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THE IMPACT OF SCAFFOLDING APPROACH ON ADVANCING COMMUNICATION SKILLS

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Abstract. Speaking is a multifaceted process that involves more than just articulation. Given the importance of speaking in improving the language abilities of English language learners, teachers and coaches place great importance on this skill. Speaking skill is an important skill that all language learners should strive to improve during language learning. However, this enterprise presents significant difficulties for non-native speakers of the language. In such cases, several approaches and tactics can be used to overcome the difficulties. The scaffolding approach is a very effective way of developing speaking ability. The scaffolding approach is a very effective way of developing speaking ability. The scaffolding approach is useful in controlling and organizing language production, which helps learners improve in this area. The current research method aimed to analyze impact of Scaffolding approach on evolving academic speaking skills of learners. The descriptive research method was utilized achieve the objective of the recent research study. Quantitative method was used in this overarching study. Questionnaire was surveyed among participants. Overall 34 learners participated from Khoja Akhmet Yassawi International Kazakh-Turkish University. After collecting whole data Statistical Package for the Social Science (SPSS) version 23 to generate the results in order to calculate results descriptive analysis and Mann-Whitney U-test was used. The findings of the study learners' perception of Scaffolding approach showed positive results, and there was no found significant difference between gender and grades' of learners.

Keywords: Scaffolding approach, speaking skills, improving, language learners, speaking anxiety, effect of Scaffolding, causes of speaking anxiety, communication skills

Introduction

Speaking is a communicative ability that is vital to learners' language development. The oral form is often regarded as the fundamental form of language on which the written form largely depends. However, the productive talent of speaking a second or foreign language has only recently been recognized.

Speaking is an interactive activity that involves producing, receiving and processing information. It is characterized by spontaneity, open-mindedness and constant evolution, but is not entirely predictable. Speech communication uses both verbal and non-verbal cues in a variety of circumstances, making it easier to construct and exchange meaning.

Speaking is an oral action done for the purpose of communication. This form of speaking exercise helps to improve oral communication and listening comprehension. Hearing, attention and memory are the three key components of performance. This type of activity involves language levels such as phonetics, vocabulary and grammar. It is very important to acquire the ability to speak and communicate in a foreign language. Almost every student struggles to learn English. Not all language learners are born with the necessary ability and knowledge. A significant number of people have speech impairments due to difficulties in pronouncing certain English phonemes or producing grammatically acceptable phrases. These language difficulties often lead to a decreased interest in and commitment to learning English. The inability to pronounce certain phonetic parts correctly or to produce grammatically coherent words can impair an individual's fluency and language skills. And these obstacles not only impair oral communication but also reduce people's engagement and commitment to learning English. All these factors lead to a decline in interest and motivation in learning English. Despite their knowledge of grammar and good results in English examinations, ESL/EFL learners lack speaking skills. Teachers consider it a failure that students in the class talk more often on the recommendation of their coordinators. Foreign language teachers should endeavor to ensure that students are able to articulate their thoughts and ideas, make assumptions about a topic, and defend their positions. More attention should be paid to the development of speaking in lessons.

Speaking is extremely important for second language learners because productive skills, especially speaking ability, are often used to assess language competence. Researchers in Poland emphasize that speaking is the most important sign of course effectiveness, serving as a channel for confirming proficiency in other language abilities and sub skills. Huang's results showed that nonnative speakers perceive the language learned as an important and necessary part of everyday life. As a result, speech becomes the center of attention in the subject of applied linguistics, generating much interest and debate.

Iksan and et al., defined that communication skills as either verbal or non-verbal. However, our understanding of communication is based on a rapidly growing subject that encompasses several disciplines. These domains are not necessarily mutually exclusive and may exceed conventional wisdom. These areas include personal engagement, digital literacy such as email and text messaging, social media and virtual worlds. Communication protocols in each sector vary depending on message length, texts used for specific communication purposes, target audience, accepted standards, nomenclature, spelling/grammar requirements, etc. As a result, students must have strong communication skills in order to access and succeed in their future jobs [1, p. 74].

