

TECHNIQUES FOR CAPTURING STUDENTS' ATTENTION IN THE PROCESS OF TEACHING ECONOMIC SUBJECTS

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Abstract

In the conditions of information technology development, modern pedagogy has the task of using various techniques that will capture attention in order to train a specialist in the economic field. This article investigates the importance of attention in the teaching-learning process of students, current challenges in maintaining attention and teaching techniques that contribute to maintaining students' attention. In this regard, the author studied scientific materials in this regard, as well as analyzed a personally developed questionnaire on the researched problem, making the necessary conclusions.

The purpose of the investigation carried out:

- Identifying and explaining effective teaching techniques for capturing attention.
- Analyzing the psychopedagogical foundations of attention.
- Recommending practical solutions for capturing attention based on the studies conducted and the results of the developed questionnaire.

This study was carried out based on the following scientific research methods: analysis, synthesis, grouping, systematization, analytical thinking, questioning, etc.

The author's main findings relate to the synthesis of definitions related to attention from various researchers, the identification and explanation of teaching techniques regarding attention capture in the teaching process.

The author's conclusions include the main results related to the researched topic based on the analysis of the questionnaire developed by the author regarding attention capture techniques.

Keywords: attention, types, factors, techniques, questionnaire, economic disciplines

1. Introduction

The teaching-learning process represents the core of educational activity, constituting the main means by which the intellectual, moral, social and professional formation of the individual is achieved. Through this process, knowledge, values and skills are transmitted, assimilated and transformed into sustainable structures of personality, contributing to the harmonious development of the individual and his active integration into society.

The importance of the teaching-learning process of economic disciplines derives from its dynamic and interactive character, which implies a permanent relationship between the teacher, the student and the educational contents. Teaching is not reduced to the simple transmission of information, and learning is not limited to memorization, but involves complex cognitive processes such as understanding, critical thinking, problem solving and the

application of knowledge in real situations. In this sense, the quality of the teaching-learning process directly influences the efficiency of the educational act and the learning outcomes.

In the context of contemporary society, characterized by rapid changes and information diversity, the teaching-learning process acquires a strategic role in the formation of key competencies necessary for lifelong learning. Thus, optimizing this process becomes an essential concern of educational sciences, aiming to adapt teaching methods and strategies to the needs, interests and peculiarities of future specialists in the economic field. Attention is one of the most important psychological factors that condition the efficiency of the teaching-learning process. Without the activation of attention, the student cannot receive, process or fix the information presented. In pedagogy it is often stated that attention is the gateway to knowledge – if this gateway remains closed, learning becomes superficial, fragmented or even impossible.

Attention allows:

- ✓ selection of relevant information, eliminating unnecessary stimuli;
- ✓ concentration of mental effort on educational tasks;
- ✓ activation of cognitive processes such as perception, memory, thinking and problem solving;
- ✓ maintenance of motivation and interest during educational activities.

In the current context – of digital technology, fast pace of life and overstimulation – students' attention is much easier to lose, and the teacher must use various techniques to attract and sustain it. Therefore, capturing attention is not just an auxiliary aspect of the lesson, but an essential condition for the success of the entire educational process.

Modern educational theories, as well as the realities of the current educational process, highlight various challenges in maintaining attention. These include:

- digitalization;
- multitasking;
- fatigue;
- low motivation.

The main research ideas of this paper are:

- Identification of effective teaching techniques for capturing attention.
- Analysis of the psychopedagogical foundations of attention.
- Presentation of solutions applicable in practice;
- Analysis of the questionnaire related to stimuli and devices related to capturing attention.

2. The degree of investigation of the problem at the current time, the purpose of the research

The analysis of the literature in the field shows that in the educational process, the attention of students is an increasingly studied subject, but it remains in many respects an emerging and multidisciplinary field, with many directions still under development.

Research in cognitive psychology (J. Piaget [17], L. Vygotsky [20], J. Bruner [4], R. Gagne [8]) shows that any individual learns effectively only when he is mentally present and

involved. Even the best structured lessons become ineffective if the attention of students is not captured from the first minutes and maintained throughout the activity.

