

## INSIGHTS ON HOW TO ENHANCE ACADEMIC DEVELOPMENT OF SHY STUDENTS

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A degree of shyness is standard whenever social expectations are new or ambiguous. Shyness emerges as a problem if it becomes situational and dispositional, so the child is known to be shy. When a child attributes this label, a vague pattern of shyness may become entrenched. Eventually, it would include additional symptoms such as diffidence about entering social situations, discomfort, and reticence in the presence of others. It overemphasized self-concern and progressively negative social self-concepts. There are many causes for shyness. One should establish what caused the original pattern of behavior; is it a humiliation in school or a lack of social skills? A shy student cannot change the past but can change the present and the future. With some, inaugurating the source of shyness is half the battle. It may help to figure out where the problem started and start handling it logically (Al Ghalib, 2002).

Child shyness, teacher-child relationships, and adjustment take measures throughout a school year. It is evident that a direct teacher-child relationship, defined as warm and supportive, provides a "secure base to help children explore the classroom," helping children better adjust to the school environment. Contrarily, shy children who are too dependent on us may miss the opportunity to interact with peers and explore the classroom environment, potentially alienating themselves from peers. Thus, it is essential to consider the caregiver-child relationship as it pertains to the child's social development. (Lao et al., 2003)

Encouraging our students to participate can be tricky for the kid who seems to refrain from speaking up actively. We, teachers find it incredibly complicated when we

meet one-on-one when the student who never raises their hand has the most insightful, compelling ideas to share. Finally, establish ways for students to help one another boost their confidence. When asking students to come to the board to exemplify something or give a presentation, they often ask if they can do it with a partner. When a student does make a mistake, let us expound on how crucial it is for the class to hear the error and learn from it rather than just telling the student they were wrong. Do not let it go unresolved when we notice students saying inappropriate things about someone in the class because of an answer they gave or the way they read something aloud. We ensure that all students acknowledge the classroom as a space to take chances and be supported as they work toward mastering their academic goals.

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