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## **PEDAGOGICAL CONDITIONS FOR OVERCOMING UNDERACHIEVEMENT OF PRIMARY SCHOOL PUPILS IN THE PROCESS OF LEARNING ENGLISH**

The problem of pupils' underachievement in the process of learning a foreign language is one of the pressing issues of modern primary education. Successful acquisition of the English language at an early stage largely determines pupils' further academic progress, motivation to study, and ability to communicate effectively in a multicultural environment. However, many primary school pupils face difficulties in mastering English due to psychological, pedagogical and methodological factors. Therefore, identifying and implementing effective pedagogical conditions for overcoming underachievement has become a key task for modern teachers.

Such researchers as O. Savchenko, L. Kalmykova emphasize the importance of differentiated and learner-centered approaches in teaching younger pupils [3, 5]. Their works explore the psychological mechanisms of learning and the role of motivation in academic success. Modern studies by T. Shkvarina and M. Lisovska focus on methodological aspects of teaching English in primary school and underline the significance of individualized learning methods for overcoming pupils' learning difficulties [4]. In addition, K. Harashchuk in his research analyzes strategic approaches to teaching English to young learners through the application of the Second Language Acquisition (SLA) theory, paying special attention to cognitive processes and students' biases that may hinder learning [1, 2]. Nevertheless, the need for a comprehensive system of pedagogical conditions that ensure effective support for underachieving pupils in the process of learning a foreign language remains relevant.

**The purpose of the article** is to identify and substantiate a system of pedagogical conditions for overcoming underachievement among primary school pupils in English language learning, as well as to determine effective methods and strategies that enhance learners' motivation, self-confidence, and sustainable academic progress.

The learning success of junior pupils depends on their psychological characteristics, such as emotional sensitivity, curiosity, and the need for recognition. At this developmental stage, pupils are especially responsive to the teacher's attitude and the emotional atmosphere in the classroom. Pupils who experience anxiety or low self-esteem often demonstrate lower results in English learning. Therefore, the teacher's primary task is to create a supportive and emotionally safe learning environment that fosters positive experiences and reduces the fear of making mistakes.

One of the key pedagogical conditions for overcoming underachievement is the differentiation of instruction. A differentiated approach allows the teacher to consider individual differences in pupils' abilities, learning pace, and motivation. For instance, when practicing new vocabulary, advanced pupils may be asked to compose short

dialogues, while others can match words with pictures or fill in missing words. Such differentiation ensures every pupil's experience of success and reduces the gap in learning outcomes.

Another essential condition is the activation of motivation and cognitive interest. Motivation serves as a driving force of learning success. To enhance it, teachers can apply game-based and communicative methods, songs, role plays, and creative tasks. Games such as "Find the Word," "Guess the Object," or "Memory Cards" emotionally engage pupils and transform learning into an enjoyable experience. K. Harashchuk emphasizes that cognitive biases, such as confirmatory thinking and anchoring judgments, can hinder language acquisition and recommends strategies - such as scaffolding, gamification, storytelling and metacognitive techniques - to help young learners overcome these obstacles [2].

The development of pupils' self-regulation and reflective skills also plays a significant role in overcoming underachievement. Encouraging pupils to evaluate their own learning progress fosters responsibility and autonomy. Teachers can use self-assessment checklists, progress charts, and peer feedback to help pupils recognize their strengths and areas for improvement. For example, at the end of each lesson, pupils can reflect on which new words they learned and which tasks they found difficult. This aligns with K. Harashchuk's view that strategic approaches to teaching English to young learners should focus on providing comprehensible input, creating a low-anxiety learning environment, and using interactive and engaging methods to support natural language acquisition. [1].

Parental involvement represents another pedagogical condition that enhances the effectiveness of overcoming learning difficulties. Regular communication between teachers and parents allows for joint monitoring of pupils' progress and emotional well-being. Parents can support their children by organizing short daily practice sessions at home, reading simple English stories, or watching cartoons in English. Such cooperation strengthens the continuity between school and home learning environments.

To effectively implement these conditions, teachers should apply interactive and student-centered teaching methods, such as project-based learning, cooperative learning, and problem-solving tasks. For instance, pupils can work in small groups on projects like "My Dream School" or "Animals Around the World," using English to describe objects, characters, and situations. Such activities develop not only linguistic competence but also analytical and social skills.

The main pedagogical conditions contributing to overcoming underachievement of primary school pupils in the process of learning English include [1, 2]:

- The creation of a psychologically safe and supportive learning environment that reduces anxiety and builds self-confidence;
- The implementation of differentiated and individualized instruction that takes into account pupils' abilities and learning needs;
- The use of interactive, game-based, and communicative teaching methods that enhance motivation and engagement;
- The development of pupils' self-regulation and reflective learning skills;
- The establishment of close cooperation between teachers, pupils, and parents;

- The application of strategic approaches based on Second Language Acquisition theory that emphasize providing comprehensible input, creating a low-anxiety learning environment, and using engaging activities to support natural language acquisition in young learners;

- The continuous professional development of teachers aimed at improving methodological competence and psychological sensitivity.

By implementing and maintaining these pedagogical conditions, educators can effectively support underachieving pupils, helping them overcome learning barriers, increase motivation, and achieve positive results in English language learning. Ultimately, overcoming underachievement at the primary school stage is not only a pedagogical but also a social and psychological task that contributes to pupils' holistic personal development and their readiness for lifelong learning.

Thus, the systematic organization of pedagogical conditions aimed at overcoming underachievement in primary school English language learning constitutes a vital component of modern education. Ensuring effective support for learners requires an integrated approach that addresses cognitive, motivational, and emotional factors. Future research should therefore focus on the development of reliable diagnostic tools for the early identification of underachievement, as well as on the design and implementation of innovative teaching methods that respond to the diverse learning needs of primary school pupils.

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