



**STRATEGIES FOR CREATING SPECIAL OPPORTUNITIES FOR
PARENTS OF CHILDREN IN INCLUSIVE EDUCATION
СТРАТЕГИИ СОЗДАНИЯ ОСОБЫХ ВОЗМОЖНОСТЕЙ ДЛЯ
РОДИТЕЛЕЙ ДЕТЕЙ В ИНКЛЮЗИВНОМ ОБРАЗОВАНИИ
INKLYUZIV TA'LIM OLUVCHI BOLALARNING OTA-ONALARIGA
MAXSUS IMKONIYATLAR YARATISH STRATEGIYALARI**

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ABSTRACT

This article examines strategies for providing parents of children in inclusive education with special opportunities. The study explores approaches such as providing parents with knowledge, psychological support, involvement in decision-making processes, and access to resources. Organizing workshops, training sessions, and online courses for parents enables them to understand their children's individual needs and actively participate in the educational process. Psychological counseling and group training help reduce parental stress, strengthen their emotional resilience, and support children's social adaptation. Involving parents as active members of multidisciplinary teams, particularly in developing individual learning plans and participating in decision-making, significantly contributes to children's academic success. Access to libraries, educational materials, and online resources allows parents to effectively support their children at home.

Keywords: inclusive education, parental involvement, special opportunities, pedagogical support, psychological support, multidisciplinary team.



АННОТАЦИЯ

В статье рассматриваются стратегии предоставления родителям детей в инклюзивном обучении специальных возможностей. Исследование включает такие подходы, как предоставление знаний, психологическая поддержка, участие в процессе принятия решений и доступ к ресурсам. Организация семинаров, тренингов и онлайн-курсов позволяет родителям понимать индивидуальные потребности своих детей и активно участвовать в образовательном процессе. Психологическое консультирование и групповое обучение помогают снизить стресс родителей, укрепить их эмоциональную устойчивость и поддержать социальную адаптацию детей. Привлечение родителей в качестве активных членов многопрофильных команд, включая разработку индивидуальных планов обучения и участие в принятии решений, значительно способствует академическим успехам детей. Доступ к библиотекам, учебным материалам и онлайн-ресурсам позволяет родителям эффективно поддерживать детей дома.

Ключевые слова: инклюзивное образование, участие родителей, специальные возможности, педагогическая поддержка, психологическая поддержка, многопрофильная команда.

ANNOTATSIYA

Ushbu maqolada inklyuziv ta'lim oluvchi bolalarning ota-onalariga maxsus imkoniyatlar yaratish strategiyalari tahlil qilinadi. Tadqiqotda ota-onalarni bilim bilan ta'minlash, psixologik qo'llab-quvvatlash, qaror qabul qilish jarayonlariga jalb qilish, resurs va imkoniyatlarga erkin kirish imkonini yaratish kabi yondashuvlar ko'rib chiqiladi. Ota-onalar uchun seminarlar, treninglar va onlayn kurslar tashkil etish ularni bolalarning individual ehtiyojlarini tushunishga va pedagogik jarayonda faol ishtirok etishga rag'batlantiradi. Shu bilan birga, psixologik maslahat va guruh treninglari ota-onalarning stress darajasini kamaytiradi, ularni emotsional jihatdan mustahkamlaydi hamda bolalarning ijtimoiy moslashuvini qo'llab-quvvatlashga yordam beradi. Multidissiplinar jamoalarning faol a'zosi sifatida ota-onalarni jalb qilish, masalan, individual rivojlanish rejalarini ishlab chiqish va qaror qabul qilish jarayonlarida ishtirok etish, bolalarning o'quvdagi muvaffaqiyatini oshirishga sezilarli hissa qo'shadi. Shu bilan birga, kutubxona, o'quv materiallari va onlayn resurslarga erkin



kirish imkoniyati ota-onalarga uy sharoitida bolalarni samarali qo'llab-quvvatlash imkonini beradi.

Kalit so'zlar: inklyuziv ta'lim, ota-ona hamkorligi, maxsus imkoniyatlar, pedagogik qo'llab-quvvatlash, psixologik qo'llab-quvvatlash, multidissiplinar jamoa.

Introduction

In recent years, inclusive education has become one of the important directions of the global education system. Inclusive education is recognized as a systematic approach aimed not only at ensuring the education of children with special needs in general education schools, but also at supporting their social integration, academic success and psychological development. Research shows that the inclusive education process does not depend only on the students themselves, but also requires the proper organization of the school environment, pedagogical approaches, parental cooperation and resources. Parents play an important role in the success and social adaptation of children, as they actively contribute to the inclusive process by working with children at home, providing emotional support and understanding individual needs[3].

At the same time, national and international experience shows that strategies to support parents are an important factor in increasing the effectiveness of inclusive education. For example, in schools in Finland, Canada, and Singapore, children's academic success has been significantly increased by involving parents in multidisciplinary teams and providing them with special resources and training. In Uzbekistan, the effectiveness of inclusive education is observed to be lower due to the lack of systematic work with parents and limited opportunities for psychological and pedagogical support.

