

Teachers' Effective Strategies (Methods) to Deal with Shy Students in the Classrooms

Makhmudova Umida Abdurakhmonovna

Student of Bukhara State University, Foreign Languages Faculty

Abstract: The study investigates the methods or strategies of teachers in dealing with the timid students whose participation level is not satisfactory during the lessons in the classrooms. The aim of the study is to select and highlight the most efficient strategies which are implemented and used by the academic lyceum teachers in the field of teaching English as a foreign language and identify the reasons behind this behavior. The data collected through a survey and observations in the research and according to the results taken from the survey, the study recommends useful strategies such as organizing group activities or appointing them as a group leader to reduce the behavior of shyness.

Key points: students, shyness, interventions, strategies.

Introduction

Shyness is a behavior that can be commonly experienced by school-aged children. Despite the fact that this is a frequently used term, there is a diversity of constructs that underpin “shyness”, including behavioral inhibition, social reticence, social withdrawal, anxious solitude and social anxiety. There were several approaches defining the shyness in the past. Some conceptualizations theorize shyness as either behavioral inhibition to the unfamiliar situations or elevated rates of solitary behavior or symptoms of social anxiety disorder (Crozier, 2015). In contrast, substantial literature has investigated shyness as encompassing individual differences in wariness or anxiety in novel situations, embarrassment and reticence in social situations (Rubin Kh, 2009). Even though there are different strategies and interventions so as to help children deal with shyness, there is no comprehensive systematic review of available interventions. This study aims to identify interventions for shy children and to evaluate effectiveness in reducing psychological difficulties and other impacts. The result of this study shows that when such methods are used in the school-based setting, the results can be effective in reducing negative effects of shyness.

Methods

The study investigates the teacher strategies to deal with the particular behaviors such as shyness or lack of participation. The participants of the current research are 9 teachers from Academic lyceum in the faculty of Foreign Languages, consisting of 7 females and 2 males. The mixed- method approach is used in this research. This method is relevant for this type of research because of its connection to human behaviors. The data collected through a survey that contains 10 close-ended questions which indicate the teacher's policies and techniques in the classrooms and the reason behind this off-task behaviors and 2 open-ended questions. After the data collection stage is completed, it is analyzed by Google Doc Program, in order to know the most popular strategies among the teachers and the open- ended questions are analyzed by coding and finding the various methods and reasons which are given by the participants in the questionnaire. According to the teachers' responds to the open- ended questionnaire, some observation is conducted in the lessons of teachers to identify the effectiveness of the strategies they have used.

Results

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. In dealing with shy students, I change my strategies from group discussion to individual written exercises or a videotape	21.1%	20.3%	42.8%	10%	5.8%
2. I give strong reinforcement for any contribution	42.1%	36.8%	21.1%	-	-
3. I involve students by asking them questions directly	21.1%	47.4%	21%	10.5%	-
4. I make eye contact on the students continuously	58%	21%	10.5%	10.5%	-
5. I appoint him/her to be small group leader	21.1%	56.9%	22%	-	-
6. I think female students feel shyness more	21.1%	31.6%	21.1%	26.2%	-
7. Lack of efficient language skills leads to such behavior	-	5.4%	37%	47.6%	10%

Table 1

The results obtained for the demographic question shows the 9 participants, 77% were females and 22.2% were male teachers. Additionally, the second question was the age group of participants the results of which shows that the majority of the teachers (40.6%) is between 30-35, while other age groups are made up only negligible percentage. According to the answers given for the third question, 80.5% of the participants took part in the pedagogy courses, only 19.5% of them have not participated in the mentioned training. It means that the great number of tutors have adequate understanding in this field. The findings for the item which highlighted that “In dealing with shy students, I change my teaching strategies from group discussion to individual written activities or a videotape”, the result gained as 21.1% strongly agreed, 20.3% agreed, 42.8% neutral, only 15.8% disagreed or strongly disagreed with the item. The most of the participants do not change their strategies as shown in the table. Coming next, the findings illustrated that the teachers give strong positive reinforcements for any contribution from timid learners, since, 42.1% strongly agreed. It is also worth mentioning that for the most of the statements there are not people who strongly disagreed as shown on the table. Furthermore, plenty of teachers agreed with the statements of making eye contact with shy students and appointing them as small group leaders and in the teachers’ point of view gender differences also influence pupils attitude during the class. However, there are many teachers who disagreed with the idea of lack of efficient language skills leads to such behavior with the percentage of 47.6%. Coming to the open- ended question, the answer which was given by majority of teachers was lack of confidence and motivation that can be reason for the behavior of shyness, while appointing them as a group leader or organizing group activities in the classroom are appropriate methods of overcoming this behavior. Lastly, as a result of observations of the teachers’ classes, these methods are found as effective ways of preventing shyness in learners.

Discussion and Conclusion

This study aims to develop methods and strategies that are effective for the students who are timid during the lessons in the classroom and investigates the reasons of the shyness in learners. The survey conducted so as to identify teachers' attitude towards the students' this behavior illustrates that the English language teachers are young. Another the most important finding shows that teachers training has significant effects on the strategies and methods in controlling students off task behaviors. Meanwhile, the study attempts to differentiate both genders in terms of mentioned behavior and according to the questionnaire, it is likely that both genders can share the sense of this behavior. Relying on the last open-ended questions it can recommend to deal with this behavior via the most efficient methods such as organizing group activities or appointing them as a group leader. These promising avenues for foundation for developing psychological interventions for shy students to overcome this behavior.

References

1. Ali M.M., Abdullah R (2014) Teacher Trainers' strategies for Managing the Behaviours of Students with special Needs, pp. 71 -72 .
2. Ary D, Walker D (2013), Introduction to research in education, pp. 80-87
3. Colberg L, (2010), Classroom Management and the ADHD student, pp 90 - 93
4. Dreikurs, R (1971), Maintaining sanity the classroom. Illustrated teaching techniques, pp 100 - 109
5. Ross Hill, R (2009), Teacher attitude towards inclusion practices and special needs student, pp.172-178