



## Professional personality of the guide-interpreter within the framework of excursion discourse

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**Annotation:** The study of the specifics of the professional activities of guides-interpreters showed that a necessary condition for their successful professional training is the combination of the formation of competencies with the mastery of strategies necessary for guides-interpreters in the implementation of their professional activities, which becomes possible with the formation of the operational competence of guides-interpreters.

**Keywords:** guide-interpreter, operational competence, professional training, additional professional education, interactive learning.

In addition, training should include emergency response protocols, evacuation procedures, and crisis communication strategies to ensure the safety of all visitors. An "Inclusive Communication Guide for Tour Guides" should be developed, focusing on: using respectful and inclusive language (e.g. "wheelchair user" instead of "wheelchair-bound"); not using euphemisms or language that portrays disability as a tragedy; promoting cultural awareness and accepting disability as a natural aspect of diversity. Practical training is also important to reinforce theoretical knowledge and gain practical experience. Topics for practical sessions may include route planning, accessibility considerations, communication strategies, and methods for meeting the diverse needs and preferences of users of tourism services. Practical exercises may include :

- On-site excursions and simulated excursions to accessible tourist destinations.
- Immersive learning, in which students navigate tourist sites using wheelchairs or blindfolds to simulate a disability.
- Excursions conducted directly by the LEFW, allowing them to become familiar with their needs.
- Participation in inclusive excursions with professional guides.



Assessing tourism infrastructure for compliance with accessibility requirements. Key practical skills acquired during the training will include planning accessible routes and schedules and communicating effectively with different visitors, as well as assisting visitors with special needs in emergency situations and adapting tourist routes to take into account accessibility considerations. The use of modern technologies and interactive methods can also enhance the effectiveness of learning and engagement in inclusive tourism education. Thus, targeted interventions at several levels are needed to create a truly inclusive tourism environment in Uzbekistan. Tour guides must have a good understanding of the different accessibility requirements of travelers, ranging from physical mobility issues to sensory impairments and neurodivergent conditions. Training should include practical sessions on inclusive communication strategies, including basic sign language, tactile wayfinding techniques and the effective use of assistive technologies. Guided tours should be tailored to different levels of physical stamina and sensory processing ability. This includes identifying and promoting cultural heritage sites through wheelchair-friendly paths, accessible rest areas and clear wayfinding signage. Integrating digital tools such as GPS-enabled accessible route mapping, real-time captioning applications and AI-driven translation services can significantly improve the experience of LIFV tourists. Strengthening partnerships between public tourism authorities, private sector stakeholders and LIFV advocacy organizations is crucial to creating an inclusive tourism ecosystem. Regular consultation with the LOF can help identify and address specific barriers to accessibility and inclusion. A comprehensive public awareness campaign should also be launched to challenge common misconceptions about disability and highlight the importance of inclusive tourism. Guides should be trained not only in practical accommodation skills, but also in creating an environment of respect and empowerment for all visitors.

## List of used literature:

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