

## WORK WITH CHILDREN'S PARENTS IN TEACHING A FOREIGN LANGUAGE IN PRESCHOOL EDUCATIONAL INSTITUTIONS AND THEIR REGULAR INVOLVEMENT IN THE LESSONS BEING PASSED

**Tolipova Zebuniso Ulugbek qizi**

*Andijan state foreign language institute*

**Annotation;** *In this article, it is written about what kind of lessons should be taught to the students. In addition, feedback on education is highlighted.*

**Keywords;** *educational of harmoniously, development, learning, teaching, learning style, teaching style, english, children, method.*

### INTRODUCTION

In the last few years, learning a foreign language has become a necessity rather than a way of self-development. A foreign language has become a mandatory component of education not only in schools and universities, but also in many additional pre-school educational institutions.

The demand for a foreign language in society, on the one hand, as well as parents' understanding that language is not only a factor in the education of a modern person, but also the basis of his social and material well-being in society, on the other hand, make early learning of a foreign language especially popular and relevant. If 20 years ago knowledge of a language was required only in certain fields of work, now it is necessary to master at least one.

The basic issue of teaching a foreign language is the age of the student. It is known that children are more comfortable to learn. Until recently, teaching methods were aimed at school-aged children, now parents are trying to start learning a foreign language as early as possible.

The main goals of teaching preschool children a foreign language:

- formation of children's basic communication skills in a foreign language;
- the ability to use a foreign language to achieve one's goals, to express one's thoughts and feelings in life communication;
- creating a positive attitude to further study of foreign languages,
- to arouse interest in the life and culture of other countries.

Preschool age is especially favorable for starting to learn a foreign language. Children of this age are distinguished by their sensitivity to language phenomena, they are interested in understanding their speech experiences, the "secrets" of language.

They easily and firmly remember a small volume of Interpretation and Research Republican Scientific-Methodical Journal Ne5 39 language material and multiply it well. With age, these favorable factors lose their power. There is another reason why an early

age is better for learning a foreign language. The younger the child, the less. Vocabulary is in the local language, but at the same time, his speech needs are small: a small child has fewer areas of communication than an adult, he does not yet have to solve complex communication problems. This means that when he learns a foreign language, he does not notice such a big difference between the opportunities in his native and foreign languages, and his sense of success is brighter than that of older children.

Teaching children is a very difficult issue that requires a completely different methodological approach than schoolchildren and adults. If an adult speaks a foreign language, it does not mean that he can teach others. When faced with methodologically inefficient lessons, children can long-term hate the foreign language and lose confidence in their abilities.

Only experienced professionals should work with preschool children. At preschool age, children learn English slowly develop the basics of communicative competence, which includes the following aspects at the initial stage of learning English.

- the ability to correctly repeat English words from a phonetic point of view behind the teacher, native speaker or speaker, that is, the gradual formation of listening attention, phonetic hearing and correct pronunciation;
- acquisition, consolidation and activation of English vocabulary; \* mastering a certain number of simple grammatical structures, coherent statement make up

The methodology of conducting direct educational activities should be built taking into account the age and individual characteristics of the structure of children's language skills and should be oriented towards their development. Communication in a foreign language should be motivational and directed. It is necessary to create a positive psychological attitude towards a foreign language in a child, and the way to create such a positive motivation is to play. The game is both a form of organization and a way of conducting lessons in which children gather a certain amount of English vocabulary, many poems, songs, counting rhymes, etc. Learn lessons

This form of transfer creates favorable conditions for mastering language skills and speaking skills. The ability to rely on game activity allows you to give a natural impetus to speech in a foreign language, to make even the simplest phrases interesting and meaningful. Playing in the teaching of a foreign language is not contrary to the educational activity, but organically connected with it. Games in direct educational activities should not be episodic and isolated. In the process of language learning, end-to-end game technique is needed, which combines other activities and integrates Interpretation and research. The game methodology is based on creating an imaginary situation and assuming a certain role by the child or the teacher. Rhythmic music games are any traditional games, such as dances with a choice of partners, which help not only to master communication skills, but also to improve the phonetic and rhythm-melodic aspects of speech and immerse yourself in the spirit of the language, for example: " Nuts and May", "What are you?

