

IMPROVING THE KNOWLEDGE OF LOW-ACHIEVING STUDENTS IN PRIMARY SCHOOL USING FOREIGN EDUCATIONAL PROGRAMS

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Abstract

In elementary school, working with all students in the classroom is more complex and challenging for the teacher. Although the teacher organized the lesson perfectly, there are students in the class who have a low level of mastery. This article discusses ways to work with students with learning disabilities.

Keywords: low-achieving students, Reading skills, abstract concepts, sluggishness, activity, methods.

Introduction

One of the most important issues today is to bring up the young generation, who are entering school for the first time, as harmoniously developed individuals, to form them into perfect human beings. The development of science, the introduction of computer technology, market relations in the economy require a broad and basic knowledge. Therefore, everyone who can live in accordance with the requirements of the times should constantly enrich their knowledge. Elementary school is an important stage in the development of learning skills. The most important elements of modern education have been formed since ancient times. Learning objectives, content, form, methods and tools are the traditional categories used to analyze the content of educational processes. It is these categories that emerge as the subject of pedagogical activity, which organizes the educational process in a particular subject, specialty or specialty. Attitudes toward school, interest in reading, and the ability to read quickly, fluently, and comprehensibly are formed in elementary school. Quantitative reading in elementary school is 80-90 words. Requirements for them are: correct pronunciation of letters, correct reading of words, attention to punctuation and fluency. The task of the teacher is to arouse students' interest in the concepts studied in all disciplines, to allow them to easily remember, to read them correctly, quickly and fluently, using a variety of methods during the teaching of literacy skills. However, no matter how well-organized the lesson may be, some students will not develop the skills they need to master it. we can observe that their interest is waning.

Based on observations, it can be said that in primary education, reading activities replace student play activities. Reading becomes a child's duty, a social duty. During her studies, she learns how to take care of textbooks and teaching aids, get up on time, go to school on time, and do homework. The student becomes more and more responsible. Knowledge raises a child's level, ensures his mental development, and influences the growth of his senses and will. However, even during this period, the child's attention is still unstable. There are also changes in a student's memory in elementary school. From the first grade onwards, the student voluntarily remembers most of the learning material during the learning process. At the same time, they need to be in control of themselves. As a result, the student's memory improves and thinking develops. Even at the age of 7-8, thinking is still concrete. They think only about what they perceive or imagine. The first signs of logical thinking begin to take shape. In the third and fourth grades, students will also learn some concepts related to science. During this time, students experience emotional turmoil. Elementary school students are interested in a subject. They realize that education is a duty. High grades given to students during the class give students emotional experiences such as refreshment, joy, and pride. However, there are students who fall behind in science and have low grades. Each elementary school teacher should work with these students individually and identify any deficiencies in a timely manner. Therefore, a primary school teacher must be a mature, sharp diplomat, a master of his profession, a person with intellectual potential. In the primary grades, it is important to protect students from stress and various psychological influences, and to strengthen their knowledge through fun games. Teachers use games that encourage students to be alert and agile, and to express themselves clearly and concisely. For example, in the game "Find the Missing" various geometric shapes are randomly placed on a blackboard or magnetic board. When the students have seen the shapes, the teacher says, "Night." The children closed their eyes. The teacher takes some of the forms, hides them, and says, "Day." Students should open their eyes and tell which shapes are missing. Identifying and working with vacant learners requires special perseverance and responsibility from the teacher. Therefore, in order to deal with this group of children, it is necessary to conduct one-on-one interviews to determine their interests. A special journal and regular monitoring of children's learning, as well as a separate exercise book for students on the subject they are struggling with, are also effective. It is also important to encourage positive change in students. To increase the activity of free learners, it is necessary to develop their independent thinking and speech. Various fairy tales can be used in this. For example, three fish live together in a river. They always swim together and share what they find, "says the teacher. - One day fishermen came to the river. He prepared his nets and hooks and began to discuss how to fish. The fish swimming in the vicinity heard this conversation.

Piagetian ideas were dominant in the 1960s and 1970s, and emphasised the importance of the child's interaction with the world and the importance of teachers' ability to assess a child's readiness for learning. Now, constructivist theories tend to be dominant in research, with an emphasis on the importance of discussion, dialogue, the social context of learning and teachers' ability to scaffold pupils' learning beyond their current stage of understanding. Scaffolds are transitional in two senses: they support a developmental change in the learner; they also change themselves in that as the learner develops a higher level of understanding, earlier scaffolds are no longer necessary and new ones are put in place to move the learner beyond the newly acquired stage of understanding. In part, and perhaps most obviously, strategies offering intellectual support provide scaffolding for learning. Strategies offering social and emotional support are also important scaffolds for learning, as are those that foster motivation. Kim and Hannafin found that students who 'failed to develop an interest [in their] study' made little progress in that they 'rarely generated arguments with supporting evidence. Factors of free learning in primary education, the study of the psychological characteristics of students who do not master the possibility of developing a system of measures aimed at preventing students from mastering in the educational process will give. system of measures to prevent idle learning should be focused on providing, developing a positive attitude towards learning and the community, shaping his or her ability to work. Underestimation of the importance of the formation of one of the real learning opportunities for the student, which negatively affects the integrity of the system. As a result, it does not lead to the successful prevention of idleness.

If children have a good rest after school (after hard work), spend more time outdoors, spend time with active games, walks, observations, sleep well at night and come to tomorrow's classes in a good mood, it will be good to master the lesson. Therefore, homework should be easy, mainly to encourage children to observe.

- - Wide use of new pedagogical, modern technologies, non-traditional methods in lessons;
- - Extensive use of visual, didactic, test, handout materials;
- - Be friendly to students;
- - Pay attention to the quality and effectiveness of reading;
- - Use a variety of exercises to teach students to think freely and independently;
- - Pay special attention to speech development;
- - Use of new information technologies;
- - Training to work on the dictionary;
- - Use of folklore;
- - Organization of such circles as "Poetry Flower", "Expressive reading";
- - In his spare time to work with students who do not have time, individually;

- - Emphasis on science. In monitoring students' knowledge, special attention should be paid to the low-achieving student. In the elementary grades, students are taught several types of reading, namely, conscious, fast, accurate, and expressive reading. Each student's activity in the educational process is unique and does not duplicate each other. Therefore, it is absolutely inappropriate to see their potential, their movement in the process of talent in the same position. There is a big difference in the independent work and thinking potential of students. Independent work in students, first of all, preparation for it is created by the teacher in such ways as problem-solving of materials. The following tasks can be recommended on a regular basis: textbook-based study, model independent exercises, new types of assignments, teaching creative work. Independent activity increases activity, teaching idle learners to work independently gives good results. Independent activity makes a person alert and responsive. This activity should be developed appropriately in younger school children. To do this, first of all, it is necessary to mentally prepare students for independent activities, to make sure that they can do something and do it well. What types of independent work should be? First of all, the types of work should be carefully thought out by the teacher, based on the purpose of education and be chronic. It should take into account the capabilities of each student, their age, what they are interested in. One of the qualities of mental development of students is that they complete the tasks with full memory. Special attention is paid to the ability to independently identify and correct errors in the definition of the plan of work and the choice of method of work, while understanding (imagining) the purpose of the work to be performed.

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