INTEGRATING "SCAFFOLDING" TECHNIQUES INTO THE FOREIGN LANGUAGE LEARNING PROCESS TO FOSTER STUDENTS' LANGUAGE PROFICIENCY

Novozhilova M.V.[1], Baiteliyeva M.A.[2], *Gribenyuk M.A.[3]
[1,2,*3] M.Kh.Dulaty Taraz University, Taraz,Kazakhstan

Abstract. The aim of this research article is to explore how integrating scaffolding methods into foreign language learning can enhance students' linguistic competence. Scaffolding is an educational approach providing systematic support to students in acquiring complex language skills and concepts. It also assists in developing speaking, listening, writing, and reading skills. The article discusses various methods and advantages of using scaffolding in the educational process and its influence on enhancing students' proficiency in the foreign language. Additionally, the optimization of the learning process and improvement of students' academic performance are investigated.

The study is based on the analysis of previous research, experimental data, and pedagogical experience. The methodology involves qualitative and quantitative approaches, including classroom observations, interviews, and language proficiency assessments. The research findings revealed a positive influence of scaffolding on the development of students' language skills. The experimental group, which received scaffolding support, demonstrated significant progress compared to the control group. Surveys indicated that most students positively assessed scaffolding's effectiveness in foreign language learning, noting improvements in reading, writing, speaking, listening, and confidence. Based on these results, integrating scaffolding techniques into foreign language education is recommended, as they provide structured support, enhance language competence, and foster students' independence and critical thinking.

Specifically, the study enhances the theoretical framework of scaffolding by providing empirical evidence on its role in language acquisition. The results can be useful for teachers and specialists involved in teaching foreign languages, aiming to develop effective methods, improve language competence, optimize the learning process, and achieve better outcomes.

Keywords: Scaffolding strategy, fading help, language skills, language proficiency, autonomy, critical thinking, Socratic conversation, step-by-step instructions, formative assessment, task adaptation, modeling, group work

Introduction

Nowadays, in the context of globalization and increased intercultural interactions, foreign language proficiency is becoming increasingly important for students' education and professional development. However, learning a foreign language can be challenging and requires significant effort and time from students to achieve a high level of language competence. Considering this challenge, the implementation of effective foreign language teaching methods becomes a priority task for educators and educational specialists. One of the effective approaches in education that offers systematic support and assistance to students in mastering complex language skills and concepts is scaffolding. In foreign language instruction, scaffolding refers to a structured and incremental support system that adapts to students' evolving proficiency levels, offering targeted assistance throughout their learning journey. It offers a support system that matches students' individual needs and language proficiency levels, helping them to overcome language difficulties and develop communicative skills.

The concept of scaffolding in education draws from construction, where a temporary framework supports builders as they work toward completing complex structures, mirroring how educators support learners. Scaffolding technology is based on the idea of L.S.Vygotsky's concept of the zone of proximal development (ZPD) [1], which implies the difference between the student's current level of development, when they can independently solve educational problems, and the potential level of development, which is achievable only with the help of a teacher or collaboration with other students [2].

Teachers use special cognitive or problem-search tasks and instructions to help and guide students to discover new knowledge [3]. This support is based on the learner's experience and can take various forms in practice, such as the use of flowcharts, key or guiding questions (e.g. "Socratic conversation"), group projects, guidelines and other similar approaches.

Scaffolding technology is considered by modern authors as a special type of instruction process that takes place in situations of interaction between a teacher (or another more knowledgeable source) and students to solve educational problems. The main characteristic of the scaffolding strategy is "fading assistance" from the teacher during independent work. "Fading help" from the teacher at the beginning of training can be frequent and meaningful, but by the end of the course it decreases significantly or is completely absent [2, pp.10-16].

The concept of fading teacher assistance is a key aspect of the scaffolding strategy in teaching. At the beginning of the course, when students are not yet familiar with the material, the teacher provides detailed explanations and specific instructions, providing active and meaningful assistance. However, as students improve their knowledge and skills, the teacher gradually reduces his assistance, encouraging students to become more independent. This approach allows students

to develop their cognitive, decision-making and self-management abilities. They actively engage in the learning process, explore the material independently and solve problems without the direct help of a teacher.

Thus, fading assistance from the teacher stimulates students to independent thinking and self-government, and also develops their confidence in their own abilities. This approach not only facilitates a deeper understanding of the material, but also prepares students to perform successfully in future professional situations where they will be able to apply their skills and knowledge without constant assistance and guidance from a teacher. Finally, it is worth noting that scaffolding not only supports learning goals, but also develops key skills that are important in many areas of life, including communication, collaboration, critical thinking and self-management. It is an approach that helps students become prepared for the difficulties and challenges they will face in the future.

Methods and materials

The aim of this article is to explore the possibilities of integrating scaffolding methods into the process of learning a foreign language in order to improve the language competence of students. The article examines various scaffolding techniques and approaches, as well as their impact on the development of students' reading, writing, speaking and listening skills. Furthermore, previous research and experimental data were analyzed to evaluate the effectiveness and effects of integrating scaffolding into the learning process. The obtained results and recommendations can be used to optimize the educational process, increase the effectiveness of teaching a foreign language, as well as develop the linguistic competence of students.

The research employed the following methods and materials. Firstly, a comprehensive analysis was conducted to examine the strategies associated with the implementation of scaffolding in the context of teaching foreign languages. This analysis involved examining the advantages and problems of using this methodology in English lessons [4]. Additionally, a range of tasks were suggested, integrating the scaffolding approach, while also investigating strategies for modifying and adjusting these tasks through the usage of this specific technique. To provide structured support to students in the process of learning a foreign language, various types of tasks were selected for four language skills: reading, writing, speaking and listening. These tasks included scaffolding approaches and strategies such as examples, models, step-by-step instructions, and activities that assisted students in developing their language skills.

