

MODELING ARTIFICIAL INTELLIGENCE IN TOURISM EDUCATIONAL PRACTICES

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Abstract: Research in the field of educational tourism and in particular the research task related to the modelling of tourism educational practices in Bulgaria in the context of artificial intelligence (AI) mock-up in educational tourism is a task based on basic knowledge of the subject matter of teaching can be of great benefit to students and students who acquire new and improve the necessary knowledge. Artificial intelligence (AI) is actively entering all areas of socio-economic life on the planet, having the potential to address complex challenges related to improving education, promoting scientific research and innovation in healthcare, climate, the financial sector, etc. It is estimated that at least 70% of companies will adopt and use some aspects of artificial intelligence (AI) technology by 2030. We can easily combine this and achieve a good symbiosis between people, educational tourism and intelligence so that there is a common benefit for all participants. AI is used in different types of systems, with different circles of artificial bits of intelligence trained to solve certain circles of tasks, which can greatly assist specialists from different areas of life. Specialists working with AI are currently being tested to solve many problems in different areas, which vary. In tourism, the topics are very different from predicting the use of electrical energy in the site, to making a circular economy in the tourist complex to save energy as much as possible and at the same time produce it, based on the waste generated by the guests of the same complex. Educational tourism through the prism of artificial intelligence is a new form of connection between the "matter of the lesson" and the "matter of consolidated information". We all know that the curricula contain basic things that the teacher considers important for the student. The teaching method may be different for different teachers. For the IT author of the artificial intelligence program for educational tourism, the basic information, the base on the relevant topic, at the discretion of the teacher, which should be the basis of the program, is important. This way, the focus will not be shifted and the artificial intelligence will not be allowed to "hallucinate" on the given topic. That is, an arbitrary permutation of facts from the lesson material itself will not be allowed to be intertwined with parasitic information from the outside that could mislead the AI. In this case, the age of the learners does not matter - schoolchildren, university students or adults attending education courses on certain topics. What is important is the subject matter of the lesson and the connection with real objects and objects from the surrounding space, which are important to be observed in the place where their foundation is, and AI only makes the connection between the basis of the subject being taught and the location of the object or figure that must be observed relative to the corresponding space. Where it is actually located.

Keywords: artificial intelligence (AI), educational tourism, modelling;

1. INTRODUCTION

Research in the field of educational tourism, and in particular the research task related to the modelling of tourist educational practices in Bulgaria in the context of artificial intelligence (AI)) mock-up in educational tourism is a task based on basic knowledge of the subject matter of teaching can be of great benefit to students and students who acquire new and improve the necessary knowledge. Artificial intelligence (AI) is actively entering all areas of socio-economic life on the planet, having the potential to address complex challenges related to improving education, promoting research and innovation in healthcare, climate, the financial sector, etc. It is estimated that at least 70% of companies will adopt and use some aspects of artificial intelligence (AI) technology by 2030. We can easily combine this, and achieve a good symbiosis between people, educational tourism and intelligence, so that there is a common benefit for all participants in the process. AI is used in various types of systems, with different circles of artificial intelligence trained to solve certain circles of tasks, which can greatly assist specialists from different areas of life. Specialists working in AI are currently being tested to solve a wide range of problems in different areas, which really vary. In tourism, the topics are very different from predicting the use of electrical energy in the facility, to creating a circular economy in the tourist complex so as to save energy as much as it can, and at the same time produce it, based on the waste generated by the guests of the same complex. Educational tourism is a type of tourism that focuses on educational and cultural goals, providing opportunities for enriching knowledge, developing skills and expanding the cultural horizons of tourists. This type of tourism often includes visits to educational institutions, museums, exhibitions, archaeological sites, historical landmarks, nature reserves and other places of interest related to science, history, art, nature and culture. Students can learn about the history, and culture of a place, understand its traditions and customs, explore the local flora and fauna, or become acquainted with local scientific achievements

and innovations. Educational tourism has many advantages related to promoting the educational process, helping to preserve cultural heritage and promoting sustainable forms of tourism. It can be much more useful if enriched with interactive AI-based programs where the basis of the lesson can be retold with many examples of the place, with AI selecting in depth the layers of the cultural corridor in which the learner is located. Thus, in the statics of the educational point, dynamics of perception of different layers of eras related to the place itself can be obtained.

