

Constructive Cooperation Between Parents And Teachers In Inclusive Education: Methodology And Experiences

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Received: 31 July 2025; **Accepted:** 28 August 2025; **Published:** 30 September 2025

Abstract: This article analyzes the theoretical and methodological foundations and practical experience of constructive cooperation between educators and parents in inclusive education. Mutual trust, open communication and systematic cooperation play an important role in ensuring the right of each child to quality education, supporting his personal development and social adaptation. The study considers methods for forming parents as equal participants in the educational process, improving their pedagogical culture, understanding the individual needs of their child and applying adapted approaches. It also provides practical recommendations on abandoning stereotypes in an inclusive environment, creating a positive classroom atmosphere and introducing effective communication mechanisms. The article reveals the strategic importance of constructive cooperation between parents and educators in the sustainable and effective organization of inclusive education.

Keywords: Inclusive education, teacher-parent partnership, constructive communication, social integration, pedagogical literacy, individual needs, stereotypes, inclusive environment.

Introduction: Inclusive education is a humanistic approach aimed at ensuring the right of every child to education. In this process, effective cooperation between teachers and parents is of particular importance. The active involvement of parents in the pedagogical process is an important factor in supporting the development of the child. Therefore, strengthening cooperation between family and school in inclusive education is one of the urgent issues.

The modern education system is based on the principles of humanity, inclusion and equal opportunities. In particular, the involvement of children with special needs in general secondary educational institutions, ensuring their social integration and full development has risen to the level of state policy. In this regard, the Convention on the Rights of Persons with Disabilities, the Law on Education, the Resolution of the President of the Republic of Uzbekistan No. PQ-4860, Resolutions of the Cabinet of Ministers of the Republic of Uzbekistan dated October 12, 2021 "On approval of regulatory legal acts on education of children with special educational needs" and the Resolutions of the Cabinet of Ministers of the Republic of Uzbekistan dated January 25, 2024 "On measures to improve the system

of organizing education and rehabilitation of children with special educational needs" and other regulatory legal documents serve as the main supporting documents [1].

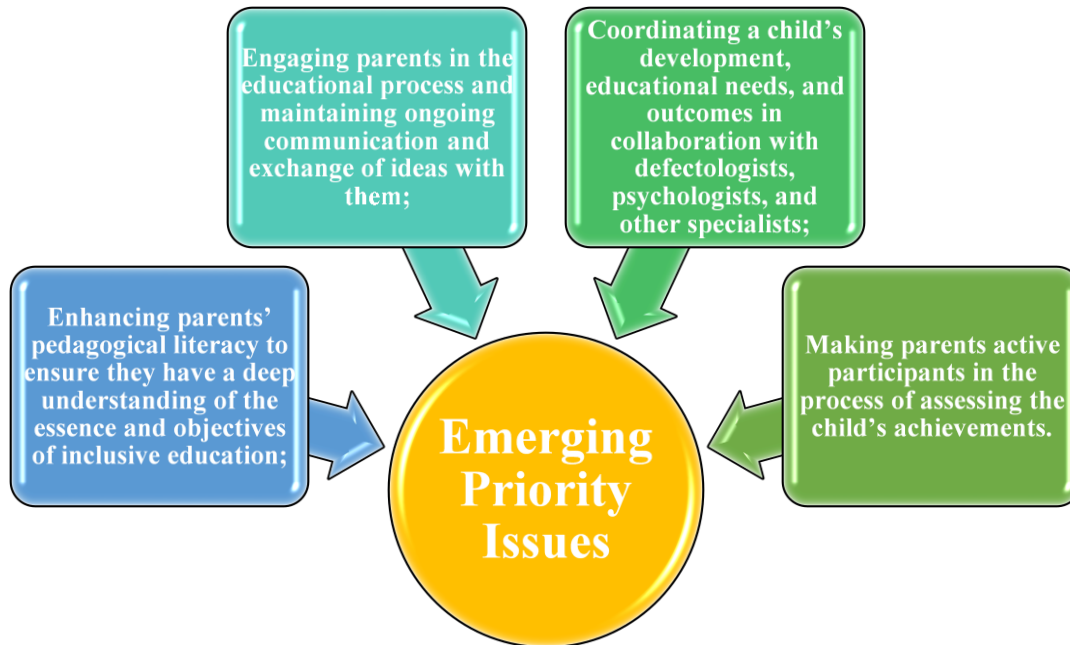
The successful organization of inclusive education largely depends on effective cooperation between teachers and parents. While the teacher is responsible for the child's development at school, the parents have a deeper understanding of his family situation, emotional state and psychological needs. The interaction of these two entities directly affects not only the child's learning process, but also his personal, social and psychological development. Therefore, the issue of forming relationships between parents and teachers on a scientific basis is considered one of the important theoretical and practical directions in the field of education.

