

## **HOMEWORK ASSIGNMENTS AS AN EFFECTIVE TOOL IN EDUCATING STUDENTS**

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Individual work is a student's activity organized by a teacher. It is aimed at teaching students without any direct participation of a teacher. We believe that students should be prepared to plan their work, use their notes, textbooks, Internet as well as their mental abilities to analyze, synthesize, compare, generate and classify the whole bulk of the information obtained.

Oxford Advanced Learner's Dictionary of Current English defines homework as "work which a pupil is required to do (a) at home in the evening and take to his teacher(s) at school; (b) preparatory work, e.g. a report or discussion". [3, p. 409] No doubt, to be a success, students must be motivated to do the tasks. Students are to understand the material and this deep understanding is the main element of the individual work. The teacher's task is to determine the requirements to the subject acquisition, orient students what books to use, consult students individually and in groups. Homework assignments are supposed to be both educational and problematic to make students deal with a huge array of information and information sources. The level of difficulty is to increase gradually if we take into account the developing character of education.

Professional education requires students to learn special terms, know how to use them, express their own ideas, analyze facts, and participate in discussions. Students are supposed to work with dictionaries, encyclopedias, etc. Therefore certain skills must be developed to enable them to do it properly.

According to the program, Radiophysics School students at Karazin Kharkiv National University have 128 hours of English in class within the period of two years. Their individual work is limited to 104 hours. Students of non-linguistic specialities in Peru are also supposed to learn English at their Universities for two years. In contrast to the Ukrainian program of education, they have 47,5 hours of classroom work a month. Besides they are to cope with a large amount of

homework tasks based on various courses of such well-known publishing houses as McMillan and Pearson. They do numerous exercises using the software provided by these publishing houses. At the end of the course the students take English international exams to state the level of knowledge they achieve.

Homework is viewed by various authors in different ways. There are a lot of controversies over the amount and quality of homework assignments. [1] In general, it is considered beneficial if teachers manage to provide assignments possessing such characteristics as purpose, efficiency, ownership, competence, aesthetic appeal. [4] With university students it is also possible to let them choose homework tasks themselves (make a mind map, write questions, write a project, etc.). Learners' wishes are also worth listening to. [2] We suppose that students must be confident enough with the material to work on their own. They must be given the pages of the textbook they can refer to for information. If students complain of too challenging problems they face, a tutorial should be arranged to let them sort out the problems and be a success. Giving grades for homework fulfillment can encourage students to do the task. Sometimes we return to the exercises done at home before and ask students to do them again. It can be helpful to give low-level students another chance to improve their results. Writing exercises must be checked by the teacher to help students avoid the same mistakes in future.

Taking into consideration the time limit allocated by the program for English at our Universities, we believe that any frustration in homework assignments should be avoided. Teachers must explain the requirements in detail. The tasks must be reduced to the minimum and they must be engaging and interesting.

### **Література**

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