

МУҒАЛЛИМ ҲАМ ҮЗЛИКСИЗ БИЛИМЛЕНДИРИЎ



Илимий-методикалық журнал

2024

3-сан

*Ўзбекистан Республикасы Министрлер Кабинети жанындагы
Жоқарғы Аттестация Комиссиясы Президиумының
25.10.2007 жыл (№138) қарары менен дизимге алынды*

*Қарақалпақстан Баспа сөз хәм хабар агентлиги тәрепинен
2007-жылы 14-февральдан дизимге алынды.
№01-044-санлы гүўалық берилген.*

Нөкис

3-сан 2024

март

Шөлкемлестирiuшилер:

*Қарақалпақстан Республикасы Халық билимлендириу Министрлиги,
ӨЗПИИИ Қарақалпақстан филиалы*

Редактор:

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SCIENTIFIC AND METHODOLOGICAL FOUNDATIONS FOR IMPROVING COMMUNICATION SKILLS USING THE SCAFFOLDING METHOD WHEN TEACHING A FOREIGN LANGUAGE

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Tayanch soʻzlar: chet tili, malaka, metod, treyning, yoʻl-yoʻriq, tushuncha.

Ключевые слова: иностранный язык, навыки, метод, обучение, руководство, концепция.

Key words: foreign language, skills, method, training, guidance, concept.

Introduction. Today, more than 1 billion people in the world use English as a second language, and in many countries, English taught as a foreign language. It noted that most people who learn English as a foreign language say that it is difficult to communicate fluently in English. They emphasize that students do not have an interlocutor to communicate in English. According to English linguists Fisher and Frey, language creates a good environment for communication, allowing people to better express their ideas and communicate freely. In expansion, as scientists emphasized that learning a dialect in a gather influences physical and mental viewpoints. In expansion, a few of them contended that learning English at school is not sufficient. Numerous understudies who have graduated from tall school or college still cannot communicate in English accurately and easily, some of them have to be ponder English for many years in school to communicate in English. They claim that this can be not the case. Subsequently, they choose to discover another arrangement and take English courses to move forward their aptitudes.

Main part. It said that many teachers use new innovative methods and techniques in teaching English and developing students' communication skills. Of course, throughout the learning process, students given many opportunities to engage in some experiments that will challenge students to interpret information



or lessons in new ways. This process engages students in what they are learning. Working with an advanced level teacher or understudy to assist understudies accomplish learning objectives. One educating strategy that advances more profound learning known as the platform procedure.

“Scaffolding” strategy, Platform alludes to the way instructors offer particular sorts of Support for understudies to memorize and develop new concepts or skills. In the Scaffolding model, the teacher can share new information or show how to solve a problem. The teacher then gradually backs off and allows the students to practice on their own. Before students become fully independent, they provided with structured support such as group practice. Students can work together in small groups to help each other. This process in education called “I do.” We do. You do». In other words, the teacher shows how to do something, then the whole class practices together, and finally the students work individually. Scaffolding theory first proposed within the late 1950s by cognitive analyst Jerome Bruner. Gibbons (2002) states that platform may be a transitory structure raised amid the development or redesign of a building. According to Bruner and Wood Gibbons (2002), truly, “scaffolding” may be a term utilized to allude to everything found around a building. Utilized as a transitory structure amid the development of a building. Utilized as a transitory structure amid the development of a building. In other words, once the building can back itself, the framework expelled. Framework is transitory but fundamental to the fruitful development of a building. Framework to begin with created by Lev Vygotsky as a learning methodology. Framework considered a procedure utilized by instructors to encourage the move from understudy bolster to free work. His investigate clarifies sociocultural hypothesis and the concept of the zone of proximal advancement (ZDP). ZPD is the separate between the level of advancement that children can accomplish freely and the level of potential advancement that can be distinguished beneath the supervision of an instructor or together unravel numerous errands related to dialect learning. The framework handle includes the improvement of cognitive and metacognitive viewpoints that teachers can oversee within the frame of social and linguistic interactions. In their unique consider, the analysts distinguished platform as a way that guardians offer assistance their children connected verbally. For instance, naturally guardians abruptly offer assistance or educate their children to arrange with other children. This endeavor made slowly until the message clearly passed on and acknowledged by the group of onlookers. As a result, within the future these children will learn to communicate unreservedly with individuals. Intuitively parents suddenly help or teach their children to negotiate with other children. This attempt made gradually until the message 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 different ways.

They believe that greater emphasis on teamwork and social cooperation will have a positive impact on teaching and learning.