The first approaches to this issue began to take shape in the 1960s. In particular, the theoretical and methodological foundations for the systematic study of the interaction between parents and teachers were developed by such prominent pedagogical and psychological scientists as D. Dewey, I. Ya. Lerner, A. M. Matyushkin, M. I. Makhmutov, V. Okon, and S. L. Rubinstein [5]. Their studies substantiated the role of

cooperation between participants in the educational process in the formation of the child's personality.

However, in practice, the relationship between educators and parents is often superficial or one-sided. In some cases, parents are unable to correctly assess the capabilities of their child and are not sufficiently

prepared to support them. On the other hand, educators also lack systematic approaches to involving parents as full partners, improving their pedagogical knowledge, and preparing them psychologically.



Current pressing issues in the process of inclusive education [3]:

This article aims to shed light on these issues, analyzing the forms, means, and content of teacher-parent collaboration in inclusive education, and its impact on

child development.

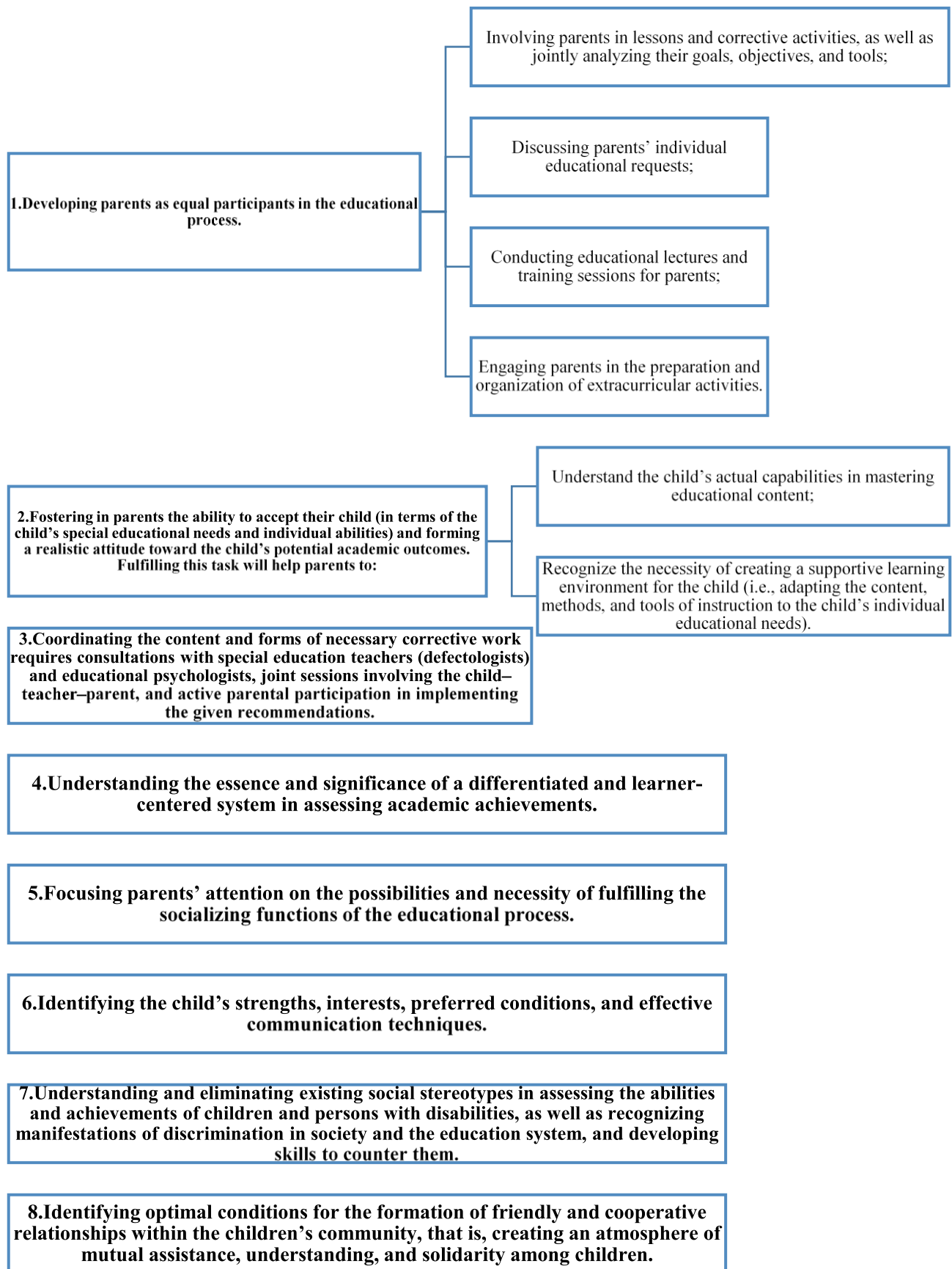


Figure 2. Key tasks for the effective organization of the educational and upbringing process.

