



THE ROLE OF SUBJECTS' COOPERATION IN INCREASING THE EFFECTIVENESS OF INDIVIDUAL HOME-BASED EDUCATION

Olloqulov Ma'rufjon Bahromjon o'g'li

Teacher-Speech Pathologist at Secondary School No. 17,
Oltinsoy District, Surxondaryo Region.

Independent Researcher, ADPI

E-mail address: 1993_merfi@mail.ru

Abstract

This article was developed to address problematic issues and identify solutions to a number of challenges within the education system concerning the home-based individual education of children with special educational needs. The collaboration between psychologists, educators, medical professionals, the mahalla, and parents significantly increases the effectiveness of individual home-based education. Based on international experience, legislative documents from Uzbekistan's national regulatory framework, and practical examples, the article outlines the nature of this collaboration, its mechanisms, and criteria for effectiveness. It also examines the application of practical work, the principles of specialization and differentiation, the development of specific educational programs, the use of progressive educational technologies, and the necessity of establishing a continuous monitoring system. The findings of this study can be utilized by educators, psychologists, and parents who provide home-based education for children with special educational needs.

Keywords: Individual education, children with special educational needs, medical and pedagogical services, psychological support, inter-subject collaboration, educational effectiveness, inclusive education, educational subjects, intellectual development, pedagogical monitoring, differentiation, educational programs.



INTRODUCTION

The demands of our time, new prospects in the fields of education and science, as well as the main directions of Uzbekistan's developing education system, require the establishment of a sufficiently consistent and optimal system for educating children with special educational needs.

Children with special educational needs are those with specific characteristics in their physical, mental, or cognitive development who require special methods, approaches, and tools in their education. Homeschooling is one of the challenges related to a child's self-expression and inability to fully realize their potential when learning in educational institutions.

International scientific research shows that the effective collaboration of speech therapists, psychologists, pediatricians, educators, and parents during the homeschooling of children with special educational needs significantly enhances the child's intellectual, physical, and emotional development. However, in the current education system of Uzbekistan, the mechanisms and standards for establishing such collaboration are not yet fully developed.

The main problem

The practice of providing individual home-based education for children with special educational needs is widely applied in many countries, including the Republic of Uzbekistan. However, the effectiveness of this form of education has not yet been sufficiently ensured due to several systemic problems. These problems are analyzed below from a scientific and methodological perspective.

- The Inadequacy of Techniques for Organizing and Evaluating Pedagogical Services

One of the systemic problems is the absence of a unified, standardized model for organizing pedagogical services in the home-based education process. Specifically, differentiated approaches that correspond to the individual educational needs of each child are often underdeveloped or not applied in practice. Furthermore, the practical application of assessment tools designed to determine the quality of the educational process—such as diagnostic tests, observation protocols, and portfolio methods—is insufficient. The failure to use scientifically-grounded assessment techniques limits the ability to objectively



measure educational outcomes and methodologically weakens the educator's activities.

- The Lack of Legal and Regulatory Framework for Psychological Support Services

The absence of a clear legal framework for the participation of psychologists in the home education process emerges as a significant institutional problem. Existing regulatory and legal documents often fail to sufficiently specify the scope of competence, boundaries of responsibility, and cooperation mechanisms for consultant psychologists in the home education process. This frequently leads to psychological support being provided in a haphazard and unsystematic manner. There is a perceptible need to develop specific regulations on this issue within the relevant documents of our country's Ministry of Preschool and School Education.

- The low level of parents' pedagogical and developmental competence

In the process of home education, parents are often compelled to function not just as supervisors or assistants, but as full-fledged educational participants. However, in many families, awareness of the neuropsychological developmental characteristics of children, special education methods, communication strategies, and play therapy techniques is very low. Research in psychology and defectology shows that the pedagogical literacy of parents is a factor that directly determines the quality of home-based education (Grigorieva, 2018; Nazarova, 2020). Therefore, providing special training for parents, supplying them with methodological guides, and systematically organizing psychological-pedagogical consulting services have become urgent tasks.

