



Enhancing Children's Concentration And Bringing Them Back To Learning Through Effective Primary Teacher Training

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Abstract:

In the modern digital era, one of the greatest challenges faced by the primary education system is learners drifting away from academic engagement. The influence of mobile phones, unrestricted internet access, short video formats, reels, and algorithm-based content consumption has created a generation of easily distracted learners. Instead of engaging with textbooks and classroom-based interaction, children are increasingly drawn into fast-paced digital stimuli that reduce sustained attention span and weaken deep cognitive processing.

Key Words: Primary Teacher Training, Child Development, Learning Engagement, Attention and Concentration, Digital Distraction, Screen Addiction, Play-Based Learning, Activity-Based Learning (ABL), Storytelling Pedagogy, Positive Reinforcement,

Introduction :

However, recent research and teacher education frameworks indicate that this trend is reversible. Through intentional teacher training, developmental understanding, parent partnership, emotionally safe classrooms, and joyful pedagogical strategies, children can be redirected toward learning engagement. Attention and concentration are cognitive control skills that form the foundation for acquiring language, numbers, environmental knowledge, scientific inquiry, moral reasoning and social cooperation. Primary teacher preparation programs must therefore build teacher competence not only in content delivery but in creating conditions where children *want* to learn.

Theoretical Basis (≈160 words)

The child-centred approach is deeply grounded in educational psychology and progressive education theory. According to developmental models discussed in key psychological and pedagogical literature, children construct knowledge when emotionally supported and actively engaged. Humanistic education emphasizes empathy, praise-driven learning, absence of fear in discipline, and nurturing self-worth in young learners. Social constructivism highlights peer interaction, guided learning, teacher scaffolding and cooperative learning environments.

The idea that teachers should support children slightly beyond their independent learning level—through strategic guidance—is aligned with the scaffolding model in cognitive readiness theory known popularly as

ZPD (*Zone of Assisted Readiness Gap*). Learning is not a passive reception but an active, socially mediated, experience-based process for children in the foundational years.

Teacher trainees must internalize these frameworks to shape classrooms that emphasize curiosity, autonomy, meaningful interaction, concrete learning materials, context-based knowledge, and formative feedback instead of anxiety-driven judgments.

Training Components to Strengthen Child Concentration

1. Education through Joyful Learning

One of the first principles primary teachers must learn during training is transforming “boring lessons” into “curiosity-driven experiences.” Children become distracted when content feels irrelevant or monotonous. Therefore, teachers must be trained in the joy-based curriculum approach suggested in progressive training manuals. For instance, science lessons should be conducted through experiments, discovery tasks, lab-based participation, sensory activities, and learning corners where children engage physically with content.

2. Storytelling as a Cognitive Anchor

Stories captivate children's imagination and serve as attention magnets. Every trainee teacher should master story-based pedagogy. The widely popular moral literacy tale—*The Boy Who Cried Wolf*—is a strong example. This story conveys moral responsibility, consequences of lying, and emotional situational learning. During training, teachers learn to combine charts, puppet play, role conversations, and visual demonstration while narrating stories to strengthen memory and attention.

3. Concentration through Physical Wellbeing Training

Movement enhances cognition. Research confirms that motor activities develop neural coordination, which in turn supports concentration and memory. Therefore, primary teachers must be trained to include yoga, meditation, running, jumping, swimming, cycling, sports like football, badminton, and rhythmic physical activities as stress regulators and cognitive focus enhancers for children.

4. Positive Reinforcement over Punishment

Fear destroys concentration. Teachers must be trained to avoid punishment-based classroom control and practice praise-based discipline. Instead of saying “you are wrong,” the teacher is trained to say “your effort makes me proud,” “good try,” “let’s correct it together.” Small social rewards, encouragement stickers, certificates, classroom appreciation rituals, star praise badges, responsibility charts, and motivational verbal feedback improve sustained attention.

5. Balanced Diet as an Attention Improver

Teacher trainees must also learn the fundamentals of nutrition management. Mid-day meal diversity ensures better cognitive functioning. Protein-rich food helps sustain attention, reduce fatigue, and increase classroom engagement. Teachers are trained to coordinate with school meal committees, guide parents about breakfast importance, and connect nutrition to learning outcomes.

6. Action-Based Curriculum Engagement

Action increases engagement. Teachers are trained to build learner participation through task-led curriculum design such as tree plantation projects, making clay models, seed germination diaries, eco-clubs participation, classroom cleaning teams, moral imitation discussion, nature camps, local field observation tasks, dance, music, drama, singing, cooperation games etc. Children learn better when they are part of the process rather than only listening.

7. Co-Curricular Joyful Classroom Culture

A joyful classroom is a focused classroom. Co-curricular activities like art, craft, dance, drama, songs, music rhythm, group games etc. are not distractions but stress-release platforms through which children gain better classroom involvement, confidence and concentration.

Role of Teachers and Parents as Co-Architects of Concentration

Children imitate elders and teachers. A strong teacher training curriculum must focus on building adults as positive behavioral models for children. When teachers demonstrate respectful behavior, calm communication, listening culture, appreciation rituals, moral storytelling, action-based leadership, democratic interaction and emotional availability, children adopt similar habits subconsciously.

Parents must be included through teacher-parent communication logs, home activity reflection diaries, mindfulness monitoring charts, screen-time guidance, digital wellbeing workshops, story-based home tasks, and continuous developmental feedback loops. Teachers are trained to guide parents—not blame them, and work in partnership.

Conclusion

Enhancing children's concentration and bringing them back to learning is a **continuous, structured, psychological, nutritional, emotional, experiential and social process**. Teachers trained in the child-centred attention building model become true facilitators who ensure learners feel safe, valued, praised, engaged, and motivated toward learning. If these strategies are integrated into training internships and classroom culture—children return to reading-world voluntarily.

Primary education must be built on the philosophy that **learning should feel joyful, safe, relevant and participatory**. When training ensures this—the classroom becomes a hub of concentration rather than distraction.

Reference Books

1. The Child and the Curriculum
2. Experience and Education
3. Mind in Society
4. On Becoming a Person
5. The Psychology of the Child
6. Theories of Development