This article analyzes the content, forms and methods of cooperation between teachers and parents in inclusive education, as well as the impact of this cooperation on

the comprehensive development of the child. In this regard, the teacher's approach to working with parents is both person-oriented and general in nature,

requiring the solution of important tasks for the effective organization of the educational and upbringing process.

1. To form parents as equal participants in the educational process, increasing their level of readiness

for interaction with the educational institution, strengthening their sense of responsibility for the process and results of the child's education and development [2].

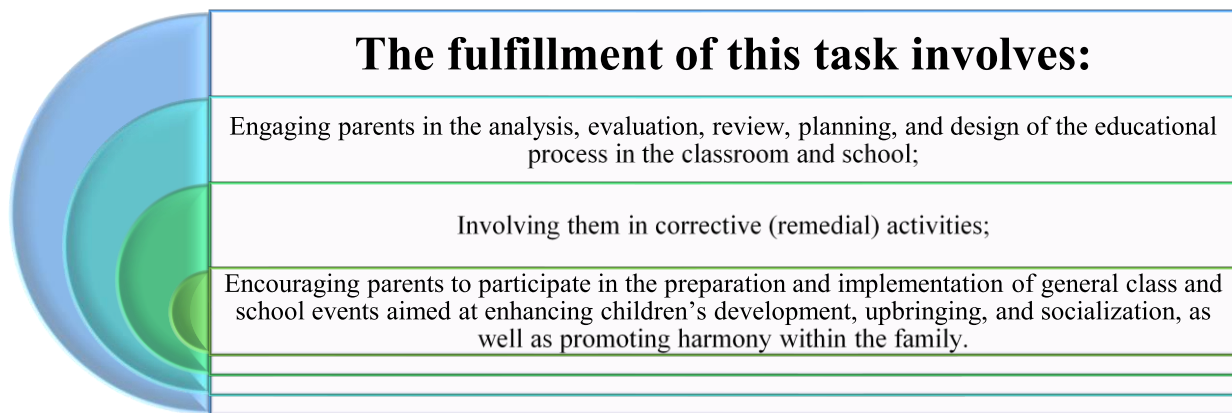


Diagram 3. Tasks Performed by Parents in Organizing the Educational Process

Effective methods include:

- Parents participating in lessons and corrective (remedial) sessions, and jointly analyzing their goals, objectives, and tools;
- Discussing parents' individual educational requests;
- Conducting educational lectures and training sessions for parents;
- Involving parents in the preparation and implementation of extracurricular activities.

educational needs and individual abilities) and fostering a realistic attitude toward their potential academic outcomes.

The fulfillment of this task helps parents to:

- Understand their child's actual capabilities in mastering the content of education;
- Recognize the necessity of creating a comfortable learning environment for the child (i.e., adapting the content, methods, and tools of teaching to meet the child's individual educational needs).

