

COOPERATION BETWEEN FAMILY AND PRESCHOOL EDUCATION ORGANIZATIONS IN INCLUSIVE EDUCATION

Durdona Abduzhalalovna Ubaydullaeva

Multidisciplinary specialized preschool educational organization No. 272 of the Yashnabad district

Abstract: This article provides a scientific and theoretical analysis of the pedagogical, psychological, and social foundations of effective cooperation between the family and the preschool educational organization in the process of inclusive education. The study reveals the importance of mutually integrated activities between parents and educators in the development of children with special educational needs. It also highlights the mechanisms of cooperation between the family and the preschool educational organization, as well as ways to organize them based on modern approaches, interactive methods, and communicative strategies.

Keywords: inclusive education, pedagogical cooperation, social adaptation, individual approach, reflexive monitoring, communicative strategies, integrated education, pedagogical process

Introduction

In today's conditions of globalization and social development, one of the most critical tasks facing the education system is to provide every child with the opportunity to receive a quality education, regardless of their individual characteristics, needs, and capabilities. From this perspective, inclusive education is emerging not only as an important direction of the pedagogical process but also as one of the criteria determining the level of humanism in society. An inclusive approach involves placing the child at the center and ensuring their comprehensive development. In this regard, close cooperation between the family and the preschool educational organization is of decisive importance.

The initial stage of a child's life - the preschool period - is considered the most crucial foundation for their formation as a personality. It is during this period that the child's socialization, speech and emotional development, and interaction with the environment are formed. If the family and the educational institution work in harmony in this process, the chances of achieving positive results in the child's development will increase significantly. On the contrary, if disruptions occur between these two important institutions, it can negatively affect the child's psychological state, learning motivation, and social adaptation.

In the context of inclusive education, the interaction between the family and the preschool educational organization becomes even more relevant. Because in the process of working with children with special educational needs, a pedagogical approach alone is not enough. This process requires a comprehensive approach, i.e., systematic cooperation between parents, educators, specialists, and other actors of society. By forming the child's closest social environment, parents deeply understand their interests, abilities, and problems. Teachers create a developing environment on a scientific and methodological basis. The effective integration of these two sides is one of the key factors ensuring the success of inclusive education.

Modern pedagogical approaches, particularly cooperative pedagogy, constructivism, and the principles of student-centered education, require bringing the relationship between the family and the educational institution to a new level. In this process, communicative openness, mutual trust, responsibility sharing, and reflective analysis are of great importance. Especially today, when the digital educational environment is developing, innovative forms of involving parents in the pedagogical process are expanding. Therefore, the effective establishment of cooperation between the family and the preschool educational organization within the inclusive education system ensures not only the successful development of children with special needs but also the establishment of the principles of equality, tolerance, and social justice in society. A profound scientific analysis of this issue and the development of practical mechanisms is considered one of the urgent tasks of modern pedagogy.

Analysis of research on the topic:

The issue of cooperation between the family and the preschool educational organization in the context of inclusive education is one of the current scientific directions widely studied at the intersection of pedagogy, psychology, and social sciences in recent years. An analysis of research conducted on this problem shows that cooperation between the family and the educational institution is interpreted as one of the decisive factors in the comprehensive development of a child.

The “school-family-society partnership model” developed by foreign researchers, including Joyce Epstein, is widely used as a theoretical basis in this direction. According to him, the interaction between parents, educational institutions, and society directly affects a child’s development. Furthermore, in Urie Bronfenbrenner’s theory of ecological systems, child development is explained as the result of the interaction of micro, meso, and macro systems. It is the meso-system - that is, the relationship between the family and the educational institution - that is recognized as an important factor determining the level of a child’s socialization.

Research conducted in the context of inclusive education emphasizes the importance of cooperation with parents in the development of children with special educational needs. For example, Mel Ainscow points to the active participation of all stakeholders, particularly parents, as an important condition for the effective organization of inclusive education. In his opinion, creating an inclusive environment is not only the task of the educational institution, but also a process carried out in cooperation with all actors of society, especially the family.

