

Original Article

Increasing Students' Interest in the Lesson with the Support of the Teacher

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Abstract - The article correctly defines the problem of effective ways for students to master learning techniques from a scientific and practical point of view. For this reason, the scientific and methodologically correct organization and guidance of effective ways for students to master learning techniques, both by teachers in the classroom and by parents at home, increases children's interest in learning and opens up wide opportunities for them to be more skilled in their future lives. Each child must have certain sufficient reasons for studying. These reasons can be various. Attracting students to the lesson is very hard in an era of increasingly modern technological tools. The article practically explains these reasons, referring to vital facts and based on observations made on children during teaching practice. In conclusion, the article shows that if students' reasons for studying are clear, their enthusiasm and interest in learning will increase, and their success rate will increase. Students' interest will be increased by a teacher using new ways of teaching.

Keywords - Active learning, Correct organization of learning, Effective ways, Learning motive, Learning techniques.

1. Introduction - Organization and Importance of Training

Education should be able to prepare a modern child for the life of his time. Education cannot be outside the realities of an ever-changing world. The main guiding factor in establishing any educational system depends on how we educate the generation we raise. The teaching process has historically been the focus of attention of teachers, specialists, and educators; numerous ways have been thought out for its effective organization, and various theories have been put forward. Among numerous theories, the lesson occupied a special place. The first signs of a modern lesson appeared in the fraternal school in Ukraine in the 16th century. In these schools, children of the same age were divided into groups and united in classes. Classes were held according to a schedule, and each lesson held according to the schedule was called a lesson. Thus, the first class-lesson system of training was created. A little later, the great Slavic educator Y.A. Komensky theoretically substantiated the importance of the class-lesson system in his work "Great Didactics". He proved that teaching the same subject to 40-50 students of the same composition simultaneously and saving time is possible.

At the end of the 8th century and the beginning of the 20th century, in England, the priest A. Bell and the teacher D. Lancaster created a mutual teaching system, and then in America, the teacher Elena Parkhurst created the Dalton-plan system. Russian educators searched for and found the "Brigade-laboratory" system in teaching. However, none of them had a life as long as the class lesson system. None of the forms of organizing training has been more widespread and intensively developed than the lesson (N. Kazimov, 2009). The main goal of this article is to determine how to make students understand the essence of why they are studying and make the lesson effective.



Everyone involved in raising children (teachers, parents, and other community members) constantly tells children to "Study" and explains how to study. In fact, before asking how to prepare a lesson, we should explain to children the answer to the question, "Why should we prepare a lesson?".

Work hard, work hard. After a certain time, studying becomes a goal for children who start school, not a means. They study not to understand the lesson but to get a better grade. Asiman, who started first grade in elementary school, says he will no longer attend school in the second half of the year after the first half. When his parents ask him why, he says: "I can read and write everything now. Why should I go to school?"

A person must have a sufficient reason to do something. Otherwise, he will not be able to see it well. The reasons can be various. There are reasons such as being forced to continue school, because their parents want them to, because people around them also go to school, because people who have studied are better off. These cannot be the main reasons. Whether just starting school or preparing for university, all children need to find the answer to this question. It is impossible for students who have found the answer to the question "Why should I study?", "What is my goal?" and "What should I do to realize my goal?" to be lazy. Before teaching children how to study, listening to their plans for the future is necessary. If a child has insufficient reasons to study, he will not study. He is not able to study.

Let us refer to the school experience. When we say to a student, "Look how hard your parents work for you. They have created a wonderful environment for you. Why don't you study?" the student says: "But teacher, what will I become after studying?" "My father did not study, and he just finished high school. However, he has several university graduates working under him," he says. We cannot educate a student with such a mindset. No matter how much money we spend, we can hire the most educated teachers and give special lessons for days and months. Despite this, there can be no great progress in that child's balance because he has no reason to study. However, some people have very great reasons to study. This leads them to successes many people cannot even dream of. Here is a vital fact:

Years ago, there was a child in a village in the city of Sharur, Nakhchivan. His biggest goal in the future was to be able to eat a lot of gourmets (fried beef). Because his family was very poor, due to his many needs, he could only go to school in difficult conditions. After graduating from high school, his family did not have the means to send him to university. His mother had many unpaid debts. One day, he mistook the postman who came home for an executive officer and thought they would take the last thing left in their house. Then he realized that he was a postal worker. The envelope brought by the postman contained his university exam results. He looked at the paper and saw that he had passed the university exams. Moreover, he was the first in the republic. That child studied at the university without paying. When he graduated from university, he was invited to America. After staying in America for years, he returned to Azerbaijan. He has worked in various positions at various state institutions. His name is still mentioned with respect. It is said that he was a very intelligent and hardworking person. They say that if he had not died in a car accident, he would have done a lot for the country.