Recently, studies on attention in the educational environment have expanded significantly due to:

- new technological measurement methods (for example, facial detection or eye tracking (Z. Feng, S. Zhang, L. Dai [7]));
- the integration of techniques from cognitive science and artificial intelligence (A. Lieto);
- the importance of attention for effective learning in traditional and digital contexts (G. Marcus, R. Sun).

Of major importance with reference to the subject of this scientific work are the results of the research of trainers Z. Feng, S. Zhang, L. Dai included in an article published in Education and Information Technologies in 2025 [7]. They use face detection and head position estimation for real-time attention monitoring in the classroom, showing dynamic changes in trainees' attention during the lesson. The results indicate that the students' attention shows obvious phased changes, with golden periods (from minute 5 to minute 20) and low periods (from minute 20 to minute 25 and the last 5 minutes). This study monitors and evaluates the students' attention levels during a 50-minute lesson, providing a reference for subsequent intervention of the students.

This demonstrates that trainers apply sophisticated methods to understand not only whether trainees are paying attention, but when and in what way.

Research by Posner and Rothbart (2007) highlights that the efficient functioning of attentional systems is an essential factor in academic performance and self-regulation in learning. They emphasize that learners with high levels of sustained attention show superior academic performance because they can maintain cognitive effort on complex tasks.

Recent research shows:

- Sustained attention contributes significantly to the development of academic skills in both the human and real-world learning contexts. Therefore, the link between attention and educational outcomes - represents an area of major interest in pedagogy and educational psychology.
- The field of attention in the teaching process is still active and evolving, although important progress is being made, and many aspects of attention in an educational context (for example, teacher-student attention distribution or the neural mechanisms of attention in the classroom) are still being studied in depth.

Thus, sustained attention contributes significantly to the development of academic skills, as it allows the learner to maintain focus on learning tasks, to process information efficiently and to integrate knowledge into stable cognitive structures.

The purpose of the research of this paper is:

- Analysis of the definitions, types and factors that contribute to maintaining attention.
- Applicative identification of effective teaching techniques for capturing attention.
- Conducting and presenting the conclusions related to the questionnaire regarding attention capture in learning activity.

Therefore, this scientific investigation topic is important and requires in-depth research both theoretically and through a survey.

3. Applied methods and materials

This study was conducted based on the following scientific research methods: analysis, synthesis, grouping, systematization, questioning, analytical thinking, etc.

With the help of the analysis method, the investigation of the definitions of attention approached by different scientific authors who have researched the presented field was carried out.

The synthesis method, based on the transition from the particular to the general, from the simple to the compound, in order to reach generalization and draw the necessary conclusions.

The systematization method was applied to arrange the research already carried out according to a certain system and present the results of the research in question.

The questionnaire was used to conduct a survey among the students themselves and establish the results regarding their vision of the learning efficiency process, capturing maximum attention.

Analytical thinking has been applied to collect, objectively evaluate and interpret information and data to solve problems, make rational decisions and identify patterns or root causes, overcoming subjective opinions by applying logic and a systematic process, essential in research.

The applied materials are mainly from the psychological and pedagogical fields. Notable researchers in the field studied are W. James [11], I. Pavlov [15,16], L. Vygotsky [20], R. Gagne [8], D. Goleman [10], H. Gardner [9], J. Bruner [4], D. Ausubel [1], J. Dewey [5, 6], A. Lieto [12] etc.

4. Results and discussions

Effective learning of a subject, including economics, has always been and is an important topic in the eyes of teachers. The final result depends on both the skill, professionalism and techniques used by the teacher, as well as the attention and involvement of the student in the lesson activity. Research on the importance of attention in the learning process is numerous and interesting. Thus, in this scientific endeavor we set out to investigate what attention actually means and how it influences learning outcomes either in the classroom or in the individual study process.

4.1. Conceptual approaches to attention

Currently, debates on different concepts related to attention are being researched by various specialists, especially in pedagogy and psychology.

The father of the modern definition of attention is considered to be William James. He found that "Attention is the taking possession, by the mind, in a clear and vivid form, of an object or

a series of thoughts from among several possible objects” [11]. This definition is also one of the most cited definitions of attention.

Researcher Ivan Pavlov, in the theory of reflexology, explains “attention as the reaction of the organism to a new stimulus” [15]. Attention is seen as an “orientation reflex”, triggered by new, unexpected, significant stimuli.

