FROM DISTRACTION TO ENGAGEMENT: INTERACTIVE CLASSROOM STRATEGIES

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Introduction

My name is Juraboyeva Shahzoda and I'm a 3rd year student at NamSFL and also,I work as an English teacher at School Number 68. I have the pleasure of working with a group of 6th-grade students. My class is a small, energetic community of 16 individuals—consisting of 10 boys and 6 girls.

Research project description

While every day in the classroom is an adventure, teaching this age group comes with a unique set of challenges, the most significant being the struggle to maintain their focus.Usually, I try to have product and engaging lessons for my students in order to enhance their English proficiency level. By teaching 6th grade students at school, I recognized that it is easy exam to break their attention and it is also difficult for some teachers to draw their attention. Students, usually get bothered and loose their attention when they sit together one of their groupmates _____ the students who sits next to them may speak or ask minor questions without any purpose or sometimes they don't pay attention because of their phones.

In order to find solution, I chose the topic and used different data tools.

Exploratory Questions

My topic is "Why it is difficult for some teachers to draw students attention during the lesson ".

According to my topic, I created three questions:

1) Why do students often lose attention during the lesson?
2) What factors distract students most in the classroom?
3) What role do technology and mobile phones play?

Data Collection Methods

These questions help me uncover the causes of attention difficulties and hopefully lead to practical solutions that can benefit both teachers and students. Moreover, I used 3 different types of data collection tools. They are:

1) Reflective notes

2) Questionnaire

3) Other's opinion.

These data tools helped me to know about students opinions , about my lessons, and organize better lessons for strongly draw students attention.

Exploratory Findings

Through my reflections, classroom observations, and conversations with both my students and colleagues, I discovered several reasons why students lose their attention during lessons.

The main problem I noticed was that mobile phones are a big distraction. When students sit together, they start texting, playing games, or checking social media. One student told me they feel bored when lessons aren't interesting.
Another issue is that some students sit next to their friends and talk about things unrelated to the lesson instead of listening. When I separated them, they focused

better.

I also talked with my students about their feelings toward different types of lessons. Some said they enjoy lessons more when there are interactive activities, games, or movement. They said sitting and just listening makes them sleepy.

My colleagues mentioned facing the same problems. One experienced teacher shared that she uses pair work and group activities instead of just lecturing, and it helps keep students engaged. Teachers who use games, pair work, and hands-on activities reported that their students lose attention less often.

From my questionnaire, I found that 60% of students get distracted because lessons are too long and monotonous. About 70% admitted using their phones in class. Some students said they want to have fun while learning, not just sit and take notes.

Action Plan

Based on my observations and conversations, I decided to make several changes. First, I created a "No Phone" zone at the beginning of class by asking all students to put their phones in a special box at the start of each lesson. This way, they won't be tempted to use them.

Second, I changed how I arrange the seating. I moved students so that friends who like to chat sit in different parts of the classroom and put quiet students next to more focused students.

Third, I made lessons more fun and active. Instead of just talking and having students take notes, I started using more games, pair work, and group activities. I also added more movement to lessons, like standing up to answer questions or moving to different areas for different activities.

Fourth, I gave students more time to participate. I started asking questions more often instead of just telling them information, and gave them time to discuss with classmates before answering.

Finally, I involved parents by writing simple notes explaining that their children

need to study at home and phones shouldn't be used during homework time. I asked them to help by checking if their children are really studying.

Action Phase Findings

After implementing these new strategies, I noticed real changes in my classroom. The "No Phone" rule worked pretty well. At first, some students didn't like it and complained, but after a few weeks, most got used to it. About 75% of students stopped trying to use their phones in class.

The seating changes also helped. When friends weren't sitting next to each other, there was much less talking and distraction. Lessons became quieter and students seemed more focused.

The games and interactive activities made a big difference. Students who normally looked bored suddenly became excited. Even students who usually didn't participate started to speak up during games and group work. I think they felt more comfortable and less scared of making mistakes.

When I gave students more chances to talk and share their ideas, they seemed happier and more interested. Some students who never raised their hands before started answering questions.

The notes I sent home to parents didn't get much response. Only about 30% of parents wrote back saying they would help. However, for students whose parents were involved, I could see they were more focused in class.

Overall, my classroom became more active and fun. The strategies worked, but not all worked equally well. The most effective ones were the phone rule, seating changes, and making lessons more interactive.

Final Reflections and Conclusion

This research project taught me many important things about teaching and learning. Small changes can make a big difference. Just moving students to different seats and taking away phones helped a lot.

I learned that students are not bad or lazy—they are just easily distracted at this age. When I made lessons more interesting and gave them chances to be active and speak, they naturally focused better.

Parental involvement is important, but not always easy to get. Still, for families who helped, I saw results in the classroom. This problem of losing attention is normal and common in many classrooms. It's about finding the right methods that work for your particular group of students.

In the future, I will continue with the phone rule and interactive activities. I want my students to feel that English class is a place where they can have fun, participate, and feel safe to make mistakes. Being a teacher means constantly learning and understanding students better.