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# FAMILY–PRESCHOOL PARTNERSHIP AS A FACTOR IN DEVELOPING CULTURAL TOLERANCE IN PRESCHOOL CHILDREN THROUGH FOREIGN LANGUAGE LEARNING

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**Abstract**

The development of cultural tolerance in early childhood requires a consistent educational environment in which children receive similar messages about respect, diversity, and intercultural communication at preschool and at home. Foreign language education can contribute to this process by introducing children to different languages, traditions, and cultural practices. However, the educational potential of foreign language learning can be strengthened when parents and preschool teachers cooperate in supporting children's intercultural development. The purpose of this paper is to examine the role of family–preschool partnership in developing cultural tolerance in preschool children through foreign language learning. The study focuses on forms of cooperation between teachers and parents, including joint cultural activities, home-based language games, family projects, storytelling, cultural events, and the use of everyday situations for intercultural learning. Particular attention is given to the importance of creating a consistent and positive cultural environment for children. The paper proposes a methodological framework that combines foreign language activities at preschool with simple family-based activities at home. It is argued that cooperation between parents and teachers can reinforce children's cognitive understanding of cultural diversity, positive emotional attitudes, and respectful social behavior. The proposed approach can contribute to the development of a continuous educational environment supporting both language development and cultural tolerance.

**Keywords**: cultural tolerance, preschool children, foreign language learning, family education, parental involvement, preschool education, intercultural education, teaching methodology.

## Introduction

The contemporary preschool education system increasingly recognizes the importance of developing children's social and cultural awareness alongside their cognitive and linguistic abilities. Children grow up in an environment characterized by cultural diversity, international communication, and rapid social change. Consequently, the ability to accept differences and interact respectfully with others should be cultivated from the earliest stages of development.

Preschool education provides an important institutional environment for this process. Teachers can introduce children to different languages, traditions, stories, songs, and cultural practices through educational activities. At the same time, the family remains the child's first and most influential social environment. Children

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acquire many attitudes and behavioral patterns through everyday interaction with parents and other family members.

This makes cooperation between preschool institutions and families particularly important. If cultural diversity is presented positively and consistently in both educational environments, children receive greater opportunities to develop stable attitudes towards cultural differences.

Foreign language learning provides a particularly suitable context for such cooperation. Even simple activities involving greetings, songs, stories, pictures, and games can be continued at home, allowing parents to participate in their children's intercultural development.

The purpose of this paper is to substantiate the role of family–preschool partnership in developing cultural tolerance in preschool children through foreign language learning.

The Family as an Environment of Early Cultural Development

Children's first understanding of social relationships develops within the family. Parents influence children's attitudes towards communication, difference, cooperation, and other people through everyday conversations and behavior.

At the preschool age, children often ask questions about unfamiliar languages, appearances, customs, foods, clothes, and traditions. These situations provide natural opportunities for parents to encourage curiosity and respect rather than negative judgments.

For example, when a child encounters a person speaking another language, the parent can explain that people around the world may speak different languages while sharing common needs and emotions. Similarly, when children encounter unfamiliar food or clothing, parents can present these differences as interesting characteristics of another culture.

Such everyday interactions contribute to the development of cultural attitudes even when they are not formally organized as educational activities.

Foreign Language Learning as a Bridge between Preschool and Family

Foreign language education can create a common thematic framework for teachers and parents.

If children learn greetings in a foreign language at preschool, parents can practice the greetings with them at home. If children learn a song associated with another culture, the family can listen to it together. If a lesson introduces a traditional celebration, parents can discuss similarities and differences between that celebration and familiar family traditions.

This approach creates continuity between institutional and family education.

The objective is not to turn parents into foreign language teachers. Rather, parents can support children's motivation and curiosity through simple activities that reinforce positive attitudes towards language and cultural diversity.

Forms of Family–Preschool Cooperation

Several forms of cooperation can be incorporated into a methodology for developing cultural tolerance.

Family Cultural Projects

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Families can participate in simple projects focused on cultural themes. For example, children and parents can prepare a small presentation about a country, a traditional dish, a children's game, a musical instrument, or a celebration.

The projects should be appropriate for preschool children and emphasize visual and practical elements rather than extensive factual information

Shared Storytelling

Teachers can recommend short foreign-language stories or bilingual picture books that parents can read together with their children.

