

The Importance Of Scaffolding Method In Improving Esp Students` Communicative Competence

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Abstract: This article provides detailed information about the effective method of using the scaffolding method in teaching a foreign language and improving communication skills. The article details the scaffolding method, the history of its origin, its specific aspects and new views on it, and concludes with conclusions that it is an effective method for students to independently learn the necessary skills in the process of learning a foreign language.

Keywords: scaffolding method, communication skills, ZDP concept, modeling, imitation and scaffolding.

Intraduction

Language learning is one of the important areas in human society. Language, which is a means of communication, can be acquired practically in a natural environment, i.e. in the family, among the public or in an organized manner. Knowledge of languages, especially multilingualism, is of great importance in our time when international relations are on the rise.

A foreign language is the language of a foreign country. Western European languages (English, Spanish, German, French) and Eastern languages (Arabic, Turkish, Persian, Chinese) are taught in our republic. It should be noted that the majority of people learning English as a foreign language say that it is difficult to communicate freely in English. They emphasize that the learners do not have an interlocutor to communicate in English. According to English linguists Fisher and Frey, language creates a good environment for communication, allows people to have more ownership of their ideas and communicate freely. And Biswa emphasized that learning a language in a group has an impact on the physical and mental aspects. Also, some of

them claimed that learning English at school was not enough. Many students who have graduated from high school or university still cannot communicate in English correctly and fluently, some of them need to study English for many years in school to communicate in English. they claim that it is not. So they decide to find another solution by joining English courses to improve their skills. This, in turn, requires the use of appropriate foreign language teaching technologies. By carefully mastering the achievements of the methodical science, the foreign language teacher is able to clearly know the standard of language experience of the student and to improve it further. Learning and teaching foreign languages largely depends on the theoretical development of foreign language teaching methodology issues and the creative application of theory in practice.

Below, we will get acquainted with the effective method used in teaching a foreign language and developing the level of communication of students. "Scaffolding" method and its stages.

First of all, if we talk about the concept of method, the Greek word "method" means

research, a way to achieve a goal, a method. Method - in the most general sense - a method of achieving a goal, an activity organized in a certain way. . The history of the origin of the method goes back to the practical activities of people. A person who has mastered the method of doing something can do it easily and quickly compared to others. The method can be practical or theoretical in terms of its content.

Materials and Methods

Educational method is a method of work that the teacher regularly uses with students, which allows students to develop their mental abilities and interests, acquire knowledge and skills, and use them in practice. It is a set of regulated methods of organizing the mutual activities of the teacher and the students in order to achieve the specified educational goal. The method of teaching a foreign language is understood as a set of activities of the teacher and the student that ensures the achievement of the practical, general educational, educational and developmental goals of teaching a foreign language.

The methodology of foreign language teaching as a science has more than 200 years of history. During this period, it can be observed that different attitudes towards foreign language teaching methodology were expressed. One of these views is academician L.V. Belongs to Shcherba. In his opinion, although the teaching methodology of any subject is a science, it is not considered a theoretical science. It solves practical problems. Psychologists had a different attitude to the methodology of foreign language teaching. Professor V. A. Artemirov gave a valuable opinion about the interrelationship of methodology and psychology. In his opinion, psychology provides material for methodology. Methodology studies how a teacher conducts a lesson. Psychology deals with how students learn this subject. However, one cannot fully agree with this opinion.

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Today, methods such as "Communicative language teaching", "Problematic statement", "Informative and informative" are recognized as modern educational methods in foreign language teaching. One of the most effective methods is the "scaffolding" method. Scaffolding theory was first introduced in the late 1950s by cognitive psychologist Jerome Bruner. The word "Scaffolding" is taken from the English language and means "ladder", "scaffold" made of wood or metal layer by layer next to the wall in construction. Gibbons (2002) states that "scaffolding" is a temporary structure that is erected during the construction or renovation of a building. Bruner (2002) also supports the views of Wood Gibbons, stating that "scaffolding" is literally a term used for anything that is usually placed around a building. It is used as a temporary structure during the construction of the building. In other words, as soon as the building is able to support itself, the scaffolding is removed. Scaffolding is temporary, but necessary for the successful construction of the building.