2. Developing parents' ability to accept their child correctly (from the perspective of the child's special

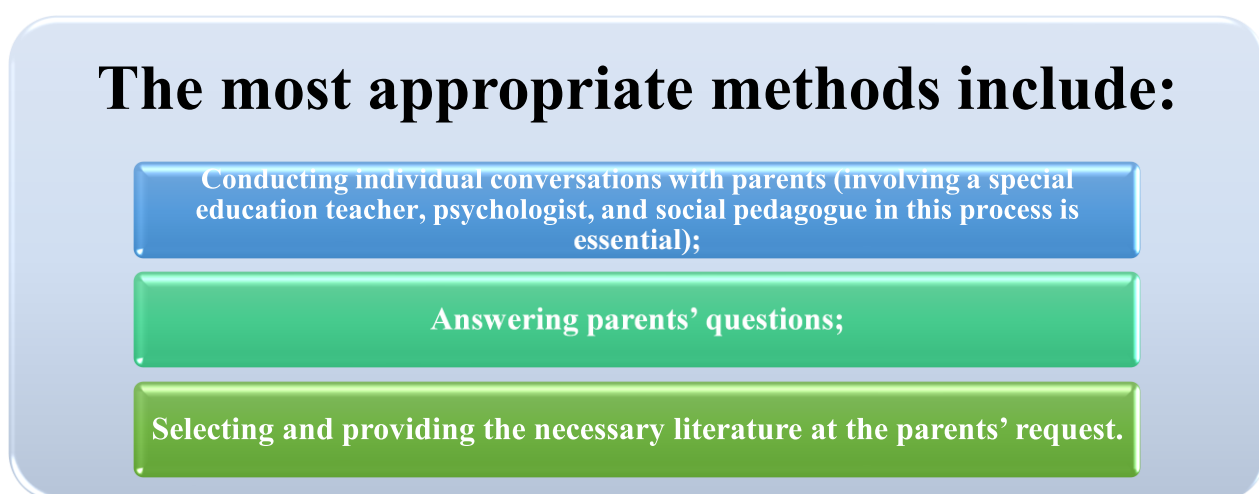


Figure 4. Methods for Developing Parents' Ability to Accept Their Child as They Are

3. Coordination of the content of the necessary corrective work and the forms of its organization through consultations with the defectologist teacher

and the pedagogical psychologist, it requires the organization of joint activities (child-teacher-parent), as well as the active participation of parents in

implementing the recommendations given.

4. Understand the essence and importance of a differentiated and person-centered system in assessing academic achievement, that is, understanding an approach that takes into account the individual capabilities and special educational needs of each child - this is ensured by involving parents in lessons and remedial classes, developing notes (memoirs) that introduce the methods, methods and techniques for assessing the child's achievements, and informing them about the process of forming the child's life and socio-personal competencies.

5. To draw parents' attention to the possibilities and necessity of implementing the socializing functions of the educational process- this issue is solved through the method of "situation analysis and solution", scenario creation, staging and discussion of socially interactive theater.

6. Identify the child's strengths, interests, favorable conditions, and effective communication techniques, that is, it is important to create conditions for teaching and upbringing that are appropriate to the individual capabilities and educational needs of each child. In carrying out this task, questionnaires (questionnaires) for teachers and parents can be used, as well as individual interviews with them. A defectologist and a pedagogical psychologist should also be involved in these works [4].

7. Understanding the nature of existing social stereotypes and eliminating them when assessing the capabilities and achievements of children and persons with disabilities, to develop knowledge of forms of discrimination in society and the education system and skills to resist them. To accomplish this task, it is recommended to widely use special film and video materials, select and analyze success stories of people with disabilities, invite representatives of public organizations and associations of people with disabilities, and organize training sessions [5].

8. Identifying optimal conditions for the formation of friendly and cooperative relationships in a children's team, that is, creating an atmosphere of mutual support, understanding and solidarity among children - this requires the formation of common values among the parent community. To this end, it is necessary to widely involve parents in the following activities: competitions, excursions, trips, analysis of situations of communication and interaction between children. An important component of working with parents is monitoring the quality of pedagogical support for parents in inclusive education. This monitoring allows for timely identification of problems, rapid response to them and their resolution [6].

The main idea of inclusive education is to ensure the right of every child, including children with disabilities or special needs, to receive an equal and quality education. In achieving this lofty goal, the interaction between educators and parents is a decisive factor. As this article emphasizes, this interaction plays an important role in the child's comprehensive development, socialization, awareness of personal dignity and active involvement in education.

Based on the analyses conducted, the following main conclusions were reached:

- ✚ Consistent cooperation between educators and parents is a leading factor in ensuring the sustainability of an inclusive learning environment. Their constant dialogue and exchange of ideas forms a unified pedagogical approach that is child-centered.
- ✚ Formation of parents as active and equal subjects of the educational process, by improving their pedagogical knowledge and skills, it is possible to ensure harmonious cooperation between school and family.
- ✚ Effective forms of cooperation— for example, individual interviews, special training, participation in lesson processes, monitoring and evaluation work — not only improves the quality of education, but also creates positive changes in the child's development.
- ✚ Eliminate stereotypes and form a realistic and positive attitude towards the child's capabilities, requires careful methodological approaches to strengthen parents' trust in their child.
- ✚ Through a system of pedagogical and psychological support parents become active, responsible participants in their child's development, together with the school. This contributes to the widespread spread of a culture of inclusion.

In general, systematic, goal-oriented and mutually respectful cooperation between teachers and parents is an important condition for the effective implementation of inclusive education, as well as for the full protection of the rights and interests of children with disabilities. In order to strengthen this cooperation in the future, it is necessary to further improve its legal, methodological and organizational framework.

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