



# PRACTICAL METHODS OF TEACHING SLOW LEARNERS

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## Annotatsiya

The issue of educating slow learners has become increasingly important in modern educational systems because classrooms today consist of students with different abilities, learning speeds, and educational needs. Slow learners are students who learn academic concepts more slowly than average learners but are not intellectually disabled. They require special attention, individualized instruction, and supportive teaching methods in order to succeed academically and socially. Traditional teaching approaches are often ineffective for such learners because these methods usually focus on average-performing students.

This article discusses the theoretical background and practical methods of teaching slow learners. It explains the characteristics and causes of slow learning and highlights the important role of teachers, parents, and educational institutions in supporting these students. The article also examines various practical teaching methods such as differentiated instruction, remedial teaching, multisensory learning, cooperative learning, activity-based learning, and the use of educational technology. In addition, the importance of motivation, emotional support, and continuous assessment is discussed. The article concludes that with proper teaching strategies, patience, encouragement, and inclusive educational practices, slow learners can improve their academic performance, self-confidence, and social integration.

**Keywords:** *slow learners, inclusive education, differentiated instruction, remedial teaching, multisensory learning, educational psychology, classroom strategies, motivation.*

## Annotatsiya

Sekin o'zlashtiruvchi o'quvchilarni o'qitish masalasi zamonaviy ta'lim tizimida tobora muhim ahamiyat kasb etmoqda, chunki bugungi kunda sinflarda turli qobiliyat, o'rganish tezligi va ta'lim ehtiyojlariga ega bo'lgan o'quvchilar tahsil olmoqda. Sekin o'zlashtiruvchi o'quvchilar — bu akademik bilimlarni o'zlashtirishda tengdoshlariga nisbatan sustroq natija ko'rsatadigan, biroq intellektual nuqsoni bo'lmagan o'quvchilardir. Ular muvaffaqiyatli ta'lim olishi uchun maxsus yondashuv, individual ta'lim va qo'llab-quvvatlovchi o'qitish metodlari zarur hisoblanadi. An'anaviy o'qitish usullari ko'pincha bunday o'quvchilarning ehtiyojlarini qondira olmaydi, chunki ular asosan o'rtacha darajadagi o'quvchilarga mo'ljallangan bo'ladi.

Mazkur maqolada sekin o'zlashtiruvchi o'quvchilarni o'qitishning nazariy asoslari hamda amaliy metodlari yoritilgan. Unda sekin o'zlashtirishning xususiyatlari va sabablari,

shuningdek, o'qituvchilar, ota-onalar va ta'lim muassasalarining bu jarayondagi roli tahlil qilingan. Maqolada differensial ta'lim, korreksion o'qitish, multisensor yondashuv, hamkorlikda o'qitish, faoliyatga asoslangan ta'lim va ta'lim texnologiyalaridan foydalanish kabi samarali amaliy metodlar ko'rib chiqiladi. Bundan tashqari, motivatsiya, emotsional qo'llab-quvvatlash va uzluksiz baholashning ahamiyati ham ta'kidlangan. Xulosa sifatida, to'g'ri pedagogik yondashuvlar, sabr-toqat, rag'batlantirish va inklyuziv ta'lim tamoyillari yordamida sekin o'zlashtiruvchi o'quvchilarning akademik natijalari, o'ziga bo'lgan ishonchi va ijtimoiy moslashuvi sezilarli darajada yaxshilanishi mumkinligi qayd etiladi.

**Kalit so'zlar:** *sekin o'zlashtiruvchi o'quvchilar, inklyuziv ta'lim, differensial ta'lim, korreksion o'qitish, multisensor ta'lim, pedagogik psixologiya, sinf strategiyalari, motivatsiya.*

Education plays a significant role in the intellectual, emotional, and social development of individuals. However, students differ greatly in their learning abilities, interests, backgrounds, and academic performance. In every educational institution, teachers encounter students who learn quickly as well as students who require additional time and support to understand lessons. Among these students are slow learners. Slow learners are students who have difficulty understanding academic concepts at the same pace as their peers. Although they are not considered intellectually disabled, they usually perform below average in school activities and require more repetition, explanation, and guidance during the learning process. They may experience challenges in reading, writing, comprehension, memory retention, concentration, and problem-solving.

The concept of inclusive education emphasizes equal learning opportunities for all students regardless of their learning abilities. Therefore, educators are expected to use flexible and learner-centered teaching methods that can meet the needs of slow learners. Without proper support, these students may develop low self-esteem, lack of motivation, and negative attitudes toward education. The purpose of this article is to examine practical methods that can help teachers effectively teach slow learners. The article also explores the causes and characteristics of slow learning and provides recommendations for improving educational practices.

Slow learners are students who demonstrate slower academic progress compared to average learners. Their intellectual ability is generally below average but higher than that of students with intellectual disabilities. They are capable of learning and succeeding academically if appropriate teaching methods and sufficient support are provided.

Slow learners often need:

- More time to understand concepts
- Frequent repetition of lessons
- Simplified instructional materials
- Individual guidance and support
- Practical and visual learning experiences



These learners may perform poorly in traditional classroom environments where teaching methods are fast-paced and highly theoretical. Therefore, teachers must identify their learning needs and adapt instruction accordingly.