-Lack of interactive collaboration between the educational institution and the family

One of the core principles of inclusive education is continuous collaboration among all subjects within the education system. However, in practice, children receiving home-based education are often disconnected from the general educational institution. Isolation from the classroom community, limited communication with peers, and non-participation in school life diminish a child's social competence and negatively impact their psychosocial development. Inclusive education standards developed by UNESCO and UNICEF recommend implementing specific mechanisms to prevent this disconnect. The absence of



such connections complicates the child's overall integration into the education system.

-Absence of systematic mechanisms for monitoring development levels

A standardized system for monitoring the dynamics of a child's physical, cognitive, speech, and social development during home-based education has not yet been formed. Continuous, systematic, and multidimensional monitoring of development levels is a key condition for implementing pedagogical corrections in a timely manner. The absence of monitoring mechanisms makes it virtually impossible to adjust, individualize, and forecast the educational process. In modern defectology and speech therapy practices, developing monitoring systems based on the ICF (International Classification of Functioning, Disability and Health) is recognized as an advanced approach.

MATERIALS AND METHODS

Educational effectiveness is the degree to which a student fully achieves the educational goals and objectives set for them during the teaching and learning process between the teacher and the student.

The collaboration of subjects is a process aimed at achieving comprehensive developmental outcomes for the child. It is based on the purposeful, coordinated, and systematic organization of interactions among all functional parties involved in the educational process, namely educators, psychologists, medical personnel, community representatives, and parents.

This definition encompasses several fundamental scientific principles. First is the **principle of agency**, where each participant in the process is recognized not merely as an executor, but as a fully-fledged agent who makes independent decisions within their sphere of competence. Second is the **principle of purposefulness**, where collaboration is not spontaneous but is carried out based on clearly defined pedagogical and developmental objectives. Third is the **principle of coordination**, where the actions of all agents are harmoniously organized to be mutually complementary, avoiding redundancy and conflict.

Structural Composition and Functional Characteristics of the Agents

Each agent participating in the collaborative system performs a specific functional role and makes a unique contribution to the collective outcome:



- **The Educator** plans the educational process, determines the individual learning trajectory, and adapts didactic materials;
- **The Psychologist** diagnoses the child's cognitive, emotional, and social development characteristics, conducts psycho-correctional work, and provides methodological support to all agents;
- **The Medical Professional** monitors the child's somatic and neuropsychiatric condition and recommends rehabilitative measures;
- **Mahalla Representatives** play a crucial role in shaping the social environment, supporting the family, and ensuring social integration;
- **Parents** reinforce the child's zone of proximal development in real-life situations, emerging as the central link in the collaborative process.

It should be emphasized that this list of subjects is not exhaustive — depending on the complexity of the child's needs, a speech therapist, a special education professional (defectologist), a social pedagogue, and other specialists can also be integrated into the system.

As indicated in the guidelines from UNESCO and the World on inclusive education systems, the collaboration between these subjects takes three forms:

- Horizontal (among pedagogues)
- Vertical (between educational institutions and homes)
- External (with community organizations and the healthcare system)

Considerations

Systematizing Communication Between Parents and Pedagogues

Parents play a key role in their child's educational process. Therefore, it is essential to establish continuous communication between parents and pedagogues during individual home-based education.

