

## Competencies to attract students' attention necessary from the point of view of educational bodies

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### Abstract:

The aim of this research is to know the availability of attention drawing competencies in pupils which are important for teaching staff and knowing the statistically significant concept in these competencies according to sex (Male teacher) or (female teacher). And to achieve this, the researcher applied (null hypothesis) that as (there is no statistically significant difference in competencies of attention drawing in pupils from the inspect of teaching staff according to sex (Male teachers or Female teachers) and the researcher perform this study by descriptive analytic method. The research population were (5690) teacher, (2342) were male teachers and (3348) were female teachers. And randomized samples of (400) teachers, (200) were Male and (200) were female teachers and they count about 7 % from all study samples. The researcher also made a special scale to attention drawing competencies in pupils which contain 20 items and the researcher try to find the face validity and reliability for this scale, which was result (0.85) and this result is good and acceptable. Each item for this scale has question which had 3 options to answer from them (high, medium, low). And these options have been given (3,2,1) respectively. This study has been analyzed by SPSS and one sample T- test and two samples T – test was used. The results amplify that teaching staff has a good and acceptable level of attention drawing competencies for pupils. It also amplifies that there is statistically significant difference in these competencies according to sex (Male and female teachers) for male teachers. The researcher suggests to do similar study that deals with other factors like school location, the educational qualifications (academic certificate) for teaching staff and the service years (experience).

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### Chapter 1

#### (Definition of research)

#### Research problem:

When the teacher enters the classroom and deals with his pupils, he does not deal with one type, but faces different groups, and among those groups is a group of students who are characterized by being mentally distracted and disconnected from the subject of the lesson and preoccupied with other things about him, so the students are present in the lesson with their bodies and not with their minds, as the degree of concentration of their attention varies. On the lesson, some of the students are able to focus for a long time before their minds are distracted and boredom enters their souls, and others do not have the ability to focus on the lesson and follow it except for a short period, then they find themselves drenched in daydreaming

outside the boundaries of their class or school. (Al-Fahd, 2012: 12)

The teacher can identify the student who is absent-minded or distracted from the lesson through many aspects, the most important of which are:

A) Sarhan El-Ayoun: That is because the student who suffers from mental distraction, his eyes are focused on the teacher almost without movement, and therefore the teacher can conclude that this student is not with him.

B) The pupil's distraction from his classmates and trying to distract them from the lesson.

C) Continuous playing or tampering with things in his hands, such as opening or closing the pen, drawing with the pen on a notebook or a piece of paper, and so on.

D) Looking outside the classroom, and not focusing on what the teacher says, such as looking

at the passersby in the corridors of the school or looking out of the classroom window and observing the students who play in the schoolyard, especially if the classroom window overlooks the outside of the school yard, and the phenomenon of Sarhan or mental dispersion has many reasons. It leads to the student not focusing his attention on what the teacher says, and this, in turn, affects his academic achievement.

(Everyone, 2019: 73)

Among the most important causes or factors causing mental distraction, some of them relate to the teacher, some of them pertain to the student, some of which are related to the classroom environment and the educational climate in it, and some of them are related to the contents of the school curriculum and the teaching aids used in the lesson (Al-Dossary, 2019: 89)

The pupils of the first grade of primary school constitute a basic base for the education process, as the availability of the appropriate school environment for them will contribute to preparing them in a sound and effective manner. (Al-Hawari, 2012: 96)

Young children, when they move from one environment to another, a new one that they are not used to before, their attention will be distracted in the first school days, and from here appears the role of the teacher or teacher in how to deal with this phenomenon early (Najati, 2006: 131)

An in-depth look discovers that what happens inside the classroom has the biggest role in the latest feeling of mental boredom among students. When he sits on the same seat for long hours, he does not move except as far as the teacher or teacher hears it, and the session is characterized by rank, and the teacher rarely moves from his place.

(Al-Ahmad, 2014: 144) All of these behavioral contributions from the teacher may make pupils bored and bored with what is happening inside the classroom, and this may be due primarily to a clear deficiency in what is called diversifying stimuli and attracting students' attention. (Al-Fahd, 2018: 190) From the results of previous studies, there are indications that there is a big problem that our schools suffer from, which is attracting the attention of students, including the study (Khaled) 2014, the study (Kahila) 2014, the study (Melhem) 2015, the study (Oliver) 2015 and the study (Farby) 2016, as this is a problem. The weakness of

attracting students' attention may lead to mental distraction and boredom for them from the class in particular and from the school in general (Al-Dosari, 2012: 2), and it is one of the major educational problems facing the work of a teacher or teacher. (Al-Jumayn, 74: 79)

Among the most important factors affecting pupils' learning, their stability towards their work, their acceptance of it and their eagerness for it are the methods that are followed in education, as the teaching method is the main factor in creating an atmosphere of attention and listening in the classroom (Al-Ahmad, 2012: 145)

If the teaching method is one of the methods that stimulate the pupil's activity and directs it to a highly productive direction, then the student will feel elated for his success, gain self-confidence, self-esteem, and gain motivation to continue research and work. (Al-Hawari, 2012: 97)

This method is based on the student's self-activity. The behavioral problems that usually appear with traditional methods do not appear with him. As for the classroom in which things go at the same pace throughout or most of the class's time, it is a place where boredom dominates or leads many students to withdraw from it mentally, And looking for other activities that are more beneficial and beneficial to them (Al-Fahd, 2018: 19)

Also, the type of education that is based on the activity of the teacher only creates a boring atmosphere, with weak social ties, and an outward formality, based on authoritarianism, and we find the students unorganized, agitated, always looking for types of pleasure and undirected pleasure. (Bakhati, 2006: 14)

And with our belief in the importance of the teacher's commitment to implementing a series of specific steps to achieve the goals of the lesson, however, the large number of routine work in the classroom may lead to:

Spread boredom and boredom among students. It reduces their motivation to study, limits their desire to study, research and participate, and leads to the emergence of many behavioral problems, most notably riots, lack of motivation to study and distraction. (Al-Ahmad, 2012: 146)

The lack of attention to a specific thing means that the individual is alert to something else because the individual cannot be unaware of anything except in the absence of awareness in the disease

or in sleep, and this means that the pupils do not pay attention to the subject of the lesson because of his attention to something else inside or outside the classroom. Necati, 1986: 57)

