

1

THE TOURIST VALUES OF “SMALL HOMELAND” IN THE REGIONAL EDUCATION

ABSTRACT The concept of “small homeland” is a complex term, because it consists in something called the “spirit of place” and what is difficult to define, since it touches human consciousness, their feelings and experiences. It is therefore a kind of mystical space, which is the spatial component of world outlook, the concept of morality and location of values, which a human being associates with and accepts in their pragmatic actions. Regional education is a common and natural phenomenon. It results from the need to preserve, consolidate and hand down future generations the heritage of thought, knowledge, skills and achievements not only in the sphere of cultural output and history, but in every aspect of life. The main thesis of the present study is the assumption that regional education fosters the development of tourism and it helps to achieve educational and economic benefits resulting from it. It requires, however, to offer a specific tourist product, as well as specific methods and marketing tools of its promotion adapted to the perception and financial capacities of recipients. Of great importance in this regard are: the level, methods and techniques to provide information on offered tourist product (comprehensive and attractive range of tourist services, average and lower standard of accommodation). Thanks to this information potential tourists can obtain knowledge of the region and country which they wish to know.

KEYWORDS

culture; tourist; homeland; region; education

DR HAB. ILONA BIERNACKA-LIGIEŻA Assist. Prof. at University of Opole, Poland

CATEGORY OF SMALL HOMELAND IN SOCIAL CONSCIOUSNESS

In the most general sense “small homeland” means both the man’s birthplace and the place of residence; usually it is a town or a village and their surroundings, which are of specific socio-economic and cultural environment that have influence on shaping man’s awareness which regardless of their fate will be bound for life. Residents of “homeland” have a sense of its regional, historical and cultural attachment. They feel also socially bound with common history that created common culture, traditions, customs, language, forms of life, organized space and allowed to enter social ties.

The term “small homeland” is the complex term because it consist of something that is called “spirit of place” and is difficult to define it explicitly since it touches man’s awareness, their feelings and experiences. It is therefore a kind of mystical place, which is the spatial component of the world, the concept of morality and the location of values that a man is associated with and which accepts in their pragmatic actions. In the literature, motif ‘of small homelands’ is sometimes understood as a place of childhood, of rootedness, a private home (Koćwin 2005; 2003).

The “small homeland”, is therefore, both the real geographic, economic, social and cultural space and symbolic place. It is a space not defined by administrative boundaries, since it is set

by subjective awareness of people who identify with it. It is in the realm of possibility of cognition by its people who are seeing this space subjectively, without specifying precisely its boundaries. It is a place of first experiences and personal experiences of its inhabitants, the formation of their biographies, and the world of emotional relationships that involve their lives. World of sensory knowledge, surrounding landscapes, shapes and colors of houses, streets, parks, forests, fields and meadows. World that influences the formation of local ties, rooting people in their own tradition and history (Starczewski 2000).

Small homeland plays an enormous role in the cognitive process, since a man from birth to death is a wanderer on the track, (voluntary tourist), which initially is the closest surrounding. Along the journey they realize who they are and who they might be, they see a chance to multiply their talents, meet real needs, determine the purpose of life. Hiking the tourist trails they discover many magnificent landscapes, and with them the values that are passed deep into the consciousness.

This process of cognition is supported by regional education, which can be realized through various forms, such as sightseeing and tourist trips, topical trips, in which natural and cultural space of the small homeland becomes a socialization factor. The educational aim is to consolidate the community, the education of youth in the of national-patriotic spirit, creating bridges between generations, building a regional identity and historical and cultural awareness.

THE FUNCTION OF REGIONAL EDUCATION IN THE COGNITIVE PROCESS

Regional education supports human cognitive contact with the outside world and learns how to perceive and observe the facts and the social and natural phenomena, helps to develop imagination. It teaches sensitivity to environmental problems of human life.

In an integrating Europe of regions (local homelands,) in the first place, are exposed human belonging to a narrower local community on the principle "us and them", and next to the state.

"Regional" does not mean the attempt to return to autonomy, characterized by local individuality, creating a closed community, demonstrating its superiority and the right to dominate their neighbors, but rather an expression of determination of local community consisting of joint activities to bring into prominence the wealth of cultural events held within the territorial and historic sphere of local homeland.

Focusing on regionalism is not only promoting local culture through education, creating interest clubs and 'folk' bands, but also to care for cultural heritage promoted by the publishers of regional matter, promotion of regional product and service package for tourist information, and popularization of the social communication by editing the local and regional press.

