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WAYS TO PREPARE PARENTS OF CHILDREN WITH DISABILITIES FOR INCLUSIVE EDUCATION

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Annotation:

The article gives information about the process of preparing children with special educational needs and their parents for the conditions of inclusive education.

Keywords: Inclusive education, disabled child, defectologist, corrective work.

Аннотация:

В статье освещается процесс подготовки детей с особыми образовательными потребностями и их родителей к условиям инклюзивного образования.

Ключевые слова: Инклюзивное образование, ребёнок-инвалид, дефектолог, коррекционные работы.

Family plays a special role in every person's life. A child grows up in the family, and from the very first years of life, absorbs everything from it both - good and bad - while learning community norms and standards of human relationships. A family with a child who has a disability holds a particular status, and its unique characteristics and problems are defined not only by the personal qualities of its members and the nature of their relationships, but also by their preoccupation with the child's issues, the family's isolation from society, lack of communication, and often the mother's unemployment. Most importantly, the special situation of such a family is connected to the child's illness.

When a family with a child who has developmental difficulties enters a general education institution, they must actively participate in the process for the following reasons:



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First: When entering a new social environment, the child may feel fear and anxiety. In such cases, the support of close relatives, especially parents, is essential.

Second: Parents must be aware of the academic requirements placed on students so they can assist their child in completing homework.

Third: It is crucial to help the child establish new relationships, make new friends, and build mutual understanding. It is also necessary to overcome barriers linked to how healthy children perceive children with disabilities. For the child with developmental issues, it is important to recognize their strengths and limitations while still feeling like an equal member of the group. However, the child may expect that the school environment will provide the same sheltered, “greenhouse-like” conditions they were used to at home or in a special institution. When these expectations are not met, disappointment may arise, which can hinder the child’s integration into society.

Parents of a child included in the inclusive process may experience a variety of emotions. At first, they may feel joy and satisfaction that their child is studying not in a special school but in a general one alongside healthy children. However, this feeling may soon be replaced by deep disappointment, confusion, or even aggression, directed at teachers, other parents, or children who do not accept their child. To resolve these issues, parents primarily need the assistance of defectologists, psychologists, and other specialists.

The process of including a child with developmental issues in education must be supported by teachers of state institutions implementing inclusion—particularly defectologists, classroom teachers, tutors, and other educators—who require special training. Work must be done not only with the child but also with the parents.

Defectologists, while advising parents, build trust, reduce stress, and tactfully inform parents about the specifics of the child’s learning process. They also provide recommendations for addressing behavioral challenges both at home and at school, and offer advice on building positive relationships with classmates and their parents (such as through parent committees).

The goal of working with parents is to provide knowledge about the child’s individual and age-specific characteristics, causes of developmental difficulties, and the impact of incorrect parenting positions on the child’s well-being. The result of



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pedagogical support should be that parents know and understand their child and accept them as they are.

Pedagogical work with families includes three main blocks: educational, counseling, and corrective.

Educational and Upbringing Work

The goal of the educational block is to introduce parents to the causes and factors of ontogenetic disruptions, the child's psychological traits, and the basic laws of development.

To eliminate parents' psychological and pedagogical illiteracy, "Parent Lectures," "Family Teacher Clubs," and "Parent Seminars" are organized, where the following issues can be discussed:

Eliminating parents' psychological and pedagogical incompetence;

Establishing close cooperation with defectologists, teachers, community leaders, and other organizations;

Facilitating interaction with other families raising both children with disabilities and healthy children;

Participation in social and cultural events.

Counseling Work:

The counseling block is represented by individual work with families. Organizing "Parent Counseling Centers" and "Hotlines" helps parents find answers to their questions and receive systematic recommendations for creating a supportive family environment.

Corrective Work:

Defectologists' support for children with developmental issues begins primarily with psychological and pedagogical assistance for their parents. This support should build parents' confidence, meet their real needs, ensure social recognition, and develop their self-regulation skills. Parents of children with disabilities often suffer from a lack of information about their child's development and upbringing. Experience shows that they are most interested in facilitating the child's communication,



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adapting them to the surrounding world, ensuring a decent future, and providing the most effective assistance. Parents who have lost confidence may feel confused and hopeless, unable to organize the upbringing process correctly due to insufficient moral and psychological support from doctors, psychologists, and social services. Corrective work itself is aimed at creating optimal conditions for the child's development within the family. This block may include:

Conversations with each family member, both parents, or the whole family;

Family psychotherapy;

Play sessions for parents and children;

Group classes with parents and children;

Organizing self-help groups for parents;

Holding joint family events.

During conversations with parents, topics may include addressing disrespect, negativity, aggression, passivity, emotional coldness, and irritability in their attitude toward the child. Discussions also cover: the child's need for parental love, balancing parental expectations with the child's capabilities, and protective methods of upbringing for children with developmental difficulties. Conversations with both parents may lead to broader family discussions.

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