

THE IMPORTANCE OF MOTIVATION GIVEN BY PARENTS IN LEARNING A FOREIGN LANGUAGE

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Abstract

Learning foreign languages by children is becoming more popular among parents. The aim of the study is to identify the level of motivation of parents to teach English to senior preschool children and to establish the relationship between the level of motivation of parents and preschoolers' attendance of English classes.

Keywords: senior preschool children, foreign language, teaching English, cooperation with parents, motivation of parents.

INTRODUCTION

Teaching a foreign language to preschool children does not lose its relevance in the modern education system. Studying English by preschoolers is gaining popularity among parents due to the fact that in foreign language classes children, in addition to language skills, develop their communication skills, thinking, and memory. This phenomenon is also due to the fact that English is necessary not only in professional activities, but also in everyday life [1, p. 298].

MATERIALS AND METHODS

Practicing foreign speech in its various forms will promote the acquisition of a foreign language by children, which will prepare them for further language study at school. In English classes, a child will have the opportunity not only to hear foreign speech, but also to practice it, playing and doing various exercises. In addition, the problem of interaction between preschool and additional education teachers and parents is relevant. Family upbringing plays an important role in the upbringing, development, and education of a child. However, some parents may need help in situations related to interaction with a child. This help can be provided by teachers.

In order to plan targeted work with parents, teaching staff must be professionally trained and competent in their field [3]. By educating parents, they not only make them more competent in matters of upbringing and education of a preschooler, but also contribute to the creation of better conditions for children in the family.

RESULTS AND DISCUSSION

The following tasks contribute to achieving the goal:

- 1) to study psychological, pedagogical and methodological literature on the research problem;
- 2) to develop a questionnaire for parents in order to identify the level of their motivation for senior preschool children to study English;
- 3) to conduct a survey of parents in order to identify the level of their motivation for senior preschool children to study English;
- 4) to interpret the results of the parent survey;
- 5) to formulate conclusions about the motivation of parents for senior preschool children to study English.

Based on the stated goal and tasks, a hypothesis was formulated, which consists in the assumption that the motivation of parents whose children attend additional English classes is higher than that of parents whose children do not study a foreign language.

Research methods:

- 1) theoretical (analysis of psychological, pedagogical and methodological literature);
- 2) empirical (questionnaire, interpretation of results).

Many researchers talk about how to motivate preschool children to learn English. However, the parents' position plays an important role in this process. To determine it, we developed a questionnaire that included 14 questions that revealed different aspects of learning a foreign language. The questions in the questionnaire are closed and require a choice of one of three proposed answers. The purpose of the questionnaire is to identify the level of parents' motivation to teach English to older preschool children and to establish the relationship between the level of parents'



motivation and preschoolers' attendance of English classes. The questionnaire includes the following questions.

1. Do you speak a foreign language(s)?
2. Did you find knowledge of a foreign language useful?
3. Would you like your child to learn English?
4. At what age do you think one can start teaching children English?
5. Do you think your child is ready to learn English?
6. Do you have various English language resources (posters, books, videos, etc.) at home?
7. Does your child show interest in English at home?
8. Do you think learning English plays an important role in your child's education?
9. Do you talk to your child about his or her successes and failures after an English lesson?
10. Do you help your child to learn the material he or she missed by asking the English teacher for help?
11. Do you encourage your child to ask questions related to learning English?
12. Do you play games related to learning English at home?
13. Do you watch videos in English at home with your child in your free time?
14. Do you consult with your English teacher and follow his/her recommendations on issues of your child's acquisition of English?

Let's consider the answers of parents surveyed at the Brighton Cultural and Educational Center. Most of the parents surveyed speak a foreign language (70%), 20% are a little interested, and 10% do not speak it. Most of the respondents found their knowledge of a foreign language useful (60%), 30% sometimes use their skills, and 10% did not need to use a foreign language. All parents answered positively to the question about wanting their child to study English: 90% of them - definitely yes, 10% - most likely. Also, 100% of respondents believe that learning English plays an important role in their child's education (60% - definitely yes, 40% - more yes than no).

CONCLUSION

Thus, the aim of the study has been achieved: it has been established that parents whose children attend additional English classes have a high level of motivation for



their children to study a foreign language. Among parents whose children do not study a foreign language, there is an average and low level of motivation for their children to study a foreign language.

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