

A LIFELONG LEARNING PERSPECTIVE AND STUDENT PERCEPTIONS IN COMPARING HOMEWORK AND HOME-LEARNING

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Abstract

Regarding the importance of homework, neither instructors nor students seem to agree. While some contend that it is crucial for enhancing learning, others assert that it is often useless and harmful to one's quest for general learning. This paper encourages a switch from homework to home learning based on the ideas of lifelong learning, with a focus on the latter. I'll make the case that this strategy better equips students to partake in meaningful learning experiences throughout their whole lives, not just during their college studies. The purpose of this study was to examine the importance of student variables related to homework (such as intrinsic motivation for homework, perceived utility of homework, attitude toward homework, time spent on homework, and time management) and context (such as teacher feedback on homework and parental support for homework) in predicting approaches to homework.

Keywords: homework, home-learning, task correlation, lifelong learning, parents and peers, motivation.

Introduction

The issue about "the necessity" of homework for enhancing learning cannot be disregarded in any discussion regarding the value of participation in learning activities outside of the classroom. On the one hand, there is the claim that homework improves academic performance because it "encourages students to review, practice, and drill material learned at school," "gives students the chance to amplify, elaborate, and enrich previously learned information," and "prepares, in advance, material to be learned in the following classes" (Hong & Milgram, 2000, p. 5).

All of these different perspectives on how successful homework is certainly have virtues of their own, but it appears that in more recent years the idea of homework has lost some of its original meaning. Additionally, it appears that the contradicting arguments raised above are a result of how the phrase "homework" is perceived; this term does in fact have a potentially negative connotation. A pupil would not prefer to be burdened with more "work" from school upon returning home, just as a working adult would not be very delighted to bring home "work" unless need to.

This definition of "work" reinstates the difficulties that students face in their daily lives, frequently depriving them of the motivation to engage in possibilities for lifelong learning.

This might have negative effects in the present and the future, thus an unorthodox method to learning should be used with a change from "homework" to "home-learning." This perspective change from "work" to "learning" suggests a deeper understanding that not all learning occurs inside the walls of a classroom and that the learning we encounter in various contexts not only complements one another but also sparks related and/or entirely new learning experiences. This is how home learning takes a holistic approach to education.

It emphasizes the importance of being immersed in educational opportunities that go beyond what is taught in the classroom. In any given setting, this is consistent with the idea of lifelong learning, which "potentially incorporates all types of learning" (Singh, 2015, p. 18). In this paper, I will define four broad, symbiotic lifetime learning skills and argue that a shift in our mindset from homework to home-learning serves to enhance students' lifelong learning aptitude and abilities (e.g. Coşkun & Demirel, 2012; Deveci, 2018a; Deveci, 2018b). I'll also make the case that this strategy promotes the education of all those participating in the procedure, including parents and peers.

A number of lifetime learning abilities are reinforced by instructors' and parents' carefully crafted opportunities for at-home learning. Motivation is one of the most crucial of these. Homework assignments must inspire genuine drive for learning. In other words, the exercises should have real worth in the eyes of the students. In order for this to occur, a one-size-fits-all strategy must be avoided. Differentiating assignments based on each student's requirements and interests is necessary. The former is only feasible if educators maintain a close watch on any potential problems that kids may be having.

The learning assignments given at home should be carefully planned to guide children through the processes required to overcome these challenges. However, it's equally critical that home learning assignments highlight students' strengths as well as their weaknesses, not only their struggles.

This will bolster kids' perceptions that "homework" builds upon their strengths as well as their inadequacies. The interests of the pupils should also be taken into account while creating home learning assignments that would make this possible. Greater learning motivation will result from early identification of each student's preferences and task correlation to these.

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Students will become more understanding when they are asked to collaborate on learning projects with others inside and outside of the classroom because of their awareness of the similarities and contrasts in the methods that their peers study. For this reason, a variety of assignments with the same learning objective might be offered to pupils.

Conclusion

In this article, I argued that homework is frequently associated with negative connotations, which have an influence on students' involvement in worthwhile learning experiences both inside and outside of the classroom as well as when they graduate. I argued that a separate strategy should be used for learning tasks that students are expected to do outside of class. I made the case that in order to do this, learning must be approached holistically and with a focus on lifelong learning. Four interconnected domains of lifetime learning skills were defined to aid with this. Learning experiences throughout their lives will be influenced by their attitude toward learning throughout their university years. Therefore, it is crucial to provide children every chance to develop the necessary traits and abilities for this, and a switch from homework to home learning, as detailed in this study, may be a key strategy for doing so.

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