Regional education is therefore a natural and universal phenomenon, resulting from the need

to preserve, consolidate and hand down, to future generations, their own heritage of thought, knowledge, skills and achievements, not only in the sphere of cultural heritage and history, but in every aspect of life. It is a scientific discipline shaping a specific part of the human awareness from the perspective of its various conditions, which next to the typically cognitive and documental purposes, meets the sociological, educational and pedagogical objectives.

Problems of regional education focus on the issue of small homeland - a region that is defined physical-geographical and natural space (with more or less clearly defined boundaries), together with its community and its products of civilization.

Their objectives are to develop youth and adults' interest in their place of residence, show the beauty and uniqueness of the local natural environment, historical and cultural heritage, as well as prepare for life in the community to participate in the culture of the region, contribute to its image and take responsibility for its fate.

Local communities should have strong psychological, cognitive and emotional relationships to the area of residence (small homeland), identifying with it and recognizing it as familiar, their own and native, where they feel safe and familiar and satisfy their most current, daily and basic necessities of life.

THE RENAISSANCE OF REGIONALISM IN THE CONSCIOUSNESS OF POLISH SOCIETYS

In Poland, in the early nineties a renaissance of regionalism has occurred. Region, regionalism, regionalization, these terms appear in the statements of sociologists, economists, geographers and politicians. These fashionable in recent years issues are related to the fact that the "region" as a category in geography, or sociology, is a concept devoid of meaning of a negative connotation because it was not "used" in the era of socialism, burdened with luggage of bad associations. Therefore, the concept of regionalism has gained in the transformation of the system a chance of promotion, which has been fully utilized. Currently, geographic, cultural and economic region functions as a synonym for the regional community. Understood as a collective identification with a particular territory, a sense of community and also the differences with other communities of this type, recognizing, typical for the region, hierarchy of values, norms and behavior patterns (Wysocka 1981).

The main goal of the regional movement is the return to biological values and virtues that were deliberately destroyed in the previous period. Socialist industrialization "plowed" social structures breaking local and regional communities. Place of work, learn, settlement of everyday life have spread beyond traditional residence. Family has been dispersed. Neighborhood institution waned

in favor of anonymity in large settlements or isolation of people in their own houses. People were given previously unknown opportunities to break away from the local area, both in the spiritual sense (the media) and physical (modern means of communication, holiday, trade or foreign travels, etc.). Previous balance has been disrupted, traditional ties between people and relationships between people and territory have been broken. At the same time there was a need to redefine relationship to the territory; and the reasons for this are both, the general human nature: the need for selection of individuality, whether personal or in the social scale - neighborhood, city, region, and the amendments occurred after 1989 in Poland.

This process is exemplified by such events and phenomena as the growing movement for the environment and nature protection, restoration of the forgotten memory of facts and figures from the more or less distant past, building their monuments, rising expensive homes and villas by wealthy residents, making efforts to have their own plots at important transport routes, or at the attractive recreational areas.

The ideas of regionalism in Silesia occurred not only in the traditional sub-regions, such as the Upper Silesia and Opole Silesia, but also in Lower Silesia, where they turned into the revitalization referring to foreign culture heritage which is necessary to root its new residents.

Regionalism in Silesia is, on the one hand a sign of a new awareness of the inhabitants of these lands, as well as a way to rebound ideological, political, economic and cultural univer-

salism of the communist period, on the other hand, it is a measure discharging social tensions (Koćwin 2005).

Grzegorz Gorzelak says that the most important contemporary factor shaping regionalism is a historical factor, dividing Poland into south-west and north-east, which results in different levels of industrial development and urbanization of the above mentioned regions. It is associated with the growth of wealth in urban and highly industrialized areas, especially in the Western Territories. Janusz Hryniewicz notes that the strongest factor in creating the modern social inequalities and exploitative relations are the relations between different areas of the country: richer regions add money to the poor or poorer regions are discriminated by the richer (Hryniewicz 1993). Moreover, Bohdan Jałowiecki believes that regional issue results from a sense of injustice, unrealized aspirations and unsatisfied needs of territorial collectivities (Jałowiecki 1993). Together, emerges the strongest factor creating regional awareness: a sense of separateness by economic interests and the need to implement interest of their own regional communities. Hryniewicz also detail other external factors affecting the formation of regional awareness: alienation of the central government leading to the strengthening of local ties, fatigue of centralized societies of bureaucratic state regulating the behavior of people with the rules laid in the capital, the public focus on the problems of the environment, the reduction of the importance of the working class, thereby reduction of the pressure on maintaining the central-

ization (the redistribution of national income to improve people's standard of living of the classes).