The term "scaffolding" was first coined by Lev Vygotsky as a teaching strategy.

Bruner (1978) defines scaffolding metaphorically as: "steps taken to reduce the degree of freedom in certain tasks so that the child can concentrate on the difficult skill involved" (P. Gibbons, 2015, p. 16).

Results

Scaffolding is considered a strategy used by teachers to facilitate the transition from supporting students to independent work. His research explains sociocultural theory and the concept of Zone of Proximal Development (ZDP). ZDP is the distance between the level of development that children can achieve independently and the level of potential development that can be identified under the supervision of the teacher or together to solve many problems related to language learning. The process of scaffolding involves the development of cognitive and metacognitive aspects that teachers can manage as social and linguistic interactions. In their initial research, scientists identified scaffolding as how parents help their children interact verbally. For example, intuitively, parents suddenly help or teach their children to negotiate with other children.

This attempt is made step by step until the message is clearly conveyed and accepted by the audience. As a result, in the future, these children will learn to communicate freely with people. Based on the principles of scaffolding, many teachers today apply the ZDP concept in education in various ways. In the diagram, the vertical axis of "challenges" refers to what students are doing. They are intellectually challenging tasks that require high-level thinking, or simple, simple tasks that you perform without difficulty.

The horizontal "support" axis represents what the teacher is doing. It can provide high or low level "help". The four quadrants indicate four types of classroom environments: (1) high challenge, low support; (2) low challenge, low support; (3) low challenge, high support; and (4) high challenge, high support. Significant research over the years shows that a high-demand, high-support classroom benefits all children. A study by Thomas and Collier (1999) found that foreign

language learners perform better when teachers have high expectations for their students.

Discussion

Other studies have shown that in a high challenge/high support curriculum, inequality is reduced and all students, regardless of background, achieve at higher levels (Newmann and Associates, 1996; Gibbons, 2008; Hammond , 2008; Walqui, 2007). Hammond (2001) and Gibbons (2002) state that scaffolding has three main functions:

- to give students the necessary knowledge and skills;
- providing temporary assistance to students in the process of acquiring knowledge;
- and identify their micro and macro skills.

Also, learning a foreign language using Scaffolding is an effective method. Alshumaimeri (2012) states that it is a specific type of support that helps students develop new skills, concepts or levels of understanding. Thus, scaffolding is a temporary aid in the learning process through which a teacher helps a student learn to do something so that the student can later perform the same task independently. It is a future-oriented and effective way to increase student independence. Saumell (2012) explained a simple step-by-step methodological framework for using scaffolding techniques in language teaching. As one of the steps, he mentioned learning and analyzing the language using the questions asked. This can be done by filling in the gaps in questions, sentences or rules, or by using appropriate examples and rules. Students' cognitive potential is used in their group work, analysis, hypothesis, comparison and learning.

Participation in the educational process gives students new opportunities. This step is necessary to ensure that students do not jump to wrong conclusions or misunderstand the rules. It can be concluded that scaffolding techniques are compatible with language learning theories that support student participation and the development of critical thinking and autonomy skills (Mansor, 2017). This applies to analytical learning and problem solving in educational

learning (Burt, 2008). It helps students to participate in the learning process and thus establish personal connections that strengthen their learning (Eison, 2010). It is a learner-centered approach that increases participation and fosters collaboration (Huang 2012 & Mathew, 2015). This allows students to take responsibility for their own learning and become more independent (Slavin, 2010). Thus, "scaffolding" refers to the method by which teachers offer specific types of support to students in learning and developing new concepts or skill

However, it can be said that scaffolding is not just support provided by the teacher during the lesson, but scaffolding is a specific type of support that helps students develop new skills, concepts or levels of understanding. Thus, scaffolding is a temporary aid by which a teacher helps a student learn to do something so that the student can later perform the same task alone.

Conclusions

It is future-oriented and aims to increase the independence of students. Below, we will get acquainted with the stages of the scaffolding method.

Scaffolding strategy steps

Vygotsky states that scaffolding technique has four stages and (Byrnes, 2001, p. 37), they are:

1. Modeling

The first stage is modeling, verbal explanation. Modeling is usually the first step in language learning. Hogan and Pressley Lange (2002) define it as "learning behavior". It should be noted that there are three types of modeling:

- think aloud modeling,
- vocal modeling;
- execution modeling.

