WHY IS KEEPING STUDENTS ENGAGED SO CHALLENGING TODAY?

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Abstract

Student engagement has become one of the biggest challenges in modern education. Many teachers struggle to maintain students' attention and motivation during lessons because of technological distractions, social media, short attention spans, and differences in learning styles. In addition, traditional teaching methods may not always meet the needs and interests of today's learners. This article shows the main reasons why keeping students engaged is difficult in contemporary classrooms and discusses such as digital technology, lack of motivation, classroom environment, and teaching strategies. The article also explores effective ways teachers can increase engagement through interactive activities, student-centered learning, and the use of modern educational tools. The study highlights the importance of adapting teaching methods to create a more active, motivating, and supportive learning environment for students.

Key words: engagement, motivation, effective, digital technology, student-centered learning, interactive activities

Аннотация

Вовлечённость учащихся стала одной из самых больших проблем современного образования. Многие учителя сталкиваются с трудностями в поддержании внимания и мотивации студентов во время уроков из-за технологических отвлекающих факторов, социальных сетей, короткой

концентрации внимания и различий в стилях обучения. Кроме того, традиционные методы преподавания не всегда соответствуют потребностям и интересам современных учащихся. В данной статье рассматриваются основные причины, по которым сложно удерживать вовлечённость студентов в современных классах, а также обсуждаются такие факторы, как цифровые технологии, недостаток мотивации, учебная среда и методы преподавания. В статье также рассматриваются эффективные способы повышения вовлечённости учащихся с помощью интерактивных заданий, обучения, ориентированного на студента, и использования современных образовательных технологий. Исследование подчёркивает важность адаптации методов преподавания для создания более активной, мотивирующей и благоприятной образовательной среды.

Ключевые слова: вовлечённость, мотивация, эффективность, цифровые технологии, обучение, ориентированное на студента, интерактивные задания.

Annotatsiya

Talabalarni darsga jalb qilish zamonaviy ta’limdagi eng katta muammolardan biriga aylandi. Ko‘plab o‘qituvchilar texnologik chalg‘ituvchi omillar, ijtimoiy tarmoqlar, diqqatning tez yo‘qolishi va o‘quv uslublaridagi farqlar sababli dars davomida talabalar e’tibori hamda motivatsiyasini saqlab qolishda qiyinchiliklarga duch kelmoqda. Bundan tashqari, an’anaviy o‘qitish usullari bugungi o‘quvchilarning ehtiyoj va qiziqishlariga har doim ham mos kelmaydi. Ushbu maqolada talabalarni zamonaviy sinfxonalarda faol saqlab qolish nega qiyinligi tahlil qilinadi hamda raqamli texnologiyalar, motivatsiya yetishmasligi, sinf muhiti va o‘qitish strategiyalari kabi omillar muhokama qilinadi. Maqolada, shuningdek, interaktiv faoliyatlar, talaba markazidagi ta’lim va zamonaviy ta’lim vositalari orqali talabalar faolligini oshirishning samarali usullari ko‘rib chiqiladi. Tadqiqot faol, motivatsion va qo‘llab-

quvvatlovchi ta’lim muhitini yaratishda o‘qitish usullarini moslashtirish muhimligini ta’kidlaydi.

Kalit so‘zlar: jalb qilish (faollik), motivatsiya, samaradorlik, raqamli texnologiyalar, talaba markazidagi ta’lim, interaktiv faoliyatlar

Introduction

Nowadays, keeping students engaged in the classroom is becoming more challenging. Technology, social media, and short attention focus often distract students during lessons. Traditional teaching methods may also fail to attract modern learners’ interest. Therefore, teachers need to use interactive and student-centered activities to increase motivation and participation in the learning process.

Background

Recent studies show that student engagement is related to academic achievement and classroom success. Researchers explain that supportive learning environments and effective teaching methods help students become more active in lessons (Klem & Connell, 2004).

Positive teacher-student relationships also increase students’ motivation and participation (Marks, 2000).

Furthermore, interactive classroom activities improve students’ attention and learning performance (Wang & Holcombe, 2010). For this reason, student engagement remains an important issue in modern education.

In addition, good classroom management and interactive teaching strategies help students stay focused during lessons (Lawson & Lawson, 2013)

Students who are involved in learning usually achieve better academic results (Wang & Holcombe, 2010). Therefore, increasing student engagement has become an important goal for teachers today.

Objectives

This research paper purposes to find out the following objectives:
To identify the main factors that decrease students' attention and motivation during lessons.

To examine the difficulties teachers face when trying to keep students' engagement in class.

To explore different teaching strategies that can help increase students' interest and participation in learning.

