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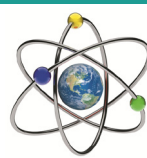
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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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PARENT PREPARATION FOR MEANINGFUL PARTICIPATION IN INCLUSIVE EDUCATION

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Abstract: This article examines how parent preparation can support meaningful participation in inclusive education. A focused conceptual review synthesised 17 sources on parent involvement, family-professional partnerships, parent education, self-efficacy, and cultural adaptation. The synthesis organised the literature into five areas: understanding educational situations, communicating with professionals, participating in decision-making, taking practical action, and finding continued support. These areas distinguish attendance from informed participation and suggest directions for programme design and evaluation. The Parent Question-Driven Navigation Model (PQNM) is discussed as an untested application. Local adaptation and feasibility research are needed before claims about its effectiveness can be made. The contribution of the article is a conceptual organisation of preparation needs rather than evidence of a tested intervention.

Key words: parent preparation, parent involvement, inclusive education, children with disabilities, family-school partnership, parent education, self-efficacy, family engagement, cultural responsiveness.

Annotatsiya: Ushbu maqolada ota-onalarni inklyuziv ta'limda mazmunli ishtirok etishga qanday tayyorlash mumkinligi tahlil qilinadi. Maqsadli konseptual sharhda ota-onalar ishtiroki, oila va mutaxassislar hamkorligi, ota-onalar ta'limi, o'z imkoniyatlariga ishonch hamda madaniy moslashtirishga oid 17 ta manba umumlashtirildi. Adabiyotlar tahlili beshta yo'nalish asosida tashkil etildi: ta'lim bilan bog'liq vaziyatlarni tushunish, mutaxassislar bilan muloqot qilish, qaror qabul qilishda ishtirok etish, amaliy qadamlar tashlash va keyingi yordam manbalarini topish. Bu yo'nalishlar uchrashuvlarda qatnashish bilan ongli ishtirok etish o'rtasidagi farqni ochib beradi hamda dasturlarni ishlab chiqish va baholashga yo'l ko'rsatadi. Ota-onalar savollariga asoslangan yo'l-yo'riq modeli (PQNM) hali sinovdan o'tkazilmagan amaliy yondashuv sifatida muhokama qilinadi. Uning samaradorligi haqida xulosa chiqarishdan oldin mahalliy sharoitga moslashtirish va amaliy qo'llash imkoniyatlarini o'rganish zarur. Maqolaning ilmiy hissasi sinovdan o'tkazilgan intervensiya samaradorligi haqidagi dalillarni taqdim etish emas, balki ota-onalarni tayyorlash ehtiyojlarini konseptual jihatdan tizimlashtirishdan iborat.

Kalit so'zlar: ota-onalarni tayyorlash, ota-onalar ishtiroki, inklyuziv ta'lim, nogironligi bo'lgan bolalar, oila va maktab hamkorligi, ota-onalar ta'limi, o'z imkoniyatlariga ishonch, oila ishtiroki, madaniy moslashuvchanlik.

Аннотация: В статье рассматривается, как подготовка родителей может способствовать осмысленному участию в инклюзивном образовании. В рамках целенаправленного концептуального обзора обобщены 17 источников по вовлечённости родителей, партнёрству семьи и специалистов, обучению родителей, самоэффективности и культурной адаптации. Материал организован по пяти направлениям: понимание образовательных ситуаций, общение со специалистами, участие в принятии решений, практические действия и поиск дальнейшей поддержки. Эти направления позволяют разграничить присутствие на встречах и осознанное участие, а также определить ориентиры для разработки и оценки программ. Навигационная модель, основанная на вопросах родителей (PQNM), рассматривается как ещё не апробированный вариант практического применения. Прежде чем делать выводы о её эффективности, необходимы адаптация к местным условиям и исследование возможностей практического применения. Вклад статьи заключается в концептуальной систематизации потребностей в подготовке родителей, а не в представлении доказательств эффективности апробированной интервенции.

Ключевые слова: подготовка родителей, вовлечённость родителей, инклюзивное образование, дети с инвалидностью, партнёрство семьи и школы, обучение родителей, самоэффективность, участие семьи, культурная отзывчивость.



