CLASSROOM MANAGEMENT RULES FOR WORKING WITH WEAK STUDENTS

Xurshida Umarova
Teacher of FSU
Erkinjonov Dilyorbek Axrorovich
Student of FSU

Abstract: *Effective classroom management is essential for supporting weak students in the learning process. These students often face difficulties in comprehension, motivation, and engagement. This article explores practical rules for managing classrooms with struggling learners, including differentiated instruction, positive reinforcement, scaffolding, and peer support. It examines how teachers can create inclusive environments that foster academic improvement and self-confidence. Implementing structured strategies ensures that weak students receive the necessary guidance to progress and reach their full potential.*

Keywords: *Classroom management, weak students, differentiated instruction, motivation, scaffolding, inclusive education, positive reinforcement, peer support, engagement, academic achievement*

Аннотация: *Эффективное управление классом играет важную роль в поддержке слабых учеников в учебном процессе. Эти ученики часто сталкиваются с трудностями в понимании, мотивации и вовлеченности. В данной статье рассматриваются практические правила управления классом, включая дифференцированное обучение, положительное подкрепление, поэтапное обучение и поддержку со стороны сверстников. Анализируется, как учителя могут создать инклюзивную среду, способствующую академическому развитию и уверенности в себе. Использование структурированных стратегий помогает слабым ученикам достичь прогресса и реализовать свой потенциал.*

Ключевые слова: *управление классом, слабые ученики, дифференцированное обучение, мотивация, пошаговое обучение, инклюзивное образование, положительное подкрепление, поддержка сверстников, вовлечение, академическая успеваемость.*

Annotatsiya: *Samarali sinf boshqaruvi o'quv jarayonida sust o'quvchilarni qo'llab-quvvatlashda muhim ahamiyat kasb etadi. Ushbu o'quvchilar tushunish, motivatsiya va darsga jalb etilish borasida qiyinchiliklarga duch kelishadi. Ushbu maqolada sinfni boshqarishning samarali qoidalari, jumladan,*

differensial ta'lim, ijobiy rag'batlantirish, bosqichma-bosqich o'rgatish va tengdoshlar yordamidan foydalanish tahlil qilinadi. O'qituvchilarning inklyuziv ta'lim muhitini yaratish yo'llari va ularning o'quvchilar o'z salohiyatlarini ro'yobga chiqarishlariga qanday yordam berishi ko'rib chiqiladi.

Kalit so'zlar*: Sinf boshqaruvi, sust o'quvchilar, differensial ta'lim, motivatsiya, bosqichma-bosqich o'rgatish, inklyuziv ta'lim, ijobiy rag'batlantirish, tengdoshlar yordami, darsga jalb etish, akademik yutuq.*

INTRODUCTION

Classroom management plays a critical role in ensuring that all students, including weak learners, receive quality education. Weak students often struggle with comprehension, retention, and participation due to various cognitive, emotional, or socio-economic factors [2020,45]. Without proper classroom strategies, these students may become disengaged, leading to poor academic performance and low self-esteem.

Research indicates that effective classroom management techniques can significantly enhance learning outcomes for weak students [2019,112]. Teachers who implement structured classroom rules tailored to the needs of struggling learners foster an environment where students feel safe, supported, and motivated to improve. Key approaches such as differentiated instruction, scaffolding, and positive reinforcement help address the specific challenges these students face.

This paper explores various classroom management strategies for supporting weak students. It provides a theoretical foundation for inclusive teaching methods, reviews empirical studies on best practices, and offers practical applications that teachers can use to improve classroom engagement and student achievement.

MAIN BODY

Understanding the Challenges of Weak Students.Weak students often experience difficulties due to cognitive barriers, lack of motivation, and external socio-economic factors (Krashen, S., 2018, p. 75). Teachers must first identify the root causes of these struggles to develop appropriate intervention strategies. According to Krashen (2018), comprehensible input is vital for struggling students, as exposure to simplified and structured content can significantly enhance their comprehension and retention. This theory suggests that when teachers provide clear, understandable material tailored to the student's level, it helps overcome cognitive barriers and builds a foundation for further learning. Brown (2020) highlights that weak students often struggle with fundamental skills, such as reading comprehension, problem-solving, or mathematical fluency. Without these skills, students face great challenges