Jean Piaget considers attention dependent on the stage of cognitive development. “Attention is an intellectual function that develops together with the structures of the individual’s thinking” [17].

Lev Vygotsky states that “the development of attention depends on the social environment. Voluntary attention occurs through the internalization of social rules, signs, and instructions” [20].

In modern psychology, Daniel Goleman emphasizes: “Attention is a fundamental competence for any form of learning and self-regulation” [10].

Robert Gagne states that “Attention is the first stage in the learning process. Without capturing attention, the learning process cannot begin” [8].

John Dewey states that attention is closely related to interest and experience. The individual’s attention increases when the activity has meaning for him [6].

Howard Gardner explains that students show different attention depending on their dominant type of intelligence [9].

Jerome Bruner believes that attention is activated when the learner actively participates. “Optimal attention occurs in discovery learning” [3].

In our opinion, "attention is the individual's capacity to concentrate, which is the first element that contributes to the process of assimilating any informative material".

In the following table we will present the contribution of each scientific researcher regarding the concept of "attention".

Table 1. Main contributions of scientific researchers on attention capture

No.	Authors	The main points regarding attention
1.	William James	• emphasizing the role of attention in selecting relevant stimuli; • emphasizing the active and voluntary nature of attention; • describing attention as a process of filtering and focusing.
2.	Ivan Pavlov	• emphasizing understanding of the concept of involuntary attention; • explaining students' immediate reaction to novelty, changes in tone, movement, colors.
3.	Jean Piaget	• in the preoperational stages, attention is unstable and fluctuating; • in the concrete operations stage, it becomes more sustained; • attention is necessary for assimilating and accommodating information.

4.	Lev Vygotsky	- the child learns to be attentive through external guidance (teacher, adult); - voluntary attention is a skill acquired through social mediation; - the foundation for teaching techniques that direct attention are questions, rules, tasks.
5.	Daniel Goleman	- task-oriented, dividing it into emotional attention and social attention; - deeply influenced by emotional state; - controlled internal and external distractions.
6.	Robert Gagne	- stimuli that trigger attention; - techniques: surprise, provocative question, demonstration; - preparation of the brain for reception and encoding.
7.	John Dewey	- student-centered learning; - connecting lessons to students' personal experiences.
8.	Howard Gardner	- visual children pay attention to images; - kinesthetic children pay attention to movement; - interpersonal children pay attention to collaboration; - attention is not uniform, but must be diversified didactically
9.	Jerome Bruner	- finds the answer himself; - the teacher creates problem situations.

Source: 3, 6, 8, 9, 10, 15, 17, 20

In the literature, attention is classified into several types, each with direct implications for the teaching process:

- Involuntary attention – occurs spontaneously, as a reaction to novelty, intensity or contrast (I. Pavlov [16]). It is used to capture attention at the beginning of the lesson.
- Voluntary attention – involves conscious effort and control (W. James [11], L. Vygotsky [20]). It is necessary for complex cognitive tasks and long-term activities.
- Postvoluntary attention – occurs when interest is internalized (A. Leontiev [12]). It represents the optimal form for deep learning.

Attention capture methods must be adapted to age and level of development. J. Piaget [17] emphasizes that the level of attention is closely related to the stage of cognitive development, and L. Vygotsky [20] believes that voluntary attention is the result of the internalization of social guidance.

Pedagogy aims to transform involuntary attention into voluntary and postvoluntary attention, through appropriate teaching methods.

In the specialized literature, the factors that influence the attention of those who study are grouped, synthetically, into 3 groups of factors:

- Internal: motivation, emotions, physical condition (W. James [11], D. Goleman [10], etc.).

- External: learning environment, teacher's teaching style, lesson organization (R. Gagne [8], L. Vygotsky [20], D. Ausubel [1], J. Dewey [5]).
- Influence of technology (D. Goleman [10], Z. Feng, S. Zhang, L. Dai [7], A. Leontiev [12], G. Marcus [13], M. Posner [18], R. Sun [19]). Technology can be a disruptive or facilitating factor of attention, depending on its use.

In the following figure we can see the factors that influence students' attention.