And some people complain about the distraction of their attention a little or a large extent during work, talking, reading, or studying lessons. If they are students, they are unable to concentrate except for a few minutes and then their attention is diverted to something else, and they find it difficult to focus their attention again and whenever they strive in treatment, they are They fail no matter how hard they work. It goes without saying what the mind wandering takes away if it has become an insurmountable habit of dire consequences, and many students remember that it was the main factor in their backwardness and stumbling over and over again, in addition to what this habit causes in terms of its owner feeling inferior and incapable of repairing himself, and even his indignation or aversion to himself. (Alousi, 1988: 244)

The inability to naturally attain involuntary attention is due to several factors, some of which are due to the individual himself. These factors are serious and psychological, and some of them are due to natural or social external factors. They are at levels that fluctuate between two lower extremes in which the mind is in the lowest state of focus, and the highest, the mind is concentrated in the thing that pays attention to a strong focus. For another and from one individual to another, if the attention factors are strong, then it is more alert and for a longer period, but if internal or external factors appear, they lead to distraction (Fryer, 2005: 42)

Evidence, logical facts, and intended scientific observations indicate the existence of a problem of distraction of attention among primary school students, especially first-grade pupils (Al-Meligy, 2001: 33)

Hence, the researcher decided to address this important topic for our students and teachers.

Based on the foregoing, the research problem represents in the answer to the following question: What are the competencies of attracting students' attention necessary from the point of view of educational institutions, and what is their availability in these bodies?

research importance :

Getting pupils' attention towards the lesson is fundamental to the teacher's effective work towards students

(Melhem, 2015, 32) If it contributes greatly to achieving the teacher's goals, generates desire and pleasure, and increases pupils' enthusiasm for the learning process, and thus increases academic achievement (Al-Fahd 2018: 12), the teacher is the cornerstone of the educational and educational process aimed at developing Pupils' personalities in all their aspects (Farby, 2013: 55). The teacher is the one who is able to attract students 'attention in a variety of ways, methods, and behavioral skills required in order to create an interactive educational classroom climate to achieve the goals of the general and private educational process (Oliver 2015: 2)

The student may pay attention to the teacher's movement and follow it or pay attention to his voice and the way he pronounces the letters and not pay attention to the meaning of what he says or the details of the topic that he explains, or he may pay attention to the topic that the teacher explains at a certain moment and at another moment he pays attention to his appearance or anything strange or new In the classroom, it is never possible to find the pupil in a state of inattention to anything except in rare cases of the sick subconscious or sleep, and what was said about the mind wandering, it generally means the transfer of attention from things in front of him to other matters far away from him but in the focus of his attention, This is what makes teachers try to rely on different methods and means that work on pulling the pupil to the topic instead of going out to something else, including audio and visual means, and questions that urge the pupils to participate in discussion, talk and interpretation. Among the things that some teachers may fall into is relying on the external appearance that attracts The student's attention often appears on the student's appearance of being attentive in his session, the direction of his eyesight and his calmness. However, this may be a deceptive manifestation, so that the student may be attracted by his attention, but in reality he goes with his mind to other areas inside or outside the classroom It may relate to some of his past experiences or his future aspirations, and this phenomenon can be addressed by raising the motivations of individuals related to the subject to focus attention on or relying on the principle of discussion or on self-activity in education. (Mansour et al. 2002: 40-41)

And when a person is attentive to something, such as being preoccupied with reading an important topic or thinking about a difficult issue, he does not feel the people and things around him except for a vague feeling, and in this case it is said that the subject of his attention occupies the focus of his feeling, but what else is in the (margin) of his feeling Or (his entourage). For the noise that crowds the street or the people who go and come around it, the temperature of the air and the pressure of clothes on his body ... all of these are in the margins of feeling. He worked or gave up daydreaming (Al-Qosi, 2009: 52)

Attention does not prove to one thing except for a brief moment in time, and you should not notice the eyes of a person exploring a landscape or a painting, you will see that they move from one point to another every second or two and even if the eyes are fixed on a special external subject, the attention does not soon move from to An idea or thought in the mind of the individual. Then try to pay attention to the ticking of the clock whose sound comes to you from afar, and you will find that you hear its ticking for a moment, then the sound cuts out, then returns, and so on (Abu Hatab, 2002: 71)

However, it is possible for a person to restrict his attention if he pays attention to a topic that raises many memories and ideas in himself, or he knows a lot about it, or if the subject is changing, moving, or complex in these cases, one can limit his attention for a long time as he moves his attention from one side to the other from one side. The subject or turning the subject on its many faces, so the specialist in a subject can confine attention to a long period of time, as if the continuous, connected attention is not a static and motionless attention, but rather a moving attention that changes rapidly, but in one circle of interest that does not deviate from it and does not succumb to dispersal. (Swaif, 2005: 60)

As for those who complain about the weakness of the ability to pay attention, whether they are students or others, their problem is not the inability to pay attention in an absolute way, but attention to other things that are more dearer to their souls than those that they should pay attention to, and nothing helps to limit attention to a specific topic such as inclination and interest in it He excited him. Therefore, we see that the student is not able to pay attention to a new or dry substance, even if he advances in it and begins to incline to it, he

increases his attention to it, as if attention and attention are two sides of one thing, and in this one psychologist says that attention is complete attention and attention is an active interest. (Safety (2015: 33)

Then the teacher or preacher who wants to keep the attention of his listeners must first arouse their interest in the topic and then proceed with his presentation, but without much digression. The means of explanation, but it distracts the listeners from the main topic, so if they have left the lesson or lecture while they remember the explanatory proverbs and do not mention anything about the aspects and aspects that the digression was intended to clarify. (Necati, 2006: 47)

The ability to restrict attention depends on several factors, including genetics, age, interest, familiarity, and physical and psychological factors. (Rajeh, 1986: 387)

The importance of the current research stems from the importance of focusing attention towards the classroom learning process in order to acquire information and experiences in a correct and correct manner if the distraction leads to the loss of students' abilities and efforts scattered wasted and thus leads to the educational and educational loss in terms of learning and teaching efficiency and a decrease in the academic achievement of the pupils. The importance of the current research stems from the importance of focusing on children because they are the men of the future, as their numbers are properly and effectively means preparing an advanced, educational, cultural, and social generation. This research has theoretical importance, including achieving a qualitative addition to the library of educational and psychological sciences and to our dear students. It is a modest contribution in this field as well as it has practical importance in The field of educating male and female teachers about the issue of attention and its distraction, strategies for dealing with the phenomenon of distraction, and providing some necessary and useful recommendations in this area

