The Training of Tourism Specialists for Working with People, Having Physical Disabilities

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Abstract: The humanization and democratization of the society's attitude towards the persons with physical disabilities and their increasing integration and adaptation in all spheres of social life are forced to make significant changes in training specialists for the further work with such people in various business sectors, including sports and tourism. The industry of tourism services is creating and is specializing in working with people who have physical disabilities. All this above has predetermined the purpose of our research: to develop the content and methods of the students' training of tourism of the University to the excursions and tourist activities with the people, having physical disabilities.

Key words: Specialist • Graduate • Education • Special features • People with physical dissabilities

INTRODUCTION

The increasing number of people with physical disabilities, although the problem of their integration and adaptation to a democratic society have forced the necessity of a special service network, which proffers a great variety of services, including the tourism [1-3]. The objective necessity to consider particular qualities appeared with the growth of this newly organized market of tourist services.

The program of professional training of tourism professionals also needs some adjustment.

The framework of the educational standard of higher professional tourism education stresses that the graduate must possess a system of knowledge about human as a subject of tourist activity, his age and individual peculiarities, social factors of development; the graduate must have an understanding of the children and teenagers' anatomical and physiological characteristics.

The modern reality shows us, that each graduate of tourism of the University must be ready not only for the professional tourist activity with the regular tourists of a school age but with the correctional-educational work, needed for young tourists, who have physical disabilities as well.

According to the results of the conducted research, from 47 up to 70 % of the organizers of tourist - study of local lore and excursion activities have difficulties in carrying out this work with different categories of children with physical disabilities and behavioural disorders. They can't establish contact with the child establish trust relationships with him and his relatives as well. They also can't find non-standard techniques as a result of interaction with them [4].

MATERIALS AND METHODS

As the research instruments there were used scientific methods, including theoretical analysis of
pedagogical, psychological, scientific-methodical and special literature on the problem of research, education and generalization of experience of organization of teaching process in tourism associations with children, who have physical possibilities and pedagogical observation.

RESULTS

- The main themes in the content and methods of training the students of tourism of the University to the excursion and tourist activities with people, having physical disabilities; the result, made up by the combination of professional skills and personal qualities of specialists in tourism, working with people, having physical disabilities; development of interaction in specific technologies and pedagogical correction with adaptation and technology tourist and excursion activities; improvement of theoretical and methodological aspects of professional tourism education based, which is based on the ideas of humanization and democratization of the modern society in the mainstream of national and world cultural traditions.

- The Contents and methods of training the students of tourism of the University for the excursion and tourist activities with children with disabilities are caused by a specific health condition of people and the practice of incorporating them in the tourist and local lore and excursion activity.

- The functional model of the contents and methods of training the students of tourism of the University toward the excursion and tourist activities with people, having physical disabilities, an encouraging effect of training the students for this kind of activity.

- The criteria (cognitive, motivational and personal, work-practical) and indicators for growing results of training the students for sightseeing and tourist activities with people, having physical disabilities, enabling to evaluate the acquired knowledge and skills [5].

CONCLUSION

Tourism, local history and excursion activity become the part of the same pedagogical process, because they are located in the same educational space on one hand and the employee tourism organization becomes its active participant on the other hand. Therefore, in order to realize the objectives of integration and adaptation of people with physical disabilities, the employee tourism organization, teacher-educator and relatives of the child must be not just the participants of this kind of teaching process. They must be prepared to implement it psychologically, physically, intellectually and morally and the most important thing is to do it professionally.

REFERENCES