Name", "I like my friends", "Heard, shoulder, knee and toes", etc. Artistic or creative games. This is a type of activity that is on the border between play and artistic creation, and the way to it is through the game. They, in turn, can be divided. The peculiarity of teaching English to preschool children is that it is not just sitting at the table and flipping through books and notebooks. The process should not be boring, and children should strive for knowledge themselves. Children think clearly, take everything literally, speak in simple sentences... If the teacher explains something, he should be clear, give an example.

Therefore, English is a game for preschoolers. Only through this form, you can achieve positive results and form a positive attitude towards a foreign language in a child. Educational forms to master as many lexical units as possible but should be able to cultivate interest in the subject, develop the child's communication skills and express their thoughts.

It is necessary to develop a style, introduce rituals that correspond to the most common situations of communication. Such ceremonies (greetings, farewells, short exercises, use of politeness formulas accepted in English) allow children to communicate in a foreign language, facilitate the transition to English, let children see that the lesson has begun, that a certain stage of the lesson will now pass. shows. The most important condition for successful training is to activate children's speech-thinking activities and involve them in foreign language communication.

It is necessary to constantly change the order of speech actions (order of questions, addresses, names of objects, etc.) so that children relate to the meaning of the word and do not mechanically remember the sound sequence. Different children must be leading, active participants in repeating the games, so that once all the children perform the speech actions provided for in the educational task, without any Interpretation and research republican scientific-methodical magazine Ne5 41. Primary school students in rural areas usually grow up far away from the English language environment, and children's thinking remains abstract, and the process of acquiring new knowledge is always based on emotions.

Therefore, English teachers of kindergarten age children make full use of materials, flashcards, and other learning aids around students through easy teaching methods. When teaching words like "banana" and "apple," teachers can simultaneously teach new words for color by showing fruits like bananas and apples. Children use classroom materials to organize their learning activities and teach them how to use them in a foreign language. Of course, the teachers' methodology plays a big role in the use of materials during teaching.

For example, when teaching related words, you first show the child the object and encourage him to say it, the students pronounce the words, and repeat the new word again using the pictures on the cards to reinforce the word they have pronounced. pronounced. In the teaching of words, teachers can determine the content of the text, and to attract the attention of the students, the educator can draw their picture on the board

by pronouncing the words together with them. Therefore, it is now required that a tutor in China have the skill of drawing. This not only reduces the difficulty of teaching, but also helps students to gradually consolidate the knowledge they have learned. In order for the students to feel the progress in the process of learning English, it is necessary to have a perfect approach to each educational activity.

Only in children motivation to learn. Nowadays, since Chinese kindergarten-aged children are so advanced in their ability to absorb new knowledge, the teaching programs in kindergartens have been intensified accordingly. Using songs and action games to improve the classroom environment Creating a flexible classroom environment is sometimes more important than any other teaching method. In the class, at the beginning of the lesson, all the children, led by the teacher, sang a song together with a nice English song and danced a little to its tune. This in itself helps them to exercise their bodies, become more refreshed and learn the lyrics of the song faster. Children's self-control is weak, and it is difficult for them to concentrate and hold their attention during the whole activity. Therefore, the teacher should quickly say songs, poems or language that children like to listen to, or if not, present an animated cartoon that children like. .