Individual language learners benefit greatly from second language proficiency because productive abilities, especially speaking competence, often determine their performance in language learning. Oral proficiency, according to Richards, is a basic skill for measuring course effectiveness because it facilitates the realization of other language abilities and sub-skills [2, p. 56]. According to

Xie X, for nonnative speakers, mastery of the target language is one of the most difficult and meaningful jobs in their daily lives. Given these facts, speech can be considered as one of the most researched and discussed aspects of applied linguistics [3, p. 3336].

Although even today, as Hughes points out that the field of linguistics or language teaching pays very little attention to speaking as a separate skills that can be assessed using its own unique criteria [4, p.69]. Moreover, developing the ability to effectively communicate messages and engage with the language being learned is one of the most challenging tasks for learners and facilitators [5, p. 98].

Language teachers are always looking for ways to develop their students' abilities and achievements by using various teaching strategies. Sociocultural awareness theory has had a significant impact on language teaching. According to this view, learning is a social process that takes place through human contact within the zone of proximal development (ZPD), which facilitates language acquisition. The ZPD indicates the difference between a learner's current level of development, assessed through individual problem solving, and his or her possible development under adult supervision or in cooperation with more able classmates. Bruner underlined the importance of scaffolding, which entails offering help or cooperation to bridge the gap between the learner's current level of growth and his or her possible progress in ZPD. Scaffolding is a temporary supportive interaction in which experts or colleagues assist novices in learning new skills, grasping concepts or reaching a higher level of comprehensions [6, p. 18].

Given the challenges posed by the growth of English speaking skills, the implementation of preventive measures is crucial to improving students' speaking skills. After considering several theories on how to develop students' speaking ability, the researcher was intrigued by the scaffolding approach. This strategy is compatible with the assumption that improving speaking skills can lead to significant improvement in learners' overall language abilities [7, p. 126].

Scaffolding acts as a bridge, allowing learners to use their previous knowledge to build something new. When used properly, scaffolding becomes a help rather than a problem. Saye and Brush suggested a variety of facilitation techniques that can serve as a structure for student learning, such as breaking tasks into manageable chunks, using techniques such as think aloud, peer to peer discussions, asking questions, providing specific directions, offering instructions, using cue cards or showing simulations to encourage collaboration. Other types of support include encouraging learners to use their prior knowledge by providing specific solutions and suggestions [8, p. 86].

Teachers use the scaffolding approach to improve their students' speaking ability, recognizing that measuring spoken English requires the development of other important language skills. The scaffolding as an approach to teaching involves real-life situations, uses simplified language and visual aids, encourages cooperative learning, and utilized learning resources adapted to students' past knowledge and requirements [9, p. 88].

This is particularly important in the twenty first century because second language learners often passively seek to improve their communication skills. Second language learners have been found to be increasingly ineffective in their efforts to improve their learning style. Both students and teachers will benefit greatly from this strategy, leading to favorable outcomes.

Scaffolding is a modern approach for teaching new skills, concepts and advanced comprehension. It represents a more mature educational and psychological approach to teacher assistance and participation in student learning. Much effort has been made to study this perspective, its concepts and characteristics, types and methods, as well as to establish regulations and safety considerations for the use of scaffolding in the classroom. Scaffolding is generally defined as “a temporary structure often erected during the construction of a building”. Furthermore, scaffolding is removed at every stage of new construction [10, p. 122].

Language learners are concerned about the development of speech and oral abilities. Students often misunderstand the meaning of speech activities and textbook examples. They have to solve the problem of deriving meaning from content. In addition, language learners’ inability to participate in classroom interactions and conversations negatively affects their self-esteem and the effectiveness of language learning. On the other hand, teachers are concerned about how to create an environment that limits teacher discussion while increasing student talk. Teachers have to stick to the curriculum and teach a large amount of material. This can put a strain on learners, reduce their motivation and impair their development [11, p. 238].

Teachers can use a number of tactics with in the scaffolding approach, including using basic language, offering alternative sentence or paragraph endings, and conveying information visually. The use of the scaffolding approach not only improves students’ speaking ability but also enhance their creativity. This is because the use of scaffolding is intentional and promotes deeper understanding, which is inextricably linked to learners’ self-esteem personal growth [12, p. 82].

