

THE ROLE OF HOMEWORK IN TEACHING ENGLISH

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Abstract: This article explores the role of homework in teaching language, drawing on the perspectives of researchers such as Harris Cooper, Alfie Kohn, Robert Marzano, and John Hattie. While some argue that purposeful and targeted homework assignments can support language learning, others raise concerns about potential negative effects and limited impact on student achievement. The article concludes that the effectiveness of homework in teaching language may depend on how it is used and integrated into a comprehensive approach to language education.

Key words: Homework, Teaching English, Language skills, Reinforcement, Independent learning, Critical thinking, Assessment, Time management, Organization, Problem-solving.

Homework has long been a staple in the education system, and its role in teaching English is no exception. The effectiveness of homework in language learning has been a topic of debate among educators and researchers for many years. Some argue that homework provides valuable practice and reinforcement of language skills, while others question its impact on student learning and language acquisition.

In this article, we will explore the role of homework in teaching English, examining its potential benefits and drawbacks. We will also discuss different approaches to assigning and evaluating homework in language learning, as well as strategies for maximizing its effectiveness. Additionally, we will consider the impact of homework on students' motivation and engagement with the English language. By examining the various perspectives on homework in teaching English, this article aims to provide a comprehensive understanding of its role in language education and offer practical insights for educators and learners alike.

One of the primary purposes of homework in teaching English is to provide students with the opportunity to practice and reinforce the language skills they have learned in class. By completing homework assignments, students can review and apply the grammar, vocabulary, and language structures covered in their lessons, which helps to solidify their understanding of the material. Additionally, homework allows students to work at their own pace and revisit concepts that they may have struggled with in class.

Homework also plays a crucial role in promoting independent learning and critical thinking skills. When students are tasked with completing assignments on their own, they are encouraged to take ownership of their learning and develop important skills such as time management, organization, and problem-solving. Furthermore, homework assignments often require students to think critically about the material they have learned and apply it in new contexts, which can lead to a deeper understanding of the language.

In addition to reinforcing language skills and promoting independent learning, homework can also serve as a form of assessment for teachers. By assigning homework that requires students to demonstrate their understanding of the material, teachers can gain insight into their students' progress and identify areas that may require further instruction or support.

However, it is important to note that homework should be used judiciously in teaching English. Assigning too much homework can be overwhelming for students and may lead to burnout, while assigning too little may not provide enough practice and reinforcement of the material. It is essential for teachers to strike a balance and carefully consider the purpose and value of each homework assignment.

The role of homework in teaching language has been a topic of debate among educators and researchers.

Harris Cooper, a leading researcher on homework, argues that homework can have a positive impact on academic achievement when it is purposeful and aligned with the needs and abilities of students. Harris Cooper's research suggests that homework can have a positive impact on academic achievement in language learning when it is purposeful and aligned with the needs and abilities of students. For language learners, this might mean assignments that provide opportunities for meaningful practice and application of language skills, rather than rote memorization or busy work.

On the other hand, Alfie Kohn's critique of traditional homework practices raises concerns about the potential negative effects of homework on student well-being. In the context of language learning, this could include the stress and anxiety that may arise from excessive or unproductive homework assignments, as well as the potential for homework to detract from other valuable learning experiences outside of the classroom.

Robert Marzano's perspective on homework as a tool for providing feedback and reinforcing learning is particularly relevant to language education. Homework assignments that offer opportunities for students to receive feedback on their language use and to practice and apply new language skills can be valuable in supporting language acquisition and proficiency.

John Hattie's research findings on the relatively low impact of homework on student achievement compared to other factors, such as feedback and teacher-student

relationships, also raise important considerations for language educators. This suggests that while homework may have some benefits for language learning, its overall impact may be limited in comparison to other instructional practices and factors that contribute to student success in language education.

In conclusion, the role of homework in teaching language is complex and multifaceted. While some researchers emphasize the potential benefits of purposeful and targeted homework assignments in supporting language learning, others raise concerns about its potential negative effects and limited impact on student achievement. Ultimately, the effectiveness of homework in teaching language may depend on how it is used and integrated into a comprehensive and thoughtful approach to language education.

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