The cultural heritage of present inhabitants of Silesia are all products of culture and good, resulting from the activities of spiritual and material, which the local community regard as their own. This include built, during "the reign of German"" , churches, residential buildings, or utilities, which are symbolic (they evoke associations with the "home", arouse positive emotions, a sense of community) but also the spatial layout of cities, streets, parks, or material traces of technical work: waterworks, sewerage, electricity, drainage, etc. Most of these achievements of civilization arose in the period when the German population lived here.

THE OBJECTIVES OF TODAY'S REGIONAL EDUCATION IN POLAND

Regional community is fundamental to any community. It shapes the love for native land, and roots man in their environment. Because of it, majority of the population identify their identity. It also provides the basis for civil society closely associated with it. It is not a spontaneous product but the result of a long historical process and conscious process of shaping awareness of the local community, where regional education plays an important role. The essence of regional education will be making out links between the family tradition with the traditions of the region, seeing the impact of the cultural values of the region on the lives of individual people, conscious and

active participation in the local community in the preservation and multiplication of cultural heritage (Koćwin 2009).

Determinant of regional education becomes the involvement of the entire local community in the protection of cultural heritage, regardless of “prevention” of its origin, even when cultural heritage is “another’s”, this fact does not exempt from its protection, especially because part of it entered into composition of the European cultural heritage in Poland and is subject to protection under the ratified conventions.

Such assumption determines, in a way, the objectives of the community education, which can include, among others:

Educational objectives:

1. To raise awareness for the beauty and uniqueness of different places in the nearest region.
2. Cognition of the nearest environment and specifics of their region.
3. The development of family values associated with cultural values of the local community.
4. Recognition of the neighborhood and the region from different points of view (natural, economic, cultural).
5. Recognizing the value that is the culture of the region.
6. Recognizing the evolution of the region.
7. The development of patriotic attitudes associated with the regional cultural identity.

These tasks should provide insight into the region and its culture, introduce into the cultural life of the local community, shape the national identity in terms of regional identity, which requires a focus on its content, such as learning:

- the nearest surroundings of the family, neighborhood and schools;
- history of the region and its relation to history and tradition of their own families;
- local and regional traditions, festivals, customs, rites and customs;
- local legends and traditions, proverbs, catch-phrases and folk music;
- language and dialect of the region;
- geographical and cultural values, the main symbols of the region and the basic naming;
- architecture, traditional crafts, folk art and folklore characteristic of the region;
- profiles of artists (writers, painters, artists, scientists and teachers) and eminent persons who contributed to the local community, region and country.

Efforts in this area should focus on the following program-organizational projects:

- concentration of people who care about saving the most valuable historical, cultural and intellectual values of the area;
- taking up and supporting scientific and publishing activity on its history;
- collection of images of documents, publications and other materials from the past;
- initiating and supporting measures for the protection of monuments;
- reconstruction of a picture of everyday culture of previous generations, techniques and tools they used, quality and style of their everyday lives.

The value of education, especially educating the proposed content of cognition realized

through tourism and leisure is not always on an adequate level. It is important to define the competences and how to implement the adopted forms of regional education.

It should be added that they must have security for their implementation in the relevant institutions, such as the press, publishing houses and local mass media, associations, foundations and organizations, having option in its statutory purposes to conduct such educational activities as well as security funds, which should come from budget subsidies of local and regional governments, as well as from targeted European funds.

Presented system of major regional education purposes, can become a reality provided an adequate service of tourism, since this segment demands a specific offer. An example of it can be so-called thematic trails marked out in a specific local area. It is addressed to a specific segment of customers, depending on the role they can play, i.e.:

1. to children, young people or entire communities, to convey the value systems of local communities and learn from preserved natural and cultural heritage;
2. to the local community, since from economic point of view, tourist may become a source of income, driving force behind the development of the place and the region, a tool to combat unemployment.

However, the region should be stimulated with the promotional activities, accommodation (hotels, guesthouses, campsites) and gastronomic places should be secured and provide an adequate level of service.

In addition to these assumptions, it is crucial to consider not only the regional education as an important region-making factor, but also an important element of general education. For example:

1. familiarizing individuals and small groups with history and current socio-cultural region and the local community;
2. to provide them with assistance in finding their place in a social group and realizing their aspirations through the joint use of already existing natural, economic, social and cultural resources;
3. building a sense of identity of local and regional groups and strengthening ties between the individual and these groups, which are necessary to complement and instantiate relationships with national and state society.

It is crucial to consider not only the regional education as an important region-making factor, but also an important element of general education. This means that the regional education tends to familiarize individuals and small groups with history and current socio-cultural life of region and the local community, helps students to find their place in a social group and realizing their aspirations through the joint use of already existing natural, economic, social and cultural resources and finally shapes the identity of local and regional groups, and strengthens ties between the individual and the groups, which are necessary to complement and instantiate relationships with national and state society.