Cartoons While learning a foreign language, children do not understand the words in the cartoon, but they try to understand the words they use through the actions of the characters in the cartoon. This is an interesting and effective way for children to learn the language. Nowadays, all kindergartens in China are equipped with multimedia devices. English for kids is taught through songs, poems, stories, and videos that turn boring language lessons into a fun daily game. In Chinese kindergartens, there are about 10 students in one group, and the teacher regularly uses the method of education based on the psychology of each child. This requires the educator not only to be an educator, but also to be an artist, a musician, a foreign language teacher, and a good psychologist mother. Of course, in today's developing era, the Chinese are creating great facilities for the young generation in this regard. Teaching through multimedia gives great opportunities to the teacher. In this way, it is possible to increase the interest of children to a high level and to attract their attention for a long time. Through this, we can see that children's language skills have increased again. If our topic is "Animals", we first use their sounds to teach the names of different animals.

Pre-school education is the first stage of education and upbringing of our youth. The right preschool program should help our children grow and learn in a way that suits their unique intelligence. But unlike adults, children do not learn with the future in mind. The English lesson should be held in the sense of <<here and right now>>. Children learn a foreign language more easily by understanding stories or winning games.

If they want, they learned through games with their participation consolidate their information. On the one hand, the content expressed in language should be related to children's life and daily life, on the other hand, activities or tasks that invite children to

communicate should be interesting and important. they behave and act like the heroes of the play. In elementary grades, foreign language learning is usually most effective and successful when it is learned using action methods based on life situations and games. If a foreign language is taught through play-plot situations, all children participate willingly, because in this way they feel that they are a part of that situation. Students "live" with a foreign language first of all in their classrooms. Therefore, if it is possible to communicate in the classroom, it should be in that foreign language. Children can not only understand instructions, but also express their needs through a foreign language. In this context, it is also useful for an English-speaking person to communicate with (native speakers) and invite them to the class.

According to the constructive approach, children should learn the meaning of words and rules in as much language as possible. It also helps them develop their basic thinking skills Like all learners, children have different learning styles. Child-friendly learning takes into account all learning styles. Tactic and kinesthetic types of learning require special attention from the student. In elementary schools, students have a wider range of talents, skills, knowledge and interests. Learning a foreign language also depends on the learner's ability to understand well. During the teaching of a foreign language, it is necessary to motivate each child for action. They should develop acoustic, kinesthetic, rhythmic and visual differentiation. Children learn quickly but forget quickly. Therefore, by repeating the speech several times, it is possible to help children remember it through games or handouts. Courses are always, and regular repetitions are an integral part. Successful teaching of foreign languages requires comprehensive methods. Another example is to expose children to "listening" broadcasts in English or the language they are learning and observe how this affects the child. If they do not understand these broadcasts, then it is necessary to listen to easier ones. Also, it is necessary to first write the translation of the words in "listening" and explain their meaning and explain how they are used in speech activity.

### **DISCUSSION**

Another effective method is to teach using things they like and love to play with. It is known that parents are the number one person needed by their child. Therefore, they are primarily responsible for their education and education. Also, they are important for arousing the first interest in them, starting them in a certain direction. In this we can see that the child is more interested in his favorite toy or book than anything else. And thus the child learns a new word or term while learning, he learns through what he likes. And through that favorite toy, that word also becomes a favorite. In general, it is better to start learning a foreign language from a very young age. Because young children's brains continue to grow and develop, they have the ability to absorb new information much faster than adults whose brains are fully formed. It is appropriate to plan a lesson taking into account these peculiarities.

FIRST of all, it is a positive emotional attitude of teachers and parents to work together in raising children. Parents are confident that the preschool will always help them solve pedagogical problems and at the same time will not harm them, because the family's opinion and expectations about interactions with the child are taken into account. Teachers require the understanding of parents when solving problems. they do. And the biggest the winners are the children, for whom this noise is made.

SECONDLY, This is a report on the individuality of the child. Own in turn, this leads to an increase in the effectiveness of the pedagogical process.

THIRDLY, parents themselves are necessary in the development of the child at school age, they can choose the direction they think. Thus, parents take responsibility for the upbringing of the child, is an opportunity to implement a single program of development.

