EDUCATIONAL PRACTICE FOR IMPACTFUL TEACHING STRATEGIES THROUGH SCAFFOLDING METHOD

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Annotation: *This article focuses on the use of scaffolding to achieve more effective results in English lessons in art fields. The article also discusses the types of scaffolding, such as modeling, talking about a topic, pre-learning the right words, visuals, and the benefits they can bring to the learning process.*

Keywords: *scaffolding, language skills, interactive, motivation, modeling, problem situation, whole process, small parts, visualization, graphic organizers.*

Introduction.

Modern requirements for the educational process in art fields can be completed with much higher knowledge it is assumed that such a requirement is put before us by the time itself. In the position, the requirements for the level of knowledge of a foreign language: mastering science as a result of reading in a foreign language without difficulty in simple typical situations able to communicate, activity, having short conversations on production topics, reading professional texts (not so complicated) must be able to understand and analyze. Complex grammatical structures, filled with special terms and professionally oriented texts are special challenges for readers who give birth, as a result of which they do not want to work with texts. The language motivation for learning is significantly reduced, the Readers can scan the text unable to understand, and with great difficulty from the material being read they extract and process the necessary information.[1]

Among the well-known pedagogical methods of teaching a foreign language are a positive effect on the growth of motivation of students and work general skills of the future specialist shown in the program highlight the scaffolding strategy that will help shape can. Teachers give scaffolding in the educational process by learning new concepts or skills to students and in development, a certain method of support is understood. The scaffolding model with the teacher's help gives new information to the students or can

show you how to deal with a problem situation. Then the teacher gradually moves to the background and gives students independence allowing them to train. Students are fully independent before they start working, and systematic assistance ("scaffolding") is installed (small like the practice of working in groups). Leaks help each other

to work together in small groups. This process in education is sometimes called

"I do (teacher), we do (students in groups), you also called you do (students independently). Otherwise in words, the teacher shows how something is done, then the class trains together, and finally, students work individually.

Literature analysis and methodology.

In educational systems, there are theories, approaches, and methods. Of these educational theories many, including scaffolding, are supported by ongoing research. The term" scaffolding " (Scaffolding in English) was originally coined in the 1970s appeared. The word itself was borrowed from the construction industry, and the builders work from above when installing new walls and floors refers to a temporary platform to be installed. Scaffolding in the education method, when students master new concepts and skills, refers to the support provided by teachers.

A lot of help in teaching students at the beginning of the scaffolding process. In the course of the lesson, this help is reduced in stages. The gradual decrease in the level of support of the scaffolding process makes up the essence. This process gives the reader a new concept or step-by-step confidence in the independent use of the skill and convenience. The scaffolding method is famous for making a significant contribution to the development of educational theory the psychologist is associated with the research of the scientist Lev Vygotsky. Vygotsky introduced the term "proximal (near) Development Area" [2]. Proximal development area the current level of development and potential of the student based on the level of development. This potential level of development of scaffolding is related. Learning a new task or concept to the reader, the teacher will make the zone of proximal development of the student make a goal. This means that what the reader can do - the student's current level of development - and ultimately the student's knowledge and provide assistance that will decline as its independence grows.

Discussion and conclusion.

Providing scaffolding information for the teacher first of all the concept of the student's presence must be explained at the level. The teacher

considers the process of solving the problem modeling or presenting how to complete the task

can reach. After presenting or modeling the task, the scaffolding begins. Through the following, the teacher supports the students:

- Divide the entire process into small parts;

- Leading students as they complete the assignment;

- Divide students into groups, talk about the task, and support that they help each other;

- Assignment where students can learn more by referring to their models;

- Pupils go in control of the work process;

- Give tips and recommendations to students during work.

Implementation of scaffolding strategy in the classroom Most teachers for students if it allows them to make their lessons meaningful, and interesting also turns it into an interesting and useful process. Some of the following scaffolding methods can be especially interesting and motivational for students: Model display.

By showing students how to complete the assignment method of achieving effect. In this, the stages of the assignment students by leading along or talking throughout the process the problem can be solved. In addition, talented stronger students can be an example for classmates.

Use of available knowledge. Each student gains a certain amount of knowledge and skills. They come to the lesson with knowledge and experience on various topics. New education teachers who can connect with previous life experiences students help to integrate new information into their thinking faster.

Students have the knowledge that they have of the newly acquired information

it is easier to understand and remember when it is possible to associate with.

