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## ATTENTION, INTEREST, DESIRE AND ACTION MODEL APPLIED TO EDUCATION FIELD THROUGH THE IMAGE, QUESTION AND ANSWER METHODOLOGY

**Abstract.** This article presents the development and result of a reflection and study on the application of the method of attention, interest, desire and action in the teaching-learning process. It begins with a conceptualization and analysis of the current paradigm of education with the advances that neuroscience and constructivism have contributed to education in recent years. Next, the phases of the process are presented and described through the IQA methodology in the educational field. The results reflect the need to consider the emotional phases of students and the need to use methodologies that enhance meaningful, efficient and effective learning. It concludes with the reflections, contributions, and final considerations of this study.

**Keywords:** teaching-learning process, AIDA method, meaningful learning, IQA methodology, students' emotions, individualised teaching

**Introduction.** As societies have evolved, sharing new values in contexts in which uncertainty predominates, the demands placed on educational institutions in accordance with social changes -increasingly accelerated-require solutions in accordance with and adapted to the new profiles of professionals who must occupy different social positions.

In this sense, a trend is perceived, especially in higher education, towards new teaching paradigms with methods and techniques that empower and put students at the focus of the teaching-learning process. It has always been taught for the students, obviously, but teaching had been standardised and decanted, most of the time, with transmissive models in which knowledge management always started from the teaching staff -considered experts-, relegating the

students to mere passive spectators, who were only allowed to participate in the later courses, when they had already acquired a certain degree of knowledge.

The introduction of elements of reflection such as the European Higher Education Area led to new options being considered that were having success at lower levels and that could be transferred and applied to university education. In this way, apart from working with the students' ideas, the issue of individual differences in learning is also beginning to be taken into consideration. Each person has their own characteristics that make them be and learn differently from the rest, and therefore, the process of individualization of teaching becomes one of its essential aspects.

Various authors such as Coll, Esteban-Guitart and Iglesias (2020) define this phenomenon as:

A set of proposals, strategies, resources and actions aimed at connecting learning with the interests, de

cisions, projects and experiences of the learner, the ultimate aim being that the learner can give meaning and personal value to what they learn (...) It is that activity, practice or experience that links the interests, objectives and options of the learners with the educational objectives and activities based on their participation-implication in the control-choice of the processes involved (what, how and when to learn) (pp. 9-35).

This personalisation, which emanates from different spheres, focuses on the individuality of each person to guide the teaching-learning processes. From the educational point of view, knowing and considering the development of the brain and how it learns is fundamental in order to know how to transmit and generate real, deep and meaningful learning. The characteristics that we must consider about learning are that it must be stimulating and progressive according to the neural development of each student and taking into consideration their own learning pace. In the words of Carrillo Vásquez, Pérez Ton, Rojas Rueda and Blanco Ayala (2023),

The human being learns by natural condition and not by a single way. To the extent that each person is aware of their learning process, recognizes their style and keeps the desire to learn alive, they are able to maximise their own learning (p. 50).

These thoughts outlined above can relate to neuroscience, specifically some of the brain's learning principles. In fact, referring to the brain that learns, for BullónGallego (2017), advances in neuroeducation have brought about great changes in the way we understand the teaching-learning process. The student has gone from being a mere receiver of information (behaviourism) to being the builder of his own learning (constructivism). Neuroeducation has contributed to education the importance of educating through emotions and the

repercussions it has on the student's learning process.

Therefore, neuroscience provides information and analyses the development of the human brain and its reaction to stimuli, in order to achieve knowledge. In this sense, the generation of curiosity and motivation for learning are essential to achieve successful results.

The principles on which these assertions are based are mentioned by Caine et al. (2005), among which we can indicate the following:

– *The brain is a complex adaptive system:* Thoughts, emotions, imagination, predispositions and physiology operate concurrently and interactively as the whole system interacts and exchanges information with its environment.

– *The brain is a social entity:* People begin to be shaped as their receptive brains interact with the environment and interpersonal relationships are established. In this way, collaborative teaching enhances the development of learning and, consequently, learning and the development of self-esteem are influenced by the nature of the social relationships within which students find themselves.

– *The search for meaning is innate:* At its core, the search for meaning is driven by personal goals and values. The search for meaning is organised from the need to feed and find security, through the development of interpersonal relationships and a sense of identity, to an exploration of one's own potential and search for what is transcendent for the person. Which points out the consideration that learning is more effective when it is meaningful.

