

Cooperation With Parents In Special Pedagogy

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Abstract: This article scientifically and theoretically substantiates the content, forms and mechanisms of cooperation with parents in the special pedagogy system, as well as its impact on the dynamics of children's development. It is highlighted that the effectiveness of mutual cooperation serves to individualize the pedagogical process, comprehensively support the psychophysiological capabilities of the child, and strengthen rehabilitation and pedagogical results.

Keywords: Special pedagogy, parents, cooperation, correctional and pedagogical assistance, inclusion, developmental disabilities, individual educational program.

Introduction: Modern trends in the development of special pedagogy require the active participation of not only specialists, but also parents in the educational process. The role of the family environment, family upbringing style, and psychological support in the process of working with children with developmental disabilities is extremely large. Scientific sources show that the achievement of a stable result of the corrective effect directly depends on regular, systematic cooperation between the teacher and parents (Gaibullayev, 2020). In this regard, strengthening family-pedagogical ties in the direction of special pedagogy and activating parents as subjects of the pedagogical process are of scientific and practical importance.

In the development of special pedagogy, the process of cooperation with parents is considered one of the central components of correctional and pedagogical activities. Because in the process of education and upbringing of children with developmental disabilities, the influence of the family environment, the level of family support, and the psychological stability of the relationship with the child are manifested as the main determinants. Theoretical sources emphasize that the family is the closest developmental environment for the child's personality, and the quality of pedagogical and psychological conditions in it determines the effectiveness of the corrective effect.

The theoretical foundations of cooperation with parents in special pedagogy are explained by a number of scientific approaches and pedagogical concepts.

Ecological-systemic approach (U. Bronfenbrenner model)

According to Bronfenbrenner's ecological systems theory, the development of a child is formed under the influence of microsystem, mesosystem, ecosystem and macrosystem factors. The family is considered the most important link in the microsystem, and the stability of special pedagogical influence depends on the level of connection between the teacher and the family. Therefore, cooperation with parents is a theoretical basis that serves to form the child's developmental environment as a holistic system.

Cultural-historical approach (L.S. Vygotsky)

Vygotsky's cultural-historical theory of development emphasizes the important role of the social environment in the development of the individual. According to his theory of the "zone of proximal development", a child can perform activities that he cannot do independently with the support of adults. In this case, the participation of parents in the pedagogical process is an important factor that helps to realize the child's potential. The importance of Vygotsky's theory in special pedagogy is that it interprets cooperation with the family as a psychological condition that expands the child's development reserves.

The concept of person-centered education

Modern special pedagogy requires education adapted to the child's individual needs, abilities and pace of development. In this model, parents are important

participants in creating an individual development program for the child, monitoring results and coordinating corrective activities. The person-centered approach interprets cooperation not only as an exchange of information, but also as a three-way interaction between the teacher, parents and the child.

Family-system approach

According to the theory of family pedagogy, child development is inextricably linked with the overall functionality of the family system. Emotional support of parents, stability in social relationships, and consistency of upbringing styles are of decisive importance in the psychological development of the child. The family-system approach recognizes parents as active subjects of the correctional process in special pedagogy practice and involves the effective use of family resources.

Inclusive education theory

The inclusive education paradigm aims to create equal opportunities for all children in society. In this model, cooperation with parents is considered as a necessary mechanism for ensuring the social integration of the child, coordinating rehabilitation and pedagogical services appropriate to his needs. One of the main principles of inclusive education is the triad "family - school - community", which requires the creation of a supportive social environment around the child.

Theory of psychological support

A family with a child with developmental disabilities often experiences psychological difficulties, stress, anxiety or uncertainty. Therefore, cooperation with parents includes not only pedagogical, but also

psychological support. Theoretically, this support is explained by psychocorrectional services, psychoprophylactic measures and family counseling.

In the field of special pedagogy, cooperation with parents is an integral part of the correctional and pedagogical process, which is aimed at comprehensively supporting the development of the child, increasing the effectiveness of the educational process and strengthening the family and pedagogical environment. The success of such cooperation is directly related to mutual trust between families and educators, regular exchange of information, and the formation of a unified pedagogical approach. Therefore, work with parents in educational institutions is systematically planned, guided by scientifically based goals and specific tasks.

The main goal of cooperation with parents in special pedagogy is to improve the educational process of children with developmental disabilities through mutual cooperation between teachers and the family, to ensure education tailored to the individual developmental needs of children, and to achieve maximum effectiveness of the correctional process.

This goal includes the following areas: strengthening family-pedagogical communication, ensuring the active participation of parents in the pedagogical process, creating a system of ongoing corrective exercises at home, and supporting the psychological stability of the family.