The success of the educational process in achieving its goals depends greatly on the teacher, who is the positive factor that defines it and moves it from the theoretical field to the tangible reality (Al-Kubaisi and Saleh, 2000: 11)

As it is not possible to achieve good educational attitudes without the presence of an efficient



teacher, no matter what a good curriculum or teaching aids used (Al-Ani, 19: 120)

And that the best books, curricula, educational aids, activities and school buildings, despite their importance, will not achieve the desired educational goals unless there is a teacher with educational competencies and distinct personal characteristics, with which he can provide his students with various experiences and possess the skills to attract students' attention towards the lesson (Al-Helah, 2007). : 127)

Therefore, it became necessary to equip the teacher and equip him with skills that make him make an effort to raise the motivation of his students to learn, as the organizer and manager of the classroom atmosphere, and the interactive environmental conditions, and the founder of communication media with students and work to draw their attention towards the subject of the lesson. (Qatami 2004: 49) and that a good and efficient teacher He is the one who possesses educational competencies, including competencies, that attract the attention of pupils and perform them perfectly in the educational situation. (Sakhhi, 1996: 21)

Based on the foregoing, the importance of the current research can reveal the importance of the availability of competencies to attract students' attention to educational bodies and also this importance can stem from the teacher's effective role in achieving and implementing those competencies, including competencies and skills of attracting attention.

Research objectives: - The current research aims to identify the following:

1- The availability of the necessary competencies to attract students' attention to the educational bodies, including male and female teachers in general.

2- Identify the significance of statistical differences in the competencies of attracting students' attention according to the gender variable, males (teachers) and females (teachers).

To achieve this goal, the researcher formulated the following null hypothesis ((There are no statistically significant differences in the competencies of attracting students' attention from the point of view of the educational institutions according to the gender variable: Male (teachers) Female (teachers)

Research boundaries: - The current research procedure was limited to the educational bodies, teachers who are currently in the job service in the field of education in the center of Wasit Governorate, the city of Kut for the academic year (2018/2019)

Define terminology

Attract Attention competence

It was known by:

Al-Fahd (2018): - that it "is the ability and skill of the teacher or teacher to limit the learners' attention and focus it towards the subject of the lesson using interesting, appropriate and effective means and methods to achieve a certain and acceptable level of educational performance." (Al-Fahd, 2018: 17)

Al-Dossary (2019): - as "abilities and skills that can be identified, demonstrated, observed and measured by the teacher or teacher following these abilities and skills to focus the learners' focus on the learning process and get rid of the phenomenon of mental distraction or fluctuation or distraction. " (Al-Dossary, 2019: 37)

Theoretical definition: - The researcher adopted the definition of the leopard (2018) as it is consistent with the objectives of the current research and its procedures.

Procedural definition: - It is a set of skills, abilities, methods, and interesting and appropriate activities that the teacher follows to limit the pupils' attention towards the lesson and achieve an acceptable level of educational performance. It is measured by the degree that the teacher (examined) or respondent obtains through his answers to the paragraphs of the Attention Attraction Competency Scale. Search tool) specially prepared for the purposes of this research.

Educational bodies: - The researcher defined it as a group of male and female teachers who continue to serve in the profession currently in the field of education and who hold scientific, educational and professional qualifications in the field of primary education.

## Chapter II

Theoretical background and previous studies

First / theoretical background

The word attention is one of the words commonly used in the school environment, so the teacher often explains the weakness of the scientific level of some of his students by not paying attention to what he does in teaching during the lessons. Outside the Class. (Charity, 2002: 85)

Teachers have the right to give priority to attention in the teaching process. What is meant by the word (Attention) means that the teacher asks the student to direct his feelings and feelings towards a specific topic so that this topic becomes the focus of his interest and feelings in order for an awareness and understanding of that topic to occur because attention and perception are two processes. There are two correlates where attention prepares the individual and stimulates him to perceive, that the attention of a group of individuals to one thing may not lead to their perception of that thing identical awareness due to their difference in some of the variables on which perception depends, including culture, past experience, values, and level of intelligence. (Salama, 2005: 31)

Contrary to the factors that attract him, attention changes in its stability, as its moment weakens and strengthens at another moment, meaning that the feelings of the individual do not continue to prove them towards a certain thing and at a single frequency of strength, as the attention changes in its duration, so it will be a longer period if it is related to some of the needs and motives of the individual and Its duration is shorter when the individual's motives shift from the previous topic, and the ability to limit attention to an intended topic grows with the growth of age, that is, the child's ability to focus his attention is weak, but it strengthens everything that has advanced his age. Therefore, kindergarten lessons are determined in a short time ranging from ( 15-20) minutes, while the duration of lessons in elementary schools ranges between (40-45) minutes, and the duration of lessons at the university increases to be (50) minutes and perhaps more when needed. )

The outside world is replete with dispersal of sensory, visual, auditory, tactile, personal, and gustatory stimuli, among others, and the human body itself is the source of many stimuli emanating from its guts, muscles and joints. Every moment, he may even find out of it that he is interested in knowing, doing, or thinking about, and what responds to his needs and his temporary and permanent psychological state. Just as he chooses

some topics and focuses his feelings on them, he ignores what others and does not care about him. This selection process is called attentiveness (Suef, 2000: 49-50).

The choice usually includes the individual's readiness and preparation to notice something without the other, or to think of something without the other. So choosing (and preparing my mind) (set) or directing the feeling in a certain thing in preparation for noticing it, performing it, or thinking about it. (Yahya, 2002: 207)

The most important causes of mental distraction

1. The student may withdraw from the lesson because of personal problems in which he lives, or because of social problems that affect him or problems between him and the class members due to incompatibility in many matters.

٢. One of the reasons for mental distraction is that there is a group of students who are completely mentally displaced, and their distraction may be due to mental stress or because of the lack of clarity of the teacher's voice. Which makes it difficult to follow it or because of the boring repetition on the part of the teacher or because the lesson is presented in a dead and lifeless way without understanding the needs of the students and without taking into account their interests, which leads them to be busy or preoccupied with the lesson.

3. Some manifestations of physical fatigue that may distract the student from hearing the explanation and following up with the teacher may be added to the previous reasons, such as: tightness of the shoe or some of the clothes he wears, which makes part of the student's thinking that he is devoted to thinking about the tired member and how to rest it more than the pupil's distraction to explaining the teacher. .