The organizational forms of this continuous communication should preferably include the following:

- Weekly structured dialogue — a strictly regulated communication format conducted through teleconferences, video sessions, or in-person meetings. These meetings are for discussing the current week's results, observed developmental dynamics, any emerging challenges, and the tasks for the next stage. The regularity of this systematic communication allows both parties to maintain focus on the strategic goal;



- A documented observation system records a child's daily, weekly, and monthly indicators through a personal development record, essentially an individual development map. This document is not merely a logbook but serves as a primary empirical source for pedagogical reflection and decision-making;
- Multi-channel communication infrastructure — ensuring effective communication channels means implementing a single, secure, and user-friendly digital platform for all parties (e.g., a secure messenger, an educational portal, or a specialized application). A fragmentation of communication tools leads to information loss and a decrease in the quality of collaboration;
- Developing parental observation competence — the educator must instruct parents on observation protocols for the child's behavior, academic progress, and communication. Transforming parents from mere observers into subjects capable of collecting and interpreting observation data will fundamentally improve the quality of the education system;

Empirical research in this area confirms that the active and systematic participation of parents in the educational process can increase a child's internal motivation for development by 30–40%. This figure reflects a statistically significant correlation between parental involvement and child motivation, serving as an important empirical basis for designing a collaborative system.

It is scientifically proven that every child with special educational needs has a unique neuropsychological profile, developmental pace, and learning style. This makes it practically impossible to provide effective education within a single, standardized curriculum. Based on this, the Individualized Education Program (IEP) — a multi-component and dynamic document tailored to the specific needs, abilities, and developmental pace of each child — has become a key methodological tool in the pedagogy of modern home-based education.

The scientifically-based structural model of an Individualized Education Program should include the following components:

1. Initial Diagnostic Assessment. A necessary methodological prerequisite for developing the program is a comprehensive, multidimensional assessment of the child's current developmental status. This diagnosis determines the existing level in the cognitive, speech, emotional-volitional, social, and motor domains. In international practice, the assessment model based on the ICF (International



Classification of Functioning, Disability and Health) is widely used. The diagnostic results determine the entire logical structure of the Individualized Education Program—that is, the goals, methods, and effectiveness criteria are derived directly from the assessment findings.

2. A Hierarchy of Incremental Goals. An Individualized Education Program must clearly distinguish between short-term operational goals, designed for 3 to 6 months, and long-term strategic goals for one year. Short-term goals have measurable criteria and are expressed as an observable behavior or skill (e.g., "to acquire an active vocabulary of 20 words in 3 months"). In contrast, long-term goals define the child's holistic developmental trajectory. This hierarchical structure of goals allows both the educator and the parents to monitor intermediate results and, if necessary, adapt the program accordingly.

3. Selection of Differentiated Teaching Methods and Tools. Each child's dominant learning channel—be it visual, auditory, kinesthetic, or a combination—must be identified, and suitable methods should be selected. The methods, didactic materials, technical tools, and digital resources used in an Individualized Education Program must align with the child's individual psychological profile. It has been scientifically proven that the same method can yield fundamentally different results in different children.

4. Quantitative and Qualitative Parameters of Complex Interventions. The individual educational program specifies medical (therapeutic-prophylactic), psychological (correctional-developmental), and educational-pedagogical interventions, defining the following: session duration, frequency, the implementing specialist, and the methods and tools to be used. Establishing quantitative parameters for these interventions helps prevent overload and ensures optimal resource allocation.

5. Efficacy Evaluation Criteria and Monitoring System. Every goal within the individual educational program must be accompanied by measurable criteria. Evaluation should not only occur at the final stage but must be conducted systematically—on a monthly or quarterly basis. The program is dynamically updated based on monitoring results, transforming the individual educational program from a static document into a functional pedagogical instrument.



6. Legal and Methodological Definition of the Parental Role. A separate section of the individual educational program must be dedicated to defining the specific tasks, boundaries of responsibility, and rights of parents within the program's framework. When parents sign the individual educational program not as mere executors, but as co-authors and co-implementers, actively participate in its implementation, and have a right to vote in the review process, it strengthens the transparency of the educational process and reinforces parental trust.

