural sites in the form of an interconnected circular formation. At the same time, the RTC is located in the geometric center of the circular models, and historical, cultural and natural objects are beyond its borders. With this model, it is possible to organize an additional recreational and tourist center.

Annular model has three recreational and tourist areas. The total number of historical, cultural and natural sites is 29, that is 25% of the total number of ETO main classification models. Annular model is characterized by a large number of natural objects – 23, that makes 79% of the total number of ETO of the annular model.

Recreational and tourist area with annular model is located in Gelendzhik water area of educational tourism – Abinsky (G2) with recreational-tourist center of Abinsk town and station Shapsug; Goryacheklyucheskaya (G3) with recreational-tourist centers of Goryachiy Kluych and Fanagoriysky village; Primorsko-Akhtarsky area (P) with recreational-tourist centre of Primorsko-Ahtarsk town. In Mostovskiy water area of educational tourism there is no annular model.

Linear model of location of historical, cultural and natural objects with respect to each other and recreation and tourist centers includes the case of placing ETO consistently one after another, linearly and sequentially. As examples are the following recreational and tourist areas: Gelendzhik (G) with recreational-tourist center of Arkhipo-Osipovka village; Belorechenskaya (M1) with recreational-tourist center of Belorechensk town; and Labinsky (M3) with recreational-tourist center of Labinsk town. Total number of educational tourism objects of the linear model is 33, which is 30% of the total number of ETO of this model. It is necessary to mention almost equal number of historical and cultural (17) and natural (16) objects. Recreational-tourist zones with linear model are located mainly in Mostovskiy water area of educational tourism. This model is absent in Primorsko-Akhtarsky water area.

Linear model is characterized by location of educational tourism objects within the borders or near the borders of recreational-tourist centers. In this case, pedestrian and transport links are arranged linearly, and the RTCs are located in the geometric center. With this model, it is possible to organize additional recreational-tourist sub-centers.

Compact-focal model of location of RTC, historical, cultural and natural objects is the most common among the main models, and among the mixed variants. The largest number of ETO – 80 is located here, which is 36% of the total number of historical, cultural and natural sites of the region. In this model, the main RTC is located in the geometric center. The objects of educational tourism are dispersed with respect to the centers and to each other, pedestrian and transport links are developing curvilinear.

The following recreational-tourist areas of educational tourism have compact-focal model: Novorossiysk (G1) with recreational-tourist center of Novorossiysk town; Mostovsky area (M) with recreational-tourist center of Psebay village; Apsheronsky (M2) with recreational-tourist center of Mezmay village; Sochi (M4) with recreational-tourist center of Krasnaya Polyana village; Yeisky (P1) with recreational-tourist center of Yeisk town; Temryuksky (P2) with recreational-tourist center of Temryuk town; Anapa (P3) with recreational-tourist center of Anapa town. All the water areas of educational tourism in the region have this model.

Compact-linear model is determined by the location of historical, cultural and natural objects compactly, within the boundaries of the RTC and sequentially one after another along pedestrian and transport links. This model has only one water area of educational tourism – Gelendzhik (G) with main recreational and tourist center of Gelendzhik town and recreational-tourist sub-centers of Kabardinka and Dzhanhot village.

Semi-circular model of location of recreation-tourist centers, historical and cultural objects with respect to each other includes a variant in the form of an incomplete ring. In this case, the RTCs are located in the center and on the periphery of semicircular formation. An example is the Tuapsinsky (G4) recreational-tourist area, with main recreational- tourist centers of Tuapse town and Dzhubga village, and also the sub-center of Gorniy village.

As an illustration of the possible direction of classification models development, the following variants of their spatial and planning organization are proposed:

- parallel-sector, where objects of educational tourism of RTC are placed in parallel, and separate historical, cultural and natural objects are organized in the form of sectors. When natural objects are located outside the boundaries of RTC, it is advisable to use them for infrastructure facilities arrangement;
- in parallel-annular, where objects of educational tourism are parallel, and some historical, cultural and natural objects are presented in the form of an interconnected circular formation. Allocation of additional recreational-tourist center is preferable in the geometric center of the model at the junction of existing and projected infrastructure facilities;
- autonomous, where historical, cultural and natural objects are located outside the boundaries of recreational-tourist centers at different distances from them; transport and pedestrian links between objects of educational tourism, as a rule, are combined with the existing infrastructure; natural objects are used to arrange infrastructure;
- circular, where single objects of educational tourism are located at the junction of transport and pedestrian links of infrastructure objects that unite them with each other. In this case, roads can be designed as a circular network linking historical, cultural and natural objects.

## Conclusion

The role of established models of the location of recreational-tourist centers, historical, cultural and natural objects with respect to each other in practice and theory of tourism development is necessary to establish the principles of approach to the assessment of educative-territorial opportunities of water areas of educational tourism. In future, within the framework of proposed classification models, it is necessary to develop a methodology for infrastructure facilities arrangement in water areas of educational tourism.

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