Subsequently, an empirical experiment was conducted in which groups of students were randomly divided into experimental and control groups. [4, pp. 14-26] The experimental group received support and guidance through scaffolding, while the control group did not receive such support. Various language tasks and assessments were administered to measure students' progress in developing their language competence.

In addition, students were given questionnaires to collect data on their perceptions of the effectiveness of scaffolding in the process of learning a foreign language. The questionnaires included questions about student experience, perceptions of support, overall motivation, and level of satisfaction with learning outcomes. All of these methods and tasks were used to conduct a study to evaluate the effectiveness of integrating scaffolding techniques into the process of learning a foreign language and their impact on the development of students' linguistic competence. The results of the study revealed the positive impact of scaffolding on the development of students' language skills.

Results and discussion

Using the Scaffolding strategy in foreign language teaching offers many benefits. This methodology is based on the idea of providing students with support and assistance based on their individual language proficiency level, allowing teachers to tailor their approach to the varied needs and abilities of students. There are several notable advantages of using the Scaffolding strategy in teaching a foreign language:

1. Individual approach: The use of "Scaffolding" allows teachers to determine the language proficiency level of each student and provide him with support that meets his needs. Learners benefit from customized guidance that helps address their unique challenges and supports language development at their own pace.

2. Active participation of students: This instructional approach promotes student engagement by fostering responsibility for their own progress, thereby turning learners into proactive contributors to classroom activities.

3. Peer Support: This strategy encourages collaboration and interaction among students. They can share knowledge, ask questions and help each other in the learning process. This creates a positive environment where students can interact and learn from each other.

4. Gradual increase in complexity: The approach introduces increasingly complex tasks in a phased manner, enabling learners to build language competence step by step with appropriate instructional support. Instructors design scaffolded tasks and materials aligned with students' developmental stages to facilitate steady academic progression.

5. Development of independence: The goal of "Scaffolding" is to develop students' independent learning skills. By gradually increasing the complexity of tasks and providing support, teachers encourage students to independently explore, reflect and solve problem situations [5].

In general, the "Scaffolding" approach in teaching foreign languages promotes more effective learning, individual student development, and the creation of a supportive educational environment. It allows students to gradually

master language skills, develop independence, and actively participate in the learning process, leading to deeper and more sustainable comprehension of the material.

Scaffolding is a wide range of methods and approaches that can be used in the educational process to support students and organize their learning. Below are a several additional scaffolding elements that can be effective:

Table 1 - Enhancing learning through Scaffolding strategies and demonstrative approaches

	Scaffolding elements	Ways of demonstration of the elements of Scaffolding	Effective demonstrative activities
1	Modeling or providing support	The teacher can demonstrate desired skills and strategies by showing students how to complete tasks or solve problems. Simulation helps students understand the expected outcome and how to achieve it.	➢ Demos or video tutorials ➢ Think Aloud ➢ Peer Collaboration
2	Task adaptation	Tasks and exercises can be adapted by the teacher in such a way that they correspond to the students' level of language proficiency. This can involve using simpler language structures, reducing the amount of material, or providing additional hints and support when completing the task.	➢ Think Alouds ➢ Debates ➢ Guided dialogues ➢ Interviews ➢ TED-talks
3	Step-by-step instructions	Teachers can provide students with clear instructions and step-by-step guides to complete assignments. This helps students break down complex tasks into simpler steps and complete them sequentially.	➢ Science experiment ➢ Art project ➢ Solving a problem
4	Socratic conversation	The teacher can use the Socratic Conversation method by asking students questions to help them develop their thinking processes and stimulate critical thinking. It also helps students actively participate in discussions and reason constructively in a foreign language.	➢ Current Event Discussions ➢ Literary analysis ➢ Ethical Dilemma ➢ Historical Debate ➢ Scientific Inquiry
5	Questions and prompts	Teachers can use questions and prompts to stimulate students' thinking and help them develop their language skills. Questions can guide students to further research or analysis of the material, and prompts can provide additional information or support during assignments.	➢ Problem solving tasks ➢ True/False questions ➢ Quizzes like Kahoot, Jeopardy, Quizlet, etc.

6	Visualization and graphics	Using visual aids helps students organize information and visualize connections between concepts. This promotes better understanding of a foreign language and helps students remember and apply new information.	➢ Storyboarding ➢ Charts ➢ Graphs ➢ Mind maps
7	Group work	Teachers can organize students to work in groups to promote cooperation and mutual assistance. Working in a group allows students to exchange ideas, ask each other questions, and explain material, which promotes deeper learning and understanding of the language.	➢ Case study ➢ Debate or discussion ➢ Problem solving tasks ➢ Project-Based learning
8	Formative feedback	Timely, specific feedback serves as a key component of scaffolding, guiding learners toward clearer understanding and skill refinement. The teacher can point out their strengths and areas for improvement, helping students recognize their progress and overcome challenges. Feedback should be clear, understandable and contribute to the development of students' skills.	➢ Peer or Self-assessment ➢ Observations and Checklists

It is important to choose methods that suit each student's individual needs and language proficiency level, and to take into account the context and learning objectives. These scaffolding methods are also an integral part of effective teaching of a foreign language, especially in developing students' speaking skills. As the above scaffolding methods are more suitable for the communicative sphere, these approaches can be successfully applied in the context of English classes in order to develop students' communicative skills. And some research suggests that these scaffolding techniques are particularly effective in the context of speaking practice. Modeling, by providing examples and demonstrations, allows students to see language structures in action and to structure their communication according to these patterns. Questions and prompts provided by the teacher help stimulate thinking processes and help students develop independent speaking skills. Collaborative learning and co-creation provide opportunities for interaction and collaboration that support students' development in listening and speaking. Such method creates a positive psychological atmosphere in the classroom. By creating challenging situations in a collaborative learning, the teacher ensures that the material corresponds to the students' language proficiency and intellectual capabilities of the team. This approach helps develop logical thinking, moral sense, and the ability to think critically, compare, defend their opinions in collaboration [6].

