

## DIFFICULTIES OF LEARNING IN THE PRIMARY SCHOOL

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### Annotation

The article proposes to discuss the causes of the difficulties in learning for a younger student and determine how they can be prevented and overcome.

**Keywords:** pedagogy of cooperation, individuality of the child, assistance to the child, reasons for poor progress.

### Introduction

The problem of learning difficulties in elementary school, in our opinion, is one of the most complex, insufficiently studied by specialists [1]. The fact is that the difficulties of adaptation and the difficulties of learning at school can have the same external manifestations, reflected in the behavior of the child, his academic performance, relationships in the team, but their causes, physiological and psychological mechanisms, their etiology can be completely different [2, 3]. Therefore, assistance to the child in each individual case should be aimed not at changing behavior as such, but at eliminating undesirable causes.

It should be noted that it is almost never possible to single out one single reason, whether it be a state of health, unfavorable social and living conditions, defects in education, insufficient readiness for learning, individual developmental characteristics [4, 5]. The difficulty is that with the same difficulties in different children, the reasons can be multivariate. Therefore, we consider the first approach to be more appropriate and practically more significant, that is, we will proceed from the functional state of the child and the characteristics of his individual development, which can cause certain difficulties at different stages of education [6, 7, 8].

A well-known researcher of the problem of school failure, Ya. M. Abdullaev, believes that the reason for this lies in the loss by students of the position of a schoolboy [9, 10]. Such students have lost interest in learning activities due to the predominance of other types of interests due to the really excessive or only apparent lightness of the educational material, the presence of a conflict with the teacher, the lack of formation or rapid fading of learning motivation, and the underdevelopment of the volitional sphere of the personality [11, 12, 13]. These guys do not want to



make any serious efforts. At school, they either put up with the loss of respect from their classmates and look for children's groups where they would be recognized and popular, or in their class they find other means of attracting the attention of teachers and children, for example: violation of discipline, a special manner of dressing, speaking, demonstration power or symbols of social prestige [14].

The family can have a very strong influence on these girls and boys. If their unwillingness to do homework leads to dosed control and individual forms of stimulation are used in relation to them, then in a few months the position of the student is restored [15, 16]. Some children require the presence and sincere attention of adults to what they learn at school and consolidate at home. Others need tight daily monitoring and reporting on each of the given subjects. The third can be helped by combining their extracurricular and school interests in a synthetic way of organizing their homework [17, 18].

The sincere interest of parents in what happened in the classroom, at school, at the lesson and at recess, will allow the girls and the boy to believe that their successes are important not only there, but also at home, and they are needed not by teachers, but first of all by themselves. The second type of students with reduced academic performance are students with insufficient learning ability [19, 20]. The reason for this may be a low rate of mental development, birth trauma of the brain, features of the functioning of mental processes, such as a low amount of attention, impaired phonetic hearing, viscosity of thinking, underdevelopment of the functional mechanisms of memory, and others. Schoolchildren with low learning ability need more time to do homework, so it is better not to delay their preparation, not to postpone it until later [21].

Schoolchildren with reduced functional abilities require a tolerant attitude from adults [22]. Shouts and reproaches can only interfere and add to the existing problems the loss of interest and desire to learn, the appearance of a loser complex. Patience and help from adults can work wonders. It is absolutely unacceptable when parents, as a punishment for poor academic performance, deprive their children of walks, rest, actively express their dissatisfaction, and even more so “teach” with a belt. How can a family help a child starting school?

1. Raise a child's attitude to learning not as a heavy duty imposed by adults, but as a way of learning about the world, show respect for the teacher yourself, reveal the features and significance of his work, and cultivate interest in classmates. Keep in mind that the information about the school, teacher, children that you receive from



your child may be subjective, distorted. It is necessary to be close to the school yourself in order to have a realistic idea of what kind of help the child needs.

2. Be tolerant of the fact that the child does not immediately learn new knowledge, master learning skills, do not panic from this and do not draw premature conclusions. If a child is always afraid that he will be scolded for poor academic performance, punished, this not only does not contribute to the desire to learn, interest in knowledge, but also causes a negative attitude towards the school and the teacher, destroys mutual understanding between children and parents. Fear is a bad helper, both in education and in training.

3. If your child has learning difficulties, don't blame them. Excessive severity, condemnation, threats not only do not stimulate the desire to overcome the difficulties of teaching, but also deprive the student of confidence that he can cope with it, form a sense of guilt, a consciousness of his own inferiority. Try to work with the teacher to understand the causes of the difficulties that have arisen and help to eliminate them. Think about what you yourself are doing wrong. Why is the child having difficulty? How to help him overcome them?

4. In no case should a child feel that failure in school can deprive him of the love of his parents. If family members make their attitude towards a student dependent on the grades they receive ("I can't and don't want to love a loser"), then they alienate him from themselves, which means they reduce the possibility of their influence on him.

5. Praise your child often, especially in the first year of school life. He must feel that they believe in him. Only the confidence of the child that he is loved, accepted by his parents as he is, helps him to succeed.

Emotionally sensitive, vulnerable, shy children who react painfully to teachers' comments, peer ridicule, deeply experience their own failures and mistakes, require special attention, which can cause a negative attitude towards school and even refusal to attend it. Parents of such children need to talk with the teacher about the individual characteristics of the child, to help him build relationships with classmates.

Parents can help the child to establish friendship with classmates by inviting them to visit, participating in the preparation of school holidays, organizing visits to museums and theaters. Make sure that his outdoor games that you can play with classmates are simple tricks. Shy children feel more confident when they do things they can do easily. It is necessary to pay attention to the attitude of the teacher to the



children in the classroom, and to the microclimate that has developed in the children's team. After all, the attitude of the teacher and classmates to the child in the primary grades is determined primarily by his school success.

## Conclusions

What is good for one may not be good for another. It is necessary to try and look for those conditions that will be optimal for this particular student. Timely measures taken can completely eliminate the cause of school failure. But do not forget the main thing: pay attention to the emotional-volitional sphere of young students. Experiencing positive emotions from the learning process, especially at home, when children are deprived of the company of peers and the encouraging support of the teacher, is one of the main requirements. Therefore, do not forget to praise your children for their diligence and even small successes. And of course, expressions of parental love, attention to the problems of the child, concern for his well-being at school and at home will never be superfluous.

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