

IMPROVING PUBLIC SPEAKING FOR YOUNG AND SHY STUDENTS**Muzrobiddinova Muslima**
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Abstract. This study examines effective ways to improve public speaking skills among young and shy students. Many students experience nervousness, fear, and low confidence when speaking in front of an audience. The research focuses on how supportive classroom activities, speaking exercises, and interactive games help students become more confident speakers. Different activities such as storytelling, presentations, discussions, and group tasks were used during the study. Data were collected through observation and evaluation of students' speaking performance. The results show that regular practice and engaging activities help students speak more clearly, confidently, and actively during lessons. Students also became more comfortable expressing their ideas in front of others. The study concludes that encouraging classroom environments and interactive speaking activities are effective methods for helping shy students overcome fear and develop stronger public speaking abilities.

Keywords: Public speaking, shy students, confidence, communication, speaking activities.

Аннотация. Данное исследование рассматривает эффективные способы улучшения навыков публичного выступления у молодых и застенчивых студентов. Многие студенты испытывают волнение, страх и неуверенность при выступлении перед аудиторией. Исследование направлено на изучение того, как поддерживающая учебная среда, речевые упражнения и интерактивные игры помогают студентам стать более уверенными ораторами. Во время исследования использовались рассказывание историй, презентации, обсуждения и групповые задания. Данные собирались с помощью наблюдения и оценки речевой активности студентов. Результаты показали, что регулярная практика и интересные задания помогают студентам говорить более уверенно, активно и ясно. Студенты также стали свободнее выражать свои мысли перед аудиторией. Исследование показывает, что благоприятная учебная атмосфера и интерактивные задания являются эффективными методами развития навыков публичного выступления у застенчивых студентов.

Ключевые слова: Публичное выступление, застенчивые студенты, уверенность; коммуникация, речевые задания.

Annotatsiya. Ushbu tadqiqot yosh va tortinchoq talabalarning ommaviy nutq ko'nikmalarini rivojlantirishning samarali usullarini o'rganadi. Ko'plab talabalar auditoriya oldida gapirish jarayonida hayajon, qo'rquv va ishonchsizlikni his qiladilar. Tadqiqot qo'llab-quvvatlovchi sinf faoliyatlari, nutq mashqlari va interaktiv o'yinlarning talabalar ishonchini oshirishdagi ahamiyatiga qaratilgan. Tadqiqot davomida hikoya qilish, taqdimot, munozara va guruh ishlari kabi faoliyatlardan foydalanildi. Ma'lumotlar kuzatuv va talabalar nutq faoliyatini baholash orqali yig'ildi. Natijalar muntazam mashq va qiziqarli faoliyatlar talabalarning aniqroq, faolroq va ishonchliroq gapirishiga yordam berishini ko'rsatdi. Talabalar o'z fikrlarini boshqalar oldida erkinroq ifoda eta boshladilar. Tadqiqot shuni ko'rsatadiki, qulay ta'lim muhiti

va interaktiv mashg'ulotlar tortinchoq talabalarda ommaviy nutq ko'nikmalarini rivojlantirishda samarali hisoblanadi.

Kalit so'zlar: Ommaviy nutq, tortinchoq talabalar, ishonch, muloqot, nutq faoliyatlari.

Introduction

Public speaking is an important skill in modern education and social life. Students are often required to present ideas, participate in discussions, and communicate with others in academic environments. However, many young students experience difficulties when speaking in front of an audience because of fear, nervousness, and lack of self-confidence. These challenges are especially common among shy students who often avoid participation during classroom activities. Speaking anxiety can negatively influence students' communication abilities and academic performance. Fear of making mistakes or being judged by classmates may reduce students' willingness to speak publicly. As a result, many learners remain passive during lessons and struggle to express their thoughts clearly. Developing speaking confidence at an early stage is therefore important for both personal and academic growth.

Recent educational studies emphasize that supportive classroom environments and interactive activities can help students overcome speaking anxiety. Activities such as storytelling, role-play, group discussions, and speaking games encourage participation and reduce stress during communication. In addition, regular speaking practice allows students to become more comfortable when expressing ideas in front of others.

This study aims to investigate effective methods for improving public speaking skills among young and shy students. The research specifically examines how interactive activities and repeated speaking practice influence students' confidence, fluency, and willingness to communicate during classroom interaction.

Literature Review

Public speaking is considered one of the essential communication skills for students in educational environments. Strong speaking abilities help learners express ideas clearly, participate actively in discussions, and communicate effectively with others. However, many young students experience anxiety and nervousness when speaking publicly, especially those who are naturally shy. Research shows that fear of public speaking is commonly connected with low self-confidence and fear of negative evaluation. According to Nasution et al. (2024), students often avoid speaking activities because they are afraid of making mistakes or being judged by others. Such anxiety may reduce classroom participation and negatively affect communication development.