It turns out that these elements of Scaffolding technology, which were mentioned in this article, also stimulate the thinking process of students. When we speak in another language, we first think well, compose at least a skeleton of thoughts in our native language, and then present the thought to our interlocutor in some other foreign language. This is how our conversational and communicative process occurs in conveying our thoughts in a foreign language. Essentially, as we know the Scaffolding method in the educational process, assistance from the teacher at the beginning of training can be frequent and meaningful, but by the end of the course it is significantly reduced or absent altogether [7]. And so, from here you can observe the flow of the scaffolding method process- first, we think, and then we express our thoughts. Thinking plays an important role in the development of students' communicative skills. By this point, it reminds me of the opinion of the scientist I. Pestalozzi, who states, "The main goal of education should be the formation of "correct thinking" and formal education, emphasizing the importance of developing students' thinking abilities."And I would like to emphasize that in the context of developing communicative skills, this idea corresponds to the scaffolding technique, which is aimed at supporting students in developing critical thinking skills and independence. The development of thinking abilities, such as analysis, synthesis and evaluation of information, allows students to better understand and interpret linguistic expressions and use them more effectively in communication. The philosophical wisdom of Heraclitus that "much knowledge does not teach intelligence" also emphasizes the need to pay attention to the development of students' independent thinking rather than simply overloading their minds with information. The saying "Knowing too much does not teach intelligence" means that knowledge can be useful and valuable, but only if we know how to apply it correctly and make wise decisions based on that knowledge. The ability to analyze, sort and apply knowledge in appropriate situations is necessary [8]. Thus, the proverb reminds us of the importance of not only accumulating knowledge, but also developing critical thinking skills, decision-making and the capacity to apply knowledge in practice. Wisdom and the ability to successfully apply knowledge come with time and experience, and not just from the amount of information we remember. The use of elements of scaffolding technology stimulates students' thinking process and contributes to the development of their communicative skills. Effective learning involves not only gaining knowledge but also developing the cognitive flexibility to apply it critically in unfamiliar contexts.

In the context of developing language skills, it is important not only to accumulate knowledge, but also to develop critical thinking and the ability to apply acquired knowledge in practice, as this allows us to make wise decisions and achieve success. In his book "Thinking and Speech" L.S. Vygotsky addresses the question of the relationship between thinking and speech activities of individuals,

and also describes the processes of formation of oral and written speech and their significance for the individual's further development. His research includes experiments aimed at studying the processes of thinking in the both internal and external aspects of speech, as well as examining the meanings of signs and the relationship of these processes to each other.

Thus, the ideas presented in the works of L.S. Vygotsky, are reflected in the use of elements of the "Scaffolding" technology, which stimulate the thinking process of students and contribute to the development of their language skills. Developing the abilities of critical thinking, analysis, synthesis and evaluation of information allows students to better understand and interpret linguistic expressions and use them more effectively in practical communication [3, pp. 14-26].

There are several ways to help students develop independent thinking and self-reflective skills in the educational process. One of these ways is to ask open-ended questions. Instead of asking questions that require a simple yes or no answer, encourage students to think by asking open-ended questions that require analysis, reasoning, and critical thinking. Form tasks that require problem-solving, provide students with assignments that demand active application and analysis of information so that they can develop independent thinking skills and the ability to find solutions. Organize group discussions where students can share their thoughts, impressions, and lessons they learned from tasks. Encourage reflection by asking questions that will help students recognize their progress and mistakes. Develop critical thinking: Teach students to analyze information, evaluate its reliability, look for possible alternatives, and make informed conclusions. Pay attention to metacognitive skills: Help students develop skills in self-reflection, planning, monitoring and evaluating their thinking and learning process. Encourage students to ask themselves questions about their thoughts, actions, and learning process. Some examples of questions might be: "What have I learned from this experience?", "What was successful? What could have been done differently?", "What lessons can I learn from my mistakes?" and "Which approach worked best for me?" Provide students with constructive feedback on their thinking, actions, and learning. Help them become aware of their strengths and weaknesses and offer recommendations for improvement. It is important to remember that developing self-reflection skills requires time and practice. Encourage students to engage in regular self-reflection and create a supportive environment where they can comfortably share their thoughts and lessons learned from experience [9]. Providing students with opportunities for self-reflection and monitoring their thinking will help them become aware of their habits, progress, and areas for growth. This will help them become more effective, active and responsible learners [10].

Below are examples of English language assignments based on the scaffolding strategy in general. These tasks can be used in teaching students with different levels of English proficiency and from various fields of study. The lesson topic is "Written Description of a Place." The assignments can choose different

topics such as countries, cities or places related to the target language, such as Great Britain, Canada, New Zealand, United States of America, or cities such as London, Sydney, Amsterdam, New York, Los Angeles and others.

Example 1:

1. Provide students with a list of questions related to describing a place, for example: "Which place did you choose to describe?", "What does it look like?", "What sounds and smells are characteristic of this place?", "What mood does it make you feel?" etc.

2. Ask students to choose one place they would like to describe (e.g., a park, museum, beach, etc.).

3. Provide students with a model for describing a place that provides example sentences and vocabulary that can be used to create a description.

4. Ask students to write their own description of the chosen place, using the provided questions and the description model as prompts.

5. Encourage students to use a variety of grammar, vocabulary, and coherent expressions as they write by providing lists of words and phrases that may be helpful.

6. The final stage of the activity could involve students exchanging their descriptions or conducting paired or group discussions, where they can share their descriptions of places and ask each other questions.