Think-aloud modeling is a thinking process in which speech is used to solve a specific problem. For example, a teacher may verbalize their strategies for finding the main idea. In contrast, vocal modeling is verbal expression of thoughts and solutions to problems while fully completing the task. For example, a teacher may verbally describe his strategy and show a written

solution to a word problem. Finally, modeling by execution ended with simply showing the task. For example, the teacher can model constant silence, reading a book and moving his lips, smiling funny, part of the story, he runs his finger along the lines of the text as he reads. It does not involve any verbal explanation. (Hogan and Pressley, 1997, p. 20).

2. Imitation.

At this stage, students imitate the example modeled by the teacher. Students first carefully observe the example shown by the teacher, and then complete the task independently. The teacher observes, monitors and evaluates the students during the independent completion of the task. At this stage, the teacher checks the students' understanding of the topic and asks them questions.

3. Removal of "scaffolding".

The third stage is when the teacher begins to gradually remove the "scaffolding". In this, the teacher reduces the help given to the students and directs them in the right direction, focusing on making mistakes without the help of the teacher.

4. Achieving "success".

At this final stage, students reach expert level. They can perform a new task without the support of the teacher and without any help.

Supporting Vygotsky's idea, Stone (1998) states that "scaffolding" strategy is used in group work on topics, tasks and assignments that are difficult for students and involve them in the learning process. is an effective method. In the scaffolding strategy, the teacher acts as a "guide", that is, first teaches students new skills, and then constantly evaluates their understanding by giving them comments and questions. At the next stages, students can complete tasks independently without the help of the teacher, and at the last stage, they take full responsibility and begin to complete the task independently.

The main goal of the scaffolding strategy is to involve students in completing tasks without the help of an independent teacher. (Donato 1994) Naturally, in the process of independent performance, students can make mistakes. Each task and task that the requirements bring to the lesson may have shortcomings and errors, but

these errors can be corrected by the teacher with the help of comments. In this process, although the teacher constantly monitors the students, checks them and helps them, he should make sure that these students do not rely too much on the teacher. If students rely on the help of the teacher, they may not take full responsibility and face difficulties in completing tasks independently. Using the scaffolding method in the development of communication skills

As we know, the primary goal of foreign language learners is to be able to communicate freely in this language and to be able to apply the knowledge learned during the lesson in practice. Many students learning a foreign language say that it is difficult to communicate freely in a foreign language, even if they know the grammatical rules of the language they are studying and have enough vocabulary. Ur (1996) identified four main barriers to fluency in a foreign language and they are as follows:

1. Self-restraint

Oral communication classes require students to communicate among many people. In most cases, students are ashamed of making mistakes and mispronouncing words in front of others, and as a result, they set limits and obstacles for themselves.

2. Not enough ideas
Although the students have sufficient vocabulary within various topics, the lack of sufficient thought, reasoning and worldview within the topic is highlighted as one of the main reasons that hinders free communication in a foreign language.

3. Inactivity in foreign language classes

In foreign language classes, especially speaking classes, all students are required to speak a foreign language within the scope of the subject. As a result, there is not enough time for all students during the lesson, and in many cases, knowledgeable students actively participate in the lesson, while the rest of the students remain absent during the lesson.

4. Using one's mother tongue during the lesson

Using one's mother tongue instead of a foreign language during the lesson is one of the reasons that hinders free communication.

Kayi (2006) states that scaffolding is one of the effective methods for developing oral communication in a foreign language.

Vygotsky suggests three main characteristics. First, teachers should know well not to dominate the lesson process for a long time, taking into account the independent work of students. Based on the first stage of the scaffolding strategy, the teacher can give several tips to get the students thinking and doing the work creatively. In other words, the teacher can instruct the student when he is wrong as a preliminary task and then let him do all the tasks. Secondly, the level of education should always be in the zone of proximal development, but at the same time they should strive to improve their knowledge. Finally, teachers must adhere to scientific concepts in teaching so that they do not revert to their own fundamental understanding of knowledge. The main goal of the scaffolding strategy is to help students become independent in completing tasks.

