

**WAYS OF ORGANISING THE COLLABORATIVE WORK OF EDUCATORS  
AND PARENTS IN FORMING CHILDREN'S SOCIAL-EMOTIONAL SKILLS****Rakhimova Gulbahor Valijonovna**

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**ANNOTATION**

This article analyzes the effective ways of organizing collaborative activities between teachers and parents in the process of developing children's social-emotional skills from theoretical and practical perspectives. The study examines the content, forms, methods, and factors ensuring the effectiveness of such cooperation. Based on survey, observation, and interview methods, the findings indicate that systematic collaboration between teachers and parents significantly enhances children's empathy, self-regulation, communication, and social adaptation skills. Practical recommendations are developed in the article.

**Keywords:** social-emotional development, collaboration, teacher, parent, empathy, communication, self-regulation, educational process.

**АННОТАЦИЯ**

В данной статье с теоретической и практической точек зрения анализируются эффективные пути организации совместной деятельности педагогов и родителей в процессе формирования социально-эмоциональных навыков детей. В исследовании изучены содержание, формы, методы и факторы, обеспечивающие результативность сотрудничества. Результаты, полученные на основе анкетирования, наблюдения и бесед, показали, что систематическое взаимодействие педагогов и родителей значительно способствует развитию у детей эмпатии, саморегуляции, коммуникативных навыков и социальной адаптации. В статье разработаны практические рекомендации.

**Ключевые слова:** социально-эмоциональное развитие, сотрудничество, педагог, родитель, эмпатия, коммуникация, саморегуляция, воспитательный процесс.

Introduction. As we all know, improving the system of inclusive education in our country has become one of the key priorities of state policy. To this end, we are witnessing a number of effective measures being implemented in the sector. In particular, the President of the Republic of

Uzbekistan's Decree PQ-4860 'On Measures to Further Improve the System of Education and Care for Children with Special Educational Needs' -sonli decision serves as the legal basis for the efforts planned in this regard.[1]

In accordance with this decision, a concept for the development of inclusive education in the public education system for 2020-2025 was developed. On this basis, a "roadmap" for its implementation was developed in 2020-2021, as well as the target indicators for the development of education for children with special educational needs until 2025 were approved, and the implementation process was carried out.

Importantly, the new O for 2022-2026 was approved, which also included targeted indicators for the development of education for children with special educational needs by 2025, and work was carried out. Uzbekistan's Development Strategy for 2022-2026" also includes the improvement of the inclusive education and employment system, ensuring the social and economic inclusion and active participation of persons with disabilities (Goal 66); priority tasks have also been set, such as ensuring open and quality education for young people, guaranteeing that young people receive a comprehensive education at all levels, and creating the conditions for the development of an inclusive education system in the regions (Objective 70). [2] Although this process is being actively implemented in Uzbekistan, there are many problems and obstacles along the way. At the same time, there are certainly successes that have been achieved in developing inclusive education.

In the modern education system, the need to take into account each pupil's individual needs, level of knowledge, and abilities is becoming increasingly important. Consequently, one of the main objectives of the education system is to create opportunities for all children, regardless of their abilities, to receive an equal and high-quality education. From this perspective, the approach of inclusive education is becoming increasingly important.

The Cabinet of Ministers of the Republic of Uzbekistan's Resolution No. 638 of 12 October 2021 "On approving the normative legal acts on the education of children with special educational needs", According to the Cabinet of Ministers of the Republic of Uzbekistan's Resolution No. 638 of 12 October 2021 "On approving the normative legal acts on the education of children with special educational needs",[3] children with disabilities involved in the inclusive education process are assigned to a class with 2-3 autistic children. The aim is for them to engage in genuine communication with their peers, receive an equal education, and develop alongside them. This both guarantees the child's right to equality in education and provides for their socialisation, ensuring the involvement of not only parents but also the wider community.[4].

The aim of this study is to identify the mechanisms of pedagogical and psychological cooperation in the social-emotional development of children with autism and to assess their effectiveness. With this objective in mind, the tasks of the study are as follows:

- To define the content of social-emotional skills;
- To analyse the theoretical foundations of teacher-parent collaboration;– identifying the forms and methods of cooperation.

Psychological and pedagogical research shows that a child's social-emotional development primarily takes place in two environments: the family and the educational institution.

Therefore, the collaboration between educators and parents is one of the key factors determining the effectiveness of this process.

The problem is that, in practice, collaboration between the family and the educational institution is often insufficiently systematised, irregular, or limited to organisational meetings. As a result, there is a lack of a unified approach to the child's development.