INTRODUCTION

Inclusive education requires more than placing a child in a general education classroom. Schools and families must exchange information, discuss concerns, make decisions, and coordinate support. Parents may attend meetings or receive reports, but attendance alone does not indicate whether they understand the process, can express their priorities, or know what to do next. This article uses parent preparation for participation as an analytical concept. It refers to planned learning that develops the knowledge, confidence, communication skills, and practical abilities that parents need to participate in educational processes. Workshops, coaching, guided practice, short lessons, and structured conversations can provide such learning. Information becomes preparation when parents connect it to their child, ask questions, consider a choice, practise a skill, or identify a next step ^[1]. The article asks how preparation differs from formal involvement, which areas of preparation recur in the literature, and what these areas imply for programme design, evaluation, and future research.

LITERATURE REVIEW

Research distinguishes involvement from deeper engagement. Goodall and Montgomery describe a continuum ranging from school-directed involvement to parental engagement with children's learning ^[1].

Hoover-Dempsey and Sandler link involvement to parents' understanding of their role, their confidence that they can help, and invitations from schools ^[2].

Reviews concerning school-aged children with disabilities show that interventions can support participation, but the evidence remains limited to particular settings, disabilities, or processes ^[3, 4].

This distinction is particularly important when a child has a disability. Families may need to interpret assessments, compare support options, explain the child's strengths and needs, and raise concerns. Effective family-professional partnerships depend on communication, trust, equality, professional competence, commitment, and respect ^[5].

Time constraints, language barriers, previous school experiences, professional relationships, and broader social conditions can create additional barriers ^[6].

Preparation cannot remove these barriers or shift responsibility for inclusion from schools to families; rather, it can help families participate more effectively in decisions that affect their child.

RESEARCH METHODOLOGY

This focused conceptual review examined structured learning that may prepare parents of children with disabilities to participate in inclusive education. It analysed parent roles, learning processes, confidence, communication, decision-making, practical action, and access to continued support. No data were collected from individuals or schools. The review reconsidered 15 sources gathered during earlier work on parent education, family engagement, cultural adaptation, and disability support. On 23 September 2026, a targeted search of ERIC and publisher websites was conducted using the phrases "parent involvement special education systematic review", "parental involvement school-aged children disabilities", and "family-school partnership children with disabilities". Two directly relevant systematic reviews ^[3, 4] were also added, producing a final set of 17 sources published between 1997 and 2024. The search was targeted rather than exhaustive.

Sources were included when they addressed parents' educational roles, family-professional partnerships, knowledge, skills, confidence, decision-making, practical application, access, or cultural adaptation. Purely clinical studies were excluded unless they described structured caregiver learning. Older foundational sources were retained when they defined concepts used in the analysis. Uzbekistan policy documents were outside the general conceptual scope of the article. For each source, the analysis recorded the population, setting, parent role, learning process, outcomes, and stated limitations. Codes covering explanation, role understanding, questions, communication, choice, advocacy, practice, feedback, confidence, cultural adaptation, and resource connections were grouped into five areas. These areas were then compared with the Parent Question-Driven Navigation Model (PQNM). Because the author is developing PQNM, this comparison may have influenced the interpretation; therefore, the areas should be treated as a proposed conceptual organisation rather than as independently validated categories.

ANALYSIS AND RESULTS

The literature distinguishes access to participation from preparation for participation. A parent may attend a meeting without understanding its terminology, available choices, or next steps. Attendance records contact with a school; prepared participation concerns what the parent can understand, communicate, decide, or do during that contact. Intervention evidence remains limited. Goldman and Burke found few studies, focused



mainly on participation in Individualized Education Program meetings ^[4]. Musendo and colleagues reviewed 21 interventions and reported varied designs and outcomes, limited representation of lower-income settings, and medium or high risks of bias in most studies ^[3]. These findings support cautious development rather than endorsement of a single established approach. Family-centred research supports attention to family priorities, informed choice, and parents' active roles ^[7]. Schools remain responsible for accessible communication, qualified staff, appropriate services, and respectful procedures. Preparation should strengthen participation rather than make families responsible for inclusion. The synthesis organised the literature into five connected learning areas. These areas are analytical categories, not empirically established dimensions or a fixed sequence. Families may enter at different points and return to them as their circumstances change.