Example 2:

1. Invite students to conduct research on a chosen country or city, collecting information about its culture, history, landmarks, attractions, etc. Use supporting pictures that describe the place to improve students' English speaking skills.

2. Ask students to choose a specific picture of a place within that country or city that they would like to describe or visit in the future.

3. Provide students with a list of key aspects they should include in their picture description, such as architecture, nature, cultural features or maps depicted in the picture.

4. Ask students to provide a detailed description of their chosen picture, using the information gathered in their research and focusing on key aspects.

5. Thus English language learning can be enhanced through the use of the scaffolding strategy. On the other hand, students will engage their imagination by thinking of themselves as real tourists, asking for directions and expressing their impressions about their favorite places and sights, rather than simply stating facts they read in a book. This method increases students' motivation, allowing them to speak with greater enthusiasm than when simply answering questions about texts they have read [11].

This activity provides structure and support for students to help them describe places in English. The teacher acts as a scaffold, providing a description model, questions and lexical prompts to assist students in successfully completing the task and developing their English writing skills.

As part of the research, it is proposed to use certain tasks, adapted using the scaffolding strategy, to develop students' communicative abilities in English lessons. One of these tasks is a role-playing game called "Journey". In this task, students are asked to imagine themselves as travelers and discuss their plans and preferences for an upcoming trip. To ensure effective language acquisition, students are provided with a list of useful phrases and prompt questions to guide them through dialogue. For example: "Where would you like to go?", "What attractions interest you?", "What means of transportation do you prefer?" etc. This approach, based on the principles of scaffolding, provides students with support and assistance in the process of developing their communication skills, which contributes to more effective language acquisition and understanding. Furthermore, in the context of developing students' communicative abilities in English lessons using the scaffolding strategy, it is possible to hold a debate on a current topic [12]. For this purpose, students are divided into groups, each of which is given a specific topic for discussion. Students are also provided with a list of key words and phrases related to the given topic to help them formulate arguments and express their opinions. Prompting questions can be used to stimulate discussion, such as: "What are the advantages and disadvantages of this topic?" or "What arguments can you offer to support your point of view?" This approach, based on a scaffolding strategy, contributes to the development of students' communicative skills by helping them express their thoughts and support their point of view in English. To develop students' speaking abilities, we can also conduct tasks by dividing them into two groups and offering various interesting tasks. The research has revealed that conducting a lesson by dividing a class into two groups can have a significant positive effect. Experience has shown that in a class where work is carried out in groups, there is a difference in the language proficiency levels of students. Some students excel in their English language skills, while others face difficulties. In such cases, it is important to note that the unevenness in students' language abilities can lead to serious consequences. As a result of this disparity in proficiency levels, students with lower levels of English gradually fall further and further behind their more advanced peers with each subsequent lesson, which can ultimately lead to their disinterest in learning the language, decreased motivation and limited opportunities for further education and career growth. To prevent such differentiation and ensure equal progress, various scaffolding techniques and supportive methods can be used.

One such technique is a group work, where students of strong and weak English language proficiency levels are divided into different groups. This allows students to work together with those who have a similar language proficiency level, providing them with the opportunity to develop and progress at their own level [13].

In the process of completing group assignments, we observe that even initially weak students begin to show leadership qualities and demonstrate significant progress. From the weak group, leaders also emerged; from the strong group, slightly lagging students were noticeable. Previously weak students start to feel more confident and comfortable, where there are no excellent students who did not allow them to express their points of view, and who did not allow them to show themselves when answering questions. During the research, it was also found that in groups, students interact with each other, exchange knowledge, and support one another. As a result of such collaborative work, students receive additional support and motivation to develop their speaking skills, the percentage of student performance in the class will also increase, weak students will not fall further and further behind, the level of language knowledge will increase, and students will feel uncomfortable in their language environment. Thus, the use of different methods and strategies, including dividing students into groups based on their level of English, contributes to more balanced development of students' speaking abilities and the formation of leadership qualities among those who initially faced difficulties. It is recommended that this technique be used to add variety to activities and create a more inclusive learning environment. Providing the opportunity to divide the learning process into groups promotes more effectively consideration of the individual needs and levels of students. As evidenced by the research findings, it also promotes active interaction and collaboration among students of different levels, which can lead to the exchange of ideas, mutual learning and overall improvement in the quality of education.

As part of a study aimed at teaching first-year students English language skills, a brief survey was conducted using the Zone of Proximal Development diagram [14]. The survey consisted of six main questions, where students were asked to evaluate their abilities in the context of the following aspects: "What can I do?", "What can I do with the help of the teacher?", and "What I can't do?". (Figure 1)

What I cannot do

What I can do with the help of a teacher

What I can do
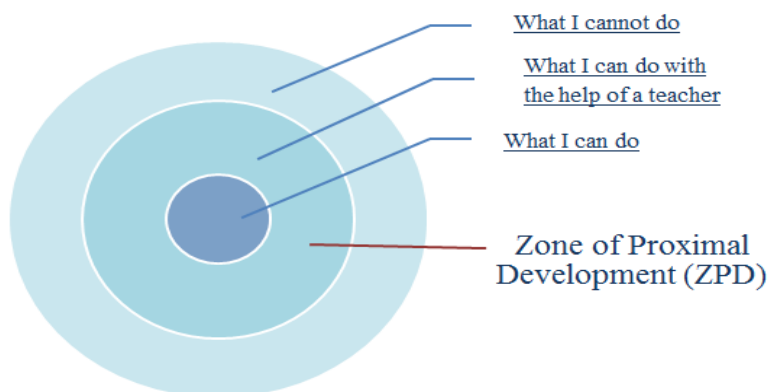
Zone of Proximal Development (ZPD)