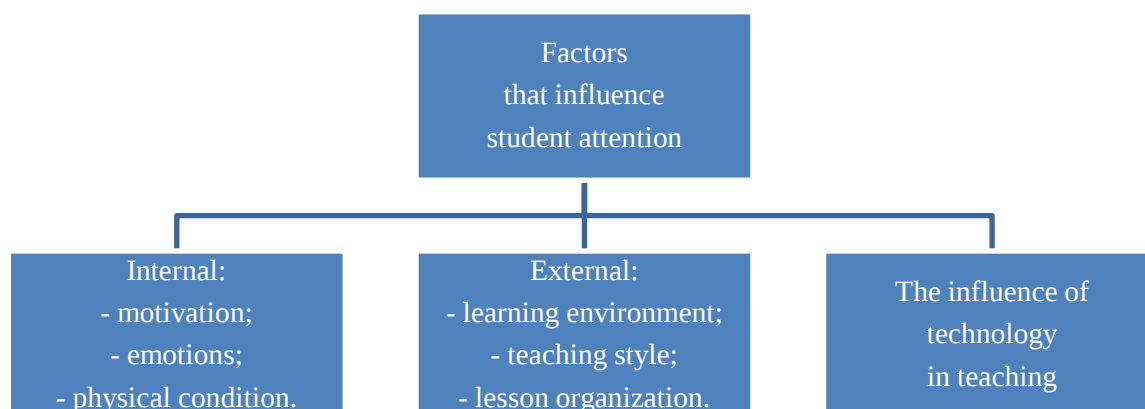


Figure 1. Factors influencing student attention

Source: 1, 5, 7, 8, 10, 11, 12, 13, 18, 19, 20

This integrative classification, used in contemporary specialized literature, is derived from the classical and modern theories of the authors named above.

4.2. Didactic techniques for capturing attention

The teaching techniques for capturing attention in teaching economic subjects are diverse. These include:

- presenting the problem situation;
- formulating novelty;
- learning through discovery;
- modeling and demonstration;
- social interaction;
- didactic structuring;
- visualization;
- emotional involvement.

A more detailed explanation of the nominated teaching techniques for capturing attention has been provided by the author in the following table.

Table 2. Teaching techniques for capturing attention

No.	Authors	Teaching techniques	The central idea	Example
1.	John Dewey	The problem situation / The provocative	Attention is awakened when the learner is faced with a real,	The teacher begins the lesson with a thought-provoking question

		question	meaningful problem.	("Why...?", "What would happen if...?"), causing spontaneous focus of attention.
2.	Jerome Bruner	Capturing goodwill	Attention is stimulated through narrative and meaningful context.	Short stories, real-life examples, and metaphors facilitate emotional and cognitive engagement.
3.	Ivan P. Pavlov	Novelty and surprise	New stimuli trigger the orientation reflex (involuntary attention).	Changing the tone of voice, unexpected objects, surprising images → trigger automatic attention.
4.	David Ausubel	Activating prior knowledge	Effective learning begins by anchoring new information into existing cognitive structures.	Concept maps, questions like "What do you already know about...?"
5.	Jerome Bruner	Learning through discovery	Attention increases when the student discovers for himself.	The teacher provides clues, not solutions; the student becomes active and attentive.
6.	Albert Bandura	Modeling and demonstration	Attention is the first stage of observational learning.	Demonstrating a behavior or task → the student focuses their attention on the model.
7.	Lev Vygotsky	Cooperative learning	Attention develops through social interaction and guidance.	Pair work, guided discussions, "Think–Pair–Share".
8.	Allan Paivio	Use of visual stimuli	Visual information captures attention more effectively than verbal information.	Images, diagrams, infographics, short videos.
9.	Daniel Goleman	Emotional involvement	Positive emotions support voluntary attention.	Positive climate, encouraging feedback, didactic humor.

Source: 1, 2, 3, 4, 5, 10, 12, 17, 20

The learner is attentive when learning has personal meaning.

- intrinsic motivation supports sustained attention (J. Dewey [5, 6]);
- cognitive interest favors active involvement (D. Ausubel [1]);
- positive emotions increase the ability to concentrate (D. Goleman [10]).

The analysis of the psychopedagogical foundations of attention highlights the fact that:

- attention is an essential regulatory psychic process;
- has biological, cognitive and social bases;
- is influenced by motivation, emotions and context;
- can be educated and optimized through appropriate teaching strategies.

