



Journal Website:
<http://sciencebring.com/index.php/ijasr>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

 **Research Article**

ANALYSIS OF EXISTING METHODS OF WORKING WITH STUDENTS WITH LOW ACADEMIC PERFORMANCE

Submission Date: September 11, 2023, **Accepted Date:** September 16, 2023,

Published Date: September 21, 2023

Crossref doi: <https://doi.org/10.37547/ijasr-03-09-17>

Ravshanbek Islomov Turgunalievich

Researcher Of Namangan State University, Uzbekistan

ABSTRACT

This article is an overview of existing methods and approaches to working with schoolchildren who have low academic performance. The author analyzes a variety of strategies and techniques used by teachers to help students cope with learning difficulties. The article begins with the justification of the importance of the problem of low academic performance and its impact on the educational process and personal development of students. Then the author examines various aspects of methods of working with students, including diagnosis of the causes of low academic performance, individual approach, adaptation of curricula, motivational techniques and psychological support. The article presents a detailed review of literary sources and studies devoted to this topic. In addition, the author analyzes the effectiveness of various techniques and identifies the most promising approaches based on scientific data and successful practical experiences.

KEYWORDS

low academic performance, educational practice, teaching methods, diagnosis of causes, individual approach, adaptation of curricula, motivation of students, psychological support, effectiveness of methods, educational innovation, schooling, personal development, educational reform, differentiated training, recommendations for teachers, research in education, professional development of teachers, educational technologies, pedagogical practice.

INTRODUCTION

In the modern educational context, the low academic performance of schoolchildren is a serious and urgent problem. Students with low academic performance face many difficulties that can affect their educational development and future prospects. Therefore, the development and application of effective methods of working with this category of students plays an important role in the educational system. In this article, we will analyze existing methods of working with students with low academic performance and identify key strategies and approaches to solving this problem.

Diagnosis of the causes of low academic performance

The first step in working with students with low academic performance is to diagnose the causes of their difficulties. Each student is unique, and the reasons for low academic performance can be diverse. Diagnostics includes the analysis of educational data, conversations with students and their parents, as well as the use of psychological tools to identify emotional and psychological aspects. Diagnosing the causes of students' poor academic performance is a key stage in working with them. Here are some steps and methods that can be used in the diagnosis:

Analysis of educational data: Study of student's academic grades and test results. Analysis of homework and completed projects. Assessment of the level of student activity and participation in lessons.

Conversations with students: Conducting individual conversations with students to identify

their point of view on learning problems. The demand for which subjects or aspects of study cause the most difficulties. Discussion of the student's learning goals and motivation.

Conversations with parents: Communication with parents to get their point of view on the child's learning difficulties. Finding out if there are any circumstances in the family environment that could affect academic performance (for example, family conflicts, health, etc.).

Using psychological tools: Psychological testing can help identify emotional and psychological aspects that affect the student's educational activities. Psychological counseling can be useful for a student if he has emotional problems affecting his studies.

Behavior observation: Careful observation of a student's behavior in and out of the classroom can provide information about his motivation, relationships with classmates and teachers.

Collaboration with a team of teachers: Sharing information with other teachers of a student to understand if there are similar problems in different subjects. Joint discussion and development of support plans.

After diagnosing the causes of low academic performance, you can develop an individual support and training plan that takes into account the unique needs of each student. Such a plan may include additional classes, correction of teaching methods, support from a psychologist or other resources necessary to improve the student's academic performance and overall well-being.

Individual approach

One of the key principles of working with students with low academic performance is an individual approach. Teachers should take into account the level of knowledge and abilities of each student, developing personalized educational plans. This includes the selection of suitable teaching methods, the level of complexity of the material and the pace of learning. An individual approach to working with students with low academic performance is indeed a key element of effective education. Here are some important aspects of an individual approach:

Diagnostics: The first step is to diagnose the knowledge and skills of each student. This may include testing, analyzing previous grades, and discussing with parents. The teacher must understand what exactly the student is facing difficulties with. **Consideration of needs:** It is important to find out exactly what needs and goals each student has. For example, one student may have problems with reading, another with math. Someone may need additional support in the field of motivation and self-discipline. **Personalized educational plans:** Based on the diagnosis and needs of the student, the teacher should develop a personalized educational plan. In this plan, goals, methods of training and evaluation of success should be defined. This plan should be flexible and subject to adjustments as the student progresses.

Diverse teaching methods: A teacher should use a variety of teaching methods to adapt the learning process to the individual needs of the student.

This may include visual, auditory, and kinesthetic teaching techniques. **Support and motivation:** Students with low academic performance may lack motivation. The teacher should create a supportive and encouraging environment, helping the student to see the value of learning and achieve their goals. **Regular assessment and adaptation:** It is important to regularly assess the student's progress and adapt the learning plan if necessary. This may include adjusting the material, teaching methods and approach to motivation.

