



TEACHING SLOW LEARNERS IN RUSSIAN AND ENGLISH CLASSES

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ANNOTATION

This article deals with some problems teaching students or pupils who are slow learners or have some problems to make out the topics in non-native language lesson, especially in Russian and English classes. Moreover, there are given some very necessary ways and methodological techniques for teachers who have to work with slow learners in classes.

KEY WORDS: learners, types, different, education, groups, develop, effective, success,
Yu. Babansky and V. Tsetlin

The growth in the number of underperforming and poorly performing students is one of the main problems of the modern school. Recently, psychologists and educators, along with doctors, have noted a steady increase in the number of children with problems of general behavior and education. The urgent problem of our school is “not to lose,” “not to miss” students with low educational capabilities. Its solution involves the improvement of methods and forms of educational organization, the search for new, more effective ways of generating knowledge among students that would take into account their real capabilities.

The ongoing socio-economic changes in the life of our society, the constant increase in the requirements for the level of general education exacerbated the problem of school failure. The number of students who, for various reasons, are unable to master the curriculum in the allotted time and in the required volume, is constantly increasing. Underachievement that arises at the initial stage of education creates difficulties for the normal development of the child, because, having not mastered the basic mental operations, students can't cope with the increasing volume of knowledge in the middle grades and “drop out” of the learning process in subsequent stages.

Yu. Babansky and V. Tsetlin distinguish two groups of causes of failure: external and internal, among the external causes, they primarily include the causes of the social plan, namely the decline in the value of

education in society, as well as the imperfection of the organization of the educational process (uninteresting lessons, lack of individual approaches, overload, lack of cognitive methods, knowledge gaps, negative influence of the family, etc.) [3; 56].

But one of the main internal causes of failure is defects: the health of students, caused by a sharp deterioration in the level of material well-being of families. It is clear that a person suffering from various ailments is not able to endure colossal training loads. Internal causes include such factors as low development of intelligence, lack of sustainable positive motivation for learning, and poor development of the volitional sphere. It's somehow not customary to pay special attention to the latter, but meanwhile, it is will and perseverance that play an important role in educational activity.

The following types of student failure can be distinguished:

1. The low quality of mental activity is combined with a positive attitude towards learning (***“wants, but cannot”***).
2. The high quality of mental activity is combined with a negative attitude to learning (***“maybe, but does not want to”***).
3. The low quality of mental activity is combined with a negative attitude towards learning (***“does not want and cannot”***).

So, features of unsuccessful students:

- low level of knowledge, as a result of this,
- low level of intellectual development,
- lack of cognitive interest,



- elementary organizational skills are not formed,
- students require an individual approach from a psychological and pedagogical (in terms of training) point of view,
- there is no reliance on parents as allies of the teacher - subject, children, mainly from asocial families,
- lack of adequate self-esteem on the part of students,
- frequent skipping lessons for no good reason, which leads to the lack of a system of knowledge and, as a consequence, a low level of intelligence.

A foreign language is an object that primarily requires a well-developed memory and a well-developed volitional sphere [1; 53].

Experience has shown that at the initial stage of learning a foreign language, there are no students who do not succeed, because all the material is based on oral advancement, that is, all expressions and structures are worked out when repeated in oral speech in the form of conversation, memorization of vocabulary and structures in poems and songs. Difficulties arise when students must make an effort to partially consolidate teaching material at home. Short-term memory or reluctance of individual students to memorize vocabulary leads to the fact that, due to ignorance in the first place, words, students cannot perceive the text by ear, understand the text read, answer questions, etc.[2; 45-53].

The following signs of failure in a foreign language can be distinguished: ignorance of basic vocabulary; misunderstanding of questions; inability to write a phrase; pondering the simplest phrases as a sign of the absence of speech automatisms; inability to use familiar material in a new situation; instability of results, as a result of lack of awareness of actions; performing exercises at random, not guided by the rule; passivity in the lesson; distractibility, the desire to translate the conversation to extraneous topics, the constant transition to the native language[1; 2].