The teaching process requires a combination of the aforementioned teaching techniques, in order for the teacher to conduct an interesting lesson and to achieve the main objective of students' assimilation of the taught material.

4.3. Survey results on attention capture in learning

This section will present the results of the survey on attention capture conducted on a sample of 100 people. The survey was attended by students aged up to 20 years – 54.1%, between 21-30 years – 21.6%, over 30 years – 24.3%. Of the survey participants, 86.5 are female and 13.5% are male.

To the question: do I manage to be attentive throughout the lesson, they answered: never – 0%, rarely 2.7%, sometimes 18.9%, often 45.9%, always 32.4%. Therefore, the majority of students 78.3% are attentive to the information taught, which is a first step towards mastering the material listened to.

To the question: is it easy for me to concentrate on the teacher's explanations, they answered: never – 0%, rarely 5.4%, sometimes 18.9%, often 51.4%, always 29.7%. The fact that 81.1% of students pay attention to the teacher's explanations means that the information heard is taught in a clear form and the necessary techniques for capturing attention are used.

To the question: am I easily distracted by the noises in the classroom, they answered: never – 8.1%, rarely 29.7%, sometimes 37.8%, often 16.2%, always 8.1%. These answers tell us about the importance of organizing a subject in the process of teaching a lesson.

To the question: I lose attention when the lesson is too long, they answered: never – 10.8%, rarely 18.9%, sometimes 35.1%, often 24.3%, always 10.8%. These answers indicate that it is important to apply various teaching techniques to maintain attention throughout the lesson.

To the question: what distracts you the most during lessons, they answered: the phone – 8.1%, colleagues – 27%, fatigue – 48.6%, lack of interest – 18.9%, other causes 21.6%. These answers tell us that the biggest obstacle to assimilating information in class is fatigue. The cause of fatigue could be, in large part, the combination of studies with students' work activities.

From here it follows that students must be taught:

- to control their attention;
- to resist distractions;
- to develop cognitive self-regulation.

To the question: how much do the teacher's clear explanations help you to pay attention, they answered: a little - 2.7%, moderately - 13.5%, a lot - 43.2%, very much - 45.9%. We note that 89.1% of respondents believe that the explanation of the material taught by the teacher is important.

To the question: interactive activities (games, discussions, group work) keep my attention, they answered: never – 0%, rarely 5.4%, sometimes 21.6%, often 32.4%, always 40.5%. We note that the majority of respondents answered affirmatively to this question, which speaks to us about the importance of using interactive activities in the teaching process to increase students' attention.

To the question: do you think that your level of attention influences learning outcomes, they answered: not at all 5.4%, a little – 5.4%, moderately 21.6%, a lot – 32.4%, very much 37.8%. We observe that attention influences learning outcomes in a proportion of 70.2%. Therefore, capturing attention in the teaching process is very important.

To the question: when I am attentive, I learn more easily, they answered: rarely – 2.7%, sometimes 8.1%, often – 54.1%, always 40.5%. This answer tells us that 94.6% of respondents are aware that being attentive in class they have a better learning capacity.

When asked what helps you pay attention the most in lessons, they answered as follows: teaching style, level of teacher-student interaction, usefulness of the material taught, concentration, clear explanations, interactive lessons. Therefore, the level of attention can be achieved by the teacher through motivation and interactive teaching techniques.

To the question: what would you change in the lessons to better maintain attention, they answered: nothing, their own attitude towards the study process, organizing the lesson with teamwork, more interactive lessons, lessons with breaks, reflection questions. From the answers received, we note the importance of using practical activities with applied tasks, such as role-playing games, team projects, reflection questions.

Therefore, we conclude that the student's attention directed at listening to the material taught by the teacher is important and very important. At the same time, attention can be maintained between the teacher-student using interactive activities and creating a lucrative environment, eliminating external distractions.

