

## THE EFFECT OF REVISION TASKS BEFORE EXAMS

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**Abstract:** *Revision tasks play a crucial role in improving students' academic performance, especially before examinations. This study examines the effect of revision habits, revision strategies, and revision time on students' learning outcomes and test performance. Data from previous studies show that students who engage in structured revision demonstrate significant improvement in their academic results. For example, learners who developed consistent revision habits showed a noticeable increase in test scores after targeted intervention programs. The study also highlights that teaching specific revision strategies, such as step-by-step revision or focusing on reader understanding, enhances writing quality and overall academic skills. In addition, the findings indicate that adequate revision time positively influences test performance, while lack of preparation and high levels of test anxiety negatively affect students' results. Students who revise regularly tend to feel more confident and perform better, whereas those with limited revision experience higher stress and lower scores. Overall, the findings suggest that effective revision practices, combined with proper time management and reduced anxiety, significantly enhance students' academic achievement. Therefore, it is important for educators to encourage structured revision habits and provide guidance on effective revision techniques to improve learning outcomes.*

**Key words:** *revision tasks, academic performance, test anxiety, revision strategies, learning outcomes.*

**Аннотация:** *Задания по повторению играют важную роль в повышении академической успеваемости студентов, особенно перед*

экзаменами. Данное исследование рассматривает влияние привычек повторения, стратегий повторения и времени, затраченного на повторение, на результаты обучения и успеваемость студентов. Результаты предыдущих исследований показывают, что студенты, регулярно выполняющие структурированные задания по повторению, демонстрируют значительное улучшение академических результатов. Например, учащиеся, сформировавшие устойчивую привычку повторения, показали заметный рост оценок после целенаправленных вмешательств. Исследование также подчеркивает, что обучение конкретным стратегиям повторения, таким как поэтапное повторение или ориентация на понимание читателя, улучшает качество письменных работ и общие академические навыки. Кроме того, результаты показывают, что достаточное время на повторение положительно влияет на результаты экзаменов, тогда как недостаточная подготовка и высокий уровень тревожности снижают успеваемость. Студенты, которые регулярно повторяют материал, чувствуют себя более уверенно и показывают лучшие результаты, в то время как недостаток повторения связан с повышенным стрессом и низкими оценками. В целом, результаты свидетельствуют о том, что эффективные методы повторения, в сочетании с правильным управлением временем и снижением тревожности, значительно улучшают академические достижения студентов. Поэтому важно, чтобы преподаватели поощряли формирование привычек регулярного повторения и обучали эффективным стратегиям подготовки к экзаменам.

**Ключевые слова:** повторение, академическая успеваемость, тревожность перед экзаменами, стратегии повторения, результаты обучения.

**Annotatsiya:** Takrorlash topshiriqlari, ayniqsa imtihonlar oldidan, talabalarning akademik natijalarini yaxshilashda muhim rol o'ynaydi. Ushbu tadqiqot takrorlash odatlari, takrorlash strategiyalari va takrorlashga ajratilgan vaqtning talabalarning o'quv natijalari va imtihonlardagi ko'rsatkichlariga

ta'sirini o'rganadi. Oldingi tadqiqotlar shuni ko'rsatadiki, muntazam va tizimli ravishda takrorlash bilan shug'ullanadigan talabalar akademik natijalarida sezilarli yaxshilanishga erishadi. Masalan, takrorlash odatini shakllantirgan o'quvchilar maxsus dasturlar orqali test natijalarini ancha oshirgan. Tadqiqot shuningdek, bosqichma-bosqich takrorlash yoki o'quvchining tushunishiga yo'naltirilgan yondashuv kabi aniq strategiyalar yozma ishlar sifati va umumiy akademik ko'nikmalarni yaxshilashini ko'rsatadi. Bundan tashqari, yetarli takrorlash vaqti imtihon natijalariga ijobiy ta'sir ko'rsatadi, yetarli tayyorgarlikning yo'qligi va yuqori darajadagi imtihon oldi xavotiri esa natijalarni pasaytiradi. Muntazam takrorlaydigan talabalar o'ziga ko'proq ishonadi va yaxshi natijalarga erishadi, aksincha kam takrorlaydiganlarda stress yuqori va baholar past bo'ladi. Umuman olganda, samarali takrorlash usullari, to'g'ri vaqtni boshqarish va xavotirni kamaytirish bilan birga, talabalarning akademik yutuqlarini sezilarli darajada oshiradi. Shuning uchun o'qituvchilar talabalarda muntazam takrorlash odatini shakllantirishga va samarali tayyorgarlik strategiyalarini o'rgatishga e'tibor qaratishlari zarur.