Donovan and Smolkin provided a more precise analysis of scaffolding. They take a serious look at the problem of scaffolding in children’s writing. They investigate how different levels of scaffolding affect children’s learning and expression of genre knowledge. The tasks range from little or low-level help to medium or high support (contextual and visual). Interestingly, their highest level of categorization is defined as “direct instruction with repetition”. Their study found that while scaffolding can benefit young people, it can also prevent them from exhibiting the full range of genre knowledge [13, p. 432].

The concept of scaffolding fits with its traditional description as temporary support system that acts as a foundation until learners gain autonomy and the ability to learn independently. Initially, this support was provided by teachers but is gradually being reduced to encourage students’ self-regulation and independence. This approach of classroom instruction provides students with temporary assistance to improve their comprehension and speaking ability. Collectively, students work individually to build and enhance their understanding

of the subject matter. Students learn more effectively when they interact with important aspects of the environment and teachers use modern tools to increase engagement throughout the learning process. As students become engaged in learning activities, they accumulate teacher-led information, resulting in a decrease in the amount of help offered to students as their understanding grows [14, p. 370].

Over the past two decades, several educators and researchers have used the metaphor of scaffolding to define and explain the function of adults or more competent peers in managing children's learning and development. This metaphor is attractive to educators because it "resonates with their intuitions about what it means to intervene successfully in student learning" and because it "provides what is lacking in much of the educational literature an effective conceptual metaphor for the quality of teacher intervention in learning". According to Stone, "emphasizes one of the key features of children's learning, namely that it is often directed by others who seek (explicitly or implicitly) to structure learning opportunities" [15, p. 355].

Students who want to learn to speak must have good speaking ability. Thus, the process of learning to speak should be conducted in a dialogic, dynamic, engaging and entertaining environment, increasing students' enthusiasm to actively participate in learning. In addition, extensive training is needed to develop speaking ability and maintain fluency and control. Practice is critical to accelerating learning, so teachers should provide students with multiple opportunities to practice directly with the instructor or peers/ Intensive instruction, such as scaffolding, is an effective way to improve these skills.

This strategy allows teachers to allow students to use a range of strategies and engage in a range of activities that provide ample opportunities to practice speaking in context, making learning more enjoyable and accessible. As stated earlier, teachers require approaches that are tailored to their individual contexts and classroom goals that reflect the characteristics of their students. Moreover, regular exposure to new methods or ideas increases teacher engagement in a wide range of classroom activities. In addition, scaffolding is described as an approach that enables students, whether adolescents or novices, to solve problems, perform actions, or achieve goals that might otherwise be beyond their skills. Scaffolding approach helps students to solve problems independently using teacher-provided tasks, which supports the achievement of learning objectives.

Richards in 2008 lists three factors that should be considered when teaching speech. Firstly, questionnaires, interviews and diagnostic tests should be used to identify the varieties of speech skills in the classroom. Secondly, different methodologies of speech teaching should be explored. The third question focuses on the students' desired degree of achievement in speaking as well as the criteria for evaluating their performance. Most successful students assess their own goals, needs and learning milestones before applying effective teaching tactics in more personalized ways. More successful students tend to use a wider range of methods in a broader range of contexts than their less successful peers [2, p. 29].

The main overarching goals of this study is to address the challenges faced by learners in improving their speaking abilities and to explore their capacity to express accurate expressions using the scaffolding approach, thereby developing their English speaking skills.

The benefits of this study include teaching students to use the scaffolding approach to improve their speaking ability and expanding the scope of vocabulary research in English language education as a basis for identifying the scaffolding approach as a n appropriate approach to teaching based on students' characteristics. It also provides stakeholders with guidance on how to apply the scaffolding approach based on learners' specific situations, as well as alternative teaching strategies for teachers to improve learners' English language proficiency, especially spoken English.

Purpose of the study

Many students find that mastering and applying standard language teaching approaches is the most frustrating and challenging component of their language learning experience because they cannot gain sufficient competence in language skills or subjects. The purpose of the study was to determine the best approaches to teaching speaking with scaffolding. In other words, this study investigated the impacts of scaffolding approach tactics on the development of English language learners' speaking skills. According to the purpose research questions given below:

RQ1. What is the impact of Scaffolding approach on evolving academic speaking skills?

