TEACHING CONTEXT

My name is Saodatxon Xasanboyeva, and I am a student at Namangan State Institute of Foreign Languages in group XTA_JU_23. I am currently doing my teaching practice at a secondary school where I teach English to Grade 7 students. My class has active learners, but some students feel shy during speaking activities. Therefore, I try to create a supportive classroom environment to help them feel more comfortable and improve their speaking skills.

Research Project Description

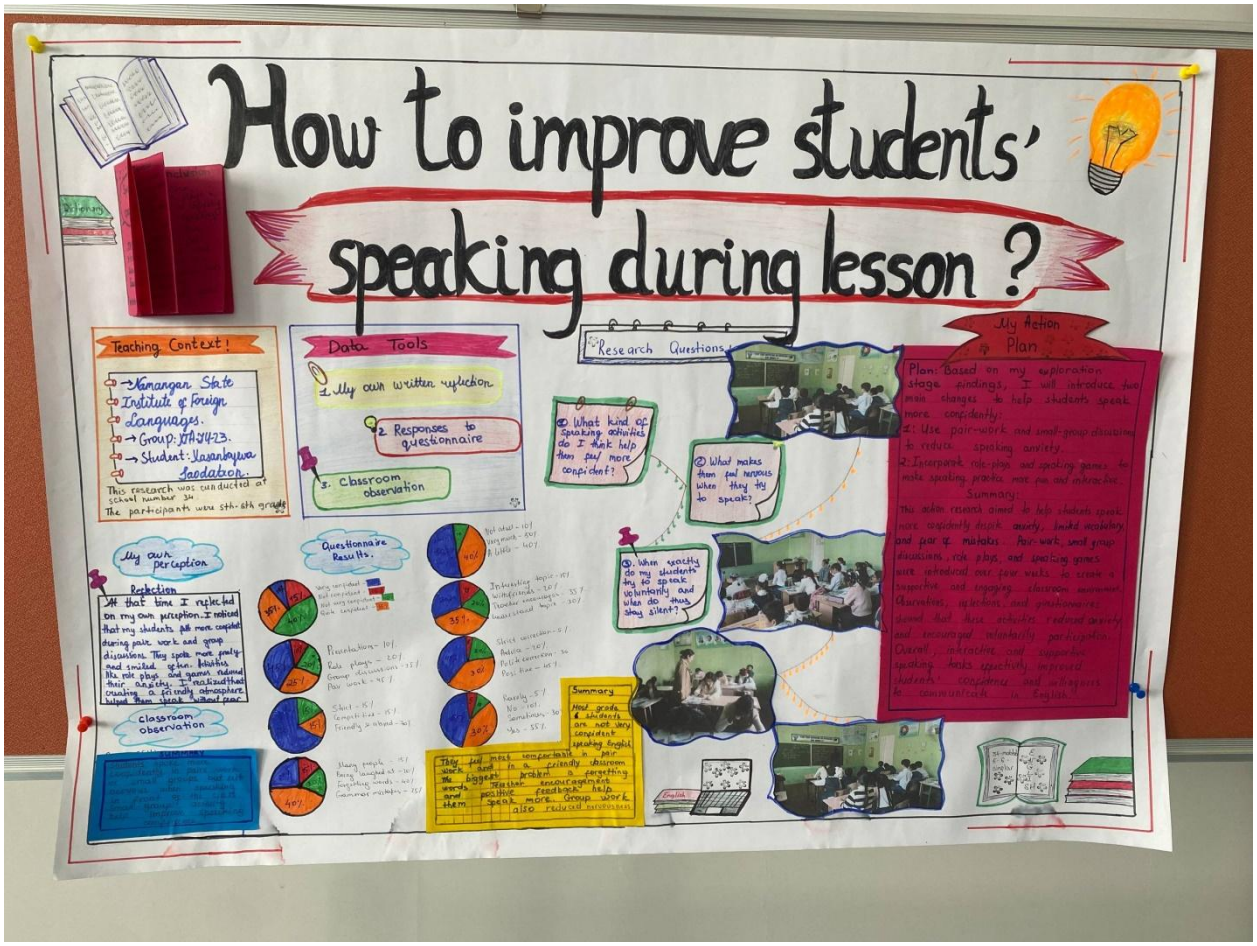
The topic of my research is improving students' confidence in speaking English. I chose this topic because many students understand English but feel nervous when they need to speak in class. During my teaching practice, I noticed that some students avoided speaking activities or spoke very little.The aim of this research was to understand why students feel nervous when speaking English and what activities can help them become more confident. The research was guided by the following questions:

.What kind of speaking activities help students feel more confident?

.What makes students feel nervous when they try to speak English?

.When do students try to speak voluntarily and when do they stay silent?

To collect data, I used classroom observation and a questionnaire for Grade 7 students. These tools helped me understand students' feelings and behavior during speaking activities. The main ideas of this research were also presented in a poster.



Research Findings

During the exploratory stage, I observed Grade 7 students during speaking activities and analyzed the questionnaire results. I found that many students were interested in learning English, but they were not confident when speaking in front of the class. Most students felt nervous because they were afraid of making mistakes, forgetting words, or being laughed at by classmates. Some students understood the lesson well but preferred to stay silent during speaking tasks.

The questionnaire results also showed that students felt more comfortable during pair work and small group activities. They were more willing to speak when the classroom atmosphere was friendly and supportive. Teacher encouragement and positive

feedback also helped students feel more confident. In addition, students liked games, role plays, and simple discussion activities because these tasks were less stressful and more enjoyable.

During the action stage, I decided to use several activities to improve students' speaking confidence. First, I organized pair and group speaking tasks more often. This helped shy students participate without feeling too much pressure. Second, I used role plays and speaking games to make lessons more interactive and interesting. Third, I praised students for their effort instead of focusing only on mistakes. I also tried to give students enough time to prepare before speaking.

After these actions, I noticed positive changes in the classroom. More students started to participate voluntarily in speaking activities. Shy students became more active during pair work, and the overall classroom atmosphere became more supportive and communicative. Although some students still felt nervous, their confidence improved gradually throughout the research process.

Final Reflection and Conclusion

This research helped me better understand the importance of students' confidence in learning English. I learned that many students are afraid of speaking because they worry about making mistakes or being judged by others. However, a friendly and supportive classroom environment can help students feel more relaxed and motivated to speak.

During this research, I understood that pair work, group activities, games, and positive feedback are useful ways to improve speaking confidence. I also learned that teachers should encourage students patiently and focus on communication instead of correcting

every small mistake.

As a teacher-researcher, this project helped me improve my observation and teaching skills. I became more aware of students' feelings and classroom behavior. This experience showed me that small changes in teaching methods can make a positive difference in students' participation and confidence. In the future, I would like to continue using interactive speaking activities to help students become more confident English speakers.