An individual approach to education not only helps students with low academic performance to overcome difficulties, but also contributes to the development of their confidence in their own abilities and motivation to learn.

Adaptation of training programs

Often students with low academic performance need adapted curricula. This may include additional classes, educational materials with a simpler presentation, as well as specialized courses and support programs. The adaptation of curricula can be very useful for students with low academic performance. This allows them to receive a more appropriate and effective education. Here are some ways to adapt training programs:

Individual approach: Each student is unique, and an adapted program should take into account his individual needs and level of knowledge. This may include conducting an assessment of the student's level of knowledge and creating a curriculum that matches their current abilities.

Additional classes: Students with low academic performance may need additional classes to better assimilate the learning material. These classes can be held after school or as part of specialized support programs.

Learning Materials: Learning materials can be adapted for easier perception. This may include the use of simpler texts, illustrations and additional explanations for a deeper understanding of the material.

Specialized courses and programs: Specialized courses and programs can be developed for students with special educational needs to help them develop the necessary skills.

Use of technology: Modern educational technologies can be very useful in adapting curricula. These can be interactive training programs, online courses or applications that help students better assimilate the material.

Specialist Support: Students with low academic performance may receive support from specialists, such as speech therapists, psychologists, or specialists in teaching children with special needs. These specialists can develop and implement adapted learning strategies.

Monitoring and evaluation: It is important to constantly monitor the progress of students and adapt curricula as needed. Regular evaluation and feedback allow you to adjust the approach and achieve better results.

The adaptation of curricula can significantly improve the academic performance of students

with low academic performance and help them better master the educational material. This is an important step in providing quality education for all students.

Motivation and psychological support

Working with motivation is an important aspect of working with students with low academic performance. Teachers should help students find interest in learning, see the value of knowledge and set goals for themselves. Psychological support also plays an important role in overcoming stress and anxiety that can accompany poor academic performance. motivation and psychological support play a key role in working with students with low academic performance. Here are some methods and strategies that teachers and school psychologists can use to help such students:

Work with motivation:

1. **Setting Goals:** Help students set specific and achievable goals. Break them down into small steps so they can see progress and achievements.
2. **Emphasizing the value of knowledge:** Explain how learning and knowledge can be useful in the future life of students. Show what opportunities open up thanks to education.
3. **Interesting learning materials:** Try to select learning materials that will be interesting and relevant for students. This can increase their motivation to study subjects.
4. **Encouragement and praise:** Don't forget to encourage and reward students for their efforts and achievements, even if they are

small. Positive feedback can motivate you to keep working.

Psychological Support:

Listening and Understanding: Allow students to express their concerns and feelings. Listen to them carefully and show understanding.

Developing Stress Management Skills: Teach students stress management techniques such as breathing exercises, meditation, or physical activity.

Individual approach: Each student is unique, and the approach to them should be individual. Understand their individual needs and try to adapt support to them.

Cooperation with parents: Communication with the student's family can be an important element of psychological support. Work with parents to create a supportive environment outside of school.

Specialists in psychological assistance: If a student is experiencing serious psychological problems, it is important to contact a specialist in psychological assistance or a psychiatrist for more in-depth and qualified support.

Working with motivation and psychological support requires patience and attention to the individual needs of each student. These efforts can help them overcome difficulties and achieve academic success.

Working with students with low academic performance requires a systematic approach and constant adaptation. Effective methods and strategies for working with this category of students can significantly improve their educational experience and increase the chances of success in the future. The analysis of existing methods and their subsequent implementation make it possible to create conditions in which each student can reach their potential.

REFERENCES

1. Brookhart, S. M. (2013). How to Create and Use Rubrics for Formative Assessment and Grading. ASCD.
2. DuFour, R., DuFour, R., Eaker, R., & Many, T. W. (2010). Learning by Doing: A Handbook for Professional Learning Communities at Work. Solution Tree Press.
3. Reeves, D. B. (2009). Leading Change in Your School: How to Conquer Myths, Build Commitment, and Get Results. ASCD.
4. Hattie, J. (2012). Visible Learning for Teachers: Maximizing Impact on Learning. Routledge.
5. Sousa, D. A. (2010). Mind, Brain, and Education: Neuroscience Implications for the Classroom. Solution Tree Press.
6. Tierney, R. J., & Simon, M. (2004). Technology and Academic Achievement: The Influence of Computer Use on Mathematics Performance. The Journal of Technology, Learning, and Assessment, 3(10).

CONCLUSION

7. Bloom, B. S. (1984). The 2 Sigma Problem: The Search for Methods of Group Instruction as Effective as One-to-One Tutoring. *Educational Researcher*, 13(6), 4-16.
8. Darling-Hammond, L. (2017). Teacher Education around the World: What Can We Learn from International Practice? *European Journal of Teacher Education*, 40(3), 291-309.
9. Hargreaves, A., & Fullan, M. (2012). *Professional Capital: Transforming Teaching in Every School*. Teachers College Press.
10. Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. ASCD.