Hammond (2001) and Gibbons (2002) contend that platform has three primary capacities:

- donate understudies the vital information and abilities;
- giving transitory help to understudies within the handle of obtaining information;
- And recognize their small scale and large-scale abilities.

In addition, utilizing Framework is a compelling way to memorize English. Alshumaimeri (2012) states that an uncommon back that makes a difference understudies to create modern abilities, concepts, or levels of understanding. Thus, scaffolding is a temporary aid in the learning process, with the help of which the teacher helps the student learn to do something so that the student can later perform the same task independently. This is a promising and effective way to increase student independence. Scientists explained a simple systematic methodological framework for using scaffolding techniques in language teaching. He mentioned learning and analyzing language through asking questions as one of the steps. This done by filling in the gaps in questions, sentences or rules or by using suitable examples and rules. Students' cognitive potential used in group work, analysis, hypothesizing, 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. The study concluded that scaffolding methods are consistent with theories of language learning that encourage student engagement and the growth of critical thinking and independent learning abilities. This is relevant to problem-solving and analytical learning in the classroom. Engaging students in the learning process fosters the development of personal connections that support and enhance their learning. Learner-centered strategies boost engagement and encourage (Huang 2012 & Mathew, 2015). This enables learners to assume accountability for their education and grow increasingly self-sufficient. For this reason, it is a practical and successful method of approaching language acquisition at all proficiency levels. K Krishnamurthy (2009) explores scaffolding techniques to improve the writing skills of engineering students. The implementation results clearly showed improved student performance and feedback. The systematically approach to implementing the scaffolds from simple to complex concepts increased students' confidence in their writing skills and increased their awareness of writing issues. A similar study conducted by Walton Archer (2004). Research has shown that the



effectiveness of support provided by course design has a significant relationship between the development of academic discourse knowledge and successful academic use of the Internet.

Stages of a scaffolding strategy.

Vygotsky states that there are four stages of scaffolding technique namely:

1. **Simulation.** Verbal explanation and modeling constitute the first step. The first step in learning a language is typically modeling. This known as «learning behavior». It noted that there are three types of modeling:

- think out loud modeling,
- vocal modeling;
- execution modeling.

Modeling aloud is a thought process that uses speech to solve a specific problem. For example, the teacher might verbalize his strategies for finding the main idea. In contrast, vocal modeling is the verbal expression of thoughts and problem solving while fully completing a task. For example, a teacher might verbally describe his strategy and show a written solution to a word problem. Finally, the execution simulation ended with a simple demonstration of the task. For example, a teacher can model constant silence, reading a book and moving his lips, a funny smile, part of a story, he runs his finger along the lines of text while reading. This does not require any verbal explanation.

2. **Imitation.** During 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 controls and evaluates students while completing the task independently. At this stage, the teacher checks students' understanding of the topic and asks them questions.

3. **Removal of the “scaffolding”.** The third stage is when the teacher begins gradually to remove the “scaffolding”. In this case, the teacher reduces the help provided to the students and guides them in the right direction, guiding them towards making mistakes without the help of the teacher.

4. **Achieving “success”.** At this final stage, students reach expert level. They can complete a new task without the support of a teacher and without anyone has help.

Supporting Vygotsky's idea, that the technique of scaffolding, employed in-group work on topics, problems, and assignments that challenge students and engage them in the learning process, is an effective method. In the scaffolding strategy, the teacher acts as a “guide,” meaning he first teaches students new skills and then continually assesses their understanding by providing 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. 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 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 teacher's help, they may not take full responsibility and face difficulties in completing tasks independently.

The framework presented in Table 1 represents the simple structure of the guidelines.

Actions	Teacher's role
The teacher does it first.	The teacher helps model how to do a new and challenging task.
Second, class is doing it.	Teacher and students work together.
Third, group is doing.	Students work together in small groups to complete the graphic organizer.
Fourth, the individual does it.	This is a stage of independent practice where individual learners can demonstrate mastery of their tasks.

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. Scientist 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 highlighted as one of the main reasons that hinders free 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 as a first step when they make a mistake and allow them to finish the rest.

Second, while they should constantly aim to increase their knowledge, their educational level should always be in the zone of proximal development. Finally, in order to prevent themselves from returning to their own basic knowledge, educators must teach according to scientific concepts. Through imitation, students attempt to apply what they have learned in the first stage in the second stage. Stated differently, students begin two-on-two practice by working with teachers and fellow students on a portion of the assignment.

