

Interconnection of Family-Class and Makhalla (Community) in Learning Foreign Languages

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Abstract. The article is devoted to the study of the relationship between the family, the mahalla and educational institutions in the process of teaching foreign languages. Analyzing the theoretical foundations and empirical data, the work identifies the key factors contributing to the formation of the language environment and motivation of students. An innovative model of cooperation between all stakeholders proposed to improve the effectiveness of teaching foreign languages.

Keywords: educational institution, mahalla (community), family, foreign languages, culture, social, education, communities.

Introduction

In the context of the world economy and cultural exchange, knowledge of foreign languages opens up new horizons for communication, professional growth and personal relationships. Language competence allows you to actively participate in international life, build a career and build relationships. Learning foreign languages will help you understand other cultures more deeply and broaden your worldview. Family, neighborhood and educational institution play an important role in shaping the language environment, encouraging children to learn the language. It is one of the pressing issues of our time to increase the culture of parenting and give them knowledge of general education within the problems of family and family upbringing. Introducing families to the achievements of pedagogy is one of the means of ensuring their strength. On the other hand, this, in turn, is one of the ways to improve the appropriate forms and styles in the upbringing of children. That is why it is extremely necessary to arm parents, families with educational knowledge, with upbringing methods. Resolution of the Cabinet of ministers' No. 175 of June 19, 2012 developed a complex of measures to strengthen the mechanism of cooperation according to "family-neighborhood-educational institution". According to it: I. Family, neighborhood, educational institutions. The creation of methodological foundations aimed at further strengthening cooperation II. Formation of public councils "family-neighborhood-educational institution» and organization of their activities III. Studies of the causes and conditions for the emergence of antisocial actions among student-youth, and the establishment and implementation of measures aimed at their elimination are included. [1]

The family creates the foundations of values and relationships, supports the educational process and actively participates. The neighborhood provides a setting for language learning through joint events and cultural exchanges. Educational institutions provide systematic education and resources, and collaboration with families and local communities increases interest and success in learning.

The role of the family in language learning

1. Creating a language environment: the family can surround the child with language materials (books, movies, music), use foreign words in everyday conversations.

2. Homework help: parents can support the child in his studies, help with assignments and encourage him to succeed.
3. Promotion of participation in events: participation in language clubs, competitions and cultural events helps to practice the language.
4. Travel and exchanges: trips to the language-speaking countries under study deepen knowledge and motivation.

Family traditions and cultural identity also influence the motivation for learning languages. For example, if a family speaks several languages or is engaged in reading literature in another language, this can arouse interest in languages. Cultural characteristics shape an approach to learning and help create a deep connection between language and culture. In today's period, when globalization processes are taking place in the world, the effective organization of the activities of citizens' self-government bodies has become a requirement of the period. Because of the general public discussion in our country, 2022 was announced as the "year of glorification and active neighborhood of human value" in Uzbekistan, based on the adoption of the new Uzbekistan development strategy for 2022-2026, which consists mainly of seven developed priorities on the principle of "action strategy – towards development strategy". Popular policy based on the priority of human interests and its value unique traditions and values of our people in our country, Today, there are 9,349 citizens' assemblies in our republic, 41 of which are urban citizens' assemblies; 73 are rural citizens' assemblies; 165 are aul citizens' assemblies; 9,070 are neighborhood citizens' assemblies.[2] The role and importance of these structures in the increase in socio-political activity of citizens, in the strong determination of democratic values in the mind of people, in the clear and targeted social protection of the population is enormous. At the moment, ideas of goodness are instilled in the minds of people on the example of love of the young generation of neighborhoods for the motherland, loyalty to the ideas of independence, respect for our national traditions and values, promoting a healthy lifestyle, preparing young people and girls for family life, pandemics of the elderly, personal lesson of adults, community solidarity. The neighborhood should become a real classroom of democracy. The neighborhood is a center of upbringing. When a child gets to know his parents for the first time in the family, as he grows up, he begins to recognize the people in the neighborhood.

When analyzed from this point of view, improving the work in the "family – neighborhood" system, availing the rich and harmonious national traditions related to family and neighborhood, harmonizing them with universal values, ensuring the strength, stability of the family by deeply instilling the holiness of family and marriage in the minds of the younger generation, achieving legal literacy of family members are important factors of followings:

1. Neighborhood: the community can encourage language learning through events, celebrations, and cultural exchanges to help strengthen language skills.
2. Educational institutions: educational institutions provide systematic education, programs that combine cultural elements, and resources for language learning. Cooperation with families and communities significantly increases the success of language learning. Law No. 637 of the Republic of Uzbekistan "on Education" dated September 23, 2020 (approved by the Senate on August 7, 2020, adopted by the legislative chamber on May 19, 2020) and Decree No. 6108 of the president of Uzbekistan "on measures for the development of education and science in the new development period of Uzbekistan" dated November 6, 2020. The school plays the role of a literal educational center, it is imperative that the goals and objectives of the teacher and parents, their practical activities, are closely intertwined with each other. In this regard, the most important task of the school is to provide practical assistance to parents in the work of upbringing and in organizing the labor and recreation of children as if they were volunteers.
 1. Cultural topics in educational materials: educational programs include topics related to the culture of the countries of the language under study (holidays, literature, gastronomy).
 2. Practical classes: master classes, theatrical performances and the organization of cultural evenings will help improve language skills.

3. Use of technology: online resources and multimedia formats incorporate elements of culture to help delve deeper into the language.

Successful initiatives can include:

1. Language family program: parents and children learn foreign languages together; participate in cultural events and language projects, improving motivation and language skills.
2. Creative language club in the neighborhood: the club includes schoolchildren, their parents and local residents, hosts master classes and language nights, which help to improve skills and strengthen social ties.
3. The neighborhood as a language Sharing Center: participants exchanged knowledge of language and culture, which increased interest in language learning among children and their families.
4. Family and Community Language Learning Center: the center educates children and adults by engaging families and local communities in the learning process, which has increased student motivation and success.

Conclusion

The harmonious cooperation of the family, neighborhood and educational institution serves to create a favorable environment for the study of foreign languages and the formation of linguistic competence. Family and community support plays an important role in encouraging students, strengthening intercultural skills, and creating an atmosphere of trust and cooperation. Establishing close ties between these participants in the educational process will help not only to better learn the language, but also to improve the quality of life of the whole society. Educational research has supported the benefits of recognizing parents as partners in education. The participation of parents at different levels was encouraged by schools, starting with conversations about the school at home and helping with the assignment. In many cases, parents volunteered their time by working with small groups of students and participating in school activities. The participation of parents in the education of their children is a dream for parents and their children.

Strengthening ties between families, neighborhoods, and educational institutions is necessary in order to achieve the best results in the study of foreign languages. This includes the organization of joint events, the introduction of cultural initiatives and the active involvement of parents in the educational process. The creation of such an educational environment not only contributes to the language development of students, but also strengthens social ties in society.

Literature

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