Figure 1 – Diagram of the Zone of Proximal Development

Two different groups from the first year were randomly selected for the questionnaire, representing the fields of study "Criminal Law and Procedure" (SP 6B04211) – Group 1 (Control) and "Information and Communication Technologies" (SP 6B06114) – Group 2 (Experimental) from M.Kh.Dulaty Taraz University. Each group has 30 students. The first group was trained in a traditional instructional format, while the second group involved students in lessons using scaffolding techniques. At the end of each two units, which were based on the materials from the textbook "English File Pre-Intermediate" [15], questions were provided to assess the knowledge of each student. The same questions were included in the survey. The answers to these questions allowed students to provide immediate feedback to the teacher regarding their acquired knowledge within the framework of the English lesson. (Figure 2, 3)
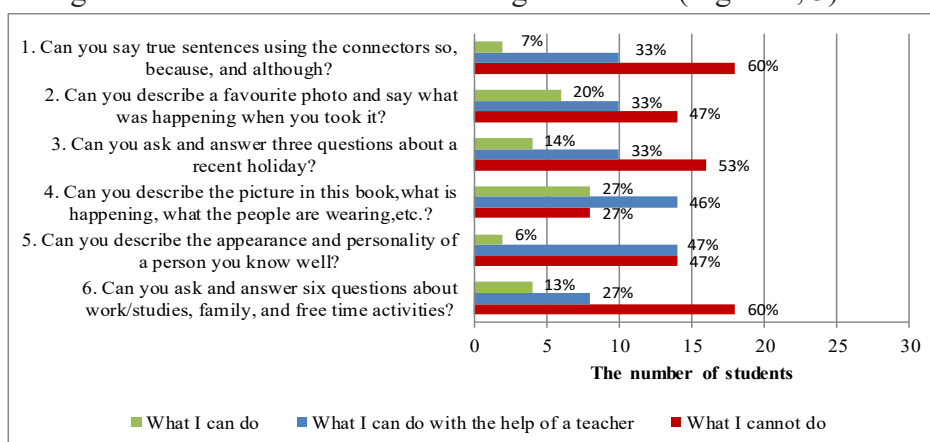

Figure 2 – Analysis of students' progress in traditional instruction: Control group
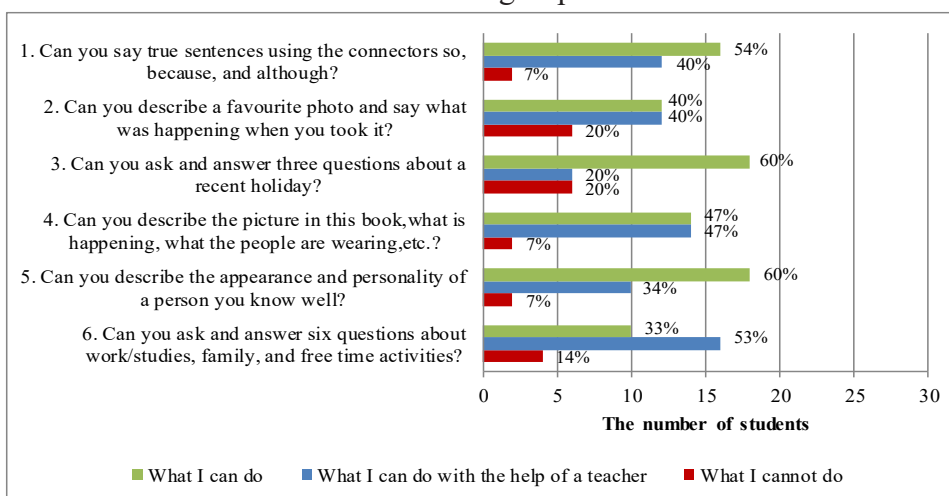

Figure 3 – Analysis of students' progress using the Scaffolding Technique: Experimental group

The results which presented in the above-mentioned diagrams allow us to observe differences in students' responses to questions. For instance, in the control group, only 2 students (7%) responded positively to the first question "Can you say true sentences using the connectors so, because, and although?", 10 students (33%) stated that they were able to answer the question with the help of a teacher, while 18 students (60%) noted their inability to answer positively. These indicators show a lower level of knowledge in this group. In the second experimental group, students answered the same question as follows: 16 students (54%) reported the possibility of completing the task independently, 12 students (40%) could complete and answer the question with the help of a teacher, and 2 students (7%) could not give a positive response. In the second question, "Can you describe a favourite photo and say what is happening when you took it?" a slight difference is noticeable. In the control group, 20% of students stated that they were able to answer the question without difficulty, 33% of students could complete the question with the help of a teacher, and 47% of students were unable to answer positively. In the experimental group, 40% of students were able to answer independently, 40% of students could complete the question with the assistance of a teacher, and only 20% of students responded negatively. Although there is little difference in these scores, it is evident that some improvements can be observed in the experimental group.
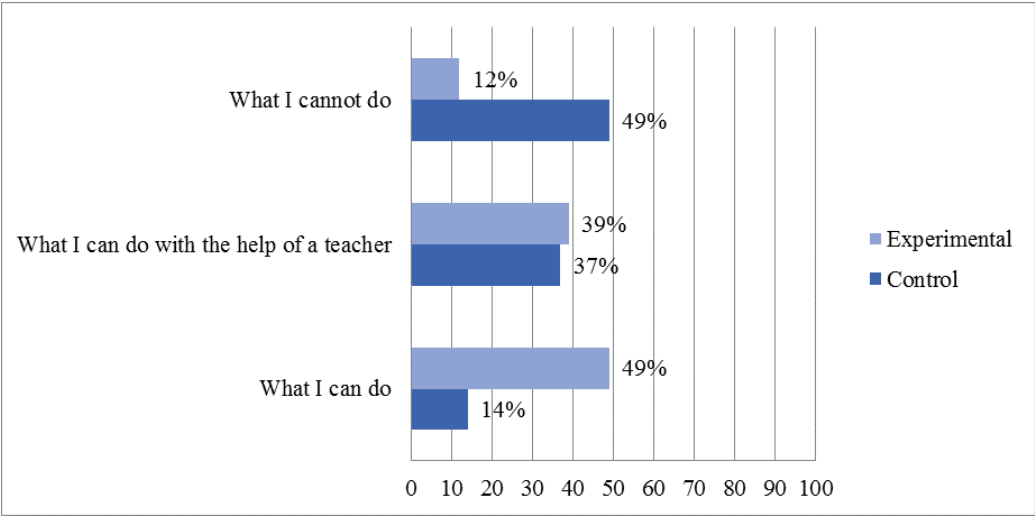