**Kalit so'zlar:** takrorlash topshiriqlari, akademik natija, imtihon xavotiri, takrorlash strategiyalari, o'quv samaradorligi.

### **Introduction**

Academic performance is an important concern for students, teachers, and parents alike. Many factors influence how well students perform, including motivation, study habits, and time management. One of the most effective ways to improve learning and exam performance is through revision. The work of a teacher is not just to deliver knowledge but to ensure that students retain and understand it. Without revising what has been taught, students are likely to forget much of the material, making their hard work less productive. Revision helps transfer information from short-term memory to long-term memory, allowing students to recall key concepts more effectively during exams. It also allows learners to identify weak areas, so they can focus on topics that need more

attention. Regular revision boosts confidence, reduces test anxiety, and helps students feel more prepared. It also improves understanding and the ability to apply knowledge in different contexts. By allocating focused time to revision, students can manage their study sessions more effectively, covering more material in less time. Test anxiety is another factor that can affect academic performance. Students with high anxiety often struggle to concentrate, recall information, and organize their thoughts during exams. Past experiences also play a role: students who have had positive experiences with tests tend to have lower anxiety levels and perform better, while negative experiences increase anxiety and reduce performance. Revision plays a crucial role in reducing anxiety by making students more familiar with the material and giving them a sense of preparedness. Given these factors, the habit of regular and structured revision is essential for academic success. Understanding the impact of revision tasks before exams can help students improve memory retention, reduce anxiety, and achieve better learning outcomes. This study aims to explore how revision strategies affect students' exam performance and overall academic achievement.

Many students fail to plan their revision properly, leading to unequal distribution of study time across subjects. This often results in important topics being neglected, which reduces overall exam performance. For example, spending too much time on familiar subjects while ignoring difficult ones can leave gaps in knowledge. Students frequently rely on rereading notes or highlighting text rather than actively engaging with the material. This passive approach does not ensure deep understanding or long-term retention, making it harder to recall information during exams. For instance, a student may read a chapter multiple times but still struggle to answer application-based questions. During revision, students often avoid topics they find difficult, focusing instead on material they already understand. This prevents them from improving in areas of weakness, which can negatively affect exam outcomes. For example, ignoring challenging math problems means the student is likely to make repeated mistakes on the exam.

## RESEARCH AND DISCOVERY

Cross et al. (2016) used action research in a classroom to improve students' revision habits. They identified challenges such as tiredness after class and homework load, then applied interventions to encourage consistent revision. Pre- and post-data were collected to assess changes in behavior. The study showed that structured interventions could overcome obstacles like fatigue and workload, helping students revise more consistently. Action research allowed the teacher to reflect and adjust methods for better outcomes. Initially, 75% of students reported feeling too tired to revise after class, but after interventions, 60% disagreed, indicating more students were actively revising despite challenges.

Wintolo et al. (2023) Sixth-grade students were taught both goal-setting and revision strategies to improve the quality of their writing. The focus was on helping students set clear objectives for their text and evaluate their work accordingly. Students who learned to set explicit goals and combine them with revision strategies were better able to revise effectively, resulting in higher-quality writing. This shows that revision is most effective when students have clear objectives. Students who applied goal-setting and revision techniques produced more substantive revisions, improving the clarity and depth of their essays compared to students who only received revision instructions without goal-setting.

Chi and Gursoy (2008) Students were taught to revise their texts while considering how readers would understand them. This included reading peers' work and observing readers' responses to written instructions. By focusing on audience perspective, students became more aware of unclear or confusing parts of their writing, which helped them revise more effectively. The study highlights the social aspect of revision and the importance of feedback. Fifth-grade students who practiced reading peers' essays and predicting reader reactions improved their ability to identify problems in new texts and wrote clearer instructions for classroom activities, outperforming the control group. Students should make a revision timetable that lists all topics according to their importance. They can allocate more time to difficult or high-weightage topics to ensure nothing is skipped. For example,

if a student struggles with mathematics formulas, they should set daily time to revise formulas systematically rather than focusing only on easy chapters.

Students should revise regularly, not just before exams. Short daily or weekly revision sessions help information move from short-term to long-term memory. For example, reviewing science notes for 30 minutes every day instead of cramming all at once before the exam improves understanding and recall. Students should choose a quiet place and remove distractions like phones or social media while revising. They can also use techniques like the Pomodoro method (25 minutes of focused study followed by a short break). For example, turning off notifications and studying in a quiet room can help a student focus fully on revising history dates and events.

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