– *Learning involves both focused attention and peripheral perception:* The brain absorbs information from what it is directly aware of, and also from what lies beyond the immediate centre of attention. Even unconscious signals that reveal inner attitudes and beliefs have a powerful effect on people.

– *Learning is a developmental process:* In many respects, there is no limit to growth or the abilities of human beings to learn. Neurons remain capable of making and reinforcing new

connections throughout life. Therefore, learning is, in general terms, an action that lasts throughout life.

In the educational process, stimulation and activation are perceived in the reaction of students to external stimuli to generate a transformation of what is transmitted to the learner and convert it into new knowledge that is added and integrated into the learner. In other words, as stated by Velázquez Peña, Ulloa Reyes and Hernández Mujica (2009), it is important to consider that one does not learn from others, if not by incorporating what the other offers within a process of analysis, meaning and personal elaboration; everyone who is learning, in order to really learn, has to participate actively, reflexively and creatively in the construction and reconstruction of their meanings (p. 51).

Taking these parameters into account, to ensure that learning becomes meaningful, we must consider key aspects such as emotion, curiosity and motivation, so that the pedagogical action is creative and enjoyable, with teaching that begins with capturing the attention of the students. Attention, according to Villarroya and Muiños (2018), "it is a complex phenomenon present in all activities of a multifaceted nature that involves the body using organisational strategies to identify information in its environment and distribute it appropriately to optimally perform certain tasks" (p. 2).

If we incorporate the AIDA model (which comes from the world of marketing and was formulated by Elias St. Elmo Lewis at the end of the 19th century) to the educational field, we appreciate that it involves following the phases of attention-interest-desire-action -which would be the process described for the process of a purchase-, starting from the concrete work in the aspect of attention, to passing through the desire to learn certain contents and, in the end, learning them. As we have already ventured, according to Elvira Valdés (2011), understanding the content requires the application of strategies that are new for the student; Routine and repetition lead to

fatigue and loss of interest. Instructions that are given in a clear, concise and brief manner are better understood. The diversification of learning strategies appeals to the teacher's inventiveness and awakens curiosity in the student, because novelty stimulates attention. The task then becomes a pleasurable and rewarding activity in itself. From a physiological point of view, this is positively reinforcing (pp. 108-109).

In line with the above, in this article, we intend to share with education professionals a teaching strategy through the AIDA method as an aid to respond to the attention of individualities, in line with the universal design of learning and that serves as a guide for sequencing the teaching-learning process.

In the application of the AIDA method in education, we separate the elements of sales strategies because the aim is not for students to carry out commercial transactions, but to manage their learning from a teaching model that prioritises attention and relates it to emotions in order to give rise to significant learning. With the use of the AIDA model, the aim is to sequence the teaching-learning process and the transmission of content, from the consideration of individualities, in which the design open to all students predominates through the choice of resources and methodologies that promote meaningful, effective and efficient learning, as a result of the applied methodology.

The main contribution focuses on transmitting the sequencing of learning through the application of active methodologies that involve university students, in this case, towards the search for information, the analysis of that information, the search for solutions and the application of those solutions in which, in addition, routines and thinking strategies that promote creative thinking are applied. In this sense, the inclusion of the Image, Question and Answer (IQA) methodology, designed by González-Losada in 2019 at the University of Huelva (Spain), contributes to achieving the teaching objectives, giving prominence to the

students. As Valdés (2011) points out, the integration of the knowledge provided by neuroscience and motivation provides some keys that must be considered, such as the purpose of teaching, the establishment of goals and the presentation of the material, added to the approach to educational content.

We therefore consider that the AIDA model enables teaching to be managed in order to achieve efficient and meaningful learning for students. This method allows us to know the steps to establish the actions to be taken in the teaching-learning process, which we could summarize as follows:

1. Promote, stimulate and create curiosity in the learner in order to capture their attention.
2. Generating and activating interest in what is being presented.
3. Encourage the desire to aspire to knowledge.
4. To cause motivation towards the action of learning.