The process of working with parents covers a number of specific pedagogical and psychological tasks. The main ones are:

Informing parents about the child's developmental characteristics	Educators provide parents with scientifically based information about the child's current psychophysiological state, level of development, type of identified disability, and their impact on the educational process. This helps parents to better understand their child's needs and choose the appropriate pedagogical approach.
Improving the pedagogical competence of parents	An important task is to develop the pedagogical culture of parents by

	organizing trainings and seminars on special pedagogical methods, speech development methods, sensory integration exercises, and ways to enhance social adaptation.
Helping to create a supportive learning environment at home	Parents are introduced to a system of exercises and games to be performed at home, speech and cognitive development tasks, and motor skills exercises. This ensures the continuity of the corrective effect and consolidates the results.
Establish a regular communication system between families and educators	To ensure sustainable cooperation, educators are in constant contact with parents: consultations, meetings, written recommendations, and online communication forms ensure the consistency of the pedagogical process.
Actively involve parents in the educational and correctional process	The effectiveness of the pedagogical process depends on the active participation of parents. Therefore, organizing parental participation in open lessons, joint classes, joint games, and developmental activities is an important task.
Psychological support and counseling	Families with a child with a developmental disability can often experience stress, anxiety, or

	insecurity. Therefore, psychologists provide individual or group counseling to parents and help improve communication within the family.
Ensuring socio-psychological adaptation	Another task of cooperation with parents is to adapt the child to the social environment, strengthen his or her place in the community, and connect him or her with social services if necessary.
Expanding cooperation within the family - educational institution - community triangle	Educators create a comprehensive system of support for the child by involving parents in interaction with the local community, healthcare institutions, rehabilitation centers, and social services.

Correctly defining the goals and objectives of cooperation with parents is of decisive importance in increasing the effectiveness of the special pedagogical process. A clear statement of the goal and systematic implementation of tasks serve to form a unified pedagogical approach between the family, educators and specialists, and to qualitatively organize the educational process of children with developmental disabilities.

The content of cooperation with parents in special pedagogy includes a set of activities aimed at integrating the correctional and pedagogical process with the family, comprehensively supporting the child's development and ensuring the continuity of the educational process. The content of cooperation is not limited only to the exchange of information or organizational work, but also includes the systematic coordination of pedagogical, psychological, social, diagnostic and educational activities. The main goal of this process is to fully meet the educational needs of children with developmental disabilities by forming a unified approach between the family and educators.

The content of cooperation is implemented within several main areas. Each direction performs a separate function at a certain stage of the pedagogical process and they complement each other.

Certain criteria and indicators are used to assess the effectiveness of cooperation with parents. These indicators indicate both the quality of the pedagogical process and the effectiveness of parental participation. The main indicators of effectiveness are:

Increase in the pedagogical competence of parents

Parents who participated in seminars, trainings and consultations:

Expansion of special pedagogical knowledge;

Conscious approach to the child's development process;

Increase in methods that can be used independently at home.

Positive dynamics of the child's development

The effectiveness of family work carried out in conjunction with correctional and pedagogical

measures:

development of speech skills;
activation of cognitive processes;
improvement of emotional stability;
normalization of behavior;
increased social adaptation.

Strengthening of communication between family and teacher

Parents' regular contact with the educational institution;
frequent consultation;
active participation in the pedagogical process
are important indicators of the effectiveness of cooperation.

Systematization of correctional work at home

Parents' regular exercise at home;
organization of games and developmental activities;
consistent implementation of pedagogical instructions ensure the continuity of the child's development process.

Stabilization of the emotional and psychological state of parents

Increased positivity in relationships, reduced stress levels, and constructive attitude towards the child are also important indicators of effectiveness.

Increased social activity of the family

The active participation of parents in events, clubs, and in cooperation with the public also indicates a high level of cooperation.

CONCLUSION

In special pedagogy, cooperation with parents is an important condition for the effective organization of the educational process of children with developmental disabilities. The theoretical foundations of cooperation determine the task of the family and the educator to create a single developmental space around the child, based on ecological, person-oriented and family-systemic approaches. The clarity of the goals and objectives of cooperation, the scientific basis of its content and directions, as well as the harmonious use of its individual, group, open and remote forms, increase the effectiveness of the pedagogical process. Active participation of parents in the pedagogical process ensures a significant increase in the speech, cognitive, emotional and social development of children. Regular monitoring of performance indicators, the strength of family-teacher communication, and the consistent coordination of

corrective work carried out in the home and institution are some of the main factors that increase the effectiveness of special pedagogical activities. Therefore, improving the system of cooperation with parents is recognized as an integral, priority and strategic direction of the correctional education process.

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