RQ2. Are there significant differences between genders of pre-service teachers towards use of Scaffolding approach?

RQ3. Are there significant differences between academic years of the study pre-service teachers towards use of Scaffolding approach?

Methods and materials

The primary aim of this present study was to impact of scaffolding approach on advancing communication skills. The overarching study set out to address the following interconnected research inquiries:

Research Design

In this study, a descriptive quantitative research study was employed to explore students' towards improving speaking skills with the impact of the scaffolding approach. Quantitative data was collected through the implementation of surveys, which were administered to students from the university. The data was gathered via questionnaires, specifically designed to assess the participants' perspectives on the benefits of evolving speaking skills for scaffolding approach.

Settings and Participants

The research study was conducted in the spring term of the 2023-2024 academic years. 34 students from Khoja Akhmet Yassawi International Kazakh-Turkish University participated in the present study. The research was carried out with participants aged 18-20, each studying at the B1 to B2 level, and 17 male and 17 female students from Foreign Languages Teaching Department took part

from Philology Faculty. The researchers selected the survey participants using the purposive sampling approach, a type of non-probability sampling in which the researcher relies on his or her own judgement. Second and third year students participated in this recent study.

Data collection and Instrument

The current questionnaire includes nine items which analyze effectiveness of Scaffolding approach on advancing speaking skills. The data obtained 34 EFL students’ response were analyzed using Likert type scale developed by Alwahabee in 2019. A 9 item questionnaire based on the checked items proposed by Alwahabee was used to collect data. Participants were asked to rate their agreement with five statements on a Likert scale ranging from “strongly agree” to “strongly disagree”. The questionnaire consisted of both positive and negative question addressing EFL learners’ attitudes towards speaking skills through Scaffolding approach. The use of this approach enabled the researchers to gain a comprehensive and detailed understanding of the participants’ perspectives on the topic. The reliability coefficient of the questionnaire ($\alpha = .813$) is considered high according to the information provided (table 1).

Table 1- Reliability of the scale

Cronbach’s Alpha	N of Items
1	2
.813	9

Data collection procedures and analysis

The research team was given a questionnaire to collect data on EFL learners’ attitudes towards advancing speaking skills through the Scaffolding approach and the impact of speaking. Participants were asked to be honest in their responses from the questionnaire was then processing Statistical Package for Social Sciences (SPSS) version 23.0. Descriptive statistics was utilized in analyzing the data to find the mean values and standard deviations for the response to the first research question. The second research question was investigated using the Mann-Whitney U-test. In addition, the Mann-Whitney U –test was used to answer the last research question. The following section will provide a detailed discussion of the scale development, findings and data analysis.

Results and discussion

The first research question was: “What is the impact of Scaffolding approach on evolving academic speaking skills?” First research question was aimed at discovering the attitudes of pre-service EFL teachers’. About results before statement was shown in the Table 2.

Table 2 - Descriptive analysis of the scale

	N	Minimum	Maximum	Mean	Standard Deviation
1	2	3	4	5	6
Total	34	2,56	4,89	4,4412	,43978

According to the Table 2 explained that, descriptive analysis participants' attitudes towards use of the Scaffolding approach presented highest results, as you can see. The mean score of the results Mean Score=4,44; it means that the Scaffolding approach help students to overcome issues while speaking and helps to advance speaking perceptions of learners.

Scaffolding is a unique approach and style of learning in which the teacher and student cooperate to overcome obstacles or complete objectives. Scaffolding is based on two principles: firstly, that it assists the learner in performing activities that he or she cannot currently complete, and secondly, that it enables the learner to perform a task or set of tasks that he or she can already do. The ability to act independently. The first sign that a student is in need of ambulation occurs when the trainer gives “low support”, which is defined as reducing the amount of assistance until the student is fully independent. By the end of the program, this assistance is either greatly reduced or completely eliminated.

There was a descriptive analysis carried out for each question. The outcomes are shown in Table 3 below.