The teacher assists the students with assessment and feedback during this phase. In the subsequent phase, educators offer students additional chances to engage in self-directed practice. There is still a lot of intense instruction going on. Learning strategies are crucial to achieving successful learning when teaching speaking as a skill that requires practice and patience. Certain tactics can be modified to fit the demands of the educational procedure. The scaffolding's primary purpose approach is to give students more self-assurance in their ability to learn new material while the instructor supports them until they can finish tasks independently. Scaffolding supports the learning environment. Teachers have great opportunities for student feedback. This is a type of teacher-student interaction where the student is allowed to confirm something at any time. In this way, we develop students' communication skills. One kind of instructional strategy that covers many facets of the learning process in-depth is scaffolding. Scaffolding can be used effectively to give students more practice opportunities. Teachers must be aware of the needs and skill levels of their students when interacting with them in the classroom. For instance, if students are working on a series of assignments, the instructor should assist them appropriately by providing guidance, upholding the classroom environment, elaborating on points of confusion, and consistently providing motivation. Providing students with real resources to emulate their learning is the teacher's most crucial task.

Conclusion. The instructor should also provide the pupils many chances to practice. This indicates that the students are in charge of the classroom rather than the teachers. Active language learning technology offers both general education instruction in this area and the deliberate development of lingo-methodological professional proficiency. We start with the well-known thesis regarding the progressive acquisition of activity. The required basic minimum of activity acquisition consists of simple reproductive-level actions, operations, and tools. There are also levels that are productive (creative) and reproductive-productive (heuristic). A specific orientation basis of actions is necessary for the successful



development of personal skills and abilities, as well as generalized learning and cognitive skills. Minimum of activity acquisition includes elementary actions, operations, tools performed at the reproductive level. In addition, there are reproductive-productive (heuristic) and productive (creative) levels. For the successful formation of personal skills and abilities and generalized learning and cognitive skills, a certain orientation basis of actions, i.e. an algorithm, is necessary. Therefore, the organization of educational and cognitive activity in learning a foreign language at the reproductive (reproductive) level involves the use of all kinds of algorithms, outlines, instructions, logical and semantic schemes, oral-illustrative or oral individual aids. - Schematic character, clearly expressing rational teaching methods and guaranteeing the development of strong generalized cognitive skills as well as solid knowledge, skills, and abilities of communication in a foreign language. Thinking-related self-discipline, including the capacity to rational plan one's education and cognitive activities, assess oneself and one's work appropriately, and analyze one's actions. In this sense, actively utilizing language portfolio technology during the foreign language instruction process aids in the realization the reflexive aspects of mastering a foreign language. Domain of learning foreign languages. The student gains a better grasp of the objectives and scenarios of practical foreign language use, as well as the fundamentals of language nomenclature, through the objects of control and evaluation of the level of mastery of the studied language in all facets and kinds of speech activities offered to the student. Communication abilities, speech quality indicators, etc. This aids in defining objectives, creating motivation, and comprehending the requirements and objectives of language learning, all of which contribute to improving students' practical proficiency in the target language. The technology's design is based on students working together to complete a variety of tasks linked to language and cultural learning as well as practical language use. Our real-world experience demonstrates that the project approach provides the best learning environments for in the process of building a personal educational product and thus develops the students' ability to be independent in their work.

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РЕЗЮМЕ

Ushbu maqolada o'qituvchilar "Scaffold" usuli yordamida chet tilini o'rgatishda talabalarga yangi tushunchalar yoki ko'nikmalarni qanday berishlari mumkinligiga e'tibor qaratiladi. Qayd etilishicha, ingliz tilini chet tili sifatida o'rganayotganlarning aksariyati ingliz tilida erkin muloqot qilish qiyinligini aytishadi. Ular talabalarning ingliz tilida muloqot qilish uchun suhbatdoshi yo'qligini ta'kidlaydilar.

РЕЗЮМЕ

Эта статья посвящена тому, как учителя могут передать учащимся новые концепции или навыки при преподавании иностранного языка с помощью метода Scaffold. Было отмечено, что большинство людей, изучающих английский как иностранный, говорят, что им трудно свободно общаться на английском языке. Они подчеркивают, что у студентов нет собеседника для общения на английском языке.

SUMMARY

This article devoted on how teachers can deliver new concepts or skills to students in foreign language teaching through the Scaffold method. It noted that most people who learn English as a foreign language say that it is difficult to communicate fluently in English. They emphasize that students do not have an interlocutor to communicate in English.