**Conditions and methods of research.** As already mentioned, the AIDA method was originally created for the field of marketing, with various scientific fields that have used it. However, after reviewing the existing scientific literature on the Internet, there are still not many experiences of its use in the educational field in Spanish, except for one in early childhood education -“AIDA Method in the care of five-year-old children of the Educational Institution «Smart Kids»”, carried out by Mayhua Bravo & Ramón Puente, in 2021- and another in distance education -Virtual Escape Rooms: a ramification tool to enhance motivation in distance education, proposed by Padilla Piernas, Parra Meroño & Flores Asenjo, in 2024- both in Latin America; while a few more references have been found in other places, such as in China -Liu (2015) “The Application of «AIDA» Model to Economic Classes”-, to address issues such as bullying in Secondary Education in Indonesia -Budimansyah, Fitriasari, Iswandi, Muthaqin & Yudistira (2019), “AIDA Model PC Extension (Attention, Interest, Desire, Action, Based Project Citizen) to Address

the Practice of Bullying among Students in the Regency of Pangandaran”- and, finally, references about how to use the AIDA model to promote courses, especially in the virtual environment, in which this model is used as a marketing technique and not specifically in the line that other experiences have provided.

Getting into the subject, the AIDA method, as we understand it for use in education, constitutes an ordered sequence where the phases or steps that are developed in the teaching-learning process are described, either specifically in the tasks or activities, classroom, or also as a system to be used throughout didactic programming.

In this sequencing we not only pay attention to organizational factors, but we also pay attention to the emotions and states that the students must go through in the learning process, that is, this strategy shows the different phases that the students go through when they are ready to carry out tasks and activities that the teachers present in the classroom and for which special attention has been paid to capturing the students' attention.

When we talk about attention, we are referring to the fact of attracting the pupils' senses and their focus on a certain point or aspect, specifically what is being presented to them. Therefore, it is necessary to arouse their curiosity and use some techniques to facilitate this task. Getting the students' attention, therefore, is essential if we want to initiate a meaningful and profitable process, so the task or activity we present must be stimulating and generate curiosity in the students.

To make the process stimulating and capture attention, it can be done through the use of active methodologies that enhance the student's curiosity and their involvement in the teaching-learning process for the generation of knowledge. In this case, the use of the voice, the materials, instruments and tools with which the teachers work are of great relevance. Luelmo (2018) points out that active methodologies are governed by principles that seek to promote teaching in which learning prevails over instruction, in which students participate in the construction of

knowledge, not being mere passive recipients and teachers give the students the role of protagonist, also trying to attend to their interests and needs; where the promotion of autonomy and collaboration are the catalyzing force of the work, where the student's process is recognized in its evaluation and that as a final objective, students manage to develop skills and values and not just knowledge. The use of some active methodologies such as the flipped class, gamification -where ICT can be very present-, project-based learning or problem-based learning, among others, will contribute to this student involvement.

In our case, in addition to the previous proposals, some of which have a long history because they emerged at the beginning of the 20th century, we bring into consideration the IQA methodology (Image, question, answer) which, as has already been advanced, was proposed by González Losada in 2019 and developed by Cano-Jiménez and Hermosín-Mojeda in 2021.

The IQA methodology is conceived as a teaching and evaluation proposal, in which the students take part from the beginning of their learning process, working autonomously and collaboratively, thus giving them the leading role in it. Through IQA, the student is involved in their learning process and promotes critical thinking.

With the IQA methodology, the aim is to awaken curiosity about learning by showing the content through meaningful images on which to ask appropriate questions and answers to these questions. Like any other methodology, this must be presented to students at the beginning of the course or prior to its first use, so its use can be generalized once a short training period has finished, in such a way that its use will be richer, as the student gets used to using it. When it comes to improving student attention, the IQA methodology will help focus attention on what is new and on the new way of working with the content. In short, it is about creating curiosity and stimulating attention to the topic to be discussed by presenting it in an interesting way.

Once the student's attention has been aroused and captured, which is the first step, the second step consists of generating interest through the presentation of more information on the subject to be dealt with, which maintains the involvement of the students and their activation. In a review of the literature related to learner interest, Engel, Vizquerra and Solari (2021), tell us that,

Interests "include cognitive and emotional components", which are closely interrelated. Without these two components, there is no interest, given that in order to be interested in something, the person has to know about it, have a representation of that content or activity and, at the same time, that content or activity has to arouse some emotion in order to become involved in its realization (p. 44).

In this phase, the use of images in the IQA methodology has the particularity that they can be selected by the teacher, but also by the students themselves, which means that they become involved in the learning process from the very beginning and their interest in the process becomes greater and more significant, given that everyone can contribute to the development of the subject being dealt with at any given moment.

