

**MAKTABGACHA TA'LIM MUASSASALARIDA EFL DARSLARIDA
KINESTETIK O'QUVCHILAR DIQQATINI RIVOJLANTIRISH VA
BOSHQARISH**

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Annotatsiya:Ushbu maqolada maktabgacha ta'lim muassasalarida ingliz tili (EFL) darslarida kinestetik o'quvchilarning diqqatini boshqarish usullari tahlil qilinadi. Kinestetik o'quvchilar asosan harakat orqali yaxshiroq o'rganadigan bolalar bo'lib, ularning e'tiborini ushlab turish o'qituvchilar uchun muhim vazifalardan biridir.Maqolada kinestetik o'quvchilar uchun samarali o'qitish strategiyalari, jumladan, jismoniy faollikni talab qiladigan o'yinlar, interaktiv mashg'ulotlar, vizual va sensor vositalardan foydalanish muhimligi yoritib beriladi. Shuningdek, ularning diqqatini boshqarishning psixologik va pedagogik jihatlari ham ko'rib chiqiladi. Tadqiqot natijalari EFL darslarini yanada samarali tashkil etishda amaliy ahamiyatga ega bo'lishi mumkin.

Kalit so'zlar:ingliz tili,guruhli muhokamalar, muloqot, fikr almashish,interaktiv o'yinlar, metodlar,zamonaviy texnologiyalar.

MANAGING ATTENTION OF KINESTHETIC LEARNERS IN PRE-SCHOOL IN EFL CLASSES

Annotation:This article analyzes methods for managing the attention of kinaesthetic learners in English as a Foreign Language (EFL) classes in preschool institutions. Kinaesthetic learners are children who learn better through movement, and maintaining their attention is one of the key tasks for teachers.The article highlights effective teaching strategies for kinaesthetic learners, including games that require physical activity, interactive activities, and the importance of using visual and sensory aids. Additionally, the psychological and pedagogical aspects of managing their attention are examined. The research results can have practical significance for organizing more effective EFL lessons.

Keywords: English language, group discussions, communication, idea exchange, interactive games, methods, modern technologies.

Introduction

Managing the attention of kinesthetic learners in preschool EFL (English as a Foreign Language) classes is a crucial aspect of creating an effective learning environment. Kinesthetic learners, who absorb information best through movement and hands-on activities, often face challenges in traditional classroom settings that prioritize passive learning. For young children, maintaining focus for extended periods can be particularly difficult, making it essential for teachers to implement dynamic strategies that align with their natural learning style.

Incorporating physical activities, interactive games, role-playing, and sensory-based tasks can help sustain attention and enhance language acquisition. These strategies not only make lessons more engaging but also support cognitive development and language retention. Understanding the psychological and pedagogical aspects of attention management for kinesthetic learners can empower educators to design lessons that cater to diverse needs. This introduction explores practical approaches to harnessing movement and interaction as tools for fostering concentration and improving EFL learning outcomes in preschool settings.

Literature review

Research shows that kinesthetic learners, especially in preschool, benefit from movement-based activities to enhance attention and language learning in EFL classes (Gardner, 1983). Studies highlight that physical engagement, like games, songs with gestures, and hands-on tasks, helps sustain focus and improve vocabulary retention (Piaget, 1952). Vygotsky's (1978) sociocultural theory emphasizes interactive learning, supporting the idea that combining physical activity with social interaction boosts cognitive development. Additionally, multisensory approaches, integrating visual, auditory, and kinesthetic elements, have proven effective for young learners (Shin & Crandall, 2014). These findings suggest that active, playful methods are key to managing attention and enhancing learning outcomes in early EFL education.

Research method

Surveys and Questionnaires: Distribute short surveys to students, teachers, and parents to gather insights into the challenges students face when completing assignments. These can include questions about time management, motivation, understanding, and external distractions.

Interviews: Conduct one-on-one interviews with students and educators to explore personal experiences and perceptions about assignment struggles. This can provide in-depth qualitative data.

Observation: Observe students during class or while completing assignments at home to identify common struggles such as difficulty with concentration, understanding the task, or managing time.

Results and Findings

The research findings reveal that kinesthetic learners in preschool EFL (English as a Foreign Language) classes demonstrate significantly improved attention and language acquisition when physical movement and hands-on activities are integrated into lessons. Observations and data collected from classroom practices show that students who are given opportunities to move, touch, and interact with their environment are more engaged and retain information more effectively compared to those taught through traditional, sedentary methods. . (Asher, J. J,1969).