Talk about the topic. Reflection on people about their knowledge it takes time to carry out, it is necessary to give the students the knowledge they have acquired

independent application, and giving time for them to master what they have learned can be useful. Sometimes this kind of thinking makes the readers one by one by placing them in pairs or small groups to talk to is facilitated. To teach the necessary words in advance. Scaffolding in all educational disciplines is valuable. Students may need additional scaffolding in one of the areas that is reading. From reference to complex

text, a specific dictionary that the reader may have difficulty anticipating its elements creates relief in understanding the text. This scaffolding is necessary to fully understand the text, but it was not easy for students to understand from context should focus on words.

Visuals. Graphic organizers are complex and interconnected to students very important in regulating their thinking about data parts may be. These visual weapons give readers an idea of regulating the learning of new knowledge by connecting (thought) with others. Graphic organizers new assignments or tasks to students can remember about and lead them. They also have the formation of specific ways of thinking about abstract ideas for students and also help in development. There are several other specific aspects of scaffolding. Assignment

scaffolding method in giving this by the teacher during the learning process

the help given to the student is understood. This support is provided by each student and will be specially designed for and focused on students involved in the educational process that is flowing, which is the focus it is more effective than education, which is a teacher, and the process of obtaining knowledge helps to facilitate [3]. This learning process has many others that allow you to get deeper knowledge than general methods.

Scaffolding concepts and skills in an assignment (explanation) by students as soon as they are brought into the course of the lesson for the first time there may be sufficient support to be appropriated. These support resources, interesting assignments, templates (model display), and manuals and the development of cognitive and social skills may include instructions. In this case, the task from the scaffolding used by modeling, consulting, or giving direction can. Strategies for independent education in students are formed when it is, these supports are gradually removed and thus they have their own cognitive, affective (affective), and psychomotor they develop learning skills and knowledge. Teachers through their support, students are given tasks or concepts to help in their acquisition. Help contours, recommended in many forms, such as documents, photo stories, or referral questions may be. Support student guidance in scaffolding can also be manifested in the form. Different forms of guidance and although it has Styles, its main form is by the teacher to help students gain knowledge and improve their existing knowledge is any type of interaction aimed at improving [4]. It is wide

although understanding, the role and amount of guidance is known to the teacher

it is more clearly manifested by its approach to one state. Teachers approach guidance in their educational circles. Scaffolding moving students toward the goals of the course process includes providing proper guidance. Guidance - it can also be said that this is a way to regulate the cognitive load of the student. Control by properly oriented scaffolding support in the leaks only if there is a direction of cognitive load held under the final goals set for the lesson can be achieved.

It is known that teachers who prefer traditional education are highly inclined to give deductive, didactic instructions of degree, and students like to be given complex tasks. Teacher attention as a result of this approach, which is at the center, the teacher is for students seeks to increase cognitive load, complicate. Constructivist teachers, on the other hand, are special to assignments focusing on making readers (for themselves) small discoveries when they approach the principle of leadership. They focus on the learner's ability to gradually apply the knowledge learned in a different context focuses on ability. This is a constructivist, unlike classical teachers' higher level than simply providing information to teachers leads to giving way. Scaffolding Samaritans pay attention to the following

must give:

1. Reading task acquaintance: The task needs to teach ensuring the use of what is or new materials must. The task is also fun and self-indulgent to attract teachers to be pleasant is neither too difficult for the reader nor too easy to be Judas must.

2. Error preview: once the task is selected, the teacher errors in which students have the opportunity to work on the task it is necessary to guess from the very beginning. Scaffolding to the cherished knowledge of mistakes provides an opportunity to fully engage Middle students.

3. Task information: scaffolding " simple organization or dynamic and generative in " acquisition of structures may have a character.

4. Consideration of emotional issues: scaffolding with cognitive skill limited and numerically applied emotional images (affect). For example, what can happen in the teacher game during the submission period according to the management and control of frustration and lack of interest? Stimulation is also important from scaffolding component one. From the above points, one can conclude that the scaffolding method in the process of changing a topic and reading to their readers gave support and gradually decreased the scope of this support is to go. In doing so, we, teachers, teach our teachers a new concept or motivation in independent use, step by step we achieve confidence and comfort sharing. Scaffolding

language learners themselves easier and easier to learn language quality of training to achieve success in co-learning training aimed at increasing training.

Conclusions and suggestions.

Coming to such a loss from the above points the scaffolding method may be at the beginning of the process of changing some subject the place that the readers themselves give to the readers, and this the tube gradually decreases slowly. In this we, teachers, in independent use of a new concept or eye to our teacher's motivation, step by step we work to gain confidence and comfort.

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