Taking these educational activities is a matter of great importance for regional education since the

rapid civilization advancement of regions and specific integration activities carried out during the communist period led to the destruction of heritage of material and non-material culture of the southern and western Polish regions, such as historic buildings, or beliefs, legends, etc. Memory of generations in this field is increasingly shorter. Some of this knowledge is preserved only in history books and ethnographic studies and open-air museums.

Knowing the home place, its surroundings, region should start in the early years of life. They should be implemented in the family and at every stage of education, taking into account the methods and forms of work suited to psychophysical and intellectual development of a man. In childhood and school age some values should be stimulated through education: enthusiasm, admiration and respect for young men's homeland and a sense of pride in belonging to the local community, which affect the desire to learn and assimilate the native traditions and deepen knowledge of it. The first experiences, especially those strong ones, are the most durable and remain for life.

At this stage of education, the task of schools and non-schools institutions include awareness of community members in childhood and adolescence that their natural environment (family, local community, fatherland) is giving great value to meet the basic human psychological needs: a natural sense of security and belonging.

There are many ways leading to the above tasks, such as curricula, including regional content on the local environment in terms of histori-

cal, geographical, natural and social aspect, which should be implemented at all stages of education.

The objectives of the regional education should be followed by the local and regional educational and cultural institutions. Religious communities should also join this project. They ought to take the spectrum of actions containing appropriately selected speeches, meetings and lectures, the repertoires of theaters, previews of documentaries about the past and present of the area, properly organized sightseeing tourism, which show children and young people a synthetic view of the surrounding local environment, by learning the facts, phenomena and processes from different points of view (the story of a town or village, the specifics of the region, infiltrating variety of cultures, landscape flora and fauna, etc., as well as sport events, which are an important part of waking pride and belonging to the regional community.

The presented method shows that the regional education is a combination of various group-making and person-making treatments. It covers not only the conscious and deliberate interaction implemented in teaching and educational process, but also all other activities, both organized and spontaneous, realizing its key objectives.

Exploring the nearest environment and characteristics of the region should be carried out through the integration of content and methods, starting from the first awakening experience, and then gradually expand them, forming concepts, developing ever more complex forms of logical understanding.

Regional education should help all members of the community in learning the area's cultural heritage, regional traditions and up-taking values and content, which should lead to the integral development of personality, in which its important place is occupied by regional identity and fixed regional attitudes.

Regional education must contribute to the shaping of human responsibility for himself and the responsibility for encompassing him reality that he has the ability to learn, relate to it emotionally and intellectually, and improve. Therefore, the regional education should be based on the verified value systems that treat human integrally, and his spiritual, physical and social structure capture in full communion, in inseparable connection with the natural world and the people close to him, and their material and spiritual achievements. In this way, regional education provides a comprehensive, synthetic recognition of teaching and education. So it can not be confined only to the past, because by the fact that it is also aimed at improving the present and future of the region, has an important educational role in shaping the creative and active attitudes, responsible for social contacts in the immediate surroundings.

The concept of regional education emphasizes on the one hand the need of the transmission of specific content related to cultural heritage in the region and raising the mature man rooted in the heritage of their ancestors, and thus also having a sense of personal subjectivity, on the other, stimulates and energizes people, triggering a series of initiatives, and thus preparing them for par-

ticipation in the life of the local environment. In this way integral human development is possible.

Regional education, properly understood, is not a field of education, but concerns the entire education. It is both a specific orientation and content of general education and as such should be implemented in the whole of educational actions, undertaken by all teachers and all educational institutions, as well as by other institutions, which in their own way are involved in promoting the idea of regionalism and increasing the value of regional. Due to its objectives posed should be implemented in collaboration with:

- a) cultural institutions, museums, galleries, educational center of the national park;
- b) libraries, tourist information centers, institutions, etc.;
- c) amateur art movement;
- d) individuals, regionalists, artists, representatives of folklore;
- e) parents (interviews, family records, family history, family heritage in the preservation and multiplication of cultural heritage).

THE ROLE OF TOURISM AND SIGHTSEEING IN THE REGIONAL EDUCATION

Tourism and sightseeing are widely used in regional education, which is particularly evident in the policy of promoting social cohesion, in passing on the of value systems and in the behavior of natural and cultural heritage.

They allow for contact with representatives of the local culture, "folk" writers and artists and the

participants of historical events. They facilitate understanding of the historical and cultural achievements, architectural monuments, places of national memory and national and landscape parks.