Figure 4 – Comparative analysis of total percentages between control and experimental groups according to the ZPD diagram

The research results revealed that after calculating and summing up the total, the percentage distributions for different questions in the control group are as follows. The response "What I can do individually" accounts for 14% of the total number of participants. The response "What I can do with the help

of a teacher" amounts to 37%. And finally, the response "What I cannot do" comprises 49%.

Different results were observed in the experimental group. A significant 49% of the participants in this group indicated that they could complete tasks independently. When asked about the possibilities they could implement with the help of a teacher, 37% of the participants chose this response option. Only a small percentage of students, specifically 12%, responded with "I cannot do" to the questions.

It has been observed that the indicators for the question "What I can do with the help of a teacher" were relatively similar in both the control and experimental groups. This observation is consistent with the concept of the zone of proximal development (ZPD) proposed by L.S.Vygotsky. According to this concept, students can successfully accomplish tasks with the support of a teacher, which indicates a satisfactory level of their development.

Thus, the obtained results indicate that the experimental group has a higher percentage of participants who believe they can handle tasks independently. Such conclusions suggest that the implementation of specific methodologies and approaches in the educational process can contribute to enhancing students' self-esteem and confidence in their abilities. Also the majority of students in the group where classes were conducted in a traditional format were unable to provide positive answers to the given questions. Meanwhile, in the second group, there was already some progress, although it was modest, but still satisfactory. Based on this study, it is proposed to widely use the scaffolding techniques in lessons, both at universities and schools. In addition, it is recommended to apply this technique in other educational programs and disciplines, as well as in other subject areas.The use of scaffolding techniques not only creates a favorable classroom atmosphere, but also stimulates students' interest in the subject or language being studied, which contributes to an increase in knowledge levels and progress in learning.

In conclusion, the integration of scaffolding methods into the process of learning a foreign language has significant potential for enhancing students' language competence. The research findings confirm the positive impact of scaffolding on the development of students' language skills. Further research in this field is recommended to gain a deeper understanding of the mechanisms and effectiveness of scaffolding in foreign language learning.

Conclusion

In conclusion, the use of scaffolding techniques is an effective approach in the educational process, especially in language teaching. Various elements of scaffolding, such as modeling, task adaptation, step-by-step instructions, Socratic conversations, questions and prompts, visualization and group work, promote

students' active participation in learning, fostering the development of their cognitive processes and critical thinking.

All of these methods and tasks were used to conduct a study aimed at assessing the effectiveness of integrating scaffolding techniques into the process of foreign language learning and their impact on students' linguistic competence. The research findings revealed a positive influence of scaffolding on the development of students' language skills. The experimental group, which received support through scaffolding, demonstrated significant progress compared to the control group, which did not receive such support. These methods also provide students with immediate feedback and support, allowing them to gradually develop their skills and make progress in their learning. It is important to note that the use of scaffolding requires a competent approach from the teacher, who needs to adapt and apply appropriate strategies depending on the needs and level of preparation of the students.

The surveys completed by students indicated that the most of them positively assessed the effectiveness of scaffolding in the process of learning a foreign language. They noted that scaffolding helped them better understand and use language structures, develop their skills in reading, writing, speaking, and listening, and also increased their confidence in communicating in a foreign language. Based on the results of the study, it is recommended to integrate scaffolding methods into the educational process when learning a foreign language. Teachers can use a variety of scaffolding techniques, such as providing examples, models, step-by-step instructions, and progressive assignments, to provide structured support to students. This will assist them in developing language skills more effectively and improve their language competence.

Overall, as an instructional framework, scaffolding enhances the depth and retention of learning while simultaneously nurturing autonomous thinking and critical analysis in students. Teachers' understanding and application of this methodology allows them to create an educational environment in which students can successfully achieve their learning goals and develop their potential.

REFERENCES

[1] Udartseva S.M., Udartseva T.S., Akhmetova D.R. Izuchenie opyta v obuchenii proffessionalno orientirovannomu inostrannomu iazyku v tehnicheskih vuzah zarubezhnyh stran i Respubliki Kazakstan [Studying the experience in teaching a professionally oriented foreign language in technical universities of foreign countries and the Republic of Kazakhstan] // Molodoi uchenyi. – 2017. – №1. – S. 472–475. [in Rus.]

[2] Vygotsky L.S. Myshlenie i rech. Ekskliuziv: Russkaia klassika [Thinking and speech Exclusive: Russian classics]. – Russia, 2021. – S. 10–16. [in Rus.]

[3] Smagorinsky P. Is instructional Scaffolding actually Vygotskian, and

why should it matter to literacy teachers? // Journal of Adolescent & Adult Literacy. – 2018. – Vol. 62, №3. – P. 253–257. http://dx.doi.org/10.1002/jaal.756

[4] Johnson R.B., Onwuegbuzie A.J. Mixed methods research: A research paradigm whose time has come // Educational Researcher. – 2011. – №33(7). – P. 14–26. https://doi.org/10.3102/0013189X03300

[5] Guchetl S.K. Interaktivnye formy obucheniia inostrannomu iazyku v neiazykovom vuze [Interactive forms of teaching a foreign language in a non-linguistic university] // Nauchnye trudy Sworld. – 2014. – Vol. 12, №3. – S. 15–19. [in Rus.]

