

The Impacts of Home-School Partnership in Language Learning

Mohinbonu Mardonova Shuhrat qizi

Teacher of Uzbek State of Foreign Languages University

Abstract: A strong partnership between homes and schools is crucial for the holistic development and success of students, particularly in the realm of language learning. When parents and educators collaborate effectively, they create a supportive environment that enhances language acquisition and proficiency. In this article, we explore the impacts of home-school partnerships on language learning and discuss practical strategies for fostering a successful collaboration.

Keywords: Collaboration, partnership, communication, achievement, educational environment.

The importance of communication and the establishment of shared goals between parents and teachers is discussed by majority of researchers. Coady, et. al (2018) points out Parental involvement contributes to the student's achievement effectively. Creating opportunities for teachers to improve their communication skills with parents is essential to strengthen this partnership. Kelly (2020) stresses that combining efforts of parents and teachers have a positive impact on academic achievement, social-emotional well-being, and overall learning outcomes. The author emphasizes the role of parents in supporting their children in terms of education at home. They can provide creating a positive and supportive home environment, helping with homework, encouraging reading, and participating in educational activities that supplement classroom instruction. This additional support can enhance students' understanding of the material and contribute to improved academic performance. Moreover, this provides the information about how important the partnership in the case of collaborative, supportive and problem-solving approaches. Bauer and Shea (2003) outline four models of parent involvement in education. First of them is Protective Model which aims to reduce conflict between parents and teachers by separating their roles, with parents delegating education to the school. In this model, there is limited parent intrusion, with structures for collaboration. Second model is considered School-to-Home Transmission Model. It involves enlisting parents to support school objectives through collaboration and communication. Curriculum Enrichment Model is the third. This seeks to expand the school curriculum by incorporating parent contributions, emphasizing collaborative work between parents and teachers. Last model is Parent-Teacher Partnership Model. Primary aim of this model is for parents and teachers to collaborate closely for the success of all children, emphasizing a shared mission and mutual understanding of roles.

Families can participate in their children's education feeling valued or empowered. Recognizing and respecting the unique skills, knowledge, and experience that families bring to the educational environment, home-school partnerships can develop with the help of programs and meetings in which parents are invited (Alisa, et. al, 2017). Furthermore, Lyn, T and Gale, M. (2020) argue parents also have a crucial role to maintain consistent communication with schools, attending meetings, participating decision-making processes as well as setting a supportive and inclusive educational environment. Schools can organize workshops and training sessions for parents, focusing on language learning strategies, effective communication, and ways to support their child's language development at home. This kind of regular communication helps parents stay informed about their child's progress, upcoming assignments, and any areas of concern.

Furthermore, establishing clear and regular communication channels between home and school allows for ongoing updates on language learning progress, curriculum, and resources. This can be achieved through newsletters, emails, parent-teacher conferences, or digital platforms.

Home-school partnerships provide students with increased exposure to the target language, as parents can reinforce language learning at home through conversations, reading, and volunteering, participating in community events or joining language speech clubs in which students have more opportunities to be in exposure and practice their language skills with native speakers as well. Also, providing parents with resources such as books, audio materials, and online platforms to work with their children allows students to explore and immerse themselves in the target language outside of the classroom. When parents actively participate and show interest, students feel encouraged and motivated to excel in their language studies and more likely to develop a growth mindset, resilience, and a belief in their ability to succeed.

Engaging parents in goal-setting processes empowers them to actively participate in their child's language learning journey. Collaboratively setting achievable goals ensures alignment between home and school expectations. Through home-school partnerships, students gain a deeper understanding and appreciation of different cultures, as parents can share their own cultural knowledge and experiences, by organizing cultural celebrations or events within the community. It fosters an immersive language environment and broadens students' cultural perspectives.

Parents can support language learning by engaging in conversations, reading together, playing language-based games, and providing constructive feedback on their child's language development. Furthermore, incorporating language learning into daily routines, such as labeling objects around the house in the target language or setting aside dedicated time for language practice each day, can greatly reinforce language acquisition. Schools should provide children with the opportunity to share and practice the information that they learn at home with classmates. This encourages students to be active both at home and at school in terms of learning languages.

A well-established home-school partnership has a profound impact on language learning outcomes. By fostering effective communication, collaboration, and shared responsibility, parents and educators create an environment that maximizes students' language exposure, motivation, and cultural competence. Embracing this partnership empowers students to thrive in their language learning journey, bridging the gap between home and school, and unlocking their full language potential.

References:

1. Alisa, H., Lilly, S., & Susan, D. (2017). *Building Our Capacity to Forge Successful Home-School Partnerships: Programs That Support and Honor the Contributions of Families*. Routledge Taylor & Francis Group.
2. Bauer, A., & Shea, T. (2003). *Parents and schools. Creating a successful partnership for students with special needs*. New Jersey. Pearson Education.
3. Coady, M. R., & Yilmaz, T. (2018). Home-School Partnerships. *The TESOL encyclopedia of English language teaching*.
4. Kelly, T. (2020). *Home-School Partnership and Outcome Measures*. Kairaranga. Massey University.
5. Lyn, T., & Gale, M. (2020). Enacting home - school partnerships: the roles of headteachers, family-learning practitioners and parents. *Cambridge Journal of Education*.