Touring produces close ties with local community and allows to understand various bonds between man and his environment. It develops family values that are associated with culture values of the local community. Knowledge of the region becomes the basis both for acceptance of family heritage and understanding other cultures.

Tourism and sightseeing are a great lesson in tolerance of cultural diversity and kindness for others. They support the development of patriotic attitudes, arouse interest in the world and implement the principles of environmental protection. They increase awareness of self-identity.

The objectives of the regional education undoubtedly favors the development of touring and tourism and the resulting achievement of educational and economic benefits. However, it requires the preparation of a specific tourist product designed for a specific recipient, that is youth in various age.

It requires, however, taking non-standard actions to prepare a tourism product for this specific group of receivers. There is no "average consumer" on the market who could be a reference point in formulating programs and courses of action of the company. Consumer reaction, even for the same product and same market incentives, may be and usually are different. For this reason, it is particularly important to identify and examine differences between consumers and the con-

sumer group in such a way to facilitate the understanding of existing and potential buyers.

The need for segmentation is a natural consequence of the increasing number of consumers, increase of their incomes, the development of individual preferences and the possibility of making a choice. Segmentation shows how numerous are the groups that make up the various submarkets, and what is their purchasing power.

Grouping consumers, i.e. market segmentation is necessary for this group of tourists, because in view of its perception, it is still too little information about the monuments of national culture and cultural heritage of natural values, prepared from the perspective of this social group. Internal promotion also should be strengthened through development of technical infrastructure, rising level of the tourist service by the owners of tourism facilities and residents of visited places. Moreover, natural environment values should be used better by, combining them with the cultural heritage of local communities associated with particular regions. The rich natural and cultural resources, after proper promotion will enhance the attractiveness of the region and separation of its characteristics.

Level, methods and techniques about providing information about the offered tourist product are of great importance. This allows a potential visitor to get knowledge about the region of the country they are going to visit.

In the selection of priority products we should take into consideration the trends occurring in the domestic tourism and the state of commercialization of the tourism product and its potential

sales. In addition, the image of the region on the tourist markets should be shaped as an area rich in heritage and interesting culture, with many attractions and cultural events, where you can actively spend time, do a variety of sports and types of tourism in an attractive natural environment.

The key issue is to increase efforts in creating attractive tourism products, which should become the main goal of regional and local tourist organizations, local governments, and various companies interested in handling tourists. In order to improve efficiency it is necessary to promote its concentration both in terms of tourism products and markets. This implies selection of shaped products, which have the greatest chance of commercialization.

TOURISM PRODUCT – TRAIL

In Poland, despite the long and rich history, there is no single, universally applicable definition of a tourist route. The authors in this issue usually refer to the definition of PTTK or the law.

Posted in "wikibooks" definition reads as follows: tourist trail - the path that leads through attractive areas, places and tourist facilities adapted to the needs of specific forms of tourism. The trail can be, for example cycling, walking or skiing. The trail is also one of the types of complex tourism product.¹¹ Polish edition of wikibooks: http://pl.wikibooks.org/wiki/Podstawy_turystyki/Podstawowe_poj%C4%99cia

From the standpoint of the science of geography, trails are the domain of, so called. linear sys-

tems of common (recreational) penetration. For example, J. Styperek defines a tourist trail as the "spatial tourist string used for recreational linear penetration initiating interactive relationship between a tourist and the geographical environment, occurring in the area of multisensory landscape perception." (Styperek 2001: 25)

Presented definition indicates that the concept of a tourist trail is recognized in terms of its functions in relation to the phenomena of tourism, i.e. tourism and ecology. The first one (Tourist), "is to allow penetrating the environment for tourism and recreation , and above all, sharing values of sight-seeing such as watercourses, water areas, forms of terrain, plant communities, landscapes, works of folk arts, folklore , monuments of culture and art, historical artifacts, objects of modern technology, science and culture" (Styperek 2001: 26). Second (ecology), "is focused mainly on the reduction of tourist traffic and preventing undesired scattering of tourists by targeting recreational penetration" (Styperek 2002).

In general, it can be concluded that the "tourist route is the planned route in the area of tourism for the visitors (not always marked), leading to the most attractive places (objects) with a number of regulations, including safety and protection of natural values" (Kruczek 2007).

Above mentioned author, connects the development of tourism with widely understood process of overcoming the tourism space for recreational and educational purposes. Stressing at the same time that an important role in the penetration of the space are played by the marked

up routes, known as the tourist trails. They are defined depending on the research approach and present different approaches to the concept of a tourist route. Marked trails play a dynamic role in the tourist activation and they are a factor in the development of regions, towns and rural areas (Styperek 2001, 2002, 2004).

