

## Creative Homework as a Means of Self - Education in Higher Education

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**Abstract:** Homework is an important and integral part of the educational process. The goal, which is to expand and deepen the knowledge and skills acquired in the lessons, develop individual inclinations, talents and abilities of students. This work is devoted to the role of homework in the process of learning a foreign language. The author also considers creative homework as a means of self-education in higher education.

**Keywords:** homework, independent work, student, technique self-study.

### Introduction:

The main task of higher education system is the formation of modern key competencies, including the skills of independent activity and personal responsibility of students. To form and develop independence in the cognitive activity of students means to solve one of the most important tasks of the higher education. Homework is a traditional part of studying in any educational process. It's hard to imagine any lesson without homework. Moreover, those rare lessons at the end of which the teacher does not assign homework are perceived as a holiday. Thanks to homework, the student acquires independent learning skills, which will be useful to him in the future.

In addition, homework helps develop discipline and the ability to independently manage free time. Students' homework is an important and integral part of the educational process. Its goal is to expand and deepen the knowledge and skills acquired in the lessons, prevent their forgetting, and develop the individual inclinations, talents and abilities of students.

### Literature review:

Characterizing homework as one of the configurations of students' training work, various authors establish its essence in different ways. Thus, M. A. Danilov pays the main attention to the external side of this form, emphasizing that "creative homework is the implementation of tasks by students without any help, but under the supervision of parents or a teacher, who, in case of difficulty, is able to proceed to joint exercises" [2, p.1095].

The following signs of creative homework are highlighted by N.G. Kazansky: "the student leads it himself without outside help; he really relies on his own knowledge, skills, experience, using them when considering the issue, showing initiative and creativity; the content of the work is important, full-fledged, therefore it enriches the student, causes tension in thinking, his development" [9, p. 223].

A.V. Novikova believes that students' creative homework "is a type of educational activity in which students complete individual, group or frontal learning tasks, making the necessary mental and (or) physical efforts" [18, p. 116].

In teaching practice, the most common definition is E. S. Yermakova, since it contains instructions to the teacher on how students' creative homework, included in the learning process, should be organized: "this is work that is done without the direct participation of the teacher, but according to his instructions, at a time specially provided for this; at the same time, students consciously strive to achieve the goal set in the task, using their efforts and expressing in one form or another the result of mental or physical forces" [27, p. 208].

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So, to summarize the theoretical analysis of the study of the problem, creative homework is a form of education in which: the actions and forces of students are aimed at solving the educational problem, which exists in the teaching aids included in the method, in the form of assignments; interaction between student and teacher is indirect and strictly limited in time; the results of solving an educational task are expressed in a certain form and are correlated with the goals set. Analyzing the points of view presented above on the issue of using creative homework, we can conclude that, despite the difference in approaches to their definition, researchers unanimously identify creative imagination and the quality of creative thinking as mandatory components of homework.

### **Discussions:**

Psychological and pedagogical research has shown that the process of mastering skills and abilities has its own specific structure: on the one hand, this mastery is carried out through practical actions in an image, and on the other hand, students need constant self-monitoring of their work, comparing their actions with. In order to develop these skills into students and teach them to follow the rules of mental work, it is necessary to achieve such an organization of work that would encourage them to act always in a certain way. In this regard, it was extremely important to show students, to give an example, how to prepare homework and achieve success in their studies.

Creative homework should be a means of bringing learning and self-education closer together. Indeed, mastery of general educational skills, development of interest in independent educational work, formation of experience in creative activity - all these are conditions for the formation of the need for cognitive activity. The ambiguity of the role of home educational work and the significance of its functions determine its necessity as an organic part of a single educational process at higher education. Having received a creative assignment at home, the student must not only clearly understand what needs to be done and how the work should be done at home, but also show his own initiative and creativity.

Homework creates conditions for their wide differentiation, taking into account the individual characteristics of students, in order to develop cognitive interest in younger students. They have both the continuation of work on the understanding of the material studied in the classroom and the development of skills for some students, and the expansion and deepening of knowledge, skills and abilities for other students who are more capable and show interest in this subject.

It is necessary to give a correctly formulated task. In addition, the progress and method of recording the results of its implementation must be indicated. It is important to include the results of homework in the lesson and its objective assessment. It is useful to write the task on the board, and if the teachers have time, they should ask one or two students to repeat it. This moment of the lesson, properly organized by the teacher, will remove the negative aspects of homework and prepare the student to successfully complete a creative task in the allotted time. However, the methodology for organizing creative homework should include preventing overload of students. Control over the regulation of these norms rests with the class teacher. He must study the possibilities of a particular volume of tasks for students at home, work with class teachers to standardize homework [7, p. 89].

It's good if the teacher knows how to take into account the fact that there is a certain dynamics of performance during the week: Monday is the on-time period; Tuesday, Wednesday are the period of optimal performance, Thursday and subsequent days are the period of decline. Therefore, the method of homework should be provided for in the lesson plan, time should be allotted for this, it should be given before the bell rings, students should write it down in their diaries. The method of explaining homework is considered correct if students understand the basic approaches to completing it. When giving a task, the teacher must advise students how it can be completed, what the sequence of work is, what reference materials they can resort to in case of difficulty and where to get them. To monitor the teacher's activities in organizing homework, it is advisable to use the method of studying documentation, questioning students and their parents, and conversations with all participants in the educational process.



The great diversity and complexity of the rules for creative home learning necessitate special work to develop the appropriate skills and abilities in students. Students should be helped to master the ability to work with a textbook, take the correct approach to completing written and practical assignments, use techniques for actively reproducing the material being studied and self-control, and develop a rational mode of work and rest. When organizing cognitive activity, it is essential to develop in students the appropriate needs and motives that would stimulate their educational work. In this case, it is important that students feel the need to master knowledge and show interest in the practical assimilation of the rules of rational organization of mental work. To make explanatory work more varied and interesting, it is necessary for teachers, the principal and his deputies to speak to students on the topic of improving homework, it is necessary to design stands, issue bulletins, and this problem should be repeatedly discussed at class student meetings. It will also be useful to hold meetings with the classes every week to summarize their work, identify shortcomings, and analyze successes. Thus, the explanatory work will not only be varied in its content, but will also be broad in scope over a long period of time. It will contribute to the enrichment of students with titles; influence their consciousness, feelings and cognitive activity. Strengthening attention and control over the process of acquiring knowledge will make it possible to improve individual assistance to low-performing students, develop their ability to work independently and have an effective influence on them. As a result, if all of the above pedagogical conditions are met, creative homework will become more accessible to every student and will contribute to the development of the cognitive activity of younger students.

### Conclusion:

So, creative homework is activated in a favorable atmosphere, with friendly assessments from teachers, and encouragement of original statements. An important role is played by open-ended questions that encourage students to think and search for different answers to the same curriculum questions. It is even better if the students themselves are allowed to pose and answer such questions.

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