



The relevance of modernizing the system of developing professional competence of guides-interpreters

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Annotation: Training tour guides in inclusive tourism practices, accessibility standards, and cultural sensitivity is essential for positioning Uzbekistan as a progressive and accessible travel destination. The paper suggests practical approaches to training and policy improvements, emphasizing the integration of inclusive communication strategies, technological tools, and stakeholder engagement.

Keywords: inclusive tourism, tourism in Uzbekistan, accessibility, tour guides, sustainable tourism, disability rights, tourism training, cultural heritage, digital accessibility, tourism policy.

As important intermediaries between cultural heritage and visitors, tour guides play a key role in bridging accessibility and inclusion gaps. However, their formal training rarely includes specific modules on inclusive tourism, highlighting the need for systemic improvements in guide training and certification. Despite Uzbekistan's concerted efforts to modernize and expand its tourism sector, and despite their important role in shaping the tourism experience, tour guides face a number of challenges in their professional development, including: lack of standardized curricula; limited attention to accessibility and inclusion in traditional training programs; insufficient digital competencies; inconsistent certification and regulation; and lack of a unified regulatory framework, resulting in variations in the professionalism and quality of service of guides. Tour guides play a key role in the tourism industry, acting as intermediaries between destinations and visitors. Their experience, communication skills and ability to adapt to the diverse needs of travellers directly impact the quality of the tourist experience. A combination of traditional, practical and innovative methods is necessary to provide effective education and training in inclusive tourism. Traditional education remains relevant to provide future



tourism professionals with a fundamental knowledge of inclusive tourism. Specific courses on accessibility standards, rights of PWDs and diversity of visitors can enhance their ability to provide inclusive services. Training should focus first on understanding the principles of the Convention on the Rights of Persons with Disabilities (CRPD), especially Article 3 (Such as: respect for inherent dignity, individual autonomy, including the freedom to make one's own choices, and independence; non-discrimination; full and effective participation and inclusion in society; respect for difference and acceptance of persons with disabilities as component of human diversity and as part of humanity; equality of opportunity; accessibility; equality of men and women; respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their

identity.), which sets out the legal framework for ensuring equality and inclusion. Then, familiarizing professionals with the various accessibility requirements, such as:

- Mobility impairments: need for ramps, lifts and wide doorways,
- Sensory impairments: use of Braille, audio descriptions and sign language services,
- Cognitive impairments: requirements for clear signage, quiet spaces and visual schedules.
- Other special needs: consideration for elderly visitors, children and travelers with chronic illnesses.

Training methods should also cover strategies for collecting information on the specific needs and preferences of customers with access requirements, as well as methods for providing up-to-date and accurate information on special features, facilities and services available at tourist destinations and attractions (Richter, Arnold, Müller 2022: p.104.) Based on specific access needs, future professionals in the field will be theoretically prepared to provide and receive information on customer needs, including but not limited to temporary accommodation and food, accessible transportation infrastructure (including accessible vehicles, routes and equipment, as well as methods for providing assistance to



passengers of the LIFV during transportation), access to medical facilities, storage of medicines or dietary meals.

List of used literature:

1. Resolution of the President of the Republic of Uzbekistan dated 18.07.2024 No. PP-269 "On Measures to improve the system of training personnel in the field of tourism".
2. Appendix No. 1 to the Decree of the President of the Republic of Uzbekistan dated January 5, 2019 No. UP-5611 "Concept of Development of the Tourism Sphere in the Republic of Uzbekistan in 2019-2025".
3. Richter, M., Arnold, M. and Müller, J. Development of curriculum for inclusive and accessible tourism: experiences from the ERASMUS+ PROJECT IN-TOUR. In Proceedings of the International Conference on Education, Vol. 8, No. 01, 2022. pp. 96-106.