

GENERAL PEDAGOGY

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KEY ASPECTS OF CORRECTING SCHOOLCHILDREN'S UNDERACHIEVEMENT

КЛЮЧОВІ АСПЕКТИ КОРЕКЦІЇ НЕУСПІШНОСТІ ШКОЛЯРІВ

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The problem of underachievement for many decades has been one of the most acute in the domestic education system. Its solution in the conditions of general education school implies a wide application of best practices and implementation of research results in school practice. Today, when there are changes in school education, as never before, the issue of academic performance remains one of the most important issues of school practice.

Thus, it is very relevant to study the problem of psychological and pedagogical correction of underachievement of junior schoolchildren.

The younger school age is sensory for the formation of motives of teaching and learning, development of stable, cognitive needs and interests; development of productive methods and skills of academic work; disclosure of individual characteristics and abilities; development of skills of self-control, self-organization, self-regulation, formation of adequate self-esteem,

development of criticality in relation to themselves and others; assimilation of social norms; development of communication skills with peers.

Junior school age is the most responsible stage of school childhood and plays an important role in overcoming and correcting the child's failure. The following definition is the most appropriate for the tasks of our study: "underachievement is a high degree of schoolchildren's lag in learning, when a student does not master the knowledge, skills and abilities provided by the curriculum at a satisfactory level within the allotted time [1].

Psychological causes of failure are the properties of the pupil himself, his abilities, motives, interests. Pedagogy considers as a source of underachievement forms, methods of training organization and even the education system as a whole.

Underachievement is connected with the violation of interaction between pupils, teachers, and external conditions.

The task of revealing the internal content of the concept of «underachievement» is more appropriate to define the types of underachievement. It can be general and specific, absolute and relative, episodic and stable.

Underachievement associated with inadequate ways of learning work, can be pronounced or selective and manifest itself only in relation to individual subjects or even sections of the school program. But it can also have a more general character and manifest itself in gaps and deficiencies in the assimilation of many or all academic disciplines.

Low-achieving schoolchildren experience great difficulties when problem solving requires flexibility (switching from one train of thought to another, sometimes the reverse one; understanding of relativity in connections and features of objects, etc.). The emerging knowledge systems of low-achieving students are less differentiated, and therefore they experience difficulties in fine distinction of similar learning material requiring different actions and the use of different learning techniques [2].

Poorly successful students are insufficiently aware of their own mental activity, poorly master its rational ways and methods and are not sufficiently prepared to adequately apply them in various situations, less independently than good achievers, organize their activities and control themselves. It is clear that it cannot but affect the ability to cope with the requirements of the educational process.

Psychological and pedagogical typology of the general lag in learning in primary schoolchildren includes three behavioral types:

A: children with low intensity of learning activity.

B: children with low efficiency of learning activity.

C: children with a combination of low intensity and low efficiency of learning activity.

The dominant motive of behavior in children of group A is the problematic need for self-assertion, for active, practically tangible activity, for recognition by authoritative peers. As a rule, these needs are not satisfied in learning activities, and the child therefore seeks to assert himself in various types of extracurricular activities.

The causes of insufficient development of cognitive abilities in children of group B are usually either poverty of the child's sensory and speech experience due to the low cultural level of parents, lack of parental love and care in the preschool period and during schooling, or micro lesions in the cerebral cortex, or both.

Usually these two signs (children with a combination of low intensity and low efficiency of learning activity) of a child's failure of group B are united by certain cause-and-effect relations, and their simultaneous manifestation is also possible [3].

Experiencing their poor performance and striving for the position of a good student, which they for some reason can not achieve, often causes these pupils to feel resentment, suspicion of unfairness of teachers. Such feelings can easily lead and often lead to affective outbursts and conflicts with teachers and friends. Received a low grade or even just a grade lower than the one the student claims, easily causes aggression, rudeness, negativism, conscious violation of discipline.

Representatives of the biologization concept believe that the main cause of underachievement is innate factors that are not changed by training. Underachievement is a consequence of the influence of unfavorable social environment.

The analysis of psychological and pedagogical literature has allowed us to formulate the main psychological causes of underachievement: violation of the main components of the psychological structure of learning activity – motivational, goal-oriented, operational; the influence of individual-typological and age-specific features of children's personality on the success of their learning; violations in the cognitive, motivational, emotional and volitional spheres.

Physiological causes of underachievement include: left-handedness, asthenic syndrome, mental infantilism syndrome, psycho-organic syndrome [2].

Social causes of underachievement include: social sphere; errors in teaching methods; insufficient readiness for school. Indiscipline is one of the psychological and pedagogical causes of school failure.

So, when organizing work to overcome indiscipline, first of all: it is necessary to eliminate affects and unpleasant emotional experiences in

schoolchildren by destroying the cause that causes severe emotional feelings, to eradicate these schoolchildren wrong habitual forms of behavior and help them develop appropriate forms of disciplined behavior, taking measures to improve academic performance.

An effective preventive and corrective means is intra-class differentiation, as well as individualization of the educational process.

It is necessary to carry out diagnostics and correction of the school program from the position of pedagogical, psychological, neuropsychological approaches.

Activation, stimulation, demanding, unity, consistency and success are interrelated components of education and upbringing of personality. The child's active position in learning takes place where the pupil together with the teacher are in a sense creators of those events and situations in which they are involved and which they themselves organize and develop.

The formation of skills and abilities takes place on the basis of general development, on the basis of a possible deeper understanding of the relevant concepts, relations and dependencies.

The main directions of psychoprophylaxis and correction of school failure include: optimization of the learning process; systematic psychological and pedagogical study of schoolchildren for the purpose of timely detection of learning lags; organization of development groups, etc.

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