

## ORGANIZING WORK WITH LOW-PERFORMING STUDENTS SPECIALISTS OF THE SCHOOL PSYCHOLOGICAL AND PEDAGOGICAL COUNCIL

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### **Abstract**

*This work is devoted to the organization of work with poorly performing students by specialists of the school psychological and pedagogical council. The article examines the importance of the consultation in supporting students with learning difficulties, the specifics of working with such students, as well as methods and approaches that can be used by specialists to improve the academic performance and general well-being of children. Based on the principles of cooperation, individualization and an integrated approach, the council's specialists can effectively help underachieving students in their development and achieve success in their studies and life.*

### **Keywords**

*school psychological and pedagogical council, underachieving students, learning difficulties, student support, working methods, cooperation, individualization, integrated approach.*

Currently in Uzbekistan, the number of schoolchildren experiencing difficulties in mastering educational programs is steadily growing. In 2022, schools in Uzbekistan for the first time took part in the international program for assessing the knowledge of 15-year-old students – PISA exams. According to test results, children from Uzbekistan took 72<sup>nd</sup> place in mathematics among 81 countries and 80<sup>th</sup> place in natural sciences and reading literacy.

Overall, the 2022 PISA test results show that average student knowledge in all 3 areas has declined. 25 percent of students in Organization for Economic Co-operation and Development (OECD) countries performed poorly in math, reading and science literacy. This figure is even worse in non-OECD countries. Thus, 60% of students from 18 countries scored extremely low in all 3 subjects.

The problem of poor academic performance is widely covered in the literature, both domestic and foreign. Progressive teachers of the past (Ya. A. Komensky, J.

Locke, J.-J. Rousseau, I. G. Pestalozzi, ADisterweg, etc.) paid great attention to the study of the nature of the child, an individual approach to teaching and raising children.

One of the well-known didactic principles of K. D. Ushinsky prescribes a comprehensive study of the student, which is the first step towards solving the problem of poor academic performance. K.D. Ushinsky advised lagging students to learn how to study, rightly believing that an important reason for failure was the lack of appropriate skills. Revealing the reasons for educational failures and acting against these reasons is one of the recommendations of the great teacher. Like-minded people of K. D. Ushinsky N. A.Korf and V.I.Vodovozov pointed out that in fact, identifying possible reasons for poor academic performance was aimed at developing the conditions for good teaching by L.N. Tolstoy. He attributed these conditions, in particular, to a desire to learn, a combination of novelty and accessibility of the material being studied, the absence of distracting extraneous stimuli, and the child's feeling of educational success. The issues of teaching low-achieving schoolchildren are the focus of modern pedagogy.

We propose to organize work with low-performing students with the help of specialists from the school psychological and pedagogical council. This body usually includes a school psychologist, educational psychologist, social pedagogue and other specialists who can help develop individual support and development programs for low-performing students. They can diagnose the causes of academic failure, develop corrective action plans, and work with parents and teachers to create a favorable educational environment. It is important that council specialists work closely with teachers and school administration to effectively support students. And in pedagogical science, a council is a comprehensive methodology and form of organization for diagnosing the real educational capabilities of students, their level of education, health status and other significant indicators of the success of the educational process. The method of pedagogical consultation and the term "pedagogical consultation" itself were proposed in the late 60s within the framework developed by academician Y.K.Babansky and his colleagues' concepts for optimizing the pedagogical process. V.A.Sukhomlinsky, comparing a teacher with a doctor, wrote: "Just as a doctor examines many factors on which human health depends, so a teacher must explore the spiritual world of a child. Our communication with him is only education when we have scientific knowledge about his personality in our hands, when we are based not on random luck, but on scientific analysis." Such a scientific analysis is really possible only with an

integrated approach to issues of training and education, in particular, when organizing a psychological, medical and pedagogical consultation.

To organize work with low-performing students, specialists from the school psychological and pedagogical council can include the following methods:

1. Diagnosis of the causes of academic failure: Consultation specialists can conduct a comprehensive diagnosis of the causes of student failure, including analysis of their personal characteristics, educational and social context, as well as possible problems in the family or environment.

2. Development of individual educational programs: based on the diagnostic results, the consultation specialists can develop individual educational programs for each student, taking into account his needs, abilities and characteristics.

3. Carrying out corrective measures: consultation specialists can organize various corrective measures for the support and development of low-performing students, such as individual lessons, trainings, consultations, etc.

4. Work with parents: consultation specialists can work with students' parents, teaching them methods of supporting and stimulating children's educational activity, as well as helping parents develop a positive attitude towards learning.

5. Collaboration with teachers: Council specialists can collaborate with school teachers, providing them with recommendations on working with low-performing students, teaching differentiated instruction techniques, and helping to create an inclusive educational environment.

6. Monitoring and evaluation of results: consultation specialists must monitor the effectiveness of ongoing activities and evaluate the results of work with each student, making adjustments to support programs if necessary.

When working in a council, you should be based on principles, as they determine the core values and approaches to working with students. The principles help create a unified work methodology, ensure effective interaction between specialists and achieve set goals. By adhering to the principles, it is possible to provide high-quality and systematic support to students, as well as create a favorable educational environment for their development, to the fundamental principles can be distinguished:

Individualization of the approach: the main principle of the consultation is the individualization of the approach to each student, taking into account his unique needs, abilities and characteristics.

Systematic approach: the work of the council should be organized as a system, including the interaction of various specialists (psychologists, teachers, social workers) for a comprehensive solution to the problem of academic failure.

Partnership and cooperation: an important principle of the council's work is partnership and cooperation with students, their parents, teachers and other specialists in order to achieve the best results.

Professionalism and Competence: Counseling professionals must have a high level of professionalism and competence in their field to provide quality assistance to students. Ethics and Confidentiality: The work of the council should be based on the principles of ethics and confidentiality, protecting the personal information of students and respecting their rights.

Continuity and Consistency: Council activities must be continuous and consistent to ensure effective support for students at all stages of their educational journey.

Openness to innovation and development: the council must be open to new methods and innovations in the field of pedagogy and psychology, constantly developing its competencies and approaches to work.

In conclusion, council work is an important tool for collaborative problem solving and providing quality support to students. Based on the principles of cooperation, trust, openness and respect, specialists can effectively interact, exchange experience and knowledge, and develop individualized approaches to working with each student. Working in a council allows you to create a favorable educational environment where every student can achieve their potential and develop successfully.

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