Tourism product which is the trail because of its specificity consists of a series of “places” or “objects” related to the idea of a superior knowledge (landscape, architecture, history, folklore), connected by a predetermined route and the various tourist facilities located along the trail.

The starting point for product design which is the trail are, above all, travel motivations. A variety of customer needs require special offers of goods and services, satisfying the preferences revealed by the buyers and their economic possibilities. Since the individual components of the tourism product meet different roles, they must be analyzed in terms of structural and functional categories.

Tourist trail, considering the theme of selected “places and objects”, the way of wandering and cognition, i.e., the destination, can be an important component:

1. tourism product of tour operator (event / travel package, such as: thematic tours, pilgrimage, active tourism;
2. product area of the tourism reception, such as regional thematic trails, urban trails and scenic routes.

From the perspective of regional education, tourist trail not only provides a world of things and phenomena but also the feelings and emotional

experiences, supporting learning and discovery processes that contribute to the consolidation of knowledge and personality development of youth.

1. It meets cognitive and intellectual needs following the principle of “knowing country starting from our own playground”
2. School teachers shape desirable attitudes towards the world and environment (moral, ideological and patriotic education).
3. Improves physical fitness, may stimulate a permanent interest in tourism.
4. It helps to contact the cultural objects, learn about various cultural phenomena, cultural values, wildlife, and participate in culture.
5. Wakes cognitive interests and passions through multi-faceted and active emotional involvement.
6. Shapes social attitudes through contacts with people and the effects of their work with an influence on the environment and living conditions.
7. Implements the principles of nature by the sense of beauty and shapes the ability to commune with nature.

The dominant feature of the tourist trail is its service nature. Although, it is usually a composition of services and material goods, they play a complementary role.

MARKETING PROMOTIONAL METHODS AND TOOLS FOR TOURIST TRAIL

Promotion addressed to a particular recipient is more effective than a campaign aimed at mass

audiences, it is designed with a view to its needs and requirements that create quality market segment. Subordinate to it are the instruments and means of promotion, the type of products, competitive conditions and product knowledge among the consumers (Śniadek & Stopyrek 2007).

Treating the trail as a part of regional education and specific tourism product it is important to synchronize both of these functions.

On the one hand, it must have a specific cognitive themes pursued in terms of learning objectives adopted to justify hike and explore the various facilities / attractions that are within the concept of the trail. Choosing the right trail is not enough, you still need to know how to move around it. Only skillful use of the methods and rules of procedure ensure efficient operation in the course of educational tourism activities. Pedagogical and educational functions of the tourist trail are closely linked to the pedagogy of leisure time, education, educational theory and methodology of teaching.

On the other hand, it must secure the goods and services which tourist will use during hiking, that are:

1. Services: accommodation, gastronomy, guiding, tourist information;
2. Things :guide books, tourist maps, souvenirs;
3. Objects: architectural monuments and art museums, monuments of nature, etc.;
4. Events: information about cultural events, sports and recreational events;
5. Area: a region, municipality, parks, national parks.

At this stage we should also take into account the target circle - the circle of potential recipients of the route, not only in terms of content, but also economically, that is, their financial wealth.

The introduction of a new product brand, which is tourist trail with the status of the full route – in other words developed product, having, on the one hand, an interesting cognitive topic and involving valuable objects, on the other, corresponding to the specified requirements, can reach more people interested in it and respond to their needs.

The complex product, which is the tourist trail, sells better than a single service. It is easier to identify the brand, more market and visual-sensitive. Developed from the perspective of the needs of regional education tourist trail helps tour operators to prepare an offer and focus only on its adaptation to the sale. Indeed, many of them have neither the time nor the proper staff to create a product, or follow news in this area, even in the scale of the region, which does not exclude of course, the ability to influence the creation of trails or inspire new ideas.

Competition in this field can be continued with respect to the range and quality of services offered by the coordinators of individual trials, within the same organization of the trial, in communication with consumers. The weight of this argument follows from the economic (hence functional) perspective on tourist trails: after all, they should be treated as tourism products, and these must have both profile and quality. Otherwise their offer will not be selling well and will not

be able to compete with the less valuable offers of leisure activities.

Promotion policy states (in addition to tourist product and its price and distribution), the tool impacting on the market, the coordination of demand and competitive factors. The essence of all promotional activities is to achieve a positive reception of information encoded in the transmission.

Promotion launches the company and the product and encourages the purchase of certain goods and services. In pursuing these objectives the promotion serves as an information and stimulates to produce certain attitudes. Promotion strategy is the set of major objectives, targets or tasks, and accordingly the resulting plans and ways of their achievement in given market conditions.

