

# Developing Cooperation Competencies with Parents in An Inclusive Educational Environment

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**Abstract:** This article examines the development of competencies for collaboration with parents in an inclusive education environment. The author analyzes modern approaches to forming partnerships between teachers and parents of children with special educational needs. The paper identifies key competencies necessary for effective interaction with families, presents collaboration models, and practical recommendations for their implementation. Special attention is paid to psychological and pedagogical support for families and the formation of an inclusive culture in educational institutions. Research results show that purposeful development of teachers' competencies in working with parents significantly increases the effectiveness of the inclusive educational process and contributes to creating a favorable environment for children with special needs.

**Keywords:** Inclusive education, parental competencies, family collaboration, children with special educational needs, psychological and pedagogical support, inclusive culture.

**Introduction:** The profound transformations occurring in the modern education system necessitate expanding access to quality education for all segments of society. Inclusive education—understood as an approach aimed at integrating children with special educational needs into the general educational environment—is gaining increasing importance in Uzbekistan's educational system. However, the effectiveness of inclusive education depends not only on the skills of educators but also on the establishment of effective cooperation with parents [1]. This article explores the development of competencies for cooperation with parents in an inclusive learning environment and analyzes modern approaches in this field.

The objective of our research is to identify ways to develop teachers' competencies for effective communication with parents in the process of inclusive education and to provide practical recommendations. Parents of children with special educational needs often face additional challenges, including stress and social barriers. To establish productive collaboration with teachers, they require special approaches and support [2]. Therefore, teachers working in inclusive education must possess not only skills for working with children but also competencies for effective

communication with their parents.

## METHOD

The topic of inclusive education and cooperation with parents has been studied by numerous local and international researchers. Ergashev, in his research, examined the fundamental principles of building cooperation with parents in inclusive education and emphasized the importance of parents' understanding of their rights and responsibilities [3].

International researcher Mitchell proposed the "triangular approach" for achieving success in inclusive education, which focuses on effective communication between teachers, parents, and children. According to him, the relationship between these three parties is one of the key factors determining the effectiveness of inclusive education [4].

Uzbek scholar Qodirova proposed a model for developing competencies in working with families of children with special educational needs. This model includes the psychological, communicative, and professional competencies of teachers and outlines stages for their development [5].

Research conducted by Sokolov analyzed modern forms of school-family cooperation in inclusive

education institutions. His findings indicate that involving parents in decision-making processes and considering their opinions contributes to increasing the effectiveness of inclusive education [6].

These studies highlight the importance of cooperation with parents in inclusive education. However, the issue of developing teachers' competencies in this area remains insufficiently explored. To address this gap, our research focuses on developing practical approaches for enhancing such competencies.

## **RESULTS AND DISCUSSION**

The effectiveness of the inclusive education system largely depends on the quality of relationships that educators establish with the parents of children with special educational needs. The research conducted has allowed for a comprehensive evaluation of the current situation in this area and the development of relevant scientific and practical recommendations.

The success of inclusive education is directly linked to the degree of cooperation between teachers and parents. According to the research findings, teachers face several challenges when trying to build relationships with the parents of children with special needs. These challenges can be categorized into four main areas.

First, psychological barriers are common. Teachers often struggle to accurately assess the psychological state of parents during communication, manage emotional reactions, and clearly explain the special needs of their children. This hinders the establishment of trust-based relationships with parents within the educational process.

Second, there are communication barriers. Many educators lack sufficient skills to establish constructive dialogue, actively listen to and understand parents, and take their perspectives into account. This is especially critical when working with parents of children with special needs, who typically expect more detailed information about their child's development and education.

Third, professional knowledge gaps are evident. A significant number of teachers do not possess adequate information about the characteristics of children with special needs. Their limited understanding of conditions such as autism spectrum disorders, intellectual disabilities, ADHD, and visual or hearing impairments prevents them from effectively communicating with parents and providing the necessary guidance. This, in turn, negatively impacts the effectiveness of teacher-parent collaboration.

Fourth, socio-cultural barriers also play an important role. Teachers encounter difficulties when working

with families from diverse socio-economic and cultural backgrounds. Many lack the skills to adapt communication strategies to the values, traditions, and cultural specifics of such families—challenges that are especially pronounced in multicultural regions or among migrant populations.

During the research, parents of children with special needs also shared their perspectives. Among their main concerns were: insufficient teacher knowledge about their children's specific conditions, lack of time allocated for communication, disregard for their suggestions, and the one-sided nature of the dialogue. At the same time, parents expressed a willingness to actively participate in their children's educational process, emphasizing the need for teacher-led guidance and support.

In modern settings, digital technologies serve as an important tool. Most parents view them as a promising means of strengthening collaboration with educators. Technologies allow for rapid communication, monitoring of the child's learning progress, and timely access to important information.

The findings confirm that developing teachers' competencies for collaboration with parents in an inclusive educational environment is both essential and urgent. A comprehensive approach is required in this regard [7]. Practical recommendations based on a multi-level approach were developed for institutions at various levels in Uzbekistan:

Inclusive education institutions should institutionalize systems of collaboration with parents, strengthen psychological-pedagogical support services, widely apply digital technologies, and promote a culture of inclusion to build effective parent-educator partnerships.

Higher education institutions should revise curricula, enhance pre-service training practices, encourage research in the field of inclusive education, and invest in improving the qualifications of faculty members to prepare highly competent professionals in this field.

Teacher training institutes should contribute to building human capacity by improving the professional competencies of in-service teachers, expanding distance learning opportunities, strengthening practice-based training, and conducting regular monitoring of progress in collaboration with parents.

## **CONCLUSION**

The study clearly demonstrates that teachers must possess a specific set of competencies to establish effective collaboration with parents in inclusive learning environments. These competencies include four key components: communicative, psychological,

professional, and socio-cultural skills.

The main conclusion of the research indicates that many educators currently lack sufficient qualifications to communicate effectively with parents. To address this gap, it is necessary to develop and implement special training programs. As a result of such programs, teachers' skills in collaborating with parents would significantly improve, thereby increasing the overall effectiveness of inclusive education and contributing to the creation of a supportive educational environment for children with special needs.

Moreover, the use of digital technologies has been highlighted as a vital tool for elevating parent-educator cooperation to a new level.

The practical recommendations developed for inclusive educational institutions, higher education, and teacher training systems in Uzbekistan are expected to make a significant contribution to the development of inclusive education and to the improvement of educational quality for children with special needs.

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