
Principles Underlying Assignment of Lessons: A Comprehensive Review

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Abstract:

One of the imperative components in classroom administration is the task. It is by and large perceived as the most vital period of instructing learning exercises carried on outside the classroom. In many classes, the task is the boost of the learning action. At the end of the day, task is the understudy's cruising bearing towards the achievement of the coveted objective. When you discuss task, it alludes to a particular bit of work to be finished by the understudies under specific conditions and in certain ways. It might be an issue to be tackled, perusing to be done, subjects to be composed, inquiries to be replied, tasks to be brought through, and a practice to be performed, and so forth.

Key words: Assignment, Importance of Assignment, Benefits of Assignment, Kinds of Assignment, Bases of Assignment, Function of Assignment, Requisites of a Good Assignment

INTRODUCTION

In the language of Bossing (2000), the task applies to that part of the instructional movement dedicated to the unmistakable acknowledgment and acknowledgment of the understudy of the following unit of figuring out how to occur and of the procedures by which this learning might be accomplished generally viably. The significance of the task in the procedure of educating has stayed unchallenged. The task offers the best open door for providing guidance to learning exercises through the setting up of targets. It is likewise the deciding variable in coordinating the advancement of compelling review propensities.

Johnson and Michael (2005) attest that the task gives one of the instructor's superb chances to adjust work to individual capacities. The fundamental aims of the assignment are to give the students definite work to do and to guide and stimulate them to the performance of such which will result in educative experience. The assignment period should be devoted partly to motivate. The assignment should point out a goal to be reached and an ideal to be realized. It should be a spur to interest, a challenge to effort, and a guide to thought. In giving the assignment the teacher should try to bring out interesting aspect of the lesson and suggest interesting types of activities.

STATEMENT OF THE PROBLEM

This study determines the comprehensive review on the principles underlying assignment of lessons. Specifically, it answers the following sub-problems:

1. What are the bases in giving of assignment?
2. What are the kinds of assignment?
3. What are the functions of the assignment?
4. What are the things to be assumed in giving assignment?

5. What are the requisites of a good assignment?

IMPORTANCE OF THE STUDY

The important of the assignment to the teacher cannot be overlooked. The development of good assignments is the essence of the teacher's work. Time, effort, initiative, and imagination are involved in the process. It is in the assignment that new work is developed and groundwork for understanding is realized. The task decides the figuring out how to be experienced by the understudies and the showing open door for the instructor to do great educating. It additionally gives a superb chance to handle pointers of interests when it is at its stature and to adjust work to individual needs and capacities.

Furthermore, the assignment gives the teacher opportunity to select from his wider and richer experience a range of activities that will meet the educational goals which have been established. The assignment has also been considered as a specification by the teacher of materials to be read or studied or works to be accomplished by the students. This somewhat narrow view of assignment making has resulted in almost complete domination by the teacher of assignment. Still widely used is the procedure of assigning a certain number of text pages or chapters to be read by students and little else. This is done despite the fact that overwhelming evidence supports clear cut objectives, student participation, and adequately explained assignments as valuable organizing factors in study and learning.

SUMMARY OF FINDINGS OF THE STUDY

1. WHAT ARE THE BASES IN GIVING OF ASSIGNMENT?

In giving an assignment to the students, the teacher needs to plan and have bases on assigning such work. The following are the suggested as bases of giving of assignment:

1. The students – the nature and method of assignment has to be adapted to the student's interest, need, and ability. The teacher has to see to it that the students have the ability to perform the task assigned to them.
2. The subject-matter – the kind and strategy for task must be based upon the way of the topic to be examined or of the movement to be performed. The task of ought to be not the same as each subjects. Troublesome topic and strategy require a shorter task.
3. The methods of teachings – the assignment should be adapted to the method of teaching to be employed by the teacher. If one is to use the project method, he cannot assign the lesson in the same way as he would assign one to be taught by the questions-and answer method.
4. The aim of the subject-matter – the assignment should be based upon the aims desired and the results expected. If drill work or a review is to be given the next day, the kind and length of assignment should be different from that given for a new lesson to be taken up. The subject matter and the learning activities should be chosen according to the aims.
5. The instructional materials accessible – the accessibility of materials should likewise be contemplated in giving the task, for at times an instructor doles out references which are not found outside the school or in the homes of the students.

