In conclusion, we have offered a proposal for presenting the subject to teachers.

The inhibition that is characteristic of shyness is expressed in similar terms:

As will be detailed later on.

"You have nothing to be shy about"

For the creation of dependency on the part of the child

The ability to make use of social contextual clues while communicating with others

The strategies that will be presented in the following sections focus on what the teacher can do in the classroom in order to support shy children.  They are divided into two categories: (a) strategies that support the shy students' emotional worlds, (b) Strategies that help the shy students deal actively with their social fears.  Our main emphasis is on proposals that have empirical support or appear prominently in the professional literature.  At the end of this section appears a demonstration of how this topic can be presented to the teachers so as to draw them closer to the inner world of their shy students.

This refers, for example, to the existence of pleasant interactions in class, including...

Continuing this line of thought, it has been proposed that the teacher remain with the same class for a number of years.  Likewise, the professional literature emphasizes that the teacher should take an interest in the shy students and their hobbies, reinforce their achievements, and approach them with warm gestures.

As a rule, the creation of routine in the classroom and the clarification of the schedule and of expectations are considered strategies that support shy students.

Encouraging the discussion of feelings in class

***Classwork by means of graduated levels of activity.***It is recommended to divide the classwork into stages, for example: (a) a personal written assignment, (b) sharing the outcome in pairs, and (c) work in small groups, to allow shy children to express themselves.

In my experience, this method of explanation brings the teachers closer to the shy students' inner world and equips them with the ability to choose effective intervention strategies.

Their effectiveness should continue to be empirically tested to determine which strategies are preferable to others.

We should also consider changing how modern society views the characteristics that merit positive assessment (such as the abundant emphasis on characteristics of extroversion, openness, and friendliness) and the increase of esteem for the unique qualities with which introverted and shy people are endowed.

It has been found that shy people spend a lot of time on Facebook and they have a positive assessment of it.

In the report dealing with education in the 21st century, the main interpersonal competencies in the current era are described, and they include:

Challenges that require them to develop abilities outside their natural tendencies

The educational system's consideration of their inner world should be augmented.