When he was a child, Adil, who only wanted to earn enough money to eat a lot of fried food, could rule with a lot of money to become a financial worker of a country when he grows up. Thanks to what? Hard work. Adil had enough reasons to work and knew why he had to study. Before telling children, "Hurry up, go study," we need to tell them "Why is it important to study?" If a child has enough reasons to study, we do not need to tell them "Study." If they watch TV for a little longer after eating, they will worry about this situation and say to themselves, "I need to study," and a sign will make them move, get up and go study. Teaching a lesson in the classroom requires a high level of professionalism from the teacher. The teacher must know that if students do not acquire the habit of attentive listening, they cannot achieve success in teaching. If we do not listen carefully to the lesson, we cannot learn, and if we cannot, we will not be able to. For this, we must first look at the lesson and the teaching methods in the classroom. We must listen carefully.

2. Research Results and Didactic Approaches

Sometimes, children are interested in other things in the lesson, talk to their friends, and get distracted. They only hear the teacher's voice. They do not see his gestures, facial expressions, or movements. In order to learn the topic being discussed in the lesson, you need to look at the triangle between the teacher's eyes and mouth and make eye contact with the teacher. We:

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see and hear
- 80% of what we say
- 90% of what we say is the reality of our behavior (N. Kazimov, 2009).

The place where students sit in the classroom also plays an important role in increasing the percentage of learning. Sitting at the back of the class can cause the student's attention span to decrease over time and make them disengage from the lesson. That is why it is necessary to sit at the front or near the front. As a change, you sit at the front one week and move a little to the back the next week. Thus, throughout the year, you will be sitting everywhere in the class, not at the front or the back. Since modern teaching is mostly conducted in small groups, the problem of space is solved by itself, and this problem does not occur in classes (Z. Veysova, 2009).

You should listen only to the teacher during the lesson instead of listening to both the teacher and your classmates. Why? Because a person cannot both talk and listen. If you talk to your friend, you will lower your listening span, you will not understand what the teacher is saying, and you will also prevent your classmates from learning that lesson. If there are children around you who talk a lot, stay away from them as much as possible. Those children will lower your listening span. Facial expressions are of great importance during listening. Let us refer to world experience. Scientists in Germany conducted an experiment. A good teacher prepares for his lesson very well, as usual. He explains the topic to the students in class without any jokes. After the lesson, the student's learning rate is 60%.

Later, when the same teacher enters the lesson, he asks the students something. "Everyone takes a pencil in their mouth and bites it. Whoever wants it, let them hold it in their mouth." The teacher starts explaining the lesson while they have a pencil in their mouth. After the lesson, the student's learning rate is 70%. Why seventy percent? When you hold a pencil in your mouth, the edge of your mouth turns slightly upward. Physically, it takes the form of a subtle smile. Even if it is not a smile that comes from within, such a change physically makes us more active in understanding what is being said. A teacher with a very good balance but who explains the lesson with a frown has a 60% learning rate for students, while the learning rate for students who listen with a pen in their mouths is 70%.

In the third stage of the experiment, the teacher enters the lesson. He starts explaining the lesson seriously but with a smile. In the 15th minute of the lesson, he tells a joke, makes the children laugh, and manages to get them away from the stressful environment of the lesson. Without forgetting the topic, he continues to explain the lesson again. In the test conducted after the lesson, the student's learning rate reaches 80%. From this experiment, it can be concluded that to increase the learning rate of children in the lesson, it is necessary to pass the lesson positively and to form a listening culture in children.

In addition, instead of talking about the topic at length, taking the lesson to where it happened will cause the students to approach it more enthusiastically. For example, in an English class, you could take students on a short field trip to an airport or theater to help them remember phrases related to the theater. They can then engage in

dialogues and feel like they are in a real-life situation. If you are creative, you can also simulate the field trip experience without leaving home—effectively bringing the “field” to your own place with videos, artefacts, and other elements from the “field.” A guest speaker can add to this approach. Be sure to give the speaker a brief introduction to the topic you are presenting, as well as the ages and interests of your group, and encourage the speaker to “learn by doing and do a little more” (Keith G. Diem, 2014).

Several faculty members have noted that the use of personal laptops in class (during lectures and classes where access to computers is not required) is increasing and is causing disruptions to the teaching and learning process. In addition to students with personal laptops, some use mobile phones and smartphones to send and receive text messages and emails, surf the Internet and “check” (S. Goundar, 2014). Attracting students to the lesson is very difficult in an era of increasingly modern technological tools. Therefore, they can only increase their activity in the lesson by strictly monitoring them.