4- The lack of organization of the physical (physical) environment and the furniture and appliances it contains, and the inadequate conditions thereof in terms of ventilation, heat and light, which makes them feel bored, tired, and distracted from the lesson.

\* The teacher's encounter with one of the groups - of the class members - that carries the characteristic of mental distraction or the so-called Sarhan does not make him angry and establish the world and sit it down, as they are normal and normal matters, but rather the teacher's wisdom

lies in knowing their causes and finding a solution to them (Al-Fahd, 2018: 18-19)

The most important general foundations that must be in place to guide the teaching and learning processes and crystallize their goals into a tangible reality.

1) Planning: Planning is the basis for the success or failure of any work you do. Planning, in addition to preparing daily lessons, contains what you need in terms of learning and teaching activities, scheduling and timing of these activities in proportion to the needs of students and the requirements of the skill sequence, as a good and organized teacher must have knowledge With his students' levels of knowledge and their need for information, and by choosing activities to focus their attention (Al-Dossary, 2019: 71)

2) Organizing: The organizing process has a great role in focusing students' attention and achieving the desired goals. This organization has two forms:

1- Organizing students to learn by arranging them according to the method of learning or distributing them into groups and introducing them to their individual and group roles and the provisions and principles through which the educational process will proceed, so that each student is alert and alert to what he must do.

2- As for the other form, it is the organization of the classroom and the furniture, materials, devices, and teaching aids it contains in a way that benefits the classroom education process and facilitates its occurrence in a way that does not distract students from the lesson. The classroom full of educational aids, untidy paintings, and excess furniture is distracting, and the classroom is poorly ventilated and weak. The lighting creates boredom and distraction on the part of the pupils.

(Al-Jumaian, 2019: 99)

3- Coordination: The task of coordination includes setting appropriate provisions to regulate some types of behavior and daily routines. A good teacher is the one who takes into account when planning the coordination between educational and administrative work assigned to him, as he is an organizer of the school environment as he begins activities that provide him with personal information, for example, obtaining the names of students Correct with arranging the place,

explaining the basics of the system early, creating an atmosphere of fairness and fun, and then moving to higher levels of attention. The teacher's scheduling of his daily work helps students start their activities and focus their attention on what is specifically required. (Al-Hawari: 2012: 43)

4- Direction and discipline: This task includes two processes

The first: It is to control the implementation of the plans, provisions, and procedures chosen for learning and education and to know the appropriateness and success of this implementation, because if there is a gap in the extension of the course of educational activities and their procedures, it leads to a decrease in the students' attention and their preoccupation with other marginal matters. As for the other process: it is directing, controlling and modifying the classroom behavior of the students in ways that help in learning and teaching. The classroom in which chaos and confusion prevail, the educational process cannot be completed smoothly, but everyone is busy finding ways to find ways out of these crises. A successful teacher is the one who seeks to follow the previous foundations for managing his class. He sets the classroom rules and procedures, teaches them well to his pupils and applies them and prepares lessons in an interesting and non-confused manner with a suitable speed to attract the attention of his pupils, and provides the opportunity for the participation of class members to implement various classroom activities, which contributes to preventing the occurrence Behavioral problems. (Al-Ahmad, 2012: 63-64)

Effective classroom management is one that considers controlling learner behavior to be an educational challenge process that requires analyzing the necessary skills and activities required of learners, then presenting them in small steps and providing nutrition.

(Revision) that helps pupils continue to perform their educational tasks and activities without resorting to distracting minds, and that the teacher's behaviors according to this approach are considered educational rather than organizational, as the pupils were involved in the activities and completed them on time and not wait for another activity that might lead It indicates a malfunction in the classroom system (Salama, 2015: 40).

Therefore, the teacher should prepare himself for the lesson well, and he must choose some educational methods and methods that increase his students' interest in the lesson and focus their attention on some basic matters. The teacher may develop an integrated plan for his lesson before attending the class, but he encounters some factors that do not help him to Achieving them, the teacher may begin to explain the lesson and go about offering his thoughts, and some class members do not understand what the teacher says and boredom addresses them, while others feel confused and anxious and find sleep or slapstick movements as an outlet for them, and this of course worries the teacher because his effort is wasted without achieving anything He desires and that what has been planned has been wasted, so the teacher should know that the most important thing to achieve his educational goals is to always attract students' attention with what is interesting and related to their lives in order to capture their thinking and interests (Al-Fahd, 2018: 88)

From the foregoing, attention grabbing can be defined as a process that directs the individual's feeling towards a certain new behavioral situation. It is also known as a process intended to [direct the individual's feeling or mental perception to a new behavioral situation through some various stimuli in preparation for its behaviors that need to be managed].

Brother Teacher:

The behavioral skills required of the teacher to be able to attract the attention of his pupils and create an interactive atmosphere to achieve his goals are:

1- Using different methods to attract students' attention to start the lesson:

The good and organized teacher to manage the class in an effective manner is keen to attract the attention of his pupils at the beginning of the lesson before starting the lesson, for example, the teacher can start this lesson at the beginning of the lesson by narrating a realistic incident and it is possible for the teacher to tell a story related to the topic of the lesson even if he weaves his imagination as a kind of introduction For the topic of the lesson, or to ask a question about the topic of the lesson, provided that he expects the students to have information about it, or to present a short video by video, then ask questions about it, or to invest news in a newspaper or an ongoing event in

the community related to the lesson as exciting to the students. (Khairy, 2002: 87) )

2- Starting immediately after pupils' attention without slowing down, interrupting, or stopping:

After the psychological preparation of the students and the teacher's feeling of everyone's attention, the teacher must begin to explain without delay, interruption, or stopping for a side matter that does not pertain to the class, such as if the teacher stops when he hears a quarrel outside the classroom or calls a passer-by in front of the class because that would keep the pupils away from the school atmosphere and give the space Because of the emergence of classroom problems or quarrels, as it is difficult for the teacher after that to return things to normal in the classroom (Salama, 2005: 33)

3- Smooth transition from one paragraph to another in a timely manner without slowing down:

The class that successfully performs its educational function reflects and highlights the extent to which the teacher has made in terms of organizing, planning and timing to implement the lesson and practice his activity accurately and effectively, and that these activities are separated between them by periods called (transition) and are called the starting and ending point of each activity (transition). And another cause several administrative problems, especially if the waiting period is long in addition to the occurrence of inappropriate and annoying behaviors of the pupils, as they affect the flow and course of the lesson, and in order for the teacher to avoid all of this, there must be momentum and smoothness and the momentum indicates the speed of the class, the lack of slowdown and continuity In presenting the activities without addressing topics that may affect the implementation of the activities, and thus the teacher maintains the attention of the pupils as one group at a time (Abdel Qader 2009: 25)