To activate poorly performing students in the lesson, increase motivation to learn a foreign language, teachers use a variety of forms and methods of work:

1. First of all, at the primary and secondary levels of education, teachers use games, situational conversations. This is an effective method for neutralize the negative attitude of students to the subject. The forms of role-playing in the lessons are different: at the initial stage of training, this is a story-based role-playing game of fairy-tale content, for middle school age - a story-based role-playing game of everyday content.

2. Competition games are held in which all students enjoy playing (who will say more sentences, thematic words, etc.).

3. An effective ball game is played at an optimal pace and helps students to consolidate words. With repeated repetition, students quickly remember them.

4. To consolidate the grammatical and lexical material, speech exercises are used, which are carried out by a teacher or a strong student. The pace of speech is gradually increasing. With good oral training of educational material in speech, children cope well with it when reading text, listening, retelling, and other types of work.

5. Used support cards, wildcard exercises.

6. Teachers to work with grammatical material widely use grammatical schemes that help children build competently sentences. Before performing oral or written work, grammar schemes are written on the board. Experience shows that even the weakest students do well with grammar material, if from the initial stage of learning a foreign language, children are accustomed to working with schemes. With the help of schemes, work is done on errors.

7. Drawings are used to work with poorly performing children, since children have difficulties in compiling the text of the retelling in Uzbek. Kroki drawings help students to make, for example, a minimum of sentences on a topic, to draw on paper what they heard when listening. This helps the teacher to control the understanding of foreign language speech.

8. For work, test material or collections of exercises are used, with the help of which training exercises (training) are carried out from simple to complex. Work most often occurs independently, after each exercise control or mutual control. The students themselves evaluate and comment on the mistakes, the teacher only directs them. Bad marks are not put in the journal. This helps poor students to overcome the fear of independent work. The teacher, while working, helps poorly performing students[3; 89].

9. Difficulties in working with poorly performing students arise when students do not have a lexical minimum. This usually occurs at 3 or 4 year of study. The reasons for this are underdeveloped or short-term memory. You should conduct exercises that allow you to repeatedly use the word in a particular situation. After such exercises, the vocabulary "goes into a long memory." [4; 30]

10. For the development of the memory of memorizing vocabulary, the formation of the ability to build monologic speech, it is good to use the game "Snowball" [3; 24]. The first student calls the word the second repeats the word and calls his own. The last student repeats the words of everything said. Primary school students successfully complete this task. Such tasks can be carried out in the preparation of the story.

11. For a good assimilation of the material, a good result is provided by a step-by-step control of



knowledge (thematic, lexical, grammatical) with subsequent correction.

12. To work with poorly successful students, a differentiated approach to learning is required, which involves the use of appropriate didactic materials:

- special training tables, posters and diagrams for self-control;
- cards - tasks that determine the condition of the proposed task,
- cards with the texts of the information received, accompanied by the necessary explanations, grammar schemes;
- cards showing samples of how to complete the task;
- cards for individual work;
- tasks with a choice of answer;
- punch cards;
- instruction cards, which give instructions for completing tasks.

In order to prevent work with poorly performing students, you must:

- reinforce a strong student when working together with a weak student (the leading role is given to a strong student),
- conduct additional consultations,
- slow down the survey
- in elementary grades to check the record of homework,
- organize a special homework system: preparation of memos; creative assignments, breaking homework into blocks,
- a link to a similar task completed earlier,
- remind you of the method and method of completing a task
- make a reference to the rule
- check all homework, monitor their completion after class (in case of absence),
- regularly inform parents about the performance of a poorly performing child.

Especially important for students with a low level of activity is the success factor. It is always necessary to praise the student for even the smallest successes, more often to draw the attention of the student body to the successes of such a student so that he can feel his forward movement. Practice has shown that the implementation of the above allows students to achieve more active work in the classroom, high interest in the material, self-confidence, increased knowledge and academic performance.

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