This article aims to identify strategies for creating special opportunities for parents and analyze ways to implement them in practice. The results of the study not only indicate the need for active support for parents, but also serve as a basis for developing systematic approaches that will improve the effectiveness of inclusive education and strengthen the social integration of children.

Literature review on the topic

The issue of creating special opportunities for parents of children receiving inclusive education is relevant not only from the point of view of children and



educators, but also from the point of view of parents. In foreign studies, Antony emphasizes the social and psychological importance of involving parents as active participants in the inclusive process[2]. Sharma and Sokal show that integrating parents with a multidisciplinary team significantly contributes to the individual development of children. Qi et al. found that improving the pedagogical knowledge of parents and creating a support system in Chinese schools improves the social adaptation of children [8].

Also, in Canadian and European experiences, involving parents in the decision-making process, improving their knowledge and skills through training and consultations, increases the effectiveness of inclusive education. However, systematic studies of creating special opportunities, resources, and psychological support systems for parents are rare.

This issue is also emerging as a relatively new area in the domestic literature. Uzbek researchers, in particular Yusupova and Akramova, analyze the roles of parents and practical models of their support, but there is a lack of in-depth research on adapting international experience to national conditions[11], [12]. At the same time, studies conducted by the World Bank and UNICEF highlight strategies for supporting parents in a national and international context, but there is little scientific research on their application to local practice[15].

In this regard, this study, as a scientific novelty, systematically analyzes strategies for creating special opportunities for parents and identifies ways to adapt them to national conditions. This work will serve to increase the effectiveness of inclusive education and actively involve parents in the educational process.

Research Methodology

This study aims to systematically analyze strategies for creating special opportunities for parents of children receiving inclusive education. The study was conducted based on a methodology that combines qualitative and quantitative approaches. The qualitative part of the study aimed to gain a deeper understanding of the needs of parents, existing strategies and problems in supporting them. For this purpose, interviews and focus groups were conducted to explore the personal experiences of parents, the opinions of educators and school leaders. The quantitative part of the study collected data on the level of use of the support system by parents,



satisfaction with various strategies, and children's academic performance through questionnaires and questionnaires.

The study used a sample selection methodology. Parents from different social and economic backgrounds were selected from urban and rural schools. The selection process took into account the availability of inclusive programs in schools and the experience of parents working with children of different ages. This ensured that the results were relevant and reliable for national conditions [11].

In analyzing the data obtained, qualitative data were coded and categorized using thematic analysis, which systematically identified parents' needs and support strategies. Quantitative data were analyzed using statistical analysis, which allowed us to determine the level of parental satisfaction, the effectiveness of different strategies, and the interrelationships between them. The substantive aspect of the study is that it not only shows the role and experience of parents in current practice, but also creates a scientific basis for developing new strategies and adapting them to national conditions.

Analysis and results

The research results aimed to determine the role of parents in the process of inclusive education and the effectiveness of creating special opportunities for them. As a result of the qualitative analysis, parents noted a lack of information in understanding the individual needs of their children, limited knowledge of pedagogical methods, and the need for psychological support. The results of the focus groups and interviews showed that parents want to be more actively involved in the process of inclusive activities at school, but in many cases there are not enough resources and practical guidance for them. At the same time, the desire of parents to cooperate with multidisciplinary teams showed that they are an important factor in the social and academic development of their children.

The analysis of quantitative data made it possible to assess the effectiveness of various strategies. As a result of the questionnaires, 72% of parents noted that they had gained a better understanding of their children's needs through training and seminars organized by the school. At the same time, 65% of parents indicated that they would be willing to further increase their participation in the inclusive process if there was a system of psychological counseling and support. It was found that children in families



with free access to resources and online platforms had higher academic success, which confirms the effectiveness of the parent support strategy [8].

The analysis showed that activating parents, supporting them in an integrated manner with a multidisciplinary team, providing psychological counseling and resources is an important factor in increasing the effectiveness of the inclusive education process. At the same time, developing new strategies in the national context and implementing them in practice is important in protecting the interests of parents and children.

Conclusions and recommendations

This study aimed to systematically study strategies for creating special opportunities for parents of children receiving inclusive education. The results of the study showed that actively involving parents, supporting them in an integrated manner with multidisciplinary teams, providing them with psychological counseling and training significantly increases children's academic success and social adaptation. At the same time, creating free access to resources and online platforms for parents will more actively involve them in the educational process and increase the effectiveness of inclusive education.

Based on the study, the following recommendations were developed: systematic programs to support parents should be introduced; it is recommended to provide them with knowledge through regular seminars, trainings and consultations; it is important to actively involve parents in the work of multidisciplinary teams, ensuring their participation in individual development plans and decision-making processes of children; it is necessary to create free access to libraries, educational materials and online resources for parents; Systematic support for parents should be ensured through regular information on government policies and legal opportunities, grants and social services.

In this way, strategies for creating special opportunities for parents will serve to increase the effectiveness of the inclusive education process, support the social and academic development of children, and create a sustainable inclusive environment in the school community. The results of the study will serve as the basis for developing practical recommendations in the national and international context, contributing to the development of inclusive education.



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