4- Facing students during the explanation (looking at them)

Many classroom control problems arise due to the teacher's preoccupation with his pupils, and the manifestations of that are turning the back when explaining or focusing attention outside the classroom. Therefore, the teacher must look at his pupils during the explanation and not turn his back to them because this gives room for tampering and lack of focus on the part of some pupils. The best position for the teacher when writing on the



blackboard is to be facing students and the blackboard to be on the left, so when the teacher starts writing on the blackboard without seeing what is happening in the classroom, one of the students may play around and distract others and provoke a riot in the class that distracts everyone from the lesson, so the teacher must He took his position where each pupil could constantly see what was happening in the classroom. (Al-Fahad, 2018: 17)

5- Moving during the lesson between students to help them with the difficulties they have in the lesson:

The teacher should complete the tasks of his lesson energetically, that is, with a variety of activity and movement to complete the various teaching tasks to keep the pupils attentive to what is happening in the class of intentional movements required by the teaching situation, and he must move during the lesson between the students and to closely check what they face in terms of difficulties, especially the students who are overwhelmed. They have to be shy and introverted, so it directs them individually, and structured feedback is more desirable than intermittent feedback, because it provides more information and reduces the time spent on re-correcting mistakes (Al-Dossary, 2019: 101)

6- Asking questions randomly, unexpectedly, or in order:

The effective classroom management is reflected through the teaching techniques and strategies the teacher uses to keep the group alert and responsible, and this includes directing classroom questions randomly and unexpectedly, the question should be asked first and look at the group before inviting any student to read or answer a question to ensure everyone's attention. Waiting for them to call one of them according to random selection, and the teacher intends to ask students who are often absconding or discouraged, so long as he does not rely on undermining them or demeaning them for their lack of answers and confusion, but rather encourages them to get the correct answer before sitting in their seats. (Al-Ahmad, 2012: 85)

7- Diversification in the levels of questions to include knowledge / remembering / understanding / application ... etc:

The diversification and challenge in the requirements of the questions helps to make the

pupils alert and attentive to this type of questions because they are questions that provoke thinking among the students. It is noticeable that most of the questions that the teacher poses to the students are the questions that focus on the level of memory without the higher levels that include understanding, application, analysis or synthesis. Or evaluation, and this only requires a simple effort from the student. Therefore, many trends have emerged in the field of education, among them the field of asking questions that the teacher uses in the classroom and calling for the necessity of a variety of questions so that they include different types of questions that serve different organized and targeted levels of thinking. It is imperative to use reminder questions, which require remembering answers that require the learner to retrieve what was previously memorized, as well as aggregate questions, which require linking and collecting dispersed information given or retrieved in order to generalize or generalizations governing this information. As for questions that require mental capabilities, they represent questions that require a kind of Thinking is as if the teacher asks the student to come up with a new answer using the previous information he has, or supports a given answer with evidence. This type of questions corresponds to the level of application, analysis, synthesis, evaluation, or access to new applications of generalizations or principles. This type of question is consistent with the deductive (deductive) thinking style and is called differential questions, and this diversification drives excitement, active participation and elimination of boredom that may affect students. And it prompts them to raise classroom problems (Al-Fahad, 2018: 93)

8- Choose the appropriate method to attract the attention of the absent-minded students during the lesson:

The attention process is very important for the continuous communication process between the teacher and his pupils, because this would increase academic achievement, and the teacher can return the absent-minded pupil to the classroom by using random choice when asking questions in order to make the pupils constantly attentive. The teacher must ask the student more. Once as often as possible, so as not to take into account that his role in class participation has ended, so he can rest in sleep, side problems or distraction, and this is related to the importance of throwing the question

to the whole class and then choosing one of the volunteers and not neglecting those who do not raise his finger, and for the teacher to resort to short and quick questions Any student who tries to leave or asks to re-explain the last idea explained by the teacher ... etc. (Al-Fahad, 2018: 93)

#### 9- Variation in pitches:

A competent and successful teacher should move away from the method of narrating information monotonically without taking into account the needs of the students, their interest and their interaction, which causes the students to be discharged and distracted, as the teacher's voice may itself be a source of the Sarhan problem that the pupils suffer, as it was not expressive enough that it works to awaken The students are keen on drawing their attention to the lesson, and therefore the teacher has to make sure that the tone of his voice is appropriate and that it rises and falls as needed to express a specific idea or meaning in itself, and to make sure that his voice reaches all the members of the class, so that the students remain attached to his explanation (Al-Ahmad, 2012). : 66)

#### 10- Diversifying the degree of difficulty of the used words in proportion to the abilities of the students:

The teacher, upon entering the classroom, is confronted with individual differences that almost make each one of them different from the other in preparing for quick or slow comprehension and therefore the conscious attentive teacher expects these differences between his pupils and prepares for them, so he avoids pushing the pupils to a level of comprehension that exceeds their abilities and he must increase their capabilities Provided that it does not burden them or be discouraging them, the use of various vocabulary contributes to the students' understanding of their meanings, such as the teacher's use of different teaching methods to take into account the differences between his students (Khairy, 2002: 48)

#### 11- Diversification in the use of methods of praise in one portion:

Praise is a tool of effective reinforcement to reward the individual for what he has accomplished and direct his self-esteem, so the teacher should reward the student who answers the correct answer in appreciation for him and motivation for his colleagues, but it is preferable to

diversify the words of reward and be as much as the student's answer. Or one method that helps to value reinforcement and not to get bored pupils after a period of use. (Al-Hawari, 2012: 98)

Passive use of reinforcement harms the learning process for the following reasons:

1- The teachers 'reliance on one or two preferred styles of reinforcement, which weakens the reinforcement's effectiveness as a result of excessive use, such as praise always upon achieving any success.

2- The use of reinforcement for the trivial responses of high-achieving students, and this is a mistake, as the responses of the distinguished must be distinct. To get out of this problem, the teacher must choose different words in verbal reinforcement with praise, such as saying: one word such as (amazing, wonderful, excellent, correct). Two words like: Good suggestion, Amazing idea, Great job. A sentence like: I really like your answer, oh ....! How did I arrive at this solution, oh ....! And the teacher should take into account the way he gives praise, as it is related to the tone of the voice, the speed of delivery, and the sincerity of feelings, and the teacher must link between the style of praise and the type of achievement that the student did, such as [Thank you for your performance in order to solve].

