

Teaching Staff – Interaction with Parents

Sadulloyeva Mahfuza Gaybulloevna

Senior Lecturer of the Department of Pedagogy, Bukhara State University

Usyakina Darya Igorevna

Primary School Teacher, School 18, Bukhara

Abstract: This article outlines the features and importance of the family's role, the ability to establish equal cooperation with them, and the peculiarities of education for children with special educational needs (SEN). It highlights the developmental factors that will assist not only educators but also parents in approaching this task correctly.

Keywords: socialization, understanding, space, need, respect, trust, discussion, program, educational environment, dynamics.



This is an open-access article under the [CC-BY 4.0](https://creativecommons.org/licenses/by/4.0/) license

The family truly plays a key role in the socialization and education of children, especially in the context of children with special educational needs (SEN). Understanding and support from the family is an important factor that allows children to feel comfortable and confident during their learning and development process.

Educators working with children with SEN must approach the understanding of family dynamics attentively, consider the individual needs of each child, and adjust their interaction with parents accordingly. Consistency between home and the educational environment helps create a unified space for development, significantly increasing the chances of success.

Partnership with the family involves not only the exchange of information but also interaction based on respect and trust. This can be manifested in joint activities, discussions of the child's successes and difficulties, as well as in the shared search for solutions to overcome emerging obstacles.

Thus, creating a positive educational space for children with SEN is impossible without the active participation of the family, and cooperation with parents is the key to the successful development and progress of such children.

It is also important to consider not only the role of parents but also the role of educators. An educator who does not strive for development will not be able to nurture a creative personality. Therefore, enhancing their professional skills and competencies is key to the successful organization of inclusive education for preschool children. Preschool education has long surpassed its initial functions. The qualifications of educators and other staff members of the

educational organization should meet the requirements set for each specific job position. It is also important to create a developing subject-space environment in the kindergarten. This requires complex, diverse, and creative work from all educators.

Taking into account the age and individual characteristics of the children, educators, specialists, and parents jointly plan and organize this environment. It should be filled with items and materials that encourage children to engage in active activities, both independently and in collaboration with adults and peers—various play materials, tasks, books, and other resources. It is also important for children to actively participate in creating this developing environment, such as decorating the interior or making games and toys. Educators not only select materials but also show children how to use them if they encounter difficulties.

Educators develop various tasks that can vary depending on the interests and needs of the children, taking into account their developmental level. The main goal of organizing the subject-space environment is to create conditions for the child's independence and activity; the educator's task is to stimulate this activity, rather than dominate. It is important for children to have the opportunity to express their interests through joint activities and play, which promotes the development of social skills—such as the ability to negotiate, find compromises, share responsibilities, assume different social roles, offer support, and take responsibility.

The organization of social partnership between early childhood education institutions (ECEIs) and families in the process of inclusive preschool education is one of the main principles of modern preschool education, which is described as: "The personal-developmental and humanistic nature of interaction between adults (parents or legal guardians, educational and other staff members of the organization)" [4, p.2].

According to T.N. Mikhailova, the role of the family in the process of personality development should not be underestimated: "The relationships between the adults raising the child, the nature of adults' attitudes toward the child, and the overall family climate have either a positive or negative impact on the preschooler" [2, p.1].

The kindergarten, in turn, complements family upbringing by providing the necessary help and support in this process. In conclusion, it is important to note that "both the family and the ECEI play a significant role in the life of a preschool child" [2, p.2].

Thus, by creating special psychological and pedagogical conditions and ensuring proper support for the students, we provide everything necessary for the organization of inclusive education in preschool institutions.

The transformations outlined above have logically led to changes in the conditions for managing and organizing the educational process in early childhood education institutions. Among these, one of the key aspects is the readiness of educators to work in the context of implementing inclusive education in preschool educational organizations.

"To organize effective inclusive education, it is necessary to establish a system for training teaching staff. The goal of this system is to educate teachers in general schools and kindergartens on the basics of special psychology and corrective pedagogy, enabling them to master special teaching technologies that allow for an individualized approach to children with special educational needs" [1, p.17].

