

ПЕДАГОГИКА. ПСИХОЛОГИЯ

ESSENTIAL PROBLEMS OF INVOLVING PARENTS IN THE LANGUAGE LEARNING OF THEIR CHILDREN

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Аннотация

Мақолада фарзандлари тил ўрганаётган ота-оналарнинг ушбу жараёндаги роли таҳлил қилинган. Шунингдек, ўқитувчиларга фарзандлари тил ўрганаётган ота-оналарни болаларининг ижобий натижаларга эришишлари учун тил ўрганиш жараёнига қай йўсинда жалб қилиш мумкинлиги ҳақида кўрсатмалар ҳам берилган.

Аннотация

В статье анализируется роль родителей в процессе изучения языка детьми, а также даются некоторые рекомендации для преподавателей в связи с вовлечением родителей в процесс изучения языка детьми для достижения позитивных результатов во время обучения языку.

Abstract

The paper begins by an analysis of the roles parents play in the language learning of their children. Some suggestions are the made on how teachers may help parents to have a positive impact on their children's learning a foreign language in the classes.

Калит сўзлар: ота-она, тил ўрганиш, ўқитувчилар, болалар, мактаблар, таълим.

Ключевые слова: родители, изучение языка, преподаватели, дети, школы, обучение.

Keywords: parents, language learning, teachers, children, schools, education.

Parents play a key role in the education of their children. They are their first educators and continue assuming this role all throughout their lives in different ways. Later on, the choice of school they send their children to, their expectations from the school, the teachers and even their children become important. Their own ambitions and plans also play a significant role. Sometimes they are willing to make contributions to the school education of their children and sometimes they believe this is solely the duty of the school. Either way they play a major role in their children's education.

The role of parents in the education of their children has always been acknowledged. But not until recently has it been included in researches. Dornyei (2005), for example, believes the effects of parental influence on shaping learner motivation have not been carefully studied.

From one side parents can be very helpful in the process of the education of their children, from the other they can pose as threats and even sometimes enemies

of the teachers and schools. Based on Linse's (2005) experience, parents who for some reason dislike a teacher, usually share their negative impression of that teacher with their children. This can obviously have consequences and create problems. Goeet al (2008) also emphasise the importance of teachers' collaboration with parents in teacher effectiveness. And Flores (2006) believes that since teachers make some emotional investment, they need the support of the other stakeholders including the parents.

Parents' roles in the education and thus performance of their children at schools may vary from country to country and culture to culture. In some cultures parents like to be very much involved in the school-activities of their children, while in some others this is not much desired.

Some of the ways parents may affect their children's attitude and performance are listed here:

- Many children want to please their parents. Therefore, parents can act as a motivator for them to help them take their education more seriously; or in contrast, they can completely hamper their child's interest in schooling with the wrong kind of behavior.

- Parents' attitude towards schools and teachers can also affect the performance of children at schools.

- Parents' choice of schools is another determining factor in the education of the children.

- Parents' educational background is sometimes an important factor in the kind of student their child will be.

- Parents' financial status can also be another determining factor.

- Parent's social status can also be influential. For example, if they belong to a minority group, they may choose to send their children to a school where there are more children of the same ethnicity.

- Parents' reports about schools and teachers to responsible bodies are also sometimes very powerful.

MacIntyre et al (2001) talks about the significant influence of parents in motivating their children to learn an L2. Therefore, the main role ascribed to parents concerning the second or foreign language learning of their children can be giving them positive feedback and motivating them.

Borg (2003) believes that parents along with principals' requirements, the school, society, curriculum mandates, classroom and school layout, school policies, colleagues, standardized tests and the availability of resources can shape teacher's practices. Of course, he thinks that this not necessarily positive and can "hinder language teachers' ability to adopt practices which reflect their beliefs." (p.94)

Wentzel (1998) also says that positive relationship between parents and children leads to the children adopting the goals that are valued by the parents. They can form their children's attitude toward the foreign language and culture they are supposed to be familiarizing themselves with, which in turn can affect how they will approach learning them. Finally, looking at the role of parents from purely financial perspective, it can be seen that in many countries of the world only affluent families can provide good opportunities for their children to learn English or any other FL.

To many parents, school is and should be a place for learning and only learning; and even though many concerned parents ask their children how their day at school had been, what they are hoping to hear is mainly their educational progress and achievements. Therefore, those parents who really care about the education of their children are more than anything else concerned with what subject-matter their children have learned rather than what kind of a day they have had at school. In contrast, there are parents who expect classes to be entertaining and happy. Then clearly, the expectations of the parents from the teachers vary considerably. Language classes are no exception.

As far as language learning of their children is concerned, parents fall into six categories:

1. Parents who do not know an FL and are middle-class members of the society (income-wise);
2. Parents who do not know an FL and are financially well off: At least some of them think that money can solve many problems, so they ask the teacher to have some private sessions with their child so that the child would learn better and faster.
3. Parents who know an FL and are too demanding;
4. Parents who speak an FL and can help;
5. Parents who do not pay much or any attention;
6. Suspicious parents.

Research has proven that parents' support can be very helpful in the language learning of the students; however, many schools and teacher are hesitant to approach them. One reason is that many educators believe that the only reason parents come to them is to complain about the teacher or the school. The other reason is that they believe that parents do not know how to help.

How then can teachers take advantage of parents without being intimidated by them? Seeking the perceptions and opinions of parents about what comprises an effective language teacher is important. Teachers can either build at least a part of their plans upon them when possible and reasonable or clarify to them the steps they are taking. The most important points are listening to parents, encouraging them to talk, thinking about what they say and then providing adequate explanations about

the process of language learning and their teaching method. This is particularly important in language classes and for those parents who might not exactly know what to expect and how to contribute. Teachers are encouraged to spend time with the parents building their trust and at some points ask the interested parents to lend a hand. They should help parents learn how and when to help. The most important support parents can provide is help motivate their children, by explaining directly and indirectly the benefits of knowing a language. If possible arranging for books, games, movies, and so on in the foreign language can help.

As a clear example of parents' impact on the language learning of their children we can state the situation in many Uzbek families where children study in schools with the Russian based education sometimes having no background of Russian spoken in the family. In most such cases the teachers demand from the parents to use Russian most part of the time at home. After specific time both the teachers and the parents will be happy to find a good result in the form of good Russian of their children.

All in all, research proves that parents do fulfill roles in the education of their children in general and on the learning of a second/foreign language in particular, but at the same time it can be seen that there is need for more research in many countries. Teachers should receive training on how to ask for the help and support of parents.

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