Some competencies required of the teacher to attract the attention of pupils:

#### 1- Diversification in the teaching methods used in the session (the lesson)

The teacher should choose the method that emphasizes the need for pupils to participate in the classroom activity and encourage students to be positive and interactive, and take into account the level of growth and degree of their awareness, and the types of educational experiences that they went through in order to avoid repetition in the methods and to avoid boredom and use more than one method in one lesson So that each method is appropriate for a group of students.

#### 2- Dividing the subject of the lesson in one class if it is long:

The teacher in this case should divide the lesson and divide it into stages in a way that helps to understand it and helps link its paragraphs, and each stage ends with questions that verify the

students' understanding and understanding of them and be an entrance to the next stage.

3- Pause at each paragraph to review and ask students:

The teacher must know during his evaluation of the lesson the extent to which his pupils understand, not after completing the lesson. After the teacher provides them with an explanation of some points, he should ask the students questions to ensure that they understand the main points. The teacher can ask the pupils to provide written answers to the questions related to the lesson (Cheetah, 2018: 98)

4- Stop explaining as soon as you notice that students are distracted or bored:

If the teacher feels that there are some cases of distraction or absconding, he should stop explaining, especially after he has made many attempts to entice the students, and here he has to resort to some aspects of activities that contribute to returning students to the classroom atmosphere, such as forming groups of students to discuss parts of the lesson or doing Acting other parts, or the teacher may stop to ask the busy student, disconnect, or repeat an idea.

A successful teacher is one who uses many different stimuli and movements to attract the attention of his students at every moment of classroom teaching to increase their academic achievement, otherwise his time and effort will be wasted without outcome and without achieving the previously planned educational goals (Al-Dosari, 2019: 20)

It is clear to us that the teacher can create an atmosphere of attention in the classroom if he diversifies his methods and activities in teaching and does not use the method of lecturing or delivery except when necessary, as is the case in the fact that the information is completely new to students or very difficult, and the teacher must provide opportunities for students To express their different abilities, and to follow a flexible policy that allows them a degree of freedom and to express opinion, objection and discussion, and therefore the use of effective strategies to arouse the attention of students and maintain it with the continuation of the lesson, the teacher can protect students from disrupting class discipline and address the manifestations of boredom from the lesson expressed Students by different means such

as shouting, rioting, mind-wandering or aggressive behavior. (Al-Ahmad, 2012: 56)

Second / Previous studies

1- Study Al-Ahmad (2012) tagged ((teacher preparation and training for the competencies of lesson preparation and implementation))

This study was conducted in Syria and aimed at knowing the methods of preparing the Syrian teacher and training him on how to use the skills or competencies of preparing and implementing the lesson, including competencies for attracting attention. This study was applied to a random sample of (600) teachers and for the purpose of achieving the goal of the research, a measure of the competencies of preparing and implementing the lesson was used. Which consisted of (40) paragraphs and placed in front of each paragraph three alternatives for the answer, which are applicable to me to a degree (large, medium, and few) and these alternatives were given the following grades respectively (3, 2, 1). Using the equation of the T-test (T) for one sample and the T-test (T) for two independent samples, and one of the most prominent results of this study was the presence of weakness in the possession of the educational body (teachers and teachers) of the competencies of attracting attention and there were no statistically significant differences in the competencies of attracting attention and preparing And the implementation of the lesson according to the gender variable (males, females). This study made a number of recommendations and proposals, the most prominent of which was the conduct of similar studies in other Arab countries for different stages of study.

2- The Leopard Study (2018) tagged ((Attention Attraction Competencies Their Importance and Means of Achieving them from the Effective Teacher's point of view)) This study was conducted in the State of Kuwait and aimed to know and determine the importance of Attention Attraction Competencies and the means to achieve them from the Effective Teacher's viewpoint. A random sample consisting of (120) male and female teachers who have special characteristics and are called the effective teacher. For the purpose of achieving this goal, the researcher prepared a note card to measure the competencies of attracting attention to the research sample and this card consisted of (36) paragraphs of triple gradation if placed in front of each paragraph three Alternatives to the answer are I practice it to a

degree (large, medium, few) and these alternatives were given the following grades (3, 2, 1) and the psychometric properties of validity and stability were found for this tool. The T-test (T) was used for one sample and the T test (T) for two samples. They are independent in presenting and discussing the results of the research, the most prominent of which is that the research sample possesses a good level of competencies to attract attention. These results indicated that there are statistically significant differences according to gender in these competencies and the benefit of (male) teachers. This study made a number of recommendations. For a proposal, the most prominent of which was to conduct a similar study on teachers of first grades in general education.

3- Al-Dossary study (2019) tagged ((Studies in the psychology of distraction))

This study was conducted in the State of Kuwait and aimed to find out the availability of competencies for attracting attention to educational bodies in private schools. This study is applied on a random sample consisting of (540) teachers working in private and private schools, and the purpose is to achieve the goal of the research. Attention (30) paragraphs in its final form, and in front of each paragraph three alternatives were placed that are applicable to (large, medium, and few) and these alternatives were given grades respectively (3, 2, 1) and the statistical bag (SPSS) was used in the analysis of the results of this study and from The most prominent analysis of these results is the equation of the T-test (T) for one sample and the T-test (T) for two independent samples, and the most prominent of these results is the presence of a good level of competencies for attracting attention among the research sample and the presence of statistically significant differences in these competencies according to the gender variable (males, Females) for the benefit of males, and this study presented a number of recommendations and proposals, the most prominent of which was a study of the scale of competencies of attracting attention to educational bodies according to many variables, including the gender variable (males, females), the teacher's academic qualification (diploma, bachelor's) and the length of service. Functional Function (Long, Medium, Low)

Balancing previous studies

The disparities of the three previous studies reviewed by the researcher in the second semester

in terms of the objectives and the research sample ranged between (600) individuals with the largest sample as in the study of Ahmad (2012) and (120) individuals for the lowest sample as in the study of the leopard (2018). As for the size of the current study sample It reached (400) teachers, and the tools used to measure the variables of each study varied. Some of them used a measure of the competencies of attracting attention, such as the study of Al-Ahmad (2012) and the study of Al-Dossary (2019), while the study of the Cheetah (2018) used a note card to measure the competencies of attracting attention and the variation in the number of paragraphs in these tools As it ranged between (40) paragraphs as in the study of Al-Ahmad (2012) the largest number of paragraphs and (30) paragraphs as in the study of Al-Dossari (2019) the lowest number of paragraphs. As for the current study, the researcher prepared the measure of attention attracting competencies, which consisted of (20) A finalized paragraph and placed in front of each paragraph three alternatives to answer are available to a degree (large, medium, and few) and these alternatives were given the following grades respectively (3, 2, 1) and the statistical methods used in these previous studies were similar in light of the objectives of each study. Confine it to statistical means The following is the equation of the T-test (T) for one sample and the T-test (T) for two independent samples. These are the same statistical methods that were used to analyze the results of the current study.