Once attention and interest have been captured, it is time to create the desire to acquire knowledge. Thus, a predisposition to learn is generated in the pupil, an aspect that Rousseau warned us about in his famous *Emile, or of education*, published in the 18th century: "Give the child this desire [to learn] (...) any method will be good". Motivation for learning is one of the components that we have already pointed out above and for which we have already mentioned, neuroeducation, aware of this reality, offers teachers the keys to understanding the student's motivational states and awakening their desire to learn. Motivation is the driving force of behavior. A neurobiological, cognitive and emotional process that drives us to put into action a pattern of responses to perform a task. It is closely linked to learning (UNIR, 2020).

In the IQA methodology, which allows students to ask questions, emotional factors are also taken into consideration, since all students can intervene and where their questions can be considered, regardless of their degree of depth, accuracy and relevance. This is because we know that questioning is part of learning and the generation of questions by students is one of the constructive strategies that enrich their educational process. As Aflalo (2018) indicates, the questions that students ask play a crucial role in meaningful and motivational learning, in this way, the approach to evaluation has a greater impact on their learning.

The student concretizes the learning process in action, taking the initiative of his educational process and being the protagonist of his own learning through practice in what we know as "learning by doing." Opting for learning processes involves doing and practicing with sufficient internal motivation (purposes, goals, interests) to work on the content that is being proposed for acquisition, as well as increasing external motivation with a motivating didactics and teaching style, and with safe, attractive and motivating learning environments.

In the use of the IQA methodology, the teacher invites the students to ask questions directly related to the images, as mentioned above, and then they themselves are the ones who answer them appropriately, because these answers must be precise and related to the contents that are being addressed and that must be linked to said images.

In this way, the questions asked by the students are evidence of how they process and complete the activity by providing their response to a topic. For development, the process of selecting images and their visualization is followed to subsequently discuss in collaborative groups about the relevance of said images with the content being discussed. Next, after the process of clarifying the questions, those that have the best relationship with the image are chosen and that, when answered, can best develop the contents, emphasizing the accuracy, precision and relevance

of said questions with the image in question. Finally, in the action phase of the AIDA model, the responses are prepared, on which another debate is generated, to ensure that these responses are suitable and that they take into account all the aspects that were intended to be addressed in the process.

In this process, as has been seen, the involvement and performance of the students during each of its phases reinforces the involvement and acquisition of content that, without a doubt, will favor learning.

**Research results.** Throughout the study, mention has been made of some of the phases that the student goes through in their educational process and that we have been able to identify them with the phases of a purchasing process. Being aware of this development in the students by the teachers, as well as the management of the students' emotions throughout the process, will contribute favorably to having a better notion of the educational action and will allow them to deal with teaching in a better way.

The implementation of the AIDA method in education, after its assessment and evaluation, is considered very positive, since the students are considered the "client" who receives the service from education professionals, who have taken into account their needs, interests and motivations. The affective and emotional factors, present throughout the process, become facilitators of learning and, in turn, guide the teaching process for teachers.

It is appreciated that stimulating and creating curiosity are important aspects of attention, thus increasing the receptive power of new knowledge, as demonstrated by the opinions of the students, for the most part, when they are asked about the suitability of this method. In fact, according to the results obtained in research and published in 2021, by the authors of this article, which highlights that, from the testimonies of the students, 95% of them have pointed out that IQA methodology enables learning in a more meaningful way, allowing the collective and interactive construction of knowledge. The skills

development and the conceptualizations learned through this strategy are easy to remember and can be recreated through the action of association (p. 1288).

Creating interest in learning triggers the activation of the organism which becomes relevant by having a positive impact on the senses and perception towards learning and directly influences cognitive performance. By generating interest in the content with the use of active methodologies, students become more involved in their learning experience and, consequently, better understand the meanings and expected outcomes of their learning. The desire generates aspiration for knowledge and motivation makes the educational action in "learning by doing" more meaningful, so the teaching and learning process becomes more effective and efficient.

From our experience, the use of the active IQA methodology, inserted in the four phases of attention–interest–desire–action, as has been observed, contributes to capturing attention from the moment curiosity is awakened, an essential element of successful learning, and the sensory and cognitive stimulation of wanting to do something, learn. This has been done by placing images as a stimulating element that awakens curiosity.