Understanding connects clear information to a current educational question, such as the purpose of an assessment or support. Adult-learning theory stresses relevance and immediate application ^[8]. Information becomes preparation when a parent can use it to interpret a situation or consider a decision. Communication includes preparing questions, sharing observations, requesting clarification, and explaining concerns. Because partnership research identifies communication, trust, equality, and respect as central ^[5], preparation may use examples, rehearsal, and feedback rather than merely listing recommended behaviours. Decision participation requires parents to compare options, identify priorities, and express a reasoned preference. Parental activation research links participation with knowledge, skills, confidence, coordination, and advocacy ^[9]. Education-focused reviews also identify decision-making as an important component, although programme designs and measures vary ^[3, 4]. Practical action links learning to one manageable next step, such as recording an observation, preparing for a meeting, trying a strategy, or contacting a professional. WHO Caregiver Skills Training and the Incredible Years programme use guided practice ^[16, 17], but evidence from developmental-disability, autism, and early-childhood contexts cannot establish effectiveness across disabilities or school-participation contexts.

Continued navigation recognises that one course cannot address every future situation. Studies involving immigrant and refugee families show families combining their own knowledge with support from schools, case managers, community members, and advocacy organisations ^[11-13]. Preparation therefore includes knowing where to seek accurate and appropriate help. Confidence may affect whether parents use what they learn. Bandura defines self-efficacy as belief in one's ability to organise and carry out the actions needed to achieve desired outcomes ^[14]. A review of interventions for parents of young children with neurodevelopmental disabilities reported improved self-efficacy, although the studies differed widely ^[10]. Programmes should measure confidence rather than infer it from attendance. Access may depend on scheduling, language, literacy, technology, transportation, childcare, and trust. A review of programmes for immigrant families described varied delivery and a fragile evidence base ^[11]. Cultural responsiveness may require changes to examples, interaction styles, expectations, and procedures, yet reviews report inconsistent adaptation and evaluation ^[15]. The findings distinguish opportunities for involvement from preparation for participation. Attendance, signed forms, and responses to messages document contact; they do not establish that a parent understood an issue, expressed a view, made an informed choice, or identified a next step.

Preparation appears most useful when it addresses an immediate question through clear explanations, realistic examples, practice, feedback, and a manageable next step. Schools can connect families with professionals, parent organisations, and community resources rather than expecting a single programme or teacher to provide every form of support. The five areas can guide evaluation. Knowledge measures can assess understanding; prepared questions or explanations can assess communication; informed choice can indicate decision participation; completion of a next step can show practical action; and identification of an appropriate resource can demonstrate navigation. Confidence may be measured across these areas, but it should not replace evidence of knowledge or action. The Parent Question-Driven Navigation Model (PQNM) offers one possible application. It begins with a parent's current question, links it to a learning pathway, explains essential information, connects the family with relevant support, and encourages action. Its relationship to the five areas is conceptual: PQNM has not been implemented or evaluated, and this review does not demonstrate its effectiveness ^[2]. For example, a parent asking why a child is struggling may need an explanation of observations and assessment findings. A parent preparing for a meeting may need key terms, useful questions, and practice in explaining a concern. In both cases, learning begins with a real situation and leads to an action or connection.

The synthesis may be relevant where inclusive education is developing, including Uzbekistan, but relevance does not establish contextual fit. Local research must examine how families and educators understand participation, which questions parents ask, preferred languages and formats, and possible delivery structures. Any use of the five areas or PQNM requires local review, adaptation, and feasibility testing. This review used a selected source set and a targeted search. Most sources use terms other than parent preparation, and they differ in population, purpose, setting, and measurement. Much of the intervention evidence comes from autism, developmental-disability, health-service, or early-childhood contexts. The five areas may therefore omit needs



that direct research with families would identify. Future interviews or focus groups should test whether the five areas reflect families' questions and identify any missing areas. A small pilot could examine clarity, accessibility, cultural relevance, feasibility, and acceptability before subsequent studies assess knowledge, confidence, communication, action, and participation. Claims about child outcomes would require direct measurement.

CONCLUSION

Parent involvement and preparation for participation are related but distinct concepts. Invitations and attendance do not ensure that parents can understand information, communicate concerns, consider available choices, or take appropriate action. The literature points to five connected areas: understanding educational situations, communicating with professionals, participating in decisions, taking practical action, and locating continued support. These analytical areas can guide programme design and evaluation, but they do not constitute a validated scale. PQNM offers one untested way to organise these areas around parents' questions while maintaining the responsibilities of schools and professionals. Local review and empirical research are needed to establish whether the model is clear, feasible, culturally relevant, and useful.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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