Organization of joint work of the preschool educational institution with families within the framework of the new philosophy.

it is necessary to observe the following basic principles: 1. Openness of the kindergarten to the family (each parent is given the opportunity to know and see how his child lives and develops).

2 Cooperation of teachers and parents in raising children 3. Providing uniform approaches to personality development in the family and children's community creating an actively developing environment.

4. Diagnosis of general and specific problems in child development and upbringing

The main goal of preschool teachers is to raise a child for the family without replacing, but complementing and fulfilling its educational functions more fully is to provide professional assistance in ensuring the increase.

1. Development of interests and needs of the child.

2 Distribution of duties and responsibilities between parents in the constantly changing situations of raising children

3. Support openness in relationships between different generations in the family

4. Development of family lifestyle, formation of family traditions

5 Understanding and accepting the child's individuality, believing in him as a unique person and to respect.

This goal is implemented through the following tasks:

1. Increasing respect for childhood and parents.

2. Mutual cooperation with parents to study their family microenvironment

3. Improvement and promotion of general culture of the family and psychological and pedagogical skills of parents

4. Transfer of theoretical knowledge bases and practical work with children providing practical and theoretical support to students' parents by forming their skills and qualifications.

5. Using different forms of cooperation with parents and joint creativity based on an individual differentiated approach to families.

The main conditions necessary for the implementation of reliable cooperation between the preschool educational institution and the family are as follows: 1 Study of the students' families - taking into account the age of the parents, their general cultural level of education, the personal characteristics of the children, the father -mothers, their views on education, the structure and characteristics of family relations, etc. 2. Openness of kindergarten for the family. 3. Orientation of the teacher to work with children and parents.

Working with parents should be built following the following steps: Thinking about the content and forms of working with parents. Conduct a quick survey to learn about their needs It is important not only to inform the parents about what they want the preschool to do with their child, but also to know what they expect from the preschool. the information should be used for further work 1-OTHER Establishing friendly relations between teachers and parents Focusing on future business cooperation. Parents should be interested in the activities that should be done with them Step 2

Work with parents should consist of the following stages: by providing parents with knowledge and information that is not available in the family and is unexpected and interesting for them, forming a more complete image of their child and parenting correct perception of it by mothers. These are some features of the child's communication with his peers, his attitude to work. there may be information about achievements in productive activities. Forming a more complete image of their child in parents and giving them knowledge and information that is unexpected and interesting for them and correctly perceive it. Some features of this child's communication with peers, there may be information about his attitude to work, his achievements in effective activity. STEP 3 The teacher introduces the family's problems in raising children. At this stage, educators communicate with parents, who play an active role here, tell the educator not only positive, but also about the child's difficulties, anxiety and negative behavior during family visits. Stage 4. Work with parents should be built following the following steps: Joint research with adults and formation of the child's personality. At this stage, the work is unique the content is planned, the forms of cooperation are chosen, stage 5.

Form (Lat. -forma) - a device, structure, arrangement system of something. Collective (mass) Individual visual-information Collective (mass) Individual visual-information All forms of work with parents are divided into: Traditional Non-traditional Collective (mass) forms involve working with all or a large number of parents of a preschool educational institution (group). It is a partnership between teachers and parents. Some of them involve the participation of children. Individual forms are designed for differential work with parents of students.

By way of conclusion, currently, stable forms of working with the family of the preschool educational institution have been developed, which are traditional in preschool pedagogy. These are the forms of work that have passed through time. Their classification, structure, content, effectiveness are described in many scientific and methodical sources. Such forms include pedagogical education of parents. It is carried out in two directions. Working with parents of children of this preschool educational institution inside the kindergarten Working with parents outside the preschool educational institution Its purpose is to reach the majority of parents of preschool children regardless of whether their children go to kindergarten is to look up. Non-traditional forms of communication are especially popular among teachers and parents. They are parents to have informal contact with mothers, to focus their attention on kindergarten directed. Parents know their child better, because they are new to them, they see in the environment and approach the teachers.

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