Due to the fact that the trail is a specific product, its promotion should also be in certain areas individually adapted to the specificity, which results from the general definition and stages of promotion strategies, which assume, as a matter of promotion, material goods or services produced by a specific company. Developing the strategy for its promotion must be preceded by an analysis of certain factors:

- 1) related to market environment;
- 2) characterizing customers as a result of market segmentation;
- 3) characterizing competitors;
- 4) characterizing the enterprise.

Promotional activities must result from the game plan and ensue in proper order. Therefore, there are five stages of promotion strategy:

1. The study of the market environment of the company.
2. Determining the purpose of promotional activities and their recipients.
3. Determination of the promotional budget.
4. Determination of promotion tools and a selection of media.
5. Implementation of the program and control of the effects of promotional activities.

CONCLUSIONS

Considering the regional education goals, which one of the implementation methods is the trail, there should be developed a new model of co-operation and mutual relations between the five groups in the process of creating a tourism product, such as: education institutions (educational and scientific), local governments, tour operators and tourism business entrepreneurs and the final beneficiaries - recipients. Since, in the functioning of trials operate, from the one hand, its creators, on the other hand, the final beneficiaries, the key-stone of the commercialization of the product should be good communication between the two groups in the sphere of information and experience exchange. It should proceed on the basis of feedback, which is extremely important.

Adoption of such assumption makes that, from the one hand, the creators (originators) of tourist trail cooperate with people who have practical skills in the creation of tourist offers, or entities creating the tourism product at the time when its foundations are formed. On the other hand, this

collaboration ensures that the ideas will not be wasted, but will be tailored to the needs of the tourist market.

Not only the tourism product plays an important role in the promotion, but also the way the potential tourist is informed about it. This requires coordinated collaboration and cooperation of all stakeholders in the field of tourism promotion, i.e., educational institutions, local governments, the tourism industry, regional and local tourism organizations.

Generalizing the arguments presented in the study it should be noted that the tourist attractions of "little homeland" meet the demand of the new paradigm of tourism proposed by Mark W. Kozak (Kozak 2009: 327). It reflects contemporary changes taking place in tourism, for which comparative base (reference) is formed in the traditional paradigm of the twentieth century, taking in the first place, as a major factor in the development, natural resources in the other culture resources, with emphasis on material culture and folklore. It emphasizes mainly space - unspoiled and diverse, even unique about: nature, beauty of villages and towns, the veracity and authenticity of folk culture, historic sites, multiculturalism and hospitality as factors attracting foreign or domestic tourists (Kozak 2009:12).

The traditional nature tourism by the above mentioned author, is divided into two forms, namely 'classical mass tourism "(3S - sun, sea, sand) and its modern form defined by the term" ecotourism. Analyzing significant differences between them, he writes:" It must be remembered

that ecotourism, as a particularly distinctive type of alternative tourism, was born in opposition to the modern mass tourism, accused of exploitation of the reception areas ... " (Kozak 2009: 66). Its negative effect was the exploitation and destruction of the environment, that is the base of tourism, which requires changes in consumer behavior, and rules for the use of tourism resources.

Currently there is the obsolescence of the old paradigm of tourism since "used frequently and still dominant division of tourism along the major resources and values as a basis for its development, with all its clarity, cannot fully describe its new forms. In general outline, they fit in a very broad sense in cultural tourism however, they present peculiar characteristics" (Kozak 2009: 106). By analyzing the changes occurring in the development of tourism, the author notes that: "The basis for the new approach is the observation that the tourist, spending his free time, is exposed to the complex interaction of many factors associated with travel, interaction with other travelers, the reception community, observation of culture and nature phenomena, where the observer often becomes a participant of local life. What is more, the possibility of participation is an additional attraction" (Kozak 2009: 109). In this sense, the "new tourist" purchase experiences which can be taken home with them. The experience becomes the most important feature of the XXI century tourism, which makes that the traditional 3S rule is being replaced by the principle of 3E (entertainment, excitement, education). Creativity in tourism is becoming the hallmark of the so-called creative

industries. This means that beyond the traditional tourism resources there can be created new artificial resources being its basis for development.

Presented in the study approach to sightseeing and tourism in regional education entails the socialization of tourism, because local communities are involved in the preparation of a specific tourist product (from concept to implementation). The new approach begins to decide. It is the "bottom up" approach based on four levels, namely, leadership, elites, social mobilization and tourist development, where the development of tourism is not determined by a resource, but mainly the ability of its use for education and development. The object of knowledge and feelings of tourists are specific places and products prepared for their needs.

