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FAMILY COLLABORATION IN DEVELOPING SPEECH COMMUNICATION READING AND WRITING IN NON STATE FAMILY PRESCHOOLS

M.O. Normirzayeva
Senior Lecturer, Institute for Retraining and Professional Development of Directors and Specialists of Preschool Education Organizations
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Abstract
The *Ilk Qadam* national curriculum places particular emphasis on cooperation with families and local communities. This article examines the educational value of collaboration between families and preschools in developing young children's speech, communication, reading and writing skills. It also describes ways teachers can work with families to support children's language development and gives examples of speech activities that families can carry out at home.
Keywords: preschool children, speech development, communication skills, readiness for reading, readiness for writing, family–preschool collaboration, small family projects, parental involvement, language rich learning environment, coherent speech, vocabulary development, family education.

The family provides a child's closest language environment. At home, children hear speech addressed to them every day, ask questions, describe their experiences, learn the norms of communication, and become familiar with books, family stories, traditions and culture. The *Ilk Qadam* national curriculum emphasizes the importance of cooperation with families and local communities. Parents' participation in education, cooperation with the *mahalla* (local community), and effective use of cultural and social resources enrich learning and support children's development through shared efforts. Work on speech, communication, reading and writing skills therefore continues both in the preschool group and in everyday family life. Conversations, games, walks, reading, cooking, looking at family photographs and discussing the day's events all provide natural opportunities for this development.

Teachers should explain to parents that speech development extends beyond completing worksheets or assigned tasks. For preschool children, face to face conversation, attentive listening by adults, shared reading, answering questions, storytelling, discussing pictures, naming objects and actions, and playing word games are especially valuable. Drawing, attempting to "write" a simple message, adding a caption to a picture or making a list also have educational value. These ordinary family activities expand children's vocabulary, develop grammar and coherent speech, strengthen their interest in books, and lay the foundations for reading and writing.

Ways Teachers Can Work with Families

1. Hold individual conversations with parents. Teachers and parents can discuss the child's language development: how the child answers questions, recounts events, understands instructions and tasks, enjoys listening to books, and shows interest in letters and writing. These conversations help them agree on consistent and effective ways to support the child at home and in the preschool group.

2. Suggest brief language activities at home without overburdening the child. Such activities usually take five to seven minutes. Examples include looking at a picture, naming three objects, talking about a favourite toy, inventing an ending to a story, finding household objects whose names begin with a given sound, clapping out the syllables in words, and writing a title for a drawing made with an adult.

3. Prepare guidance notes for parents. The notes should be brief, practical and easy to understand. Possible topics include "How should I read a book to my child?", "How can I develop my child's speech during a walk?", "What questions should I ask after a story?", "How can I support my child's interest in writing?" and "What should I do if my child answers with only one word?"

4. Encourage family reading. Teachers can recommend that parents read short fairy tales, stories, poems, proverbs and riddles to their children at home. Afterwards, adults might ask: "Who was in the story?", "What happened?", "Which character did you like?" and "Why did the character act that way?" The aim is to have a relaxed, warm and interested conversation about the book, rather than to test the child.

5. Organize small family projects. Examples include "My Favourite Book", "A Story Told by Grandma", "Words in Our Family", "The Story of an Object", "My Favourite Celebration" and "A Book About My Neighbourhood". Such projects develop coherent speech, memory, vocabulary and self confidence while encouraging respect for family values and culture.

6. Involve parents in enriching the book and language centre. Families can contribute children's books, photographs, postcards, albums, illustrations and picture cards, as well as materials about occupations, nature, traditions, the city or the local community. This brings the learning environment closer to children's lived experiences.

7. Organize workshops for parents. Teachers can show parents how to play language games with their children. Games such as "Say It Affectionately", "One and Many", "What Happened First and What Happened Next?", "Choose a Word", "Find the Sound", "Tell a Story from a Picture" and "Make a Sentence" demonstrate practical ways to develop speech. Parents can see how even simple games support their child's language development.

8. Use family photographs and the child's personal experiences. Parents can provide photographs of family celebrations, walks, trips or children helping with household tasks. Teachers can use them to start conversations: "Who is in the picture?", "Where were you?", "What did you do?" and "What did you like?" Children often find it easier to talk about events connected to their own experiences.

9. Share observations. Teachers can tell parents about progress in the child's speech, such as beginning to ask questions, answering in sentences, retelling part of a story, using a new word correctly or showing interest in books. Parents, in turn, can share how the child speaks and communicates at home.

10. Support the family's home language and culture. Parents can introduce children to words used in the family, folk tales, songs, proverbs, traditions and household objects. This broadens children's linguistic and cultural experiences, strengthens family connections and fosters respect for different cultures.

11. Offer advice on developing early writing skills at home. Parents should be encouraged to use writing in natural, everyday situations rather than require children to practise writing letters for long periods. A child might label a picture, make a greeting card, help prepare a shopping list, draw a sign for a toy, write an invitation to Grandma or copy their name from a model.

12. Involve parents in group celebrations, exhibitions and language activities. These may include a family book exhibition, a fairy tale day, a riddle competition, an evening of proverbs, a short theatrical performance, a family storytelling event or presentations on "Our Family's Favourite Book".

Collaboration between families and teachers helps children develop a love of books, improve their speech and use words confidently when communicating with others.

Examples of Language Activities for Families at Home

Development area	Suggested activity

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Spoken language	In the evening, talk with the child about the day. Ask: "What did you enjoy today?", "Who did you play with?" and "What new thing did you learn today?" Help the child answer in a complete sentence, such as "Today I enjoyed …"
Vocabulary	While preparing food, name ingredients such as carrots, potatoes, rice, apples and bread. Ask the child to describe an ingredient's colour, shape, taste and size.
Coherent speech	Look at a family photograph together. Ask the child to describe who is in it, where the event took place, what happened first and next, and what they remember most.
Interest in books	Read a short fairy tale. Afterwards, ask the child to choose a favourite character and explain why: "I liked … because …"
Readiness for reading	Find household objects whose names begin with the same sound. Say the words together and identify their first sound. For an English language activity, examples might be *ball*, *book* and *bag*.
Readiness for writing	Invite the child to make a card for a toy: draw the toy, add a mark, trace the first letter of its name from a model, or ask an adult to write its name.

An Example of a Teacher Working with Families

A teacher organizes a family project called "The Weekend Book". On Friday, each child chooses a book from the book centre and takes it home with a small card for their parents. The card contains simple questions:

- Who is the main character?
- What happened at the beginning of the story?
- What happened next?
- What did the child like?
- What new word did the child hear?
- What would the child like to draw after reading?

At home, parents read the book to the child, look at the pictures together, discuss the story and help the child draw a favourite event. The child can also "label" the drawing by making a mark, tracing a letter, writing a familiar word or dictating a short sentence to an adult.

On Monday, the child brings the drawing to preschool and tells the group about it: "We read a book about …", "I liked …" or "I drew …". If the child finds it difficult to speak independently, the teacher can help by asking questions or inviting the child to show the drawing.

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