2.1. Suggestions for Effective Teaching

For children to learn effectively, following the rules listed below is necessary.

2.1.1. Health

As early as the 12th century, the great Czech educator Y.A. Komensky showed in his work “Great Didactics” that it is necessary to pay attention to the physical health of children first of all because he did not want their souls to ache and their spirits to be hurt. At all times, prominent educators have assessed the significant role of physical health in the learning process as one of the important factors.

Our ancestors, who said in folk pedagogy, “A healthy mind in a healthy body,” also explained the first rule of success. It is difficult for a student with a toothache, a weak eye, a broken arm, and a constant sore throat to succeed in class.

2.1.2. Enthusiasm

Students should also enjoy and love what they do. Should they love themselves, their family, their teacher, their lesson, their class, their school, or their work?

One Must Love Himself: Because he who does not love himself will not try to do the best for himself.

One Must Love his Family: Because a person who does not love his family is ungrateful. An ungrateful person cannot be happy. An unhappy person cannot succeed even if he reaches a high position.

One Must Love his Teacher: Because it would be ungrateful not to love those sacred beings who give us knowledge and skills, prepare us for life, and burn like a candle and illuminate their surroundings. In addition, it is difficult to listen to a person you do not like. If you do not listen, you cannot understand. If you do not understand, you cannot do it; if we cannot, we will be incompetent.

One Must Love the Lesson: Because a person cannot try something he does not like. The lesson may seem more boring than it is. In addition, “Food eaten without liking either gives a stomachache or a headache.”

One Must Love his Class: A person wants to be liked and appreciated. There is not much point in succeeding in the class alone.

One Must Love his School: Because you do not want to go to a place you do not like. A person cannot eat the food they love from a dish they do not like.

One Must Love to Work: Because success cannot come before working.

Learning happens at school and again at home. Homework is of great importance in developing the following skills in students:

- Repeating the topics they have learned.
- Trying to keep their intelligence active.
- Moving from short-term memory to long-term memory.
- Earning the respect and esteem of their family and teachers.
- Developing a sense of responsibility.
- Developing self-confidence.

Parents should monitor children at home so they do not hesitate to prepare lessons they struggle with. The time allocated for lessons at home should be followed to the end.

In the end, it can be concluded that the most effective learning in children occurs in the classroom. For this, the following recommendations should be taken into account;

- If there is something in the lesson that you do not understand, ask the teacher a question until you understand it.
- Make eye contact with the teacher.
- Sit as far in front as possible.
- Do not deviate from what the teacher teaches in class.
- Do not evade responsibility.
- Ask appropriate questions when explaining the lesson and when the time comes.
- Keep a record.
- Be active.
- Keep a daily workbook.
- Learn by writing.
- Never back down.
- Make connections between the new lesson and what you know before.
- Listen with all your interest and attention to your teacher, not your hands on your lap, and play with a notebook and pen (Mesiti, 1998).

Being able to educate is, after all, an art, like playing the bow well, drawing well, or being a good turner. If you only give a person a booklet, if they do not see colors, do not pick up an instrument, or stand in front of a bench, they cannot be considered a good musician or turner. The trouble with the art of education is that it is possible to teach a person to educate only in practice, by example (A.S.Makarenko, 1937).

Different methods have been studied to increase the activity of students in the lesson. Sometimes researchers propose an approach called “active learning”, which ensures that students remain enthusiastic and interested throughout the lesson. These include organizing various games, discussions and other activities. Teachers need different strategies and approaches for students to implement educational and fun learning. So that students feel happy to learn without any burden of studying. Students will feel interested and will be ready to learn without any compulsion. Thus, the teacher implemented the message of Ki Hajar Dewantara and IngMadyo Mangun Karso, which means that the teacher is in the midst of the students to make them ready to learn. Thus, the teacher ultimately inspires his students by awakening their desire to develop themselves through active learning (Hermawan, 2020).

3. Conclusion

From the above, it is clear that learning is a difficult process. In modern times, children's minds are easily distracted, and at the same time, the teaching system is becoming more difficult, which kills students' interest in the lesson. Our goal, as teachers, is to attract students to the lesson by conducting the lesson in various interesting ways. For this, we have a duty to educate students with knowledge and moral education. In this case, they will understand why they need to learn the lesson and begin to study not unconsciously but with enthusiasm. Thus, it is necessary to apply various in-class and extracurricular activities.

Author Note

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