



## Attention Development In Children Of Htv At Primary School Age As A Condition For Success In Educational Activities

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**Abstract.** Attention is a key mental process that influences the success of learning and development of schoolchildren. This paper examines the features of concentration in children of different ages, identifies key problems such as rapid fatigue and high distractibility, and suggests methods for solving them.

**Key words:** attention, problem, features, volume, perception, concentration, self-regulation, efficiency

Аннотация. Внимание является ключевым психическим процессом, влияющим на успешность обучения и развития школьников. В данной работе рассматриваются особенности концентрации внимания у детей разного возраста, выявляются основные проблемы, такие как быстрая утомляемость и высокая отвлекаемость, а также предлагаются методы их решения

**Ключевые слова:** внимане, проблема, особенности, объем, восприятие, концентрация, саморегуляция, эффективность

### Introduction

Attention is one of the most important mental processes, which plays a fundamental role in human cognitive activity. It becomes especially significant in childhood, when active assimilation of information, formation of new knowledge, abilities and skills occurs. Without the proper level of concentration, it is difficult for a child to remember material, understand new topics, complete tasks and develop thinking activity. That is why attention can be considered the basis for successful learning, personal growth and intellectual development of a child.





At school age, the ability to concentrate on learning tasks becomes especially important. During this period, children are faced with the need to perceive a large amount of information, analyze the knowledge they have acquired, and apply it in practice. The better a child's ability to maintain attention on a certain type of activity is developed, the more successfully he copes with educational tasks, understands the material being studied more deeply and masters various skills faster. Thus, attention directly affects the quality of learning and the overall level of development of the student.

However, children's attention has a number of features. It is highly mobile, which means that the child quickly switches from one object to another. The slightest external irritants can distract him from completing tasks, reducing the effectiveness of the learning process. Any extraneous noise, conversations, movement in the classroom or unexpected events can instantly switch the student's attention, making it difficult to absorb information. In addition, the child's attention is characterized by relatively rapid fatigue, which manifests itself in a decrease in concentration during prolonged mental stress.

Given these features, teachers, psychologists and parents face an important task – understanding the mechanisms of attention functioning in children, as well as developing and applying effective methods for its development. Developing attention helps improve a child's learning ability, increase their academic performance and form stable cognitive skills. Special exercises, game methods, proper organization of the educational process and favorable conditions for classes help the child learn to control his attention, increase its stability and better cope with educational tasks.

#### Theoretical foundations of attention in children

Attention is one of the key cognitive functions that determines the success of a child's cognitive activity. It is a selective focus of consciousness on a specific object or activity, accompanied by concentration and distraction from everything secondary. Attention plays an important role in the learning process because it allows children to focus on learning material, remember new information, and complete assigned tasks effectively.

The main characteristics of attention are stability, concentration, distribution, switching and volume. These properties are gradually formed and developed as the child grows up, which is due to both biological processes of brain maturation and pedagogical influences.





At primary school age (6–9 years), children's attention is unstable. They are easily distracted by external stimuli, such as noise, movement, or bright objects. This is explained by the immaturity of the neural mechanisms responsible for regulating attention. In this regard, younger schoolchildren need a constant change of activities, which helps to maintain their cognitive activity. The average duration of concentrated attention in children of this age is about 7-15 minutes, after which it begins to dissipate. In this regard, younger schoolchildren need a constant change of activities, which helps to maintain their cognitive activity. In middle school age (10–14 years), there is a significant improvement in the ability to concentrate. Children can now maintain attention on one task for a longer period of time, but their cognitive resources are still quickly depleted when performing monotonous activities. Teenagers are able to concentrate on one task for up to 25 minutes, after which they need a short rest or switch to another activity. During this period, it is important to develop self-regulation skills and conscious attention management, which helps to increase productivity in educational activities.

Research shows that for effective assimilation of information it is necessary to take into account age-related features of attention development in children. Organization of the educational process should include alternation of different types of activities, use of interactive teaching methods and creation of comfortable conditions that minimize distractions. It is important to develop in children the ability to consciously manage their attention, which contributes to the formation of successful learning strategies and increases overall learning motivation.

Thus, attention is the most important mental function, on which the effectiveness of learning and cognitive development of a child largely depends. Its formation requires a comprehensive approach, including both biological and pedagogical aspects. Knowledge of age-related features of attention development allows teachers and parents to create optimal conditions for successful learning and development of children.

### **Methods of studying concentration of attention in schoolchildren**

The study of concentration of attention in schoolchildren is an important task of educational psychology. Concentration of attention plays a key role in the educational process, influencing academic performance, assimilation of material and general cognitive activity of children. Among the most popular methods of studying attention concentration, we can highlight the Pieron-Ruzer





test, proofreading tests and the "Red-and-black tables" method. These methods allow us to measure such parameters as attention stability, information processing speed, ability to concentrate and switch attention. They are widely used in the practice of pedagogical diagnostics and psychological support of schoolchildren.

The study involved conducting diagnostics using the Pieron-Ruzer test among students in grades 3–4 and 7–8. This test is a task in which participants are required to find and mark specific symbols among many other signs within one minute. This method allows us to assess not only the level of concentration, but also the speed of switching attention, the accuracy of task completion, and resistance to external distractions. The obtained results of the analysis help to identify age-related features of attention development in schoolchildren, as well as to determine which factors contribute to its improvement or, conversely, deterioration. In addition, these studies can be useful for teachers and psychologists in developing individual training programs aimed at developing attention in children.

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Thus, the study of attention concentration using various methods allows us to more deeply understand the cognitive processes occurring in schoolchildren and to develop effective strategies for increasing their academic success and overall cognitive activity.

### **Research results**

Data analysis showed that younger students (grades 3–4) demonstrated a lower level of concentration compared to teenagers. They made more mistakes and completed tasks more slowly. This is due to age-related characteristics: younger schoolchildren do not yet have a sufficient level of self-regulation and are easily distracted by external stimuli, such as sounds, movements of others, and extraneous thoughts. In addition, their nervous system is in the stage of active development, which also affects the ability to concentrate for a long time.

Teenagers (7th and 8th grades) had higher concentration, but some students experienced high fatigue. This may be due to increased academic workload, stress associated with exams and tests, as well as the influence of external



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factors such as the use of gadgets and a decrease in the overall level of physical activity. Despite their more developed ability to self-regulate, adolescents still need support from teachers and parents to develop strong concentration skills. In addition, the results of the study showed that the level of motivation and interest in the task significantly affect the quality of its completion. Students who were interested and felt the importance of completing the test performed better, demonstrating a higher level of attention and a lower tendency to make mistakes. At the same time, low motivation caused by fatigue, boredom, or a lack of personal significance of the task had a negative impact on test results. Thus, the obtained data emphasize the need to develop methods aimed at increasing the concentration of attention in schoolchildren. It is important to take into account the individual characteristics of children and adolescents, create conditions for the development of their self-regulation, and also apply game and interactive teaching methods that help maintain interest in educational activities.

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