HOW TO DEAL WITH SLOW LEARNERS?

by:
BABYLIN S. JAVIERTO
Teacher III - Parang Elementary School

A classroom teacher is usually faced with the problems her class. Different pupils of varying intelligence, interests, temperaments, and backgrounds, face learners, active children, lazy children, etc. are entrusted to her. As the manager of learning in the classroom, she is thus confronted with the problem of what to do with each kind of individual in her class in order to achieve the objective of education.

Recent surveys reveal poor performance of students. Most often, teachers are blamed for low performance of the learners. There are other factors that contribute to the achievement level of the pupils or learners. The home, which is considered the foundation of a child, has a great influence on the capacity of the learner to achieve something.

Poverty is another factor that greatly affects the learner. Lack of learning materials like books, magazines, and gadgets deprives the learner from learning more. A farmer’s child is forced to be absent from his classes to help his parents in the farm or in the household chores, or to look after his younger brothers or sisters because his parents need to work as laborers to earn a living. With such a situation, the child has the tendency to lose interest in his studies and become slow learners.

Who are slow learners?

The slow learners are children who have difficulty in adjusting to the curriculum of the academic school because of or slightly inferior intelligence of learning ability.

What makes a teacher do to help these pupils?
The teacher must be aware where the child is. She must build on what nature has given the child. The interests of the child must be aroused, he must feel the need of knowing something after. The interest has been aroused, the teacher child present the subject matter concretely, or through as money cancel as possible to stimulate. Under joyous, life-motivated situations, attentions will be secured ambition instilled, resourcefulness developed, and a background given that will to came extent help the child to reason and make judgements in simple environmental situations. The teacher has to organize the educational environment in a way that will harmonize with the childs abilities and disabilities, and which will develop security through belongingness and adequacy through success and achievement.

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