Subsequently, the interest and desire to learn has been activated as the students themselves generate the questions, answer them or provide other images, gradually participating in the development of the contents. By incorporating collaborative work in the selection of images, the preparation of questions and the answers, interactive processes and involvement and cohesion in the group are favored, which is motivated by common objectives.

In addition to this, being able to work at different levels also allows the application of the Universal Design of Learning in the proposal of activities, facilitating respect for the pace of the students and their greater or lesser personal involvement. For teachers, the knowledge of students and their scope in the acquisition of

content is also facilitated, since different levels of response are established, both collective and individual. In this way, teachers who are reluctant to evaluate group work can provide images individually, or ask that images be added to the questions, or that questions and answers be prepared about given images.

In this way, the results indicate that the steps of attention, interest, desire and action using active methodologies such as IQA promote and increase the student's awareness of what they learn, the relevance of the content, making them meaningful and contributing to a comprehensive process and evaluation assuming the individualities found in the classrooms.

One more fact is that collaborative work versus individual work in the use of methodologies has a positive impact on academic performance, and the inclusion of internalizing the evaluation as part of the process helps to truly assess the student's performance. In fact, as we analyzed in our study (Cano-Jiménez & Hermosín-Mojeda, 2021),

We have also observed that working with IQA can bring great dynamism to the class and great methodological richness. It is proposed and recommended to do group activities, where each one of them presents an image or several to the rest and among them agree and elaborate the question and its answer. In fact, given the option of being able to examine themselves with an IQA proposal or through a traditional written 'questions and answers' exam, more than 90% of students prefer to do it using the IQA approach. Through the student's satisfaction questionnaire with this assessment practice, students report advantages in the interaction generated in the classroom, where group learning stands out - produced by the questions and answers generated in the IQA activity-, which it also helps reduce test anxiety levels (p. 1289).

**Discussion of scientific results.** According to UNESCO (2022), in pedagogical action there is a relationship where both students and teachers are in a pedagogical framework in which some

learn and others share their knowledge about content and use a didactic methodology for the transmission and acquisition of these. Pedagogical meetings, therefore, become transformative moments that allow for the intentional sharing of knowledge. Professionals must effectively manage the art, craft and science of teaching, nurturing in the student the curiosity and interest to explore, create and interact with the known and unknown.

This helps to understand and define the AIDA model in education and the application of active methodologies as a strategy for its use. With the assumption that stimulated and motivated behavior is a biological response activated towards the achievement of certain goals (Valdez, 2011), specifically academic achievements and knowledge generation.

In addition, Ropero-Padilla et al. (2021) indicate the need to evolve towards styles and strategies that make participants more active, with cooperative learning strategies as opposed to individual ones, as well as attending to the diversity and individuality of education. Learning must be configured on the basis of goals that the students themselves assume, but teaching strategies must also take into account emotions, motivation and involvement in learning.

The use of active methodologies are those that start from the stimulation of learning to the attainment of knowledge, as has been seen in the use of IQA, which is part of the AIDA model. Moreover, students, with the use of these methodologies, must necessarily assume an active role in the classroom. Finally, and taking into account, once again, the objectives pursued, we can see how all the activities proposed in an active teaching-learning process must be based on the real world (Luelmo, 2018) for learning to be meaningful.

**Conclusion.** Wallace (2023) says that in educational processes, as in sales, “the key is to understand the target audience—their needs and motivations—and design the program accordingly. If used correctly, AIDA will

motivate learners so they maximize the value of the overall learning experience.”

In the trinomial teacher, student and content, it must always be kept in mind that the latter must be made available to the characteristics and particularities of the students, putting them at the centre of the action and understanding the mental processes that occur for it to occur meaningful learning.

In this article we have tried to highlight the phases that the student goes through in their learning process, providing active methodological strategies that have been successfully experimented and that are easily applicable in almost any context, especially in the learning of subjects related to social sciences. Developing the four phases of the AIDA model allows the teaching-learning process to be sequenced in an appropriate way, in which the individual differences and processes of each student are considered.

In line with the above, students, in their learning process, go through different progressive and sequential stages. If education professionals know how to analyze each of these stages and adapt the teaching process, we will be able to guide the student, in a way effectively, through these until it produces the expected learning results. Likewise, we must continue working to make it a constant to make the process effective and efficient.