2. WHAT ARE THE KINDS OF ASSIGNMENT?

In giving an assignment for the students, the teacher needs to identify the kinds of work that the students should do. The following common types of assignments used in teaching are the following:

1. Page by page assignment – this type is sometimes called the course reading task. It assigns the quantity of pages to be secured. Page by page task is unsuitable, however late reviews have uncovered that this sort is still broadly utilized as a part of the schools and colleges.
2. Chapter assignment – this is another type of customary or course book task. Like the primary sort, it is still widely utilized as a part of colleges and universities. Arrangements for this kind of task are left totally to the understudies.
3. Problem assignment – this kind of task makes tracks in an opposite direction from the fundamental course reading thought. It energizes the utilization of references and empowers intelligent considering. In this sort the issue to be fathomed is the prime thought. Uncommon bearings and proposals are essential in this sort of task.
4. Tropical assignment – in this sort of task the point to be produced is the prime thought. This is additionally a type of course book task which is regularly given in social and characteristic science subjects.
5. Project assignment – this is an extraordinary kind of task which is best adjusted to professional courses, to characteristic science subjects, and the a few measures to sociology subjects and other consistent subjects. In this sort of task a venture is viewed as a unit.
6. Contract assignment – this type of task is broadly utilized as a part of individualized sorts of guideline with the principle motivation behind modifying the undertaking to the capacity and enthusiasm of the person.

7. Unit assignment – this type is related with the authority arrange and the cycle plan of direction. It is best adjusted to the subjects which are isolated into units. The alleged adaptable task is utilized with the unit task arrange.

8. Cooperative or group assignment – agreeable task is most habitually used in a mingled sort of recitation, or in a venture strategy for guideline. Task of this sort fortifies understudies to do their own reasoning and to arrange their materials. Here the understudies likewise take an interest in deciding attractive targets and in choosing what ought to be done to accomplish them. Helpful task can be used to advantage in numerous school and colleges understudies.

9. Syllabus assignment – syllabus task is frequently used in the school or college. In this sort of task, inquiries and references are given to direct the understudies. Here again control questions and different proposals are given to safeguard thoughtfulness regarding the vital purposes of the lessons.

10. Drill assignment – it is the motivation behind this task to reinforce the associations shaped during the time spent development in mental engine aptitudes. Retaining a lyric or dominance of certainties or straightforward mixes in the subjects are great cases of this sort of task. Penetrate task, as different sorts of task, ought to be propelled.

3. WHAT ARE THE FUNCTIONS OF THE ASSIGNMENT?

According to Risk ‘one of the purposes of the assignment is to teach the students how to study’. It is certain that the assignment should contribute materially to training students to this end. The following are other functions of an assignment:

1. To call attention to unmistakably and briefly to the understudies exactly what could possibly be done what they should do. The understudies must see unmistakably a few purposes behind the errand allotted them. The task ought to

empower understudies to see the reason for their review and some unmistakable goals to be accomplished. The targets of the lesson are basic in providing guidance and definiteness to the understudy's idea and exercises.

2. To show how the work is to be done. The methodology to be trailed by the understudies in taking every necessary step allocated must be disclosed by the educator to make the review time frame powerful. For all intents and purposes every single late essayist and specialists consider the main capacity of the task to give of particular and adequately definite headings to empower the understudies to meet brilliantly the issues in the propel lesson or unit.

3. To make the students see why they should do the work. The purpose of the lesson assigned must be made known to the students and be recognized by them so that their interest may be stimulated. Motivation is a definite function of the assignment. To require a student to do something without regard to his interest is unsound educational practice.