Parents do not necessarily need advanced foreign language proficiency. They can focus on pictures, key words, characters, and the main idea of the story.

After reading, parents can ask simple questions such as:

What did you like about the story?

What was different?

What was similar to our life?

How did the characters help each other?

These questions encourage children to recognize both cultural diversity and common human experiences.

Cultural Days

Preschool institutions can organize thematic cultural days involving families. A particular cultural theme can be explored through songs, simple foreign-language expressions, games, pictures, and creative activities.

Parents can contribute photographs, traditional objects, stories, or other age-appropriate maerials.

The main goal should be educational interaction rather than formal presentation. Children should have opportunities to participate actively.

Home-Based Language Games

Parents can reinforce foreign language vocabulary through short games at home.

For example, after learning words for food, children and parents can play a picture-matching game. After learning greetings, they can practice short dialogues. After learning words related to family, children can create a simple family picture and describe it using familiar expressions.

These activities can simultaneously support language learning and strengthen positive associations with cultural diversity.

The Teacher’s Role in Family Partnershi

Successful family participation requires methodological guidance from the teacher.

The teacher should provide parents with clear and realistic recommendations rather than assigning complex educational tasks. Activities should be short, voluntary, age-appropriate, and easy to integrate into everyday family life.

The teacher can prepare:

* short activity cards;
* picture-based tasks;
* simple cultural stories;
* lists of children's songs;
* recommendations for age-appropriate videos;
* family project templates;

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* questions for discussing cultural differences.

Communication with parents should emphasize that cultural tolerance is developed through everyday experiences rather than through isolated lessons.

A Family–Preschool Model for Cultural Tolerance Development

A methodological model can be organized into four stages.

Stage 1 — Introduction.

The teacher introduces a cultural theme through foreign language activities.

Stage 2 — Family Extension.

Parents receive a simple activity that can be completed at home.

Stage 3 — Shared Experience.

Children return to preschool and discuss, demonstrate, or present what they experienced with their families.

Stage 4 — Reflection and Interaction.

The teacher organizes a group activity that allows children to compare experiences and practice respectful communication.

For example, the theme may be “Greetings Around the World.” Children first learn several simple greetings at preschool. At home, they practice them with their parents. During the next lesson, children demonstrate the greetings and participate in a role-playing game. The teacher then discusses the fact that people may greet one another differently while still expressing friendliness and respect.

Educational Outcomes

Family–preschool cooperation may contribute to the development of several aspects of cultural tolerance.

At the cognitive level, children can acquire basic knowledge about different languages, traditions, and cultural practices.

At the emotional level, regular positive experiences can increase children’s curiosity and interest in cultural diversity.

At the behavioral level, joint activities can encourage cooperation, respectful communication, sharing, and acceptance of differences.

An important expected outcome is the development of continuity between the child’s educational environments. When teachers and parents use similar principles of respect and acceptance, children encounter a more consistent social environment.

Discussion

The involvement of families should not be viewed as an additional or secondary element of preschool education. In the context of cultural tolerance development, family participation can significantly strengthen the educational process because many attitudes are formed through everyday interactions outside the classroom.

At the same time, family involvement should respect differences between families. Parents may have different levels of foreign language proficiency, different educational experiences, and different amounts of available time. Therefore, the methodology should offer flexible forms of participation.

The most effective activities are likely to be those that are simple, enjoyable, voluntary, and connected with children’s everyday experiences.

The teacher should also avoid placing responsibility for the educational outcome entirely on parents. The preschool institution remains responsible for the systematic

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methodological organization of the process, while the family provides additional opportunities for reinforcement and meaningful interaction.

Conclusion

Family–preschool partnership represents a promising direction for developing cultural tolerance in preschool children through foreign language learning. The combination of classroom activities and simple family-based experiences can create a continuous educational environment in which children encounter cultural diversity in a positive and meaningful way.

Foreign language learning provides an effective bridge between preschool and family because language activities can easily be continued through songs, stories, games, greetings, and everyday communication.

The proposed family–preschool model includes introduction, family extension, shared experience, and reflection. Its implementation may contribute to the development of children's cultural awareness, positive emotional attitudes, and respectful behavior.

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