The benefit from the previous studies: - In light of what has been presented from the previous studies, the researcher was able to benefit from them in several matters and my agencies

- 1- Crystallize, formulate and define the current research problem
- 2- Building an attention-grabbing competencies scale by reviewing the previous measures designed to measure these competencies.
- 3- Determining the size of the research sample in light of determining the sample sizes in previous studies.
- 4- Choosing statistical means that are compatible with the nature of the research tools.
- 5- Comparing the findings of the current research with the findings of previous studies.



## Chapter III

## Research methodology and procedures

## First / Research methodology

The researcher followed the descriptive approach, as it is an approach based on the principle of organized scientific analysis and interpretation to describe a specific phenomenon, classify it and analyze its conclusions according to the problem presented to the scientific study in order to advance knowledge. search. (Melhem, 2001: 326)

## Second / the research community

The research community means all the individuals for whom the researcher studies the phenomenon or event. (Melhem, 2001: 219) The research community consists of educational bodies that are currently in employment service in the field of Table (1)

Explains the nature of the research sample distributed according to the gender variable (teachers - teachers)

total	The number of the research sample according to the gender variable (female and male (teachers	School type
200	teachers male 150 teachers male 50	For boys mixed
200	teachers female 150 teachers female 50	for girls mixed
400	teachers female male 400	total

## Fourth / search tool:

Since the current research aims to identify the competencies of attracting the students' attention necessary from the point of view of the educational institutions according to the gender variable (teachers, teachers), so the researcher must prepare an appropriate tool for the scale of competencies to attract the attention of the students. The number of paragraphs of which reached (20) paragraphs in initial form, a paragraph was presented to him, consisting of (12) experts in the field of educational and psychological sciences, teaching methods, measurement and evaluation. For the purpose of finding validity face, as the researcher adopted 80% or more of the experts to indicate the validity of the paragraphs, the wording of some paragraphs was modified and no paragraph was deleted from them. 80%) or more, that is, by (10) experts or more than the original (12) experts, and before

education in the city of Kut for the academic year (2018/2019), of which there are ( 5690) male and female teachers, and indeed (2342) teachers are organizing in (92) elementary schools for boys and others mixed and (3348) female teachers are organizing in (122) elementary schools for girls and others mixed

## Third / Research sample:

The research sample consisted of (400) male and female teachers, and it was chosen randomly, with (200) teachers and (200) female teachers distributed in (15) primary schools and by five primary schools for boys and mixed and ten (10) girls and mixed schools. Research (7%) and Table (1) illustrate that

each paragraph three alternatives were put in place for the answer, which are available in a large degree (large, medium, low) and these alternatives were given the following grades: Respectively (3, 2, and 1) and thus the highest score is (60) and the lowest score is (20). With this, the value of the hypothetical (theoretical) mean reached (40) degrees. Students' attention) and its paragraphs and calculating the time taken for the answer. If the competency scale is applied, attract the pupils' attention to a random sample consisting of (40) teachers and a teacher by (20) teachers (20) teachers. It was clear, accurate, and understood by the teachers, and it was found that the time taken in answering this scale ranged between (10-20) minutes, with an average of (15) minutes. After completing this procedure, the researcher found the scale stability factor, as stability means The consistency of the scores of the scale results with

themselves and the stability of the product as they are not re-applied to the individuals themselves and in the same circumstances. (Samara, 1989: 114) The researcher used the test R. test method, as it applied the scale to a random sample consisting of (60) Male and female teachers, by (30) teachers and (30) female teachers The idea of calculating the reliability coefficient according to this method will be based on calculating the correlation coefficient between the degrees of individuals on the scale when it is applied and re-applied and after an appropriate period of time has passed since the first application. (Al-Sayed, 2000: 161) After completing the application, the stability of the scale was calculated by calculating degrees The sample from the first application and the calculation of the sample scores itself in the second application, and the results of the application were subjected to statistical analysis. The Pearson correlation coefficient was calculated between the scores of the two applications. Or more than (0.70) or more (Ahmad, 2001: 129)

Thus, the scale became ready for implementation in its final form consisting of (20) paragraphs, and in front of each paragraph there are three alternatives to answer that are available in a degree (large, medium, and few) and these alternatives were given the following grades respectively (3, 2, 1) and the highest score for the scale was (60) degree and its lowest score is (20) degrees and thus the value of the hypothesis (theoretical) is equal to (40) degrees (see Appendix 1) and after verification and verification of the validity of the paragraphs of the competency scale, attracting the students' attention and instructions and verifying the apparent truthfulness and stability coefficient for it. The researcher conducted the final application of the research tool on the research sample consisting of (400) male and female teachers, and the researcher was keen to apply this tool herself, and then explained the instructions and how to answer the paragraphs with accuracy, objectivity, diligence and scientific honesty, and clarify the purpose of the application and the answer is a service for the purposes of scientific research.

Fifthly / statistical means: The researcher used the Statistical Bag for Social Sciences (SPSS) to Table (2)

This shows the results of the T-test for one sample to identify the availability of competencies to attract the attention of students, educational bodies, including male and female teachers, in general (research sample)

analyze the data, and the most prominent of these statistical methods are the following: -

- 1- Pearson correlation coefficient to find the scale stability coefficient by re-test method.
- 2- The T-test equation for one sample to identify the significance of the statistical difference for the research sample as a whole.
- 3- The T-test (T. test) for two independent samples (separate) to know the significance of the statistical differences according to the gender variable (male - teachers) (female - teachers).

