IQRO JURNALI / 2023
GUVOHNOMA № 060680

E-ISSN : 2181-4341
https://wordlyknowledge.uz
IMPACT FACTOR(SJIF) : 3,934

IMPACT FACTOR (RESEARCH BIB) – 7,245

SPECIAL ISSUE, VOLUME 5, ISSUE 2, 2023

DOING HOME TASKS IN THE CLASSROOM BY PRIMARY SCHOOL STUDENTS TO IMPROVE ENGLISH PROFICIENCY

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Abstract

One of the main aim of giving homework is to teach students to be punctual and improve their academic performance individually. However, for primary learners at school, doing homework has become a significant issue. Only a few studies have been investigated in it, despite the fact that it is important for both academic and non-academic purposes. This study looked into the impacts of using the system, allowing students to do their home assignments at school with teachers. This paper aims to investigate the issues above mentioned issues in detail.

Key words

Home assignment, Primary school, Procrastination, Attendance, Procrastination, Free-time management, Home task, After-school programs, Academic achievement, English proficiency, Extra-curricular activities.

Introduction

The influence of home assignments on educating primary school students is the most significant, debated problem, for home tasks are the best tool to get more information about what they have learned during the lesson and also homework is “a very important task which is being done by students after the school regular timings” (Bakht, J., & Dr Abbas Rizvi, 2021, p. 271). According to F. Javier Murillo & Cynthia Martinez-Garrido (2014) the main characteristic of homework is that it is primarily the student’s responsibility to complete it; for primary schoolchildren, this responsibility is shared with their family at home. However, while doing homework at home, it can be challenging for primary school students such as distractions, concentration, procrastination and also lack of resources to complete their tasks and establishing the program of doing homework at school can be solution. The fact showed that although utilizing different methods and materials to do homework with teachers has effects on learning and free-time management, this process also may help to get benefit psychologically, like it could improve group working and their social skills. Plus, communicating with teachers and their peers in the same time to clarify the tasks and do them appropriately.

Literature review

One of the most appreciated and contentious instructional methods is homework, which has been shown to improve student’s performance (Fan, Xu, Cai, He, & Fan, 2017) and adopting this kind of program can be beneficial for many primary school children to increase their comprehension of subject matter and also help them to do their homework properly. Laura Mc Loughlin (2012, p. 13)

noted that homework is "often cited as a source of stress among students and parents, and can create friction between home and school". For that reason, establishing after-school program for doing homework can be beneficial, for students who participate in after-school programs that provide a number of enrichment activities and help to reduce opportunities for risky behavior and encourage students' abilities and talents (Goerlich, Z., Susan, Lauver, Sheri, Maynard. & Rebecca, A., 2006). Indeed, doing homework at school has the good potential to extend learning process beyond classroom and instructors play a significant role in organization of this program design and implementation of the tasks (Vicky, C & Raymond, Ch., 2016, p. 1). Furthermore, Hee Jin Bang, Saurez-Orozco Carola, Pakes Juliana and O'Connor Erin (2009) analyze the study, examined the importance of homework in determining immigrant students' grades in school in the USA and they conclude that there were four key conclusions. First, the regression findings showed that class grades were significantly impacted by homework completion and English language competency. Second, the level of English ability of the students had no bearing on the impact of homework completion on grades. Thirdly, teacher assessments of immigrant students' comprehension of the course were primarily influenced by their behavior in class, level of English proficiency, and homework completion. Fourthly, English competence moderated the impact of homework completion on teachers' assessments of students' course understanding. High English language proficiency students' completion of homework had a substantial impact on teachers' evaluations of their grasp of the material. However, for students who struggled with the English language, doing the homework had only a minor impact on the teacher's evaluations of their comprehension of the material (2009). Annesunnisa Begum (2017) claims that the infrastructure, the availability and motivation of teachers, the minimal teaching standard, and the minimum level of student success are only a few of the variables that affect a school's quality. Since the primary goal of an educational institution is to ensure that all students acquire the desired skills and knowledge (Aggarwal, 2000), the degree to which students have acquired the knowledge, skills, values and attitudes that refer to the actual learning outcomes can be used to determine the quality of a school.

This study was carried out to depict the difficulties of planning after-school program, encountered by teachers and students, studying at primary school during the process of doing homework. Furthermore, police makers should be more conscious that after-school program to complete home task may improve primary school student's learning outcomes, particularly for students who are more academically at risk- low-income minority youth in substandard urban schools.

Conclusion

All considered, the study helps to comprehend the importance and difficulties of the discussion on the homework quality of primary school students. In fact, everyday instructors encounter the challenge of completing homework and the program of doing homework at school can be the best solution to solve the problem. Programs for doing homework after school can give children direction, oversight, academic support, and the chance to practice studying. At their finest, after-school homework programs can assist children in maintaining their academic standing, strengthening their sense of school community, lowering family stress, and developing attitudes and abilities that will help them succeed in school once the program is complete (Cosden, M., Morrison, G., Gutierrez, L & Brown, M, 2004, p. 224). Indeed, this program can primary schoolchildren provide with the

opportunity, they need to do well in school, but this program should be well-organized and attract teachers' attention to help students.

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