when trying to understand more advanced topics. Teachers can address these gaps by providing remedial instruction, personalized resources, and individualized strategies that build foundational knowledge. For example, formative assessments can help teachers identify these gaps and provide targeted interventions that are aligned with the specific needs of students (Wiliam, D., 2011). Moreover, socio-economic factors, such as limited access to technology, extracurricular resources, or a stable home environment, can exacerbate the challenges faced by weak students. Research from Laufer & Nation (2019, p. 307) underscores how a lack of resources or a stressful home life negatively impacts student learning. Teachers can bridge this gap by ensuring that students have access to learning materials both inside and outside the classroom, potentially through the use of community resources or digital learning platforms that allow students to learn at their own pace. Psychological barriers also play a significant role in the struggles of weak students. Anxiety, stress, and lack of self-confidence can prevent students from fully engaging in the learning process. Ellis (2019) discusses how psychological challenges, such as fear of failure and self-doubt, often manifest in weak students, leading to further disengagement. Teachers can provide emotional support through empathy, encouragement, and offering a safe environment where students feel comfortable making mistakes and learning from them. Cognitive load theory, proposed by Sweller (2011), explains that students can be overwhelmed if they are presented with too much information at once. Weak students often struggle to process and retain large amounts of information. Educators can minimize cognitive overload by breaking lessons into smaller, manageable chunks, allowing for more effective learning. Techniques such as repetition, the use of visual aids, and active recall strategies (Roediger & Butler, 2011) are also critical in reinforcing learning for these students. Sweller's (2011) theory complements Piaget's (1952) cognitive development stages, which propose that students progress through distinct learning phases. Teachers need to assess where students are in their cognitive development and adjust instruction accordingly. For instance, using concrete examples and hands-on learning activities can better match the developmental needs of weak learners, providing them with a scaffolded approach that gradually supports independent learning.

Differentiated Instruction as a Key Strategy. Differentiated instruction is a highly effective method for supporting weak learners by tailoring the learning experience to each student's individual needs. Schmitt (2019, p. 98) states that when weak students are given tasks and materials that align with their proficiency levels, they tend to become more engaged and motivated to learn. This approach involves providing different pathways for students to engage

with the material, ensuring that the teaching methods suit a wide range of learning styles and abilities. Vygotsky's (1978) Zone of Proximal Development (ZPD) theory is a foundational principle of differentiated instruction. Vygotsky argues that students learn best when they are provided with instruction that is within their reach but still challenging. This means that teachers should aim to provide support that helps students move beyond their current understanding, yet not overwhelm them. The gradual reduction of support as students become more independent learners is critical to this approach. The key is to strike the balance between providing enough scaffolding to ensure success while still pushing students to think critically and independently. Ellis (2019) further emphasizes that differentiated instruction should also consider students' emotional and cognitive needs, adapting lessons to engage not only their intellect but also their curiosity and motivation. For example, weak students who struggle with reading comprehension might benefit from graphic organizers, simplified texts, or audio resources that allow them to engage with the content in a way that matches their individual learning styles. Tomlinson (2017) also elaborates on differentiated instruction by discussing the importance of adapting the content, process, and product of lessons based on the students' readiness, interests, and learning profiles. For instance, in a language class, students may be given the same content but in different formats, such as written, oral, or visual, to best suit their preferred ways of learning. Moreover, differentiated instruction can be implemented through various assessment methods that consider the diverse ways students demonstrate understanding. Gardner's (1983) theory of multiple intelligences encourages educators to incorporate a variety of approaches to engage students with different types of intelligence. Whether a student is more linguistic, spatial, or kinesthetic, educators can design lessons that tap into these multiple intelligences. This approach not only helps weak students connect with the material but also fosters a love of learning through tailored experiences that build on their unique strengths.

The Role of Scaffolding in Supporting Learning. Scaffolding is a crucial strategy for supporting weak students by providing structured guidance that gradually lessens as students gain independence. This approach, based on Vygotsky's (1978) work, helps to ensure that students are able to internalize complex ideas while avoiding frustration. Scaffolding techniques include the use of guided practice, modeling, and questioning, all of which promote deep learning. Research by Wood, Bruner, and Ross (1976) expands on the concept of scaffolding, arguing that effective scaffolding involves several key elements: recruitment (engaging students in the task), reduction of degrees of freedom (simplifying complex tasks), direction maintenance (ensuring students stay

focused), and frustration control (helping students cope with difficulties). Teachers can apply these principles by breaking down tasks into smaller steps, using prompts, and giving students the opportunity to reflect on their learning. Krashen (2018) argues that consistent scaffolding supports students' language acquisition, suggesting that this approach is especially beneficial for weak students learning new content or languages. Scaffolding facilitates a deeper understanding by allowing students to work through material at their own pace, with the necessary supports in place to guide them through difficult concepts.