Focused attention to learning is based on awakening intrinsic curiosity as one of the main learning mechanisms of the brain, together with emotion, memory and sensory perception. Therefore, it is proposed to create these positive emotions that the AIDA method proposes around the learning process and the educational environment. Thanks to this, the student's neurons will create an association between the enjoyment of learning and education, which will promote more meaningful and long-lasting learning.

It is necessary to take this method into account since it serves as a basis to have knowledge of the phases that the students go through to implement the training action received.



As an evaluation, when using this method through applying active methodologies such as the IQA methodology, it can be said that the result is positive, since it is possible to work on attention, interest, desire and the practice of content, increasing involvement and self-esteem of the students.

The analysis of the results must be taken in consideration as a key aspect that should not be ignored in the educational process. When applying the AIDA method, each of the steps must be reviewed to verify to what degree it has served to strengthen the teaching-learning process and its implication in practice. It is important to highlight that its approach is a tool to detect the evolution of students' emotions; this is achieved by taking advantage of their opinions in order to have valuable feedback to preserve or modify the pertinent elements of the method.

Likewise, it is important to ensure the involvement of the students and keep them in a state of readiness to learn, which must be seen as

a cycle each time a new content, subject, or course is started to generate attention and interest again, as well as desire and action of learning. In fact, as we concluded in our other study,

in general, when you consider your students' opinions and they can participate in most of the processes they have to perform, the results reach a high level of success. Active methodologies need new ways to assess students' knowledge about the subject they are involved in, because it is a contradiction to promote cooperative learning, for example, or flipped learning and still follow using a traditional exam at the end (Cano-Jiménez & Hermosín-Mojeda, 2021, pp. 1291-1292).

Finally, it should be said that this sequencing of attention, interest, desire and action brings into play, in turn, as has been observed, the inference of the process of stimulation, activation, aspiration and movement of student learning.

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#### **БІЛІМ БЕРУ САЛАСЫНДА СУРЕТ, СҰРАҚ ЖӘНЕ ЖАУАП ӘДІСТЕМЕСІ АРҚЫЛЫ ҚОЛДАНЫЛАТЫН НАЗАР, ҚЫЗЫҒУ, ҚАЛАУ ЖӘНЕ ӘРЕКЕТ ҮЛГІСІ**

**Аңдатпа.** Бұл мақалада зейін, қызығушылық, тілек және іс-әрекет әдісін оқу-тәрбие процесінде қолданудың рефлексияларымен зерттеулерінің эволюциясымен қорытындылары қарастырылады. Бөлім неврологиямен конструктивизмнің соңғы жылдардағы жетістіктерін ескере отырып, қазіргі білім беру парадигмасын талдаудан басталады. Одан кейін білім берудегі IQA әдістемесін қолданатын процесс қадамдары ұсынылады және сипатталады. Нәтижелер оқушылардың эмоционалдық күйлерін есепке алудың маңыздылығын және оқытудың мәнін, ұтымдылығын және тиімділігін арттыратын әдістерді қолдану қажеттілігін көрсетеді. Қорытындыда осы зерттеудің нәтижелері, үлестері және қорытынды ойлары берілген.

**Кілт сөздер:** оқыту-білім беру процесі, AIDA әдісі, мазмұнды оқыту, IQA әдістемесі, оқушының эмоциялары, жеке оқыту.

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#### **МОДЕЛЬ ВНИМАНИЯ, ИНТЕРЕСА, ЖЕЛАНИЯ И ДЕЙСТВИЯ, ПРИМЕНЯЕМАЯ В СФЕРЕ ОБРАЗОВАНИЯ С ПОМОЩЬЮ МЕТОДОЛОГИИ ИЗОБРАЖЕНИЯ, ВОПРОСА И ОТВЕТА**

**Аннотация.** В этой статье рассматривается эволюция и выводы из размышлений и исследований о применении метода внимания, интереса, желания и действия в учебном процессе. Раздел начинается с анализа современной парадигмы образования с учетом достижений, внесенных нейробиологией и конструктивизмом за последние годы. Затем представлены и описаны этапы процесса с использованием методологии IQA в образовании. Полученные результаты подчеркивают важность учета эмоциональных состояний учащихся и необходимость применения методов,

способствующих повышению значимости, эффективности и результативности обучения. В заключении приводятся выводы, вклады и заключительные соображения данного исследования.

**Ключевые слова:** процесс обучения-преподавания, метод AIDA, значимое обучение, методология IQA, эмоции студентов, индивидуализированное обучение.

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