CONCLUSION

Individual home-based education is a suitable form of schooling for children with special educational needs, which can be made highly effective through the collaboration of psychologists, educators, the mahalla (community), and parents. We arrive at this conclusion based on the following key points:

1. Collaboration among these parties is a guarantee of educational effectiveness. The organization of a multidisciplinary team, communication between parents and educators, and individualized education programs directly impact a child's development.
2. By aligning its regulatory framework with international standards, Uzbekistan can improve the mechanism for providing pedagogical and psychological services.
3. The application of developmental educational technologies significantly increases a child's learning efficiency.
4. Establishing a system of continuous monitoring and evaluation allows for the prompt identification of problems in the child's development and the adjustment of the educational process.
5. Educating parents about their roles and responsibilities is the most critical factor in the effectiveness of collaboration among all parties.

Based on these conclusions, it is possible to increase a child's educational effectiveness by 50-70%. Furthermore, the state should share equal responsibility for ensuring the quality and completeness of education for children receiving individual instruction at home. Therefore, collaboration among these parties is not merely a set of simple interactions or formal meetings, but a systematic pedagogical and psychological process built on a clear goal, a defined distribution



of roles, constant communication, and shared responsibility. The full implementation of this process is crucial for ensuring the intellectual, speech, social, and emotional development of children with special educational needs.

REFERENCES

- [1]. Law of the Republic of Uzbekistan "On Education." Legislative Chamber of the Oliy Majlis of the Republic of Uzbekistan, September 23, 2020.
- [2]. Program of measures for the improvement of the inclusive education system in the Republic of Uzbekistan. Cabinet of Ministers of the Republic of Uzbekistan, May 31, 2019.
- [3]. A Healthy Generation is the Demand of the Time. National Program of the Republic of Uzbekistan. 2019-2029.
- [4]. Lunikov, V.M. The Family-Centered Approach in Specialized Education: Theoretical and Practical Aspects. Tashkent: Ta'lim, 2019. - 256 p.
- [5]. Yusupova, I.K. New Models of Logopedic Education. Issues and Solutions. Moscow: Izvestiye, 2021. - 312 p.
- [6]. Zakharova, N.L., Kataeva, A.A. Home-Based Education: Models, Methods, Results. St. Petersburg: Detstvo-Press, 2020. - 287 p.
- [7]. Smith, J., Johnson, M. Home-based Education for Children with Special Needs: International Best Practices. Journal of Special Education, 2022, Vol. 58 (4), pp. 234-251.
- [8]. Williams, P., Brown, R. Multi-disciplinary Collaboration in Home Schooling: Effectiveness and Challenges. International Review of Education, 2021, Vol. 67 (3), pp. 412-428.
- [9]. UNESCO. Reaching Out to All Learners: Including Children with Disabilities in Education. UNESCO Publishing, 2020. - 234 p.
- [10]. UNESCO. A Guide to Ensuring Inclusion and Equity in Education. Bangkok: UNESCO Office, 2019. - 189 p.
- [11]. Chen, W., Li, M., Zhang, Y. Parental Involvement in Home-based Special Education: A Systematic Review. Educational Research Review, 2022, Vol. 36, pp. 100-115.



***Modern American Journal of Linguistics,
Education, and Pedagogy***

ISSN (E): 3067-7874

Volume 1, Issue 6, September, 2025

Website: usajournals.org

***This work is Licensed under CC BY 4.0 a Creative Commons Attribution
4.0 International License.***

-
- [12]. Petersen, K., Anderson, S. Assessment Tools for Developmental Disorders in Home Settings. *Clinical Child Psychology and Psychiatry*, 2021, Vol. 26 (2), pp. 428-445.
- [13]. Law of the Republic of Uzbekistan on the Protection of the Rights of Children with Special Educational Needs. June 1, 2020. - 32 p.
- [14]. Nigmatullina, G.R. An Integrative Approach to Speech Therapy Education and Training. Kazan: Magistr, 2020. - 298 p.
- [15]. Andreev, A.A., Sokolov, V.V. Inclusive Education: Models, Technologies, Effectiveness. Moscow: Akademiya, 2021. - 256 p.