In today's tourism economy connected more and more with the development of local and re-

gional level (in the planning and implementation sphere) we are dealing with a large number of components forming ultimately a tourist product, that is with a huge diversity of producers of tourism services, who differ in the type of services, the size, the degree of capital investment, distribution system, quality, legal form of ownership, etc. In addition, the tourism economy covers a very large complex of technical infrastructure and service capacity, for meeting the needs of tourism (Koćwin 2004: 338). Because of this diversity, tourism economy must constantly respond to new demand, which is undoubtedly associated with the preparation of new tourism products for the regional education and reinforce the new paradigm of tourism.

REFERENCES

Gorzelak, G., 1993. Regionalizm i regionalizacja w Polsce na tle europejskim, in G. Gorzelak, B. Jałowiecki (Eds.), *Czy Polska będzie państwem regionalnym*, Warszawa, pp. 45 - 56.

Hryniewicz, J., 1993. Regionalizacja Polski w świetle uwarunkowań społecznych i politycznych, in G. Gorzelak, B. Jałowiecki (Eds.), *Czy Polska będzie państwem regionalnym*, Warszawa, pp. 71 - 83.

Jałowiecki B., 1993. Kwestia regionalna, in G. Gorzelak, B. Jałowiecki (Eds.), *Czy Polska będzie państwem regionalnym*, Warszawa, pp. 11 - 23.

Kiereta K., 2003. Kształtowanie poczucia przynależności lokalnej w warunkach edukacji szkolnej, in M. Trojan (Ed.), *Ich*

małe ojczyzny. Lokalność, korzenie i tożsamość w warunkach przemian, Wrocław, pp. 397-400.

Kiereta, K., 2003. Lokalna przestrzeń kulturowa a tożsamość, *Krajobrazy Dziedzictwa Narodowego*, Vol. 3(11), pp. 34-46.

Koćwin, L., 2003. Die Idee des Regionalismus und der „kleine Heimat“ Menschen in den literarischen Werken von Joseph Wittig, in L. Koćwin (Ed.), *Joseph Wittig und unsere Zeiten*, Nowa Ruda, pp. 81-100.

Koćwin, L., 2005. Kategoria „mała ojczyzna” jako tendencja i projekcja dla edukacji międzykulturowej polskich mieszkańców Ziemi Kłodzkiej, in Cz. Osękowski, J. Macała (Eds.), *Studia politologiczne i historyczne. Księga jubileuszowa dedykowana Profesorowi Bronisławowi Pasierbowi*, Zielona Góra, pp. 199-214.

Koćwin, L., 2009. Regionalizm i wychowanie regionalne w procesie budowy społeczeństwa obywatelskiego na

ziemiach zachodnich, in N. Honka (Ed.), *Wielokulturowość jako atut w promocji regionu*, Łambinowice, pp. 77-100

Koćwin, L., (ed.) 2004. *Turystyka w strategii miast i gmin Ziemi Kłodzkiej*, Wyższa Szkoła Zarządzania „Edukacja”, Wrocław.

Kozak, M., W. 2009. *Turystyka i polityka turystyczna a rozwój: między starym a nowym paradygmatem*. Centrum Europejskich Studiów Regionalnych i Lokalnych, Warszawa.

Kruczek, Z., 2007. *Geografia akcji turystycznych*, Kraków.

Starczewski, S. 2000. *Małe ojczyzny. Tradycja dla przyszłości*, Warszawa.

Styperek, J., 2001. *Linearne systemy penetracji rekreacyjnej jako element organizacji przestrzeni rekreacyjnej na przykładzie Poznania*, Zeszyty Naukowe WPSTiH, Vol. 1, pp. 195 – 206.

Styperek, J., 2002. *Linearne systemy penetracji rekreacyjnej*, Poznań.

Styperek, J., 2002. *Rola linearnych systemów penetracji rekreacyjnej w procesie aktywizacji turystycznej*, Zeszyty Naukowe WPSTiH, Vol. 2, pp. 101 – 109.

Styperek, J., 2004. *Szlak turystyczny jako produkt turystyczny*, in S. Bosiacki, J. Grell (Eds.), *Gospodarka turystyczna w XXI wieku. Szanse i bariery rozwoju w warunkach integracji międzynarodowej*, Poznań, pp. 419 – 425.

Śniadek, J. & Styperek, J., 2007. *Marka produktu turystycznego*, *Studia Periegetica*, Vol. 1, pp. 84-89.

Wysocka, B., 1981. *Regionalizm wielkopolski w II Rzeczypospolitej 1919-1939*, Poznań.