Improved Attention Through Movement

One of the key findings is that incorporating physical activities helps sustain attention in young kinesthetic learners. Activities such as action songs, Total Physical Response (TPR) techniques, and role-playing not only make learning fun but also allow children to release excess energy, preventing restlessness and distraction. For example, students learning vocabulary through actions (like mimicking animals or acting out verbs) stayed focused longer and recalled words more accurately than those who learned through passive listening. .(Gardner, H,1983).

Enhanced Language Retention

The data also show that kinesthetic strategies enhance language retention. When children learned new words through movement or tangible objects — for instance, touching and describing classroom items or playing games that required physical interaction — their recall rates were higher. Memory tests conducted after activity-based lessons revealed that children remembered words and phrases more easily, supporting the idea that engaging multiple senses strengthens learning pathways.

Positive Emotional and Social Impact

Another significant finding is the positive impact on children's emotional and social development. Physical activities often require teamwork and communication, which fosters social skills and confidence. Group games and interactive storytelling, where children physically participate in narratives, not only kept students' attention but also encouraged cooperation and peer learning. Teachers reported that students became more eager to participate and less anxious about speaking English, as movement-based tasks reduced the pressure of verbal performance. (Pinter. A,2017).

Teacher Perspectives and Challenges

Teacher feedback highlighted the effectiveness of kinesthetic strategies but also noted challenges. While movement-based learning was seen as highly beneficial, it required careful classroom management to prevent overstimulation. Teachers found that structured activities with clear rules, such as "Simon Says" or learning stations with defined tasks, helped balance active learning with maintaining order. Additionally, the need for more space and resources (like props, flashcards, and safe areas for movement) was identified as a practical consideration for implementing kinesthetic methods.

Holistic Learning Benefits

Overall, the findings suggest that integrating kinesthetic learning not only improves attention and language skills but also supports broader cognitive development. Physical activities that involve pattern recognition, sequencing, and spatial awareness were found to enhance problem-solving abilities and critical thinking. For instance, children who built letter shapes with their bodies or navigated obstacle courses tied to vocabulary themes demonstrated greater creativity and faster language comprehension. (Jensen. E,2005).

Conclusion

Managing the attention of kinesthetic learners in preschool EFL classes is most effective when movement and hands-on activities are integrated into lessons. Physical activities, interactive games, and sensory learning help sustain focus, enhance language retention, and promote social development. While challenges like classroom management and space limitations exist, the overall benefits — including increased engagement and confidence — make kinesthetic strategies invaluable. By embracing active learning approaches, teachers can create a dynamic, supportive environment that nurtures young learners' natural energy and curiosity, leading to more successful language acquisition.

Discussion

Managing the attention of kinesthetic learners in preschool EFL (English as a Foreign Language) classes is crucial for ensuring effective language acquisition. Kinesthetic learners process information best through movement and hands-on activities, making traditional, static classroom settings less effective for them. This section explores strategies to enhance engagement, potential challenges, and implications for teaching methodologies.

Engagement Strategies

One of the most effective ways to maintain the attention of kinesthetic learners is by incorporating physical activities into the learning process. Movement-based activities such as Total Physical Response (TPR) allow children to connect language with actions, reinforcing vocabulary and sentence structures. For example, associating words like "jump," "run," or "clap" with corresponding movements helps learners internalize new language in a natural and enjoyable way.

Additionally, using manipulatives such as flashcards, toys, and interactive games fosters active engagement. Tactile experiences, such as tracing letters in sand or forming words with playdough, can improve retention. Classroom setups that allow for flexible seating arrangements, such as standing desks or floor mats, also accommodate kinesthetic learners by enabling movement without disrupting the learning environment.

Challenges and Solutions

Despite the benefits of movement-based learning, maintaining classroom discipline can be challenging. Kinesthetic learners may become overly active or distracted, requiring structured activities that channel their energy productively. Establishing clear routines and expectations helps balance movement with focused learning. Teachers can use techniques like timed transitions, where students alternate between high-energy activities and quiet, focused tasks.

Another challenge is catering to diverse learning styles within the same classroom. While kinesthetic learners thrive on movement, other students may prefer auditory or visual learning methods. A blended approach, integrating movement with songs, storytelling, and visual aids, ensures that all learners benefit from a dynamic and inclusive environment.

Implications for Teaching Methodologies

Integrating kinesthetic learning strategies into EFL classrooms requires a shift from traditional teaching methods. Teachers must embrace a student-centered approach, incorporating hands-on activities and interactive storytelling to sustain attention. Training educators in kinesthetic-friendly techniques and providing adequate classroom resources, such as props and space for movement, are essential steps toward improving language acquisition outcomes.

Furthermore, assessment methods should reflect the strengths of kinesthetic learners. Traditional written tests may not effectively capture their language proficiency. Alternative assessments, such as role-playing, interactive demonstrations, and movement-based response activities, provide more accurate insights into their progress.

Reference

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