

## WORKING WITH UNSUCCESSFUL STUDENTS IN ENGLISH LESSONS

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The growing number of underachieving and poorly performing students is one of the main problems of the modern school. Recently, psychologists and educators, together with doctors, have noted a steady increase in the number of children with problems in general behavior and learning. The actual problem of our school is “not to lose”, “not to miss” students with low educational opportunities. Its solution involves the improvement of methods and forms of organization of education, the search for new, more effective ways of forming 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 have exacerbated the problem of school failure. The number of students who, for various reasons, are not able to master the curriculum in the allotted time and in the required volume is constantly increasing. Poor progress that occurs at the initial stage of education creates difficulties for the normal development of the child, since, without mastering the basic mental operations, students cannot cope with the increasing amount of knowledge in the middle classes and at subsequent stages “fall out” of the learning process.

Yu. Babansky and V. Tsetlin single out two groups of reasons for poor progress: external and internal; among external reasons, they primarily include social causes, namely, the decrease in the value of education in society, as well as the imperfection of the organization of the educational process (uninteresting lessons, lack of individual approach, overload, unformed methods of cognitive activity, gaps in knowledge, negative influence of the family, etc.)

But one of the main internal causes of poor progress is schoolchildren's health defects caused by a sharp deterioration in the level of material well-being of families. It is clear that a person suffering from certain ailments is not able to endure colossal training loads. Internal reasons also include such as the low development of the intellect, the lack of a stable positive motivation for learning, and the weak development of the volitional sphere. It is somehow not customary for us 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 towards learning (“it can, 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, the characteristics of underachieving students:

- low level of knowledge, as a consequence 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 learning) point of view,
  - there is no reliance on parents as allies of the subject teacher children, mainly from asocial families,
  - lack of adequate self-assessment on the part of students,
- frequent skipping lessons without a good reason, which leads to the absence of a system in knowledge and, as a result, a low level of intelligence.

A foreign language is a subject that requires, first of all, a well-developed memory and a well-developed volitional sphere.

Work experience has shown that at the initial stage of learning a foreign language, there are no underachieving students, because all the material is built on an oral lead, i.e. all expressions and structures are worked out with repeated repetition in oral speech in the form of a conversation, memorizing vocabulary and structures in poetry and songs. Difficulties arise when students must make efforts to partially consolidate the educational material at home. Short-term memory or the unwillingness of individual students to memorize vocabulary leads to the fact that, due to ignorance, first of all, of words, students cannot perceive the text by ear, understand the text they read, answer questions, etc.

The following signs of poor progress in a foreign language can be distinguished: ignorance of basic vocabulary; misunderstanding of questions; inability to compose a phrase; thinking over 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 insufficient awareness of actions; performing exercises at random, not guided by the rule; passivity in the classroom; distractibility, the desire to transfer the conversation to extraneous topics, the constant transition to the native language.

To activate underachieving students in the classroom, to increase motivation for learning 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 efficient 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 education, it is a plot role-playing game of fairy-tale content, for middle school age it is a plot role-playing game of everyday content.

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

3. An effective ball game, which 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 gradually increases. With good oral practice of educational material in speech, children cope well with it when reading text, listening, retelling and other types of work.

5. Support cards, substitution exercises are used.

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

7. To work with poorly performing drawings, sketches are used, because children have difficulties in compiling the text of the retelling in Russian. Sketch drawings help students to make, for example, a minimum of sentences on a topic, to depict on paper what they heard during listening. This helps the teacher to control the understanding of foreign speech.

For work, test material or collections of exercises are used, with the help of which training exercises (training) are performed 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 grades are not put in the magazine. It helps underachieving students to overcome the fear of independent work. The teacher during the work provides assistance to weak students.

Difficulties in working with poorly performing students arise when students do not master the lexical minimum. This usually happens in the 3rd or 4th year of study. The reasons for this are underdeveloped or short-term memory. Exercises should be carried out that allow you to repeatedly use the word in a given situation. After such exercises, the vocabulary "goes into a long memory."

1. To develop the memory of memorizing vocabulary, the formation of the skill to build monologue speech, it is good to use the game "Snowball". The first student calls the word, the second repeats this word and names his own. The last student repeats

the words of everything said. Elementary school students do well with this task. Such tasks can be carried out when compiling a story.

2. For a good assimilation of the material, a good result is given by a step-by-step control of knowledge (thematic, lexical, grammatical) with subsequent correction.

3. To work with low achievers, a differentiated approach to learning is required, which involves the use of appropriate didactic materials:

special training tables, posters and schemes for self-control;

- cards - tasks that define the condition of the proposed task,

- cards with the texts of the received information, accompanied by the necessary explanations, grammatical schemes;

- cards showing examples of how the task should be done;

- cards for individual work;

- tasks with a choice of answers;

- punch cards;

- instruction cards, which give instructions for completing tasks.

**In order to prevent work with underachievers, it is necessary to:**

- to reinforce a strong student when working in tandem with a weak one (the leading role is assigned to a strong student),

- conduct additional consultations,

- slow down the pace of the survey,

- in the lower grades check the record of homework,

- organize a special system of homework: preparation of memos; creative tasks, breaking homework into blocks,

- a link to a similar task completed earlier,

- to remind the reception and the way of performing the task,

- make a link to the rule,

- check all homework assignments, monitor their completion after school hours (in case of absence),

- regularly notify parents about the progress 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 a student even for the smallest successes, to draw the attention of the student team more often to the successes of such a student so that they feel their progress. 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, an increase in the level of knowledge and academic performance.