The methods of interaction between the teaching staff and the parents of children in compensatory groups include: – developing programs to enhance parental competence in the correction of children's intellectual development, including the use of remote communication methods; – organizing psychological support for parents on issues related to the upbringing and development of their children, provided by educators.

The level of competence enhancement for parents in the area of child development correction is presented in Table 1.

Table 1. Enhancing Parental Competence in Child Development

Areas of Interaction	Forms of Interaction
1	2
Interaction of educational institutions with the families of students to ensure the full development of a child with special educational needs (SEN).	Parent meetings Open house days Open events for parents Family contests and reviews;
Providing consultative and methodological assistance to parents (legal representatives) on issues of upbringing, education, and development of a child with special educational needs (SEN).	Parent meetings Official website Parent corners in classrooms, information for parents on bulletin boards Consultations with educators and specialists.
Participation of parents of students in the work of the public and governmental administration bodies of the institution.	Participation in the work of the nutrition council Participation in the work of the pedagogical council Parent committee
Assistance of parents of children with special educational needs (SEN)	The ability to adequately assess a particular situation; Forms of work with children.
Providing assistance from the perspective of activity	Attending classes The ability to draw correct conclusions Choosing the right solution

The psychological analysis on issues of upbringing and child development is presented in Table 2.

Table 2.

Types of activity	Content of activity
1	2
Preventive work	Provide parents with information about the progress of implementing preventive programs, parent participation in seminars, group, and individual consultations.
Developmental work	The work of parents and children during the implementation of developmental programs, parent participation in seminars, group, and individual consultations.
Corrective work	The ability to work with each individual; Individual programs for working with the families of students
Psychological awareness.	Parent meetings, open events. Participation in general events of the institution
Career guidance	Organization and involvement of other parents.
Adequacy	The ability to correctly assess one's own activities and point of view

References:

1. Adapted educational program of the educational institution [Text]: methodological recommendations for development / M.I. Solodkova, Y.Yu. Baranova, et al. – Chelyabinsk: ChIPPKRO, 2014. – 224 p.
2. Akatov L.I. Psychological foundations of social rehabilitation of children with limited life activity opportunities [Text] / L.I. Akatov. – Moscow: Prosveshchenie, 2002. – Presidential Program "Children of Russia." – 448 p.
3. Alekhina S.V. Principles of inclusion in the context of changes in educational practice // Psychological Science and Education. 2014. Vol. 19. No. 1. – 516 p.
4. Alekhina S.V. The current stage of development of inclusive education. // Inclusive Education. Issue 1. Moscow, 2010. N.N. Special education in Russia and abroad. Moscow [Text]. 1997. – 67 p.
5. Andikyan B.D. Inclusive education: features and development trends [Text] / B.D. Andikyan // Bulletin of the Moscow State Humanities and Economic Institute. – 2012. – No. 2. – pp. 56–62.
6. Ardzinba V.A. Inclusive education for people with disabilities in the United States // Electronic journal "Psychological Science and Education." - 2010, No. 5, [Electronic resource] Access mode: http://www.psyedu.ru/files/articles/2282/pdf_version.pdf - p. (accessed on 17.09.17)
7. Baryaeva L.B., Gavrilushkina O.P., Zarin A.P., Sokolova N.D. P78. Program for the upbringing and education of preschool children with intellectual disabilities. – St. Petersburg: "SOYUZ" Publishing House, 2003. – 189 p.
8. Boryakova N.Yu. Steps of Development. Early diagnosis and correction of mental developmental delay in children. Moscow, Gnom-Press, 2000. – 416 p.
9. Veselova A.A., Koroleva A.A. Corrective-developmental program "Body-oriented approaches aimed at the development and correction of the emotional sphere of preschool children" – Yaroslavl, Yaroslavl State Pedagogical University named after K.D.