# "FAMILY, COMMUNITY, SCHOOL COOPERATION IN THE SOCIALIZATION OF CHILDREN WITH SPECIAL NEEDS"

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**Annotation**
School, family and the community constitute three distinct but at the same time interdependent systems. The ideas, notions and research which are related to the necessity of the functional communication of those systems have recently flourished internationally, creating a substantial "heritage" in principles, acceptances, theoretical models, application proposals, research programs as well as new orientations and perspectives. This paper proposes the model of syneducation. As syneducation (synergy + education) we define the acquisition of a common educational experience, simultaneously and in cooperation, of persons differing in age and cognitive infrastructure and often in social and cultural level.

**Keywords:** socialization, upbringing, education, systematic approach, freedom, compatibility.

At present, the Republic of Uzbekistan has created sufficient conditions for the upbringing of the younger generation, education, development of the next generation. rin occupies. It is no secret that in some cases, pedagogical upbringing has to work with difficult children. This article discusses in detail the issues of socialization of children with special needs. Syneducation is a new emerging research field. With its application, we aim at the change of attitudes and behaviours of the participants (parents, educators, students, policy makers and the representatives of the community) from an initial state of possible indifference- disinterest to an active and effective participation in common syneducational actions in order to face specific issues, and even further to being multipliers of the above mentioned actions. Furthermore, the application of this model creates, develops and accrues social capital. In this paper we will present certain research applications which took place according to the model of syneducation based on the methodology of collaborative action research (for example, a transdisciplinary research program, a research program in Literacy in Information Technology, a research program focusing on problem management within the family etc.) The research findings and the prospects of the syneducation model are still being discussed. This model is proposed as a

realistic way of thought and action adapted to the contemporary conditions of our technological era and the foreseen needs of social computing.

School, family and the community constitute three distinct but at the same time interdependent systems. The ideas, notions and research which are related to the necessity of the functional communication of those systems have recently flourished internationally, creating a substantial "heritage" in principles, acceptances, theoretical models, application proposals, research programs as well as new orientations and perspectives (see Mylonakou, 2007). By the term community, which constitutes a subsystem of our society, we mean here the local community within which both the family and the school exist and act. The community may consist of individuals, associations, organizations, services, voluntary organizations, institutions etc. as well as informal groups of citizens. The community can support the work of the family or the school or both, facilitating their smooth and effective operation and reinforcing their initiatives and actions through a continuous interactive relationship with both entities. Today it is considered self-evident that school, family and the community cannot operate in isolation. The necessity of shifting towards a more cooperative action is supported. A common effort is required both by the school and family system as well as the community with the highest possible coordination in order to achieve substantial results for all the parties involved (students, parents, educators, representatives of the community, educational policy-makers). This need is intensified even further by the emergence of social computing. In our modern times, individuals and in particular the youth, due to their familiarization with the use of modern technologies, have the tendency to communicate and interact through them more often than they would with recognized institutions such as the family, the mass media, the companies, the political parties etc. We are moving therefore towards the creation of a new social structure where technology makes digital communities dominant rather than institutions.

**Evaluation**

The methodology that primarily makes full use of the syneducation model is collaborative action research (see Kekes, 2000). This is due to its participatory nature, its democratic principles and its simultaneous contribution to social sciences and social change. . The evaluation of the syneducational programs was made through qualitative methods (selfobservation, diary keeping, questionnaires, interviews, evaluation from specific groups etc.) The majority of the syneducational programs were evaluated through a complex evaluation model. We will present certain evidence indicatively (for more details, see Kekes & Mylonakou, 2006). The combined

evaluation model includes basic parameters – information which come from different evaluators and is based on different groups of criteria for every group of evaluators. Within this logic, there was an evaluation: 1. From the group of participants in the syneducational program, which was based on: a) The criterion of "inner" satisfaction (interpersonal evaluation), b) The criterion of the change of attitude, c) The criterion of the creation of new ideas. 2. From the local community (parents, educators and members of the community who were not members of the team), which was based on: a) The criterion of penetration in society (social evaluation), b) The criterion of response to people's needs, c) The criterion of influence (impact) on policy makers. 3. From a Panel of Experts, which was based on: a) The criterion of validity, b) The criterion of contribution to the production of new knowledge, c) The criterion of perspective. 4. From the researchers responsible for the program, which was based on: a) The criterion of functionality, b) The criterion of viability, c) The criterion of effectiveness. The syneducational programs were evaluated according to the criteria previously mentioned on a seven-point Likert-type scale by each evaluation team's participants. Furthermore, a discussion ensued among the members of each team. Following that, there were separate meetings between the researchers and every one of the teams (students, parents, educators, representatives of the local community) that participated in the syneducational programs, in order to assess their views and arrive at final judgments. Finally, all teams discussed dialectically in order to reach the final conclusions (for more details, see Kekes & Mylonakou, 2006) Basic realizations In our times we are obliged to proceed with certain realizations so as to meet the different needs, due to the rapid evolution of science and technology, the fast development of knowledge and the significant social, cultural and economic changes. Among those realizations, the following have been recognized: • The high perplexity of social issues and the dynamics of non-linear processes in social systems as well as lack of speculation. • The need for a functional interaction among the family system, the school system, the community and the social system. • The leading – guiding role of the school in the effort to create and support any interested parties' (stakeholders') network, which will also include the family and the community. • The new opportunities that formal and non -formal education of both children and adults offers for considerations, practices and methods. • The need to initially persuade interested parties to participate in the proposed process and secondly create an interest for the dissemination of all knowledge and messages that will emerge. • The fact that the basic problem we encounter is related to the management of knowledge, which varies from individual to individual. • The need to face, through social computing, the tendency towards the creation of digital communities that are

increasingly developing in this new technological era. • The creation and scientific documentation of a composite model, whose aim will be individuals who belong to different age groups and often have a different cognitive and social and cultural background and who co-exist and collaborate in an interactive learning environment for educational purposes at the same time and place (syneducation). • The great difficulties concerning the organization, coordination and management of heterogeneous groups (as it concerns their age, cultural background, interests etc.) in syneducational processes.

## Used Literature

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