Positive Reinforcement to Enhance Motivation Weak students often suffer from low self-esteem, which negatively impacts their academic motivation. Positive reinforcement plays a crucial role in encouraging these students to engage actively in lessons and persist in their learning efforts. According to Skinner (1953), operant conditioning theory suggests that rewarding desirable behaviors increases the likelihood of students repeating those behaviors. In the classroom context, reinforcing positive actions—such as active participation, perseverance, and progress—helps build confidence and encourages continued effort. Ellis (2019) emphasizes that positive reinforcement should not be generic but specific to the student's achievements. Teachers should avoid giving blanket praise and instead highlight individual accomplishments, such as "Well done on improving your spelling this week!" or "Great work on solving that math problem." By focusing on the specific efforts that led to success, teachers help students recognize their progress and foster a growth mindset. Dweck (2006) supports this view by showing that emphasizing effort over innate ability boosts motivation and encourages students to view challenges as opportunities for growth rather than obstacles to success. Furthermore, research by Brown (2020) suggests that reward systems—such as certificates, praise, extra learning privileges, or small classroom incentives—can be highly effective in maintaining motivation. These rewards do not need to be material but can include verbal praise, acknowledgment in front of the class, or a 'student of the week' recognition, which promotes a sense of achievement and pride. Positive reinforcement builds a supportive classroom environment where students feel their efforts are recognized and valued, motivating them to continue progressing.Additionally, creating a culture of feedback, where students receive constructive comments alongside praise, allows them to recognize areas for improvement while celebrating their successes. This balanced approach helps weak students stay motivated without becoming discouraged by their mistakes.

_____

Utilizing Technology to Assist Weak Learners Digital tools and online platforms have become increasingly important in supporting weak learners, as

they offer personalized learning experiences that cater to diverse needs. Gee (2020, p. 90) argues that gamified learning environments, such as interactive games and quizzes, can enhance student engagement and help make difficult subjects more accessible. Platforms like Quizlet, Duolingo, and Khan Academy provide students with additional resources that reinforce vocabulary, mathematical concepts, and problem-solving skills in an interactive and enjoyable manner. Laufer & Nation (2019) emphasize the role of digital tools in improving vocabulary acquisition and overall academic performance. For example, apps that use spaced repetition techniques help students reinforce their learning over time, ensuring that the information stays in long-term memory. Similarly, digital platforms that offer immediate feedback, such as interactive quizzes and educational games, enable weak students to track their progress and identify areas for improvement in real time.Adaptive learning technologies are another important tool for supporting weak learners. These technologies use artificial intelligence to personalize the learning experience by adjusting lesson plans based on the individual's performance. For example, AI-driven tutoring systems can identify specific weaknesses in a student's understanding and provide targeted practice to address those areas. This individualized approach helps ensure that each student receives the appropriate level of challenge and support, which is crucial for fostering academic growth (Mayer, 2009). Furthermore, virtual and augmented reality (VR/AR) tools have the potential to enhance student engagement and learning outcomes, especially for students who struggle with traditional methods. By immersing students in interactive, 3D environments, VR/AR tools can bring abstract concepts to life and provide a hands-on learning experience. These technologies allow students to experiment with virtual models, practice skills in a simulated environment, and experience learning in an entirely new way, making it more accessible and enjoyable.

CONCLUSION

Effective classroom management is essential for helping weak students overcome learning challenges and achieve academic success. Strategies such as differentiated instruction, scaffolding, positive reinforcement, and inclusive teaching play a crucial role in addressing the needs of struggling learners. Research suggests that a structured, supportive classroom environment fosters motivation, engagement, and self-confidence in weak students (Brown, L.M., 2020, p. 145).

Future research should explore the role of artificial intelligence and personalized learning platforms in assisting weak learners. By continuously improving classroom management techniques, educators can ensure that every student, regardless of their learning difficulties, has the opportunity to succeed.

REFERENCES :

1 Brown, L.M. (2020). Effective Classroom Strategies for Struggling Learners. Routledge.

2 Ellis, R. (2019). The Principles of Language Learning and Teaching. Oxford University Press.

3 Gee, J.P. (2020). What Video Games Teach Us About Learning. Palgrave Macmillan.

4 Krashen, S. (2018). Second Language Acquisition and Learning. Heinemann.

5 Laufer, B., & Nation, P. (2019). Lexical Development and Academic Achievement. Applied Linguistics Journal, 16(3), 307-322.

5 Schmitt, N. (2019). Vocabulary in Language Teaching. Cambridge University Press.

6 Skinner, B.F. (1953). Science and Human Behavior. Macmillan.

7 Vygotsky, L. (1978). Mind in Society: The Development of Higher Psychological Processes. Harvard University Press.