4. To associate the new lesson with one simply finished so that the understudy may pick up an entire perspective of the subject. This alludes to the incorporation of the past and new lesson or to the standards of the apperceptive learning. The mental guideline of apperceptive is in this way given full acknowledgment in the task work. Where the components of apperceptive experience are available, the educator needs to coordinate the understudies in the utilization of such for interpretive purposes. At the point when this is legitimately done, the understudy more often than not finds the authority of the new components a moderately simple undertaking.

5. To make the correct demeanor toward the execution of the work allotted. The longing or enthusiasm to make the fundamental strides must be made in the understudies. The understudies should understand the centrality of the assignment and they should see the certifiable advantages of

the push work. This affirmation is yet one of the numerous technique for giving driving force.

6. To envision exceptional troubles in the propel lesson, and to propose approaches to defeat them. Each new lesson doled out expects new components to be aced. The nearness of new challenges offers a street back to the understudies. The task is completely deficient that does not furnish the understudies both with information of these challenges and with a few proposals by which they might be overcome. The capacity to apply this capacity of the task viably requires an authority of the components required in any period of learning.

7. To give satisfactory arrangements to individual contrasts. Another essential capacity of the task is the acknowledgment of individual contrasts. All reviews in mental estimations concur that among understudies there exist boundless contrasts in knowledge, inclination, and dispositions. Indeed, even interests of understudies are observed to be generally different. Understudies work with more life, simplicity, and joy when the things they do are in congruity with their interests. It is, in this manner, exceedingly imperative that the task accommodates these changed intrigue, aptitudes, and capacities of the understudies.

4. WHAT ARE THE THINGS TO BE ASSUMED IN GIVING ASSIGNMENT?

When a teacher assigns a lesson in textbook or other sources he must assume the following:

1. That the students can take every necessary step freely, to handle its idea and meaning and to appreciate its thoughts and translate them. The educator must be mindful so as to request that the understudy do things which the previous is sensibly certain the last can do.

2. That the students have room schedule-wise, the capacity, the important means, and a positive chance to set up the lesson allocated.

3. That the understudies will be responsible for the task. To appoint a lesson and not request a representing the work doled out is more regrettable than an exercise in futility and is an infringement of sound teaching method.

4. That the teacher has mastered the subject-matter sufficiently well to know how to plan the work to be assigned and how to divide the unit into lesson units.

5. That the instructor, in all trustworthiness, has made planning for doling out the lesson; has measured the lesson deliberately, not by the quantity of pages or parts or of issues, yet by the measure of speculation and mental vitality and time required for its arrangement; and has shaped an arrangement of study for the class that is sensible, useful, and suggestive.

5. WHAT ARE THE REQUISITES OF A GOOD ASSIGNMENT?

The assignment is studied in advance and planned with as much care as any other phase of instruction. A good assignment must conform to the following requisites:

1. The assignment should be perfectly clearly and definite. This can be made so by giving study questions or problems.
2. The assignment should be concise but detailed enough to enable the students to understand the task assigned.
3. The assignment should be well understood by the students. This is an important factor for the teacher to bear in mind.
4. The assignment should be adjusted to the time available to the students. Most of the students carry five or six subjects.
5. The assignment should be well planned and well organized. A not well-planned and unorganized assignment will only lead

to diffused and wasted energy, to bad study and learning habits.

CONCLUSIONS

Task is the central method for coordinating the understudies' learning exercises outside the classroom or amid the review time frame put aside for the readiness of the lesson for the following day. It serves a jolt to learning capacity. According to Roark (1999) assignment is to designate a more or less definite portion of subject-matter to be acquired, assimilated, and put into some form of expressions. Such a definition recognizes four factors as implicit in the concept of the assignment, namely: the task to be done; appropriate procedure for accomplishment; student-acceptance of the task and procedure; learning is the product of the student self-activity.

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