The issue of cooperation between the family and the educational organization is also widely covered in the research of CIS scholars. In particular, L.S. Vygotsky’s theory of cultural-historical development substantiates that a child’s development occurs through interaction with the social environment. According to him, the developmental environment created by adults (parents and educators) expands the child’s “near developmental zone.” This scientifically confirms the need for harmony between the family and the educational institution.

This problem is also at the center of special attention in the research conducted by Uzbek scientists. In particular, issues regarding the development of the preschool education system, the introduction of inclusive education, and the improvement of methods for working with parents are being consistently studied within the framework of national pedagogy. The study developed forms and methods, pedagogical conditions, and criteria for the effectiveness of organizing cooperation between the family and the preschool educational organization. Particularly

important is the involvement of parents in the pedagogical process, the enhancement of their pedagogical competence, and systems for joint monitoring of children's development.

At the same time, an analysis of existing research shows that there are certain problems. In particular, although cooperation is often theoretically justified, mechanisms for its effective implementation in practice have not been sufficiently developed. There is also a lack of research on innovative models of cooperation between the family and the educational organization, communication systems based on digital technologies, and reflective assessment mechanisms in the context of inclusive education. Scientific research on the topic confirms the important role of cooperation between the family and the preschool educational organization in the effectiveness of inclusive education. However, based on modern requirements, there is a need to improve this cooperation based on new pedagogical approaches, innovative technologies, and systemic mechanisms. This requires further deepening of scientific research in this direction.

Analytical discussion

At first glance, the issue of cooperation between the family and the preschool educational organization in the inclusive education system may appear as a simple model of cooperation, but when this process is deeply analyzed, it becomes clear that it is a complex, multi-layered socio-pedagogical system. This is because not only the child's development but also the pedagogical culture of the parents, the professional competence of the educator, the organizational capabilities of the institution, and the inclusive culture of society are inextricably linked.

Analysis shows that in practice, cooperation between the family and the preschool educational organization is often carried out in one direction - that is, in the form of transmitting information from the educator to the parents. This does not fully reveal the true nature of cooperation. In fact, the modern paradigm of inclusive education requires bilateral and even multilateral interactive communication. Parents should participate not only as observers or executors, but also as active subjects of the pedagogical process. From this perspective, bringing cooperation from the level of "information exchange" to the level of "joint decision-making" is an important methodological task.

In working with children with special educational needs, the continuity between the family and the educational organization acquires even deeper meaning. Because even small positive changes in the development of such children require systematic and continuous support. If the approaches between the family and educators do not coincide, it can lead to regression in the child's development or a decrease in motivation. Therefore, there is a need to form a unified pedagogical position, coordinate individual development directions, and consistently implement them.

Another important issue from an analytical perspective is the determination of qualitative indicators of cooperation. In practice, cooperation is often evaluated solely by organizational activities (meetings, conversations, open training sessions). However, actual effectiveness should be determined by the child's level of social adaptation, emotional stability, and independent activity. Consequently, the implementation of systems for reflective monitoring, diagnostic analysis, and observation of individual development dynamics is relevant in evaluating cooperation results.

Furthermore, the widespread penetration of digital technologies in modern conditions is significantly changing the content of cooperation. Online platforms, mobile applications, and

remote communication tools make communication between parents and educators fast, convenient, and seamless. However, to effectively utilize these opportunities, it is necessary to enhance the digital competence of parents and for educators to master innovative communicative strategies. Otherwise, even if technological tools are available, they may not yield the expected results.

Another important aspect is the psychological basis of cooperation. Without an atmosphere of trust, respect, and mutual support between the family and the educator, no methodological model or technology will yield the expected results. Anxiety, insecurity, or social stereotypes observed in parents of children with special needs can negatively affect the process of cooperation. Therefore, educators must perform the role of not only a teacher but also a counselor and a psychological assistant.

In general, the cooperation between the family and the preschool educational organization in inclusive education is not a simple system of organizational relations, but a strategic factor that determines the quality of the pedagogical process. Its effective organization requires a systematic approach, innovative methods, reflective analysis, and, most importantly, relationships based on human values. Only then will inclusive education reveal its true essence and serve the harmonious development of every child.

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