Slow learners possess several academic, behavioral, and social characteristics that distinguish them from average learners. Academic characteristics include poor memory, weak reading and writing skills, difficulty understanding abstract ideas, limited vocabulary, and slow completion of assignments. They may also struggle with concentration and retaining previously learned information. Behaviorally, slow learners may appear shy, passive, or dependent on teachers and classmates. They often lack confidence because of repeated academic failure and may hesitate to participate in classroom activities. Some students develop fear and anxiety related to learning tasks. Socially, slow learners may have difficulty interacting with peers and may feel isolated from classmates. They can become emotionally sensitive and frustrated when they compare themselves to others. Understanding these characteristics allows teachers to design suitable teaching strategies and create supportive learning environments.

There are several factors that contribute to slow learning. These causes can be psychological, environmental, educational, or physiological. Psychological factors include low motivation, emotional stress, anxiety, and lack of self-confidence. Students who experience emotional difficulties often struggle to focus on academic tasks. Environmental factors such as poverty, poor home conditions, lack of parental support, and insufficient learning resources can negatively affect learning development. Children who grow up in unstable environments may not receive the encouragement necessary for academic success.

Educational factors also play an important role. Ineffective teaching methods, overcrowded classrooms, rigid curricula, and lack of individualized instruction can contribute to slow academic progress. Physiological factors such as hearing problems, vision difficulties, poor health, and neurological conditions may also influence a student's learning ability. Teachers have a major responsibility in helping slow learners succeed. Their attitude, teaching style, and classroom management can either encourage or discourage students.

An effective teacher should be patient, supportive, and understanding. Slow learners need encouragement rather than criticism. Teachers should use simple language, provide clear explanations, and allow students enough time to complete tasks. Teachers should also create positive classroom environments where students feel safe and respected. Negative labeling or punishment can reduce students' confidence and increase their fear of learning. Regular communication with parents and school counselors is also important in supporting the educational development of slow learners.

Differentiated instruction refers to adapting teaching methods and learning activities according to students' individual needs and abilities. Since slow learners require different levels of support, teachers should modify classroom instruction to make learning more accessible. Teachers can simplify assignments, provide additional explanations, use visual materials, and allow flexible learning time. This method helps slow learners progress at their own pace and reduces academic pressure. Remedial teaching is designed to help students



overcome specific learning difficulties. It focuses on improving basic academic skills through extra instruction and practice. Remedial teaching usually involves diagnostic assessment, individualized lesson planning, repetition, and continuous evaluation. It is especially useful for improving reading, writing, and mathematical skills. The multisensory approach engages several senses during learning. Students learn more effectively when they can see, hear, touch, and actively participate in educational activities. Examples of multisensory teaching include using charts, pictures, videos, flashcards, educational games, and practical demonstrations. This approach improves understanding and memory retention. Cooperative learning encourages students to work together in groups to complete tasks and solve problems. Slow learners benefit from peer support and collaborative activities. Group work helps improve communication skills, confidence, and social interaction. Teachers should organize groups carefully to ensure active participation from all students.

Technology provides many opportunities for supporting slow learners. Interactive software, educational videos, online exercises, audiobooks, and language-learning applications can make learning more engaging and enjoyable. Technology also allows students to learn independently and review lessons multiple times according to their needs.

Slow learners often require repeated exposure to information before they can fully understand and remember concepts. Teachers should regularly review previous lessons, repeat important instructions, and provide practice activities. Positive reinforcement such as praise, rewards, and encouragement can motivate students and increase their confidence. Providing individual attention helps teachers identify students' weaknesses and offer personalized support. One-to-one instruction allows teachers to explain concepts more clearly and address specific difficulties.

Individual support also strengthens teacher-student relationships and improves students' emotional well-being. Activity-based learning involves practical and interactive classroom tasks that encourage active participation. Slow learners often understand concepts better through hands-on experiences rather than theoretical explanations. Examples include experiments, storytelling, role-playing, educational games, projects, and creative activities. Such methods make learning meaningful and enjoyable.

Motivation is essential for successful learning. Slow learners often experience frustration due to repeated failure, which may reduce their interest in education. Teachers and parents should encourage students through praise, rewards, emotional support, and recognition of small achievements. Setting realistic goals and creating positive learning experiences can increase students' confidence and participation.

Parents play a crucial role in supporting slow learners. A supportive home environment can positively influence academic performance and emotional development. Parents should help children develop regular study habits, assist with homework, communicate with teachers, and provide emotional encouragement. Cooperation between parents and teachers is essential for improving student outcomes.

Teaching slow learners can be challenging due to large classroom sizes, lack of educational resources, limited instructional time, and insufficient teacher training. Some schools may not provide specialized support programs or counseling services. In addition, negative social attitudes and labeling can affect students' self-esteem and motivation. Therefore, educational institutions should invest in inclusive educational policies and teacher development programs.

### **Conclusion**

Slow learners require patience, understanding, and specialized teaching methods in order to succeed academically. Although they learn at a slower pace, they are capable of improvement when provided with supportive learning environments and appropriate instructional strategies. Practical teaching methods such as differentiated instruction, remedial teaching, multisensory learning, cooperative learning, and activity-based education can significantly enhance learning outcomes for slow learners. Teachers, parents, schools, and society must work together to ensure that every learner receives equal educational opportunities. Inclusive education should focus not only on academic achievement but also on emotional development, self-confidence, and social inclusion. By creating supportive and flexible educational environments, slow learners can develop their abilities and achieve their full potential.

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