

THE ROLE OF HOMEWORK IN TEACHING PRIMARY SCHOOL CHILDREN

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Abstract:

Homework is one of the most essential factor in any academic fields regardless their degree. While doing homework, a student can learn more as they firstly repeat the topic which helps them to learn more effectively and they will have an opportunity to receive feedback. It is a ubiquitous problem among many students that they have not willingness to do extra research or simply doing their home tasks. Many people might think that students are getting irresponsible or they are not interested in a particular field. Instead of thinking that maybe we should pay more and more attention to the concept of homework. Many researchers claim that almost all young children cannot focus on one thing more than 10 minutes. Therefore, many teachers should be very creative to give homework to their students as they have to be short, clear, and as colorful as possible to catch their attention. This not only help to encourage them to do their tasks and learn effectively but also it helps to change their stereotype about boring home task and This method encourage them to learn more and more not to mention increase their willingness to study. In addition, giving a proper feedback is crucial as young children's brain react well to positive feedbacks and they do not always accept criticism.

Key words: homework, debate, education, independent learning, academic success, holistic development, student growth, well-being, love for learning

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Literature review

According to the view Phillip C. Wankat Assignments help teachers get students to participate and be active in their learning. Research has shown that students who actively engage in their studies tend to learn more. Without assignments, many engineering students might not study or get involved in their courses. Assigning homework is important because it helps students learn how to solve problems (Proceedings of the 2001 American Society for Engineering Education Annual Conference & Exposition Copyright ©2001, American Society for Engineering Education) It also improves student's self-regulation and encourages them to get the job done by managing the time properly. Aside from time management, several researchers have theorized that homework tasks could promote the growth of self-regulation skills and self-confidence, such as setting objectives, organizing time effectively, controlling one's surroundings, sustaining focus, and boosting self-belief. (Pintrich, 2000; Trautwein & Köller, 2003)

Previous research has indicated that homework has positive effects on students' learning and academic performance (Keith & Cool, 1992; Cooper,

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1994; Krashen, 2005; Bembenuddy & White, 2013). Cooper (1989) defines homework as tasks assigned by teachers to be completed outside of school hours. He highlights that homework serves academic purposes such as enhancing factual knowledge acquisition, improving study skills, fostering positive attitudes towards homework, and demonstrating that learning can occur beyond the classroom setting. Additionally, homework can assess students' learning outcomes, cultivate independent study habits, and prepare them for advanced classroom learning (Muijs & Reynolds, 2011).

Regarding non-academic benefits, Cooper (1994) suggests that homework encourages students to develop self-direction, self-discipline, time management skills, curiosity, and independence. Similarly, Ramdass and Zimmerman (2011) observe that homework supports students in regulating their own learning process, leading to increased motivation, cognitive development, and metacognitive skills in language learning. This helps students stay motivated, monitor their progress, and employ effective strategies to complete assignments and achieve their educational goals.

Introduction

Feedback is crucial for student success and motivation, and it is vital to consider the difficulty level of homework tasks.

Although practice is a significant reason for assigning homework, its effectiveness depends on students completing it. Three effective motivators for students are when homework grades contribute to the final course grade, when students achieve success, and when they believe homework will enhance their test performance.

The interaction of these motivating factors is essential. Successful student efforts lead to higher homework grades, reinforcing motivation. Aligning homework and tests with learning objectives establishes a connection between the two, with students who excel in homework likely to perform well in tests. However, if homework problems are overly simplistic, students may struggle with more challenging test questions. One solution is to progressively increase the difficulty of assignments to challenge high-achieving students.

Feedback is a critical aspect of effective teaching, with two types necessary for homework assignments: providing correct solutions for students to review and pointing out errors in their work. Students must have access to correct solutions promptly after submitting their work. Additionally, it is essential to show students where they made mistakes through grading. Unfortunately, some students do not utilize feedback effectively. Timely feedback is crucial, as students are more likely to benefit from it when received promptly. Offering credit for correcting mistakes can incentivize students to engage with feedback and improve their grades.

Studies have shown that homework can help students develop good work habits such as following instructions, setting goals, organizing their work, managing time, and finding ways to deal with mistakes and challenges. However, there is mixed evidence on the impact of homework on work habits and ethics. Some research indicates a negative link between homework and developing these skills. A review of various studies on study techniques found that most focused on time management, reading strategies, test preparation, and note-taking. It's uncertain how beneficial these skills are for students' future careers.

In a study of a fifth-grade classroom, it was observed that some boys had a minimal approach to homework, while others completed their math assignments

immediately or procrastinated. Few students consistently worked on homework daily, suggesting that long-term effort may not be emphasized. Some students could go up to 12 days without doing any math homework after school. This highlights the importance of clearly defining what constitutes good work habits and ethics when assigning homework.

Homework has been a part of schools for a long time, and people either love it or hate it, with no middle ground.

In the past century, homework debates were influenced by cultural and political factors. In the early 1900s, students focused on memorizing facts like multiplication tables. In the 1940s, some educators wanted to get rid of homework, saying it did more harm than good. But in 1983, a report suggested that not having enough homework was hurting education, leading to more homework.

Recently, some schools are rethinking homework policies, especially for younger students. In Florida, the school superintendent decided to stop giving homework to elementary school kids because there wasn't enough evidence it helped. In New York, two fifth graders asked to eliminate homework due to stress.

Despite ongoing debates, homework remains a common practice in education, with few questioning its value. Research tries to figure out when homework is effective and when it's not, but ultimately, homework is seen as a way to raise well-educated kids.

Some people think that schoolwork is too much for students and doesn't leave time for other activities or learning new skills. They believe that instead of doing homework, students could use that time to learn things like dancing, painting, or singing, which are good for their health and relaxation.

They also argue that after spending six hours in school, children need time to be with their families without worrying about school tasks. This can help them develop social skills and build confidence. For example, it's often seen that top students may not be as socially active because they focus all their time on studying to keep up their grades.

On the other hand, some people believe that homework is important for students to learn how to work independently, which will benefit them in future studies and jobs. They think it's good for kids to learn how to meet deadlines for projects from a young age, as this skill will be useful in university where students have to work on their own to finish projects on time.

Conclusion

Many believe that students should receive homework as part of their education, while others argue that assignments should be limited to school hours to allow time for other activities. In this essay, I will explore both perspectives and discuss the importance of considering individual capacity in teaching programs.

Supporters of homework argue that increased study time leads to higher productivity and better grades. They believe that additional tasks outside of class can enhance knowledge and learning efficiency. On the other hand, opponents stress the importance of a balanced workload to prevent negative impacts on students' well-being. Excessive homework can lead to lack of leisure time, sleep deprivation, and heightened stress levels, affecting mental health.

While homework is beneficial for learning, it is crucial to consider its potential harm on students' health and daily lives. Teachers should prioritize

creating effective learning programs that promote a healthy school-life balance for students.

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