[6] Bekkozhanova G.K., Pazilova B., Agabekova B.N. The role of interactive methods of teaching English // Bulletin of Ablai khan KazUIRandWL, Series «Philological sciences». – 2021. – №4(63). – S. 144–152.

[7] Harley T. The Psychology of Language: From Data to Theory. Chapter 6: Recognize visual words. – London: Routledge, 2013. – P. 152–168.

[8] Maybin J., Mercer N., Stierer B. 'Scaffolding' Learning in the Classroom // In: Norman K. (Ed.) Thinking Voices: The Work of the National Oracy Project. – London: Holder Arnold H&S, 1992. – P. 182–195. https://www.proz.com/kudoz/english-to-russian/education-pedagogy/2994218-scaffolded-lessons.html

[9] Kadirbayeva R., Bedebayeva M. Onlain bilim beru platformalary arkyly aralas okytu tekhnologiasyn koldanu [Using blended learning technology through online educational platforms] // Iasaui universitetinin khabarshysy. – 2022. – №3(125). – B. 127–140. https://doi.org/10.47526/2022-3/2664-0686.11 [in Kaz.]

[10] Tlenova Z., Oskolkova A.A. Ispolzovanie metodiki predmetno-iazykovogo integrirovaniia kak forma povysheniia globalnoi konkurentsii v sfere znanii [The use of the methodology of subject and linguistic integration as a form of increasing global competition in the field of knowledge] // Vestnik Kazakhstansko-Amerikanskogo Svobodnogo Universiteta. – 2018. – Issue 2. – S. 60–63. [in Rus.]

[11] Ismailova G.K., Izmailov S.V. Teaching English speaking skills using supporting pictures // Bulletin of Ablai khan KazUIRandWL, Series «Philological sciences». – 2017. – №2(45). – P. 156–163.

[12] Dzhantasova D.D., Dorin Isoc. Tildik emes mamandyk studentterinin kommunikativti bilikterin damytu meseleleri [Issues in the development of students' communicative skills in non-linguistic specialties] // Karagandy universitetinin khabarshysy. Pedagogika seriasy. – 2020. – №4 (100). – B. 147–150. [in Kaz.]

[13] Hutchinson T., Waters A. English for Specific Purposes: A Learning-Centered Approach. – Cambridge: Cambridge University Press, 2020. – P. 19.

[14] Shabani K., Khatib M., Ebadi S. Vygotsky's zone of proximal development: Instructional implications and teachers' professional development

// English Language Teaching. – 2010. – Vol. 3(4). – P. 237–244. https://doi.org/10.5539/elt.v3n4p237

[15] Oxenden C., Latham-Koenig C., Seligson P. English File, 3rd edition, Pre-Intermediate Student's Book. – Oxford: Oxford University Press. – 2012. – P. 19.

СТУДЕНТТЕРДІҢ ТІЛДІК ҚҰЗЫРЕТТІЛІГІН ДАМЫТУ ҮШІН ШЕТ ТІЛІН ОҚЫТУ ҮРДІСІНЕ «СКАФФОЛДИНГ» ӘДІСТЕРІН ИНТЕГРАЦИЯЛАУ

Новожилова М.В.[1], Байтелиева М.А.[2], *Грибенюк М.А.[3]
[1,2], *[3] М.Х.Дулати атындағы Тараз университеті, Тараз, Қазақстан

Аңдатпа. Ғылыми мақалада студенттердің лингвистикалық құзыреттілігін дамыту үшін шет тілін оқыту үдерісіне скаффолдинг әдістерін енгізу мәселесі қарастырылады. «Scaffolding» – студенттерге күрделі тілдік дағдылар мен түсініктерді меңгеруде жүйелі қолдау көрсететін білім беру тәсілі. Сонымен қатар скаффолдинг технологиясы сөйлеу, тыңдау, жазу және оқу дағдыларын дамытуға көмектеседі. Мақалада оқу процесінде скаффолдинг технологиясын қолданудың әртүрлі әдістері мен артықшылықтары және оның студенттердің шет тілін меңгеру деңгейін арттыруға әсері қарастырылған. Оқу үдерісін оңтайландыру және студенттердің үлгерімін арттыру мәселелері де кеңінен зерттеледі.

Зерттеу алдыңғы жүргізілген талдауларға, эксперименттік деректерге және оқыту тәжірибесіне негізделген. Зерттеу әдістемесі студенттер тобын бақылау, сұхбат және тілді меңгеру деңгейін бағалауды қамтитын сапалық және сандық әдіс-тәсілдерден тұрады. Зерттеу нәтижелері бойынша скаффолдинг технологиясының студенттердің тілдік дағдыларын дамытуға оң әсер ететіндігі анықталды. Бақылау тобымен салыстырғанда скаффолдинг технологиясы арқылы қолдау көрсетілген эксперименталды топ айтарлықтай жақсы көрсеткіш көрсетті. Сауалнамалардың нәтижесінде, студенттердің көпшілігі оқу, жазу, сөйлеу, тыңдау және өзіне деген сенімділіктің жақсарғанын алға тарта отырып, шет тілдерін үйренудің оң құралы ретінде скаффолдинг технологиясын жоғары бағалайды. Осы нәтижелерге сүйене отырып, скаффолдинг әдістерінің құрылымдық қолдауды қамтамасыз етіп, тілдік құзыреттілігін арттырып және білім алушылардың өз бетінше жұмыс жасауы мен сыни тұрғыдан ойлауын дамытатындықтан, шет тілін оқытуға енгізу ұсынылады.

