

**TEACHERS’ STRATEGIES FOR ENHANCING SHY CHILDREN’S
ENGAGEMENT IN ORAL ACTIVITIES**

**СТРАТЕГИИ УЧИТЕЛЕЙ ПО ПОВЫШЕНИЮ УЧАСТИЯ
ЗАСТЕНЧИВЫХ ДЕТЕЙ В УСТНОЙ ДЕЯТЕЛЬНОСТИ**

**O‘QITUVCHILARNING UYATCHAN BOLALARNING OG‘ZAKI
FAOLIYATINI KUCHAYTIRISH STRATEGIYALARI**

Otakhonova Nurjakhon Ilkhomjon kizi, FerSU student

nurjahon732@gmail.com

Abstract: This article provides valuable insights and practical strategies for educators to support shy students in participating in oral activities. By building positive relationships, employing differentiated instruction, using gradual exposure and scaffolding, and providing ongoing assessment and feedback, teachers can create inclusive learning environments where all students, including shy children, can thrive. By implementing these strategies and continuing to explore new approaches, educators can ensure that shy children are actively engaged in oral activities and develop their communication skills with confidence.

Key words: shyness, oral activities, teacher’s strategies, new approaches.

Аннотация: В этой статье преподавателям представлены ценные идеи и практические стратегии по поддержке застенчивых учеников в участии в устных занятиях. Выстраивая позитивные отношения, применяя дифференцированное обучение, используя постепенное воздействие и подмости, а также обеспечивая постоянную оценку и обратную связь, учителя могут создать инклюзивную среду обучения, в которой могут развиваться все учащиеся, включая застенчивых детей. Реализуя эти стратегии и продолжая изучать новые подходы, педагоги могут гарантировать, что застенчивые дети активно участвуют в устной деятельности и уверенно развивают свои коммуникативные навыки.

Ключевые слова: застенчивость, устная деятельность, стратегии учителя, новые подходы.

Annotatsiya: Ushbu maqola o'qituvchilarga uyatchan o'quvchilarni og'zaki mashg'ulotlarda qatnashishda qo'llab-quvvatlash uchun qimmatli tushunchalar va amaliy strategiyalarni taqdim etadi. Ijobiy munosabatlarni o'rnatish, tabaqalashtirilgan ta'limni qo'llash, bosqichma-bosqich ta'sir qilish va iskaladan foydalanish va doimiy baholash va fikr-mulohazalarni ta'minlash orqali o'qituvchilar barcha o'quvchilar, shu jumladan uyatchan bolalar rivojlanishi mumkin bo'lgan inklyuziv ta'lim muhitini yaratishi mumkin. Ushbu strategiyalarni amalga oshirish va yangi yondashuvlarni o'rganishni davom ettirish orqali o'qituvchilar uyatchang bolalarning og'zaki faoliyat bilan faol shug'ullanishlarini ta'minlashlari va ularda ishonch bilan muloqot qilish qobiliyatlarini rivojlantirishlari mumkin.

Kalit so'zlar: uyatchanlik, og'zaki faoliyat, o'qituvchining strategiyalari, yangi yondashuvlar.

Shyness is a common trait among children, and it can often pose challenges for their active participation in oral activities within the classroom setting. These activities, such as class discussions, presentations, and group work, are essential for developing effective communication skills and building confidence. However, shy children may struggle to express themselves verbally, leading to feelings of anxiety and self-doubt. As educators, it is crucial to create a supportive environment that encourages these students to feel comfortable and confident in engaging in oral communication.

Teachers play a vital role in enhancing shy children's engagement in oral activities. By fostering positive relationships, utilizing differentiated instruction, providing gradual exposure and scaffolding, and offering ongoing assessment and feedback, educators can empower shy students to overcome their inhibitions and develop their oral communication skills. Creating a supportive environment that values each student's unique strengths and needs is crucial for academic success, social development, and overall well-being. With the implementation of these strategies, teachers can help shy children flourish and become confident communicators both inside and outside the classroom.

Shyness can significantly impact a child's ability to actively participate in oral activities, hindering their educational experience. Teachers play a crucial role in shaping the learning environment and can employ various strategies to help shy children overcome their inhibitions and engage confidently in oral activities. This literature review aims to explore the theme of teachers' strategies for enhancing shy children's engagement in oral activities, focusing on creating a supportive classroom environment, building trust and rapport, differentiated instruction, gradual exposure and scaffolding, and ongoing assessment and feedback.

Incorporating Technology and Multimedia Tools:

The integration of technology and multimedia tools can provide shy children with alternative means of communication and expression. Research by Sivananda and Aziz (2021) highlights the benefits of using technology, such as online discussion boards or video presentations, which can reduce anxiety and enhance engagement for shy students. Multimedia tools, such as visual aids or interactive presentations, can also support shy children's understanding and engagement in oral activities (Li & Ma, 2010).

Gradual Exposure and Scaffolding:

Gradual exposure and scaffolding techniques are effective strategies for helping shy children develop their oral communication skills. Teachers can start with low-pressure opportunities for participation, such as paired discussions or role-playing activities, and gradually increase the complexity and demands of oral tasks (Crozier & Perkins, 2002). This approach allows shy students to build confidence over time and encourages their active involvement in classroom discussions (Baker et al., 2003).

Ongoing Assessment and Feedback:

Providing ongoing assessment and feedback is crucial for fostering the growth and progress of shy children. Teachers should focus on providing constructive feedback and praising effort rather than solely focusing on correct answers or performance (Crozier & Hostettler, 2003). Research by Black and William (1998)

suggests that formative assessment practices, such as self-reflection and peer assessment, can enhance shy students’ engagement by encouraging self-evaluation and promoting a growth mindset.

Conclusion

The literature review highlights several effective strategies for enhancing shy children's engagement in oral activities. Creating a supportive classroom environment, building trust and rapport, differentiating instruction, incorporating technology and multimedia tools, implementing gradual exposure and scaffolding techniques, and providing ongoing assessment and feedback are all important considerations for teachers working with shy children. By employing these strategies, teachers can help shy children feel more comfortable, confident, and motivated to participate in oral discussions and activities, ultimately promoting their overall engagement and learning outcomes.

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