Research problem

The main problem in keeping students engaged today is that many learners lack enough motivation and focus during classroom activities. In many lessons, teaching is still based on traditional methods where students mainly listen and complete simple tasks rather than participate in learning. As a result, students may become passive, lose interest in the lesson, and rely on memorization instead of understanding the material deeply. In addition, the influence of digital distractions such as social media and mobile entertainment reduces students' concentration and classroom participation.

Map out of the paper

The participants of the study were 10–12 students from grades 5–6 at School No. 32 in Pop district, Namangan region. These students were selected to observe their level of interest, participation, and engagement in English classes.
In previous studies, it was found that students who attend school regularly, focus on learning, and avoid disruptive behaviours usually achieve better grades and perform better on standardized tests (Wang & Holcombe, 2010). This approach helps to better

understand how students' behaviour and participation in classroom activities affect their academic achievement.

Method

The research was designed as a mixed-method study. Fun and engaging techniques, such as interactive activities and strorytelling techniques were employed to encourage students' participation and maintain their interest, so was conducted at School No. 32 in Pop district, Namangan. This allowed the data to reflect students' real engagement and behaviour in their everyday classroom environment. The participants were students from 5th and 6th grades, totaling 15 learners, conducted at School No. 32 in Pop district, Namangan. Thus, adopting engaging and participatory methods in the classroom not only enhances students' motivation but also provides valuable insights into the relationship between behavioural engagement and academic achievement. On the other hand, I found a effective way in order to improve and observe. It was a survey which was included multiple choice questions.

Result

The results of the survey revealed important information about students' behavioural engagement and participation in English lessons. According to the data, 60% of the students reported that they always attend English classes regularly, while 25% stated that they often attend, and 15% indicated that they attend only sometimes. This shows that the majority of students demonstrate good attendance behaviour.

In terms of attention during lessons, 55% of the students answered that they always pay attention, 30% often, and 15% sometimes. This suggests that most learners are generally focused during classroom activities.

Regarding participation in speaking activities, 40% of the students reported that they always participate, 35% often, 15% sometimes, and 10% rarely. This indicates that

while many students are actively involved, a small number still show low participation.

The survey also showed that 70% of the students believe that games and interactive activities greatly increase their interest in lessons, while 20% said “yes” and 10% answered “a little.” This highlights the importance of using engaging teaching methods in the classroom.

When asked about confidence in speaking English, only 30% of the students felt very confident, 35% felt confident, 25% were not very confident, and 10% were not confident at all. This reveals that many students still face challenges in speaking.

In terms of difficulties, 35% of students reported lack of vocabulary as their main problem, 30% mentioned fear of making mistakes, 20% pointed to pronunciation issues, and 15% stated lack of practice.

Additionally, 65% of the students stated that they always follow classroom rules, while 25% often do so and 10% sometimes. This shows generally positive behavioural engagement.

Finally, 75% of the students agreed that active participation helps them learn better, and most students (around 70%) reported that they enjoy English speaking lessons.

Overall, the findings indicate that behavioural engagement, including attendance, attention, and active participation, has a positive impact on students’ learning and speaking performance. However, some students still experience difficulties, particularly related to confidence and vocabulary, which need to be addressed through interactive and supportive teaching methods.

The storytelling method was implemented over several lessons. During the lessons, the teacher presented new vocabulary and grammar structures through short, interesting stories rather than traditional explanations. The stories were adapted to the students' level and included familiar topics such as daily routines, school life, and friendships.

Another technique, students were encouraged to actively participate in storytelling activities. They were asked to:

• listen to stories and answer comprehension questions
• retell the stories in their own words
• complete unfinished stories
• create their own short stories using new vocabulary

Classroom observations were conducted to monitor students' behavior, attention, and participation. A questionnaire was also distributed before and after applying the storytelling method to evaluate changes in students' attitudes toward English lessons.

Discussion

The both studies that storytelling and multi-choice questions contribute positively to improving their focus and interest. Storytelling made the lessons more interesting and helped students improve their listening, vocabulary, and participation skills. Students were more active and motivated during storytelling activities. Multiple-choice questions helped teachers check students' understanding of the lesson. Most students answered the questions successfully, which showed that they understood the materials better.

Overall, both methods were useful in the classroom. Storytelling increased students' interest and motivation, while multiple-choice questions improved comprehension and assessment skills.

Conclusion

In conclusion, keeping students engaged in the classroom is essential for effective learning and academic success. In my opinion, the lesson should be more student-centered than teacher-centered because in the situation, pupils participate actively and also organized activities in class that is effective way to encourage, more interested the lesson by this. By doing so, they can ensure better learning outcomes and help students develop both academically and personally.

Referance

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