5. Conclusions

The study conducted allows us to make the following conclusions:

- 1) Attention is a process that ensures the selective concentration of the individual's activity. It does not function in isolation, but supports perception, memory, thinking and learning. Attention is the premise of organizing learning activity, without which educational objectives cannot be achieved.
- 2) The teacher has the role of creating meaningful learning contexts that stimulate genuine interest. The analysis of the psychopedagogical foundations of attention highlights the fact that:
 - attention is an essential regulatory psychic process;
 - has biological, cognitive and social bases;
 - is influenced by motivation, emotions and context;
 - can be educated and optimized through appropriate teaching strategies.
- 3) In modern pedagogy, attention is not only a condition, but also a formative objective. The teaching process requires a combination of teaching techniques, in

order for the teacher to conduct an interesting lesson and achieve the main objective of students' assimilation of the taught material.

- 4) Students must be taught:
 - to control their attention;
 - to resist distractions;
 - to develop cognitive self-regulation.

The results of theoretical research and the survey on attention in learning allow us to make the following recommendations for teachers regarding the optimization of capturing students' attention in the teaching process:

- 1) Stimulating curiosity in the process of teaching the lesson using problem questions, visual stimuli, concrete situations.
- 2) Diversifying teaching methods (explanation, demonstration, collaborative work, didactic game);
- 3) Creating learning contexts relevant to students' life experience, favoring the emergence of motivation.
- 4) Eye contact, expressiveness of voice and mobility in the classroom are effective tools for orienting and maintaining students' attention.
- 5) Technology should be used as a tool to support attention (interactive resources, educational applications), avoiding information overload and distractions.
- 6) Short breaks for movement or reflection help restore attentional resources, especially in long-term activities.
- 7) Continuous training of teachers in training programs of modules dedicated to the psychology of attention and techniques for capturing and maintaining it.

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Rezumat

În condițiile dezvoltării tehnologiei informaționale, pedagogia modernă are sarcina de a utiliza diferite tehnici care vor capta atenția în vederea formării specialistului în domeniul economic. În acest articol se cercetează importanța atenției în procesul de predare-învățare a studenților, provocările actuale în menținerea atenției și tehnici didactice care contribuie la menținerea atenției discipolilor. În acest sens autorul a studiat materiale științifice în acest sens, precum și a analizat un chestionar elaborat personal privind problema cercetată, făcând concluziile de rigoare.

Scopul investigației efectuate:

- Identificarea și explicarea tehnicilor didactice eficiente pentru captarea atenției.
- Analiza fundamentelor psihopedagogice ale atenției.
- Recomandarea unor soluții aplicabile în practică privind captarea atenției în baza studiilor efectuate și rezultatelor chestionarului elaborat.

Prezentul studiu a fost efectuat în baza următoarelor metode de cercetare științifică: analiza, sinteza, gruparea, sistematizarea, gândirea analitică, chestionarea etc.

Principalele constatări a autorului țin de sinteza definițiilor aferente atenției a diferitor cercetători, identificarea și explicarea tehnicilor didactice privind captarea atenției în procesul predării.

Concluziile autorului includ principalele rezultate aferente temei cercetate în baza analizei chestionarului elaborat de autor privind tehnici de captare a atenției.

Cuvinte-cheie: atenție, tipuri, factori, tehnici, chestionar, discipline economice

Аннотация

В условиях развития информационных технологий перед современной педагогикой стоит задача использования различных методов привлечения внимания для подготовки специалиста в экономической сфере. В данной статье исследуется важность внимания в учебно-воспитательском процессе студентов, современные проблемы поддержания внимания и педагогические методы, способствующие поддержанию внимания студентов. В связи с этим автор изучил научные материалы по данной теме, а также проанализировал разработанный им лично опросник по исследуемой проблеме, сделав необходимые выводы.

Цель проведенного исследования:

- Выявление и объяснение эффективных педагогических методов привлечения внимания.
- Анализ психопедагогических основ внимания.
- Рекомендации по практическим решениям для привлечения внимания на основе проведенных исследований и результатов разработанного опросника.

Данное исследование проводилось с использованием следующих методов научного исследования: анализ, синтез, группировка, систематизация, аналитическое мышление, опрос и др.

Основные выводы автора касаются синтеза определений внимания, полученных различными исследователями, выявления и объяснения педагогических приемов, направленных на привлечение внимания в процессе обучения.

Заключения автора включают основные результаты, относящиеся к исследуемой теме, на основе анализа разработанного автором опросника, посвященного методам привлечения внимания.

Ключевые слова: внимание, типы, факторы, методы, опросник, экономические дисциплины

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