

COOPERATION WITH PARENTS IN TEACHING ENGLISH LANGUAGE TO CHILDREN IN PRE- SCHOOL EDUCATION ORGANIZATION

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Annotation In this article, preschool education organizations, which are one of the main links of continuous education cooperation with parents in teaching English to children and further increasing the activity of parents in the field of education is described. At the same time, the technologies of increasing the effectiveness of the lesson using modern educational technologies were also mentioned.

Key words: cooperation, parents, education, technology, methodology, capacity, attention, thinking, continuous education, organization, development.

In the last few years, learning a foreign language has become not a way of self-development, but a necessity. 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 the fact that parents understand 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, this moment makes early learning of a foreign language especially popular and relevant. If 20 years ago knowledge of the language was required only for some jobs, now it is necessary to master at least one.

According to the latest data from the US National Center for Education Statistics, 10 percent of our student population (or 5 million students) are English language learners. Because of the large number of ELLs in our schools, there is a need to involve mothers in education. Research shows that if parents are actively

involved in their children's education, students will be more successful in their studies.

Cooperation with parents is critical in teaching English to children in preschool educational organizations. It creates opportunities for collaboration, active engagement with students, and freedom and support in the language learning process. Parental cooperation is important from the following aspects:

- ✓ Increasing motivation with children: Parents play an important role in increasing students' interest and motivation in learning English. Their support contributes to the students' intellectual and educational development.

- ✓ Visiting parents in class and environment: Parents, during the lesson, cooperate with students in learning process in their environment. In addition to classes, libraries, and educational processes, cooperation in the home environment creates a wide range of opportunities for students.

- ✓ Curriculum and skill building: Parents work with teachers to change the curriculum and support students in the learning and teaching process. They can reinforce and support the students themselves or help them in each part of the lesson.

- ✓ More language learning opportunities: Cooperation with parents in the learning process creates ideal opportunities for students to observe and develop English language skills. They can collaborate in other languages or strengthen their initial skills in English. Creating a good communication and event environment: Parents and teachers work together to create a good communication and event environment in front of the students. This makes the process of learning English more interesting for students and gives them an opportunity to strengthen their learning.

These are just a few of the most important points that emphasize the importance of cooperation with parents in the process of education. This partnership creates commitment and consequences for students' understanding and development

of English. The methodology of conducting direct education takes into account the age and individual characteristics of the structure of children's language skills.

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 directed to 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 method of conducting lessons in which children gather in a certain amount. Learn English vocabulary, many poems, songs, counting rhymes, etc. This form of conducting lessons 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.

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 the children should seek knowledge themselves. Children think clearly, take everything literally, speak in simple sentences... If the teacher explains something, he should be clear and give an example. That's why 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.

Forms of education should be able to cultivate interest in the subject, develop the child's communication skills and express their thoughts, rather than mastering as many lexical units as possible. It is important to achieve certain qualities of mastering the material, which allows to provide the child with a minimum amount

of money, who will take on the further growth of language units in the child's competence, their situational and meaningful use.

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