The table below gives examples of how the scaffolding strategy can be applied in step-by-step practice to develop students' communication skills. As you can see from the table above, teachers can gradually remove the "help" from the teaching process. The teacher engages each student in the learning process by talking, listening and asking questions related to the lesson. Thus, all students should participate in every classroom activity created by the teachers. In addition, teachers can provide confirmation and clarification, giving students time to discuss things they still have doubts about.

Now, let's look at the examples given in the table at each stage:

1. Modeling

Simulation is the first step for a teacher to motivate students and prepare them to learn new lessons. The teacher enables the students to know and understand what to do and how to complete the given tasks. First, the teacher forces students to think aloud about their speech. Students give several examples, share ideas or experiences, and discuss around the topic. The teacher gives real-life examples, such as watching an international Ted X, an international public figure podcast or a short film on YouTube. Students are then asked

to identify or critically and analytically examine the sources. Finally, students will have to define this fact as new knowledge through examples.

In the first stage, it is important to break down the task into small parts to help students understand what is being taught, why and when and how it will be applied (Lange, 2006). The teacher can give a detailed explanation or ask a few questions to encourage students to think critically. This strategy makes it easier for students to understand important information. Thus, the participation of teachers in helping students makes them interested in introducing a new lesson.imitation

Emulation should aim to provide students with an experience based on reliable sources. The teacher gives the lesson time to practice. First, students are asked to imitate the correct pronunciation of some words. The teacher should teach the students to pronounce them correctly by emphasizing the phonetic symbols shown in the dictionary. Students can ask the teacher for further clarification, confirmation or clarification.

3. Removal of "scaffolding".

At this stage, the teacher begins to remove the "Scaffolding". The teacher will give further detailed instructions. Thus, the task becomes more complicated. Based on classroom observations, each student will have the opportunity to practice cooperatively with other peers. The collaboration between the two students forces them to work together to complement each other as the speaker and speaker reminder. This strategy increases student engagement in the learning process. At this stage, the teacher walked around to monitor the class. This gives the teacher ample time to highlight or correct students' understanding of the task through clarification and confirmation.3. Success

It's time to complete student assignments. According to the concept of Brown and Yule (1983), there are three variants of speech activity: 1). Conversation as an interaction is an activity that allows students to get used to talking with others. It is a spontaneous interactive communication between two or more students. 2). Speak up to ensure that the transaction is more focused on the message being conveyed and that others understand clearly and accurately what we

are trying to convey. 3). Conversation as a performance focuses more on monologues than dialogues such as speeches, public speaking, narratives, and debates.

An important role of the teacher at this stage is to provide feedback. Feedback is any information that helps improve and improve the student's speaking skills. This shows that the teacher provides good verbal advice to the student explaining how to perform well, where the knowledge gaps are, and what the next steps should be. This means that teachers not only correct students' work, but also give students little information about how they can improve their knowledge or demonstrate what they have learned more clearly.

When teaching speaking as a skill that requires time and extra effort to practice, learning strategies play an important role in achieving successful learning. Some strategies can be adapted to the needs of the learning process. In general, the main goal of the scaffolding method is to increase students' confidence in mastering new information, as the teacher continues to help them until they can complete the tasks independently. Scaffolding maintains a learning environment. Teachers can have great opportunities for student feedback. This is a type of teacher-student interaction where the student is allowed to confirm anything at any time. Thus, students' communication skills can be developed. (Abos, 2017).Summary

Scaffolding is a type of learning strategy that comprehensively addresses various aspects of the learning process. Effective use of scaffolding gives students more opportunities to practice. When interacting in the classroom, teachers need to understand the level and needs of students. For example, if students are working on a series of assignments, teachers should provide appropriate support such as giving them hints, maintaining the classroom atmosphere, clarifying clarity or ambiguity, and always motivating. The most important thing for a teacher is to provide students with authentic resources to model their learning. Finally, "scaffolding" should be gradually removed depending on the level of development of students. In addition, the teacher should provide

students with many opportunities for practice. This means that the students themselves dominate the classroom, not the teachers.

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