The fourth chapter

View and discuss results

First / Presenting and discussing the results: - For the purpose of achieving the first objective which stipulates the following ((Identifying the availability of competencies to attract students' attention to teachers and female teachers in general," the research sample. "The arithmetic mean of the scores of the research sample ((male and female teachers in a picture) was extracted. General () on the scale of competencies that attracted the attention of the pupils, so it reached (42,80) and with a standard deviation of (4,46) and when calculating the significance of the difference between the average scores of this sample on the scale of competencies to attract students' attention and the hypothetical (theoretical) average for this scale, which reached ( 40) degree by using the T-test for one sample, it became clear that the difference between the two averages was statistically significant in favor of the arithmetic mean achieved for the scores of the individuals of the research sample, i.e. there are statistically significant differences between the achieved arithmetic mean and the hypothetical average (theoretical) and that the difference between them It is a real difference and not caused by chance factors, as the calculated T value (8,624) was greater than the tabular T value of (1.96), with a degree of freedom (399) and with a significance level (0.05). This indicates the existence of a statistically significant difference in favor of a sample. Research and Table (2) illustrate this

Statistical significance	T value		Degree of free	The theoretical hypothetical mean	Standard deviation	SMA	Sample size
	tubular	calculate					
(0.05) statistically sign that makes a difference in favor of the research sample	1.96	8.642	339	40	6.46	42.80	400

And this result means that the research sample possesses a good and acceptable level of competencies attracting the pupils 'attention towards the lesson." A successful and effective teacher is one who has skills or competencies to attract students 'attention towards the lesson, which can be invested in raising the level of learning achievement of learners and increasing their level of motivation towards it in the learning process. With longing and desire. " (Al-Ahmad, 2012: 99)

This result is consistent with the results of the Al-Fahd study (2018) and Al-Dossary study (2019) and differed with the results of the Al-Ahmad study (2012).

The second goal is to achieve the second goal which states the following ((Identify the significance of statistical differences in competencies to attract students' attention

according to the gender variable (male - teachers) (female - teachers)) and verify the validity of the null hypothesis that states the following: There is no statistically significant difference In competencies of attracting students 'attention from the educational institutions' point of view according to the gender variable (male - teachers) (female - teachers), the researcher used the T test (T. test) for two independent (separate) samples, as the calculated T value reached (5,980), which is the largest From the tabular T value (1.96) to the degree of freedom (398) and to the level of statistical significance (0.05) and this indicates the existence of a statistically significant difference in favor of males (teachers). Table (3) explains that Table (3))

It shows the results of the T-test for two independent samples (separate) with the calculation and change of sex (male – female).

Statistical significance	T value		Degree of free	Standard deviation	SMA	Sample size	Gender variable
	tubular	calculate					
Statistical (0.05) sign there is a difference in favor of males(teachers)	1.96	5.980	398	5.681	43.405	200	Males
				6.963	41.821	200	Female

This result indicates that there is a difference in the level of practicing the competencies of attracting students' attention according to the gender variable (male - female). The personality of the teacher The teacher is more controlling and controlling in class management than the teachers.

(Al-Dossary, 2019: 64) and thus rejects the null hypothesis that states the following ((There is no statistically significant difference in the

competencies of attracting students' attention from the point of view of the educational body according to the gender variable (male - teachers) (female - teachers)) and accepts the alternative hypothesis that It states the following: (There is a statistically significant difference in the competencies of attracting students' attention from the point of view of the educational body to calculate the gender variable (male - teachers)

(female - teachers) and that this result is in agreement with the results of the leopard study (2018) and the study of Al-Dossary (2019) and disagreed with The results of the Al-Ahmad study (2012)

Second / Conclusions: - In light of the results of the research, the researcher reached the availability of competencies to attract the attention of students to the teaching staff (the research sample) in a good and acceptable degree, and that (male) teachers are superior to (female) teachers in these competencies.

Third / Recommendations In light of the research results and its conclusions, the researcher makes the following recommendations

1- The need to increase the level of empowerment of educational bodies, especially the availability of competencies to attract attention by involving them in training, rehabilitation and development courses in this field.

3. The need to exchange ideas and experiences between male and female teachers inside and outside the school in the field of knowledge of the competencies of attracting attention and how to apply it in the classroom in an effective and active manner.

Fourth, proposals: - To complete and develop the results of the research, the researcher proposes to conduct the following studies:

1- Conducting a representative study that deals with the school location variable (countryside, city) and the teacher's specialization variable (academic qualification or certificate obtained and years of service or experience).

2- Conducting a study to find out the extent to which teaching bodies in middle and middle schools are able to practice competencies of attracting attention to students according to gender change (male, female), academic qualification, certificate or academic achievement (diploma, bachelor's, master's, doctorate) and the variables of academic specialization (scientific, human ).

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#### Appendix (1)

The paragraphs of the competency scale attract students' attention in its final form

The answer alternatives are available to me with a degree			Competencies to attract attention	s
little	medium	large		
			Use a variety of different methods to attract students' attention to start the lesson	-1
			Giving directives to attention through targeted and targeted phrases to students who are inattentive	-2
			Starting to present the topic of the lesson immediately after making sure of the students' attention without slowing down, interrupting, or stopping	-3
			Easy and smooth transition from one paragraph to another in a timely manner without slowing down	-4
			Facing students while presenting the topic of the lesson or explaining looking at them	-5
			Moving while presenting the topic of the lesson or explaining it among the students to help them with their difficulties in the lesson	-6
			Asking questions randomly or in an unexpected order	-7
			Choosing the appropriate method to attract the attention of the absent-minded student during the lesson and to maintain the continued attention of the pupils to the lesson throughout the educational session.	-8
			Diversify the levels of questions to include knowledge, recall, understanding, application ... etc.	-9
			Diversification of information, ideas, and experiences given in the lesson	-10

			The use of non-verbal instructions represented in signals and physical movements, and a variety of voice pitches	-11
			Diversifying the degree of difficulty of the used vocabulary to suit the students' abilities	-12
			Diversify the methods of praise, praise, and positive reinforcement in one session	-13
			Diversification of teaching methods, methods and strategies used in one class	-14
			Dividing the subject of the lesson in one session if it is long	-15
			Pause at each paragraph to review and ask the student	-16
			Stop explaining as soon as you notice pupils distraction or boredom	-17
			Diversification of the sensory means of perception, especially those related to the senses of hearing, sight and touch, in order to enrich and enrich students' learning	-18
			Avoid distracting behavior, such as knocking on the table with a pen or ruler too often, or moving too quickly and not intentionally	-19
			Involving students in the lesson activities in a variety of ways	-20