2. MATERIALS AND METHODS

Educational tourism has a dimension of basic searches related to the subject matter of the lesson, and thus directly influences the assimilation of the subject on the spot in a real environment, giving breadth of knowledge and depth of thought (Spasova, 2024). It is directly connected to the object of knowledge and the subject of the lesson, especially if it concerns an artefact related to a museum or gallery, as well as exhibits in open spaces representing cultural and historical reserves. Of course, the journey to history itself included in the topic of the educational subject is an experience in itself. Learners, regardless of their age, can use information resources, both from the materials provided on the topic by the teacher, and from a specialized product based on AI. Observation of artefacts in a real environment, or nature, especially natural phenomena related to the educational process are "wordless". This makes educational tourism related to the process of the topic itself for study and encourages the perception of cultural heritage in a real sustainable environment

(Brent, 2003). The connection in LLL education is very important, which connects real forms of teaching with AI and makes the trip remarkable and unforgettable. The use of this type of travel for educational purposes combined with the use of multi-layered AI encourages learners to get as much information as possible, and this is remarkable. This gives new directions to educational tourism.

It is important to note that at the modern stage, educational tourism has no age limit. Education using AI is important for both students and adults. Alexander Keil (1980) states that the theory of adult education as an "integral part" of "a new field – andragogy". He comments on the fact that at that time (the 1970s) adult education was also defined by the concept of "adult pedagogy" (and other related concepts), due to the "long-standing tradition of adult education developing on the theoretical basis of pedagogy as a science" and "adult education being treated as a branch of pedagogy, as its integral part." The author "conditionally" accepts that this opinion would be "legitimate" only if "pedagogy is accepted as the science of upbringing, training and education of people in general, without age distinction" (Gyurova et al., 2023). Andragogy may be defined in some view as the art of teaching adults or helping adults to learn. The term andragogy is equivalent in some view to the pedagogy. Andragogy in Old Greek means man-leading in comparison to pedagogy, which in Greek means child-leading. Term pedagogy has been used since the Ancient Greek times, and Alexander Kapp, a German educator, first used the term andragogy in 1833 (Pappas, 2025).

Research in the field of educational tourism and in particular the research task related to the modelling of tourist educational practices. Bulgaria is well-versed in the traditions of educational tourism and has sufficient accumulated experience, which can only benefit the educational process (Chavdarova-Kostova, 2012). Important topics to note in the field of constructing educational programs for thematic trips and their implementation in AI are:

- Motivation of students to get acquainted with the topic based on the information resource and forming an interest in getting acquainted with new places;
- Impact on thinking related to the topic of the specific subject and pushing to analyze the processes in depth, with the help of AI;
- Economic and social perceptions of the surrounding environment related to the use of cultural heritage for economic benefit for the community, and from there improving the social situation of the population;
- Sustainability as a focus for the search for a relationship between educational tourism and local development of the tourist community, based on important places and topics related to studying the place and in general all aspects of life;
- Creating approaches for educational programs related to the form of teaching in a way to obtain maximum effect from educational tourism;
- Analysis of marketing strategies and destination management in educational tourism.

Some studies in the field of educational tourism reflect trends and innovations related to the development of new educational experiences and technological solutions (Rasheva-Merdjanova, 2023).

The possibilities for linking the cultural heritage, tourism and education systems are often categorized as bilateral, but not as tripartite cooperation. In publications by authors such as Pepka Boyadjieva and Petya Ilieva-Trichkova (2021) states that, the issue is considered from an economic point of view and the dimensions for the tourism industry in the sectors involved in their direct practical application.

Adult education does not require anything special when using AI. It is simply that in these cases the audience and the subject matter of the topic should be taken into account and an individualized approach should be sought. A more philosophical explanation of the subject and topic is sought that is tailored to the older audience and a more abstract presentation of specific things related to the topic is made. There are many good analyses based on large international studies with a wide scale on the topic, based on my data, which allows for a large European comparative perspective (Boyadjieva & Ilieva-Trichkova, 2021).

The introduction of AI into the educational process is associated with improving the digital skills of students. Kalina Varbanova, Aneta Momcheva assume that play and the game-educational space are important factors in the educational process, with a positive emotional and creative coefficient. The need for a diverse, dynamic and cognitive environment, in which to create a sense of emotional and spiritual comfort for students during educational tourism, focuses our attention on building spatial solutions, the capabilities of which can stimulate emotional activity in independent creative and collaborative activities. The goals of the center "To play and learn with electronic games" are indicated, where games are presented as a form of purposeful attitude to AI technologies and the conditions of the environment for the development of the sensory culture of students to stimulate motivation to learn are guaranteed. In the presence of games with diagnostic tasks and cognitive goals, the full use of the senses is achieved through repeated actions and interactions of students (Varbanova & Momcheva, 2015). When modeling training programs for students and faculty using AI, it is important to use "collective memory." Pierre Nora defines collective memory as "the memory and the set of memories, conscious or not, of an experience lived and/or mythologized by a living community for which the past is an integral part of its identity" (Nora, 2006). Collective memory includes every element of culture that today represents the past in some form. It is a necessary building block of collective identity, the memory that connects the individual with the group. Valentina Sharlanova, examining the Orthodox churches in Sofia, comes to the conclusion that "they organize church holidays, restore traditions and rituals, which as a collective form of remembering certain events are also part of collective memory. They are carriers of collective memory and thus form "places of memory." These "places of memory" have a strong symbolic meaning, carry a great emotional charge and thus construct and strengthen national identity (Sharlanova, 2021).