Атап айтқанда, зерттеулер Scaffolding технологиясының тіл меңгерудегі рөлі туралы эмпирикалық дәлелдер бере отырып зерттеудің теориялық негіздерін кеңейтеді. Нәтижелер оқытудағы тиімді әдістерді дамыту, тілдік құзыреттіліктерді арттыру, оқу процесін оңтайландыру және

жақсы нәтижелерге жету мақсатында шет тілдерін оқытумен айналысатын оқытушылар мен мамандар үшін пайдалы болуы мүмкін.

Тірек сөздер: Скаффолдинг стратегиясы, тілдік дағдылар, тілдік құзыреттілік, автономия, сыни тұрғыдан ойлау, Сократтық диалог, қадамдық нұсқаулар, формативті бағалау, тапсырманы бейімдеу, модельдеу, топтық жұмыс

ИНТЕГРАЦИЯ МЕТОДОВ «СКАФФОЛДИНГ» В ПРОЦЕСС ИЗУЧЕНИЯ ИНОСТРАННОГО ЯЗЫКА ДЛЯ РАЗВИТИЯ ЯЗЫКОВОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ

Новожилова М.В.[1], Байтелиева М.А.[2], *Грибенюк М.А.[3]

[1,2, *3] Таразский Университет им.М.Х.Дулати, Тараз, Казахстан

Аннотация. Целью данной научной статьи является изучение того, как интеграция методов скаффолдинга в изучение иностранного языка может повысить лингвистическую компетентность студентов. «Scaffolding» – это образовательный подход, обеспечивающий систематическую поддержку студентов в приобретении сложных языковых навыков и концепций. Технология скаффолдинг также помогает развить навыки устной речи, аудирования, письма и чтения. В статье рассматриваются различные методы и преимущества использования скаффолдинга в образовательном процессе и его влияние на повышение уровня владения иностранным языком студентами. Кроме того, исследуются вопросы оптимизации учебного процесса и повышения успеваемости студентов.

Исследование основано на анализе предыдущих исследований, экспериментальных данных и педагогического опыта. Методология включает качественный и количественный подходы, в том числе, наблюдения за группой студентов, интервью и оценку уровня владения языком. Результаты исследования показали положительное влияние скаффолдинга на развитие языковых навыков учащихся. Экспериментальная группа, получившая поддержку скаффолдинг, продемонстрировала значительный прогресс по сравнению с контрольной группой. Опросы показали, что большинство студентов положительно оценивают эффективность scaffolding в изучении иностранных языков, отмечая улучшения в чтении, письме, разговорной речи, аудировании и уверенности в себе. Основываясь на этих результатах, рекомендуется интегрировать методы скаффолдинга в обучение иностранному языку, поскольку они обеспечивают структурированную поддержку, повышают языковую компетентность и способствуют самостоятельности и критическому мышлению учащихся.

В частности, исследование расширяет теоретические основы скаффолдинга, предоставляя эмпирические данные о его роли в овладении

языком. Результаты могут быть полезны преподавателям и специалистам, занимающимся преподаванием иностранных языков, с целью разработки эффективных методов, повышения языковой компетенции, оптимизации процесса обучения и достижения лучших результатов.

Ключевые слова: стратегия Скаффолдинг, постепенное снятие поддержки, языковые навыки, языковая компетенция, автономия, критическое мышление, Сократический диалог, пошаговые инструкции, формативная оценка, адаптация заданий, моделирование, групповая работа

Information about the authors:
Novozhilova Marina Varfolomeyevna – Candidate of Pedagogical Sciences, Associate Professor, Taraz University named after M.Kh.Dulaty, Taraz, Kazakhstan, e-mail: novamarina1969@mail.ru, ORCID 0009-0003-78690451

Baiteliyeva Moldir Altaikyzy – Senior lecturer, Taraz University named after M.Kh.Dulaty, Taraz, Kazakhstan, e-mail: moldir.altayevna@gmail.com, ORCID 0009-0009-8190-4565

Gribenyuk Mariya Alexandrovna – Senior lecturer, Taraz University named after M.Kh.Dulaty, Taraz, Kazakhstan, e-mail: masha2030.80@mail.ru, ORCID 0009-0009-3137-106X

Авторлар туралы мәлімет:
Новожилова Марина Варфоломеевна – Педагогика ғылымдарының кандидаты, Доцент, М. Х. Дулати атындағы Тараз университеті, Тараз, Қазақстан, e-mail: novamarina1969@mail.ru, ORCID 0009-0003-78690451

Байтелиева Мөлдір Алтайқызы – аға оқытушы, М. Х. Дулати атындағы Тараз университеті, Тараз, Қазақстан, e-mail: moldir.altayevna@gmail.com, ORCID 0009-0009-8190-4565

Грибенюк Мария Александровна – аға оқытушы, М. Х. Дулати атындағы Тараз университеті, Тараз, Қазақстан, e-mail: masha2030.80@ mail.ru, ORCID 0009-0009-3137-106X

Информация об авторах:
Новожилова Марина Варфоломеевна – кандидат педагогических наук, доцент, Таразский Университет им.М.Х.Дулати, Тараз, Казахстан, e-mail: novamarina1969@mail.ru, ORCID 0009-0003-78690451

Байтелиева Молдир Алтаевна – ст. преподаватель, Таразский Университет им.М.Х.Дулати, Тараз, Казахстан, (e-mail: moldir.altayevna@ gmail.com, ORCID 0009-0009-8190-4565

Грибенюк Мария Александровна – ст. преподаватель, Таразский Университет им. М.Х.Дулати, Тараз, Казахстан, e-mail: masha2030.80@ mail.ru, ORCID 0009-0009-3137-106X