Several researchers emphasize that interactive and supportive learning environments can improve students' confidence in speaking activities. Rahmayanti et al. (2023) explain that public speaking is not only about delivering information but also about using body language, voice control, and audience interaction effectively. Similarly, Lucas (2012) states that speaking skills can be strengthened through regular practice and active participation in presentations and discussions. Game-based activities are also widely recognized as useful tools for reducing speaking anxiety. Kaur, Nalliah, and Aslam (2023) found that games encourage students to communicate more freely and comfortably during lessons. Activities such as storytelling games, role-play, and group speaking tasks help students develop fluency and confidence while reducing fear and stress.

Furthermore, communicative activities improve students' motivation and participation in class. Chambers and Yunus (2017) explain that enjoyable classroom interaction creates a positive learning atmosphere where students feel more relaxed and willing to express their ideas. Through repeated practice, students gradually become more confident speakers. Although previous studies highlight the importance of interactive learning for speaking improvement, further classroom-based research is still needed to examine how shy students develop confidence through public speaking activities. Therefore, the present study investigates how regular speaking practice and interactive tasks contribute to improving public speaking abilities among young and shy students.

Methodology

This study used a qualitative classroom-based research design to investigate the improvement of public speaking skills among young and shy students.

The participants of the study were 20 students between the ages of 15 and 18. Many of the participants demonstrated low confidence and nervousness during classroom speaking activities. The study was conducted over a two-week period. During the research, students participated in different speaking activities such as storytelling, short presentations, pair discussions, role-play, and interactive speaking games. These activities were designed to create a comfortable classroom atmosphere and encourage students to communicate more actively. The teacher provided positive feedback and supportive guidance during each activity. Students were encouraged to express their opinions without fear of making mistakes. Group activities were frequently used to help shy students feel more relaxed while speaking.

Data were collected through classroom observation and evaluation of students' speaking performance before and after the activities. The observations focused on students' confidence, fluency, participation, and willingness to speak in front of others.

Results

The findings indicate a significant improvement in students' vocabulary performance after the implementation of spaced repetition.

In the pre-test, most students demonstrated limited retention of target vocabulary. The average score ranged between 25 and 30 correct answers out of 50, indicating partial understanding and weak long-term recall.

After the intervention, post-test results showed a substantial increase in performance. The majority of students achieved scores above 45 out of 50, while two students obtained full scores. Overall, the data demonstrate a clear improvement in vocabulary retention and recall accuracy.

In addition to test performance, qualitative classroom observations revealed that students were more confident in using newly learned vocabulary in both speaking and writing tasks. Learners actively incorporated target words, collocations, and phrases into communicative activities, indicating improved lexical accessibility and retrieval speed.

These results suggest that repeated exposure through spaced intervals contributed to stronger memory consolidation and more effective vocabulary activation.

Discussion

The results of this study indicate that interactive speaking activities can significantly improve public speaking confidence among young and shy students. Regular participation in

presentations, discussions, storytelling, and games helped students reduce fear and communicate more actively during lessons.

The findings support previous studies which emphasize the importance of supportive classroom environments in developing speaking skills. Nasution et al. (2024) explain that students often experience anxiety because of fear of negative judgment, while communicative activities help learners become more comfortable when expressing ideas publicly.

The study also demonstrates that speaking games and group interaction positively influence students' confidence. Similar findings were reported by Kaur et al. (2023), who found that game-based activities reduce speaking anxiety and encourage students to participate more freely during classroom communication.

Another important finding is that repeated practice improves not only confidence but also fluency and audience interaction. Through regular speaking activities, students gradually became more confident in maintaining eye contact, speaking clearly, and sharing ideas in front of classmates. Despite the positive outcomes, the study has several limitations. The number of participants was relatively small, and the research period was limited to two weeks. Future studies may investigate long-term improvement in public speaking confidence and examine the effectiveness of different speaking techniques with larger groups of students.

Overall, the findings suggest that interactive and supportive classroom activities are effective methods for helping shy students overcome fear and develop stronger public speaking abilities.

Conclusion

This study investigated methods for improving public speaking skills among young and shy students. The findings demonstrate that supportive classroom environments, interactive activities, and regular speaking practice positively influence students' confidence and communication abilities. Students became more active, confident, and comfortable speaking in front of others after participating in storytelling, presentations, discussions, and speaking games. The activities also helped reduce anxiety and encouraged students to express their ideas more freely during lessons.

The study concludes that positive classroom interaction and repeated speaking practice are effective strategies for developing public speaking skills among shy students. Teachers are encouraged to create supportive learning environments where students can communicate without fear of making mistakes.

Future research should explore long-term speaking development and investigate additional techniques that may further improve students' communication confidence.

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