3. RESULTS

To achieve the objectives of the study, the following tasks were completed:

- Conducting a literature review on the topic; classification of information;
- Processing statistical data on the institutional resource and potential for implementing educational tourist routes in the Republic of Bulgaria;
- Conducting field studies by the project team;
- Documenting the educational tourist routes;
- Processing and systematizing the results;
- Models for creating AI-based products were studied.

The results of the study are connected to the interaction at the theoretical and practical level in modern conditions and are based on an AI model supporting and training in concrete disciplines. As a result, specific proposals for educational tourist routes are outlined. That correspond to the educational content in the system of school and student education, the content of teaching practice and the AI model. This will also help to improve the quality and effectiveness of extracurricular activities in the country, as well as to develop the digitalization of the tourist infrastructure. Documentation with attractive modern information and communication technologies and the publication of the prepared materials in open access in the Internet environment and AI is a prerequisite for attracting new audiences of students. Popularization of the results: participation in scientific forums and publications in international scientific journals is essential for the future implementation of the project. Updating the website of educational institutions, maintaining an interactive map with models of programs based on AI will help to perceive the information, both for students and adults.

4. DISCUSSIONS

The educational tourism is an intersection point where the principles of continuity and accessibility of education and tourism find their practical implementation. The goals and objectives of this study are based on the systematic development of the scientific-theoretical concept and models for AI related to cultural heritage as an interdisciplinary phenomenon, bordering on a number of other close and related sciences, such as: cultural studies, history, sociology, pedagogy, museology, etc. In the process of the study, it is envisaged to formulate criteria and apply a complex approach to studying the educational aspects of tourism in interaction with the system of national cultural heritage. The study applies a complex of research methods to respond to the tasks set for the implementation

of the project. Namely: searching, researching and systematizing theoretical statements related to educational tourism and its relationship with various institutions; conducting a representative study based on quantitative and qualitative research methods (interviews) to present a current and comprehensive picture regarding the development of educational initiatives and extracurricular activities; applying a systematic approach to the analysis of the results. In accordance with the rapid development of our information and communication technologies and the role of the Internet for sharing information, field work is planned with photo and video documentation of basic objects of cultural heritage - traditions and customs, which directly correspond to the educational content of some subjects of the school education system.

5. CONCLUSIONS

The main characteristics of the users of products and services related to educational tourism are schoolchildren and university students, who can see in practice the action of the modern information and communication environment, which provides a huge chance for all participants in educational practice to directly participate in educational and educational processes to find free direct access to information and an audience that inspires them to share, participate, communicate and create cultural content of the offered tourist product. In this sense, schoolchildren and university students from Cyprus have the opportunity to practice situations in which they interact with an information and communication system, mutually build, change and complement each other. New technologies and innovations in a digital environment are at the heart of a new type of relationship, based on horizontal-network communications and interactive social structures, in which space-time limitations are something abstract, creating the feeling of a "continuous present" that connects the cultures of Bulgaria. Cultural globalization, the development of naturism, the emergence of new products and the need to preserve traditional foods and customs in tourism, are based on competence and depend on changes in institutional, structural and functional terms in all sectors and subsectors of the tourist industry. It can be confidently and with a certain amount of courage to assert that today's and tomorrow's socio-cultural situation belongs to the reservoir of knowledge about culture, traditions and customs and is the basis of new media, online information, online gastronomy, online organization and management of tourism generated in social networks. Globalizing education contributes to blurring the characteristic specificities of basic knowledge, but they never diverge from the outlines of traditional skills and culture, since knowledge is transported between subjects and cultures in the same way. The conclusion that follows from what has been said so far is that educational tourism between Bulgaria and Cyprus, in the European and global context of knowledge in tourism, is based on existing partnerships, collaborations and mutual assistance in the tourism sector, which appear as a new revolutionary stage in the development of humanity. It should be noted that in the modern web environment, the individual is always perceived as the "most important", with his personal contribution and creative thinking. From this point of view, the understanding that the main transformation affecting modern tourism professionals and people employed in the tourism industry, as well as consumers and users of tourism products and services, refers to the need to build and maintain an interactive connection between them not only through the Internet and new media, but also through educational tourism.

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