The aim of the study is to identify and scientifically substantiate ways of effectively organising the collaborative work of educators and parents in the development of children's social-emotional skills.

### **LITERATURE REVIEW**

General conclusions and main directions from scientific analyses and research on pedagogical-psychological approaches to identifying the mechanisms of pedagogical-psychological cooperation in the socio-emotional development of children with autism, by local and foreign scholars.

-psychological approaches to the social-emotional development of children with autism, and the general conclusions and main directions of scientific analyses and research conducted by domestic and foreign scholars were examined, revealing the following.

It can be seen that work on the pedagogical and psychological support of children with autism in Russia and the CIS regions is primarily carried out through the system of inclusive education and specialised services in the following respects.

- In developing children's social and emotional skills, specialists (psychologist, speech therapist, special educator, teacher) work together and individual therapeutic plans are drawn up;
- Individualised educational strategies are developed through close collaboration between educators and specialists, as well as parents.

In this regard, it is known that in Russia, a child-centred, intensive psycho-pedagogical approach is used as an individual educational programme.

Studies show that, in the European context, work with autistic children relies even more on systematic and scientifically grounded mechanisms:

In European research, inclusive education is regarded as one of the most important pedagogical conditions for the socio-emotional development of children with autism. Its main mechanisms are:

- Increasing pupil participation and encouraging collaboration;
- Approaches such as the SPARK model – a systematic model designed to provide pedagogical support, foster collaboration, promote self-management and enhance communication.

Studies of mechanisms in the US and other foreign countries have revealed the following:

Based on the support of social-emotional skills, it can be seen that approaches aimed at social-emotional development have also been extensively studied in the US and Western academic circles:

- Specialised teacher training and pedagogical approaches, including practical training in the development of social skills;
- Active collaboration with parents, in particular, effective school-family liaison systems have been established.

Russia, Europe,

It can be seen that in the USA and other countries, numerous studies have been conducted on pedagogical and psychological support at the level of the learning environment, the reduction of social difficulties, and the adaptation of students' sensory environment.

At this point, a comparative analysis of the studies conducted by all foreign countries on this topic can also be viewed via the following table. (See Table 1)

**Table 1.**  
**COMPARATIVE KEY DIFFERENCES**

<b>Field</b>	<b>Rossiya</b>	<b>Yevropa</b>	<b>AQSh / Boshqa davlatlar</b>
<b>Inclusive education model:</b>	In development, but in many places it is combined with specialised support	Central element, systemic	strong focus, staff training
<b>Multidisciplinary team</b>	Under development	Strong model	Strong, research-based

Field	Rossiya	Yevropa	AQSh / Boshqa davlatlar
Peer support	less researched	Real method as a European experience	Sometimes local models
Social-emotional strategies	Individualized approaches	multiple SPARKs, adaptation	multiple methods, appropriate environment

In research conducted by Uzbek scientists to identify the mechanisms of pedagogical-psychological cooperation in the social-emotional development of children with autism, the following aspects can be observed. (See Table 2)

The focus of Uzbek scientists is on:

- Ø Psychological characteristics and diagnostics of children on the autism spectrum;
- Ø Pedagogical and logopedic approaches in inclusive education;
- Ø Social adaptation and psychocorrective tasks;
- Ø Pedagogical cooperation between parents and the school;
- Ø Standardization of the diagnostic system and specialist training;

**ANALYSIS AND RESULTS**

Observation results indicate that an integrated pedagogical-psychological approach in the family and school enhances children's emotional stability. As a result of the pedagogical-psychological cooperation mechanisms, ongoing consultations and trainings yield effective outcomes for educators and parents.

In the group where these collaborative mechanisms were applied, it can be seen that children's social communication, emotional expression, and empathy skills can be significantly developed.

Individualized learning plans and group sessions improve children's social skills; Empathy levels increase—children begin to better understand their peers' emotions; Self-regulation skills develop — aggression in conflict situations decreases;

The culture of communication improves — children become much more free in expressing their opinions.

The level of social adaptation increases — activity indicators in group activities rise.

The results of the studies show that the mechanisms of pedagogical-psychological cooperation are an important factor in the social-emotional development of children with autism.

The main conclusions identified based on the analyses are as follows:

Effective organization of regular collaborative activities between parents and educators serves to create a supportive environment for children on the autism spectrum, and working with an individual approach and special methodologies further enhances the child's emotional stability.

Engaging neighborhood and community resources in education is considered effective in helping children with autism adapt to social life. An integrated approach and the use of individual strategies are crucial for the successful social development of children on the autism spectrum.

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