Table 3 - Descriptive analysis

	N	Minimum	Maximum	Mean	Std. Deviation
1	2	3	4	5	6
1. Scaffolding is very interesting	34	2,00	5,00	4,0000	,60302
2. I feel confident when speaking with others because of this course	34	3,00	5,00	4,5000	,56408
3. I learned many ways to encourage myself to speak	34	3,00	5,00	4,4118	,60891
4. I will not hesitate to participate in conversations	34	2,00	5,00	4,5000	,70711
5. In class scaffolding helped me to develop my speaking	34	3,00	5,00	4,5588	,70458
6. Teachers of speaking should use these approaches	34	2,00	5,00	4,4412	,78591
7. My friends and I were active in this speaking class	34	2,00	5,00	4,4706	,82518
8. This approach will be very useful in other courses	34	2,00	5,00	4,5000	,74874
9. Active teachers can have positive effects on students' speaking abilities	34	3,00	5,00	4,5882	,65679

9 items of questionnaire were analyzed according to the descriptive statistics, in order to calculate results of each question. The highest score obtained by items such as: 5, 9. “In class scaffolding helped me to develop my speaking” (Mean Score = 4, 55.) “Active teachers can have positive effects on students’ speaking abilities” (Mean Score= 4, 58.) It means that Scaffolding approach is useful and far-reaching approach also not only evolving speaking but also other courses help them. Moreover, this approach had positive impact on learners. The average score of descriptive analysis like: 2, 4, 8. “I feel confident when speaking with others because of this course” (Mean Score= 4,50.) “I will not hesitate to participate in conversations” (Mean Score = 4,50.) “This approach will be very useful in other courses” (Mean Score= 4, 50.) It means that learners can feel themselves confident with the help of this approach, and each teacher should use this approach in order to help learners to solve challenges and to achieve goals. The lowest score of items, they are: 1,3,6,7. “Scaffolding is very interesting” (Mean Score=4,00.) “I learned many ways to encourage myself to speak” (Mean Score=4, 41.) “Teachers of speaking should use these approaches” (Mean Score= 4, 44.) “My friends and I were active in this speaking class” (Mean Score= 4,47.) obtained minimum results.

The second research question was about “Are there significant differences between genders of pre-service teachers towards use of Scaffolding approach?” The calculated results demonstrated in Table 4.

Table 4 - Results of Mann-Whitney U-test

Gender	N	Mean Rank	U	p
1	2	3	4	5
Male	17	19,29	114,000	,286
Female	17	15,71		

Table 4 showed that differences between two independent variables Mann-Whitney were used. According to the results of participant’s gender that there was no significant difference between male and female learners’ perception towards use of Scaffolding approach. The number of female and male participants were equal that 17 female and 17 male participants. The results of male respondents Mean Rank (MR=19, 29) and female participants Mean Rank (MR= 15, 71). It means that males need support more than female students.

Last but not least, the final research question was about “Are there significant differences between academic years of the study pre-service teachers towards use of Scaffolding approach?” The results are given below in Table 5.

Table 5- Results of Mann-Whitney U- test

Grade	N	Mean Rank	U	9
1	2	3	4	5
2	16	18,06	135,000	,753
3	18	17,00		

According to the results of Mann-Whitney U-test there was no significant difference between sophomore and junior course participants. Both courses have positive attitude towards Scaffolding approach. 18 learners took part from 3rd year participants, and their Mean Rank (MR=17, 00). Furthermore, 16 learners participated from 2nd year students and their Mean Rank was (MR=18, 06). The Scaffolding approach has positive effectiveness on second and third year of pre-service learners.

As a result of the research, it was showed that most prospective approach is Scaffolding. According to Iranian researchers that using the some advice for adults or peers in solving problems or difficult, that scaffolding can help learners bridge the gap between their current level of development and their future growth. Scaffolding is accomplished through a variety of tactics such as capturing learner's attention, limiting their options, maintaining their goal orientation, emphasizing important components of the work, managing their frustrations, and outlining activity pathways for students.

The provision of guidance and assistance by teachers or experts during the teaching and learning phases helps students to clear their misunderstandings and develop their comprehension abilities. This active assistance encourages independent learning among students, leading to greater motivation and confidence. As a result, students are more likely to actively participate in projects and activities aimed at improving their comprehension skills. The strategic use of scaffolding approach not only helps learners overcome learning barriers, but also increases their competence as language practitioners.

Many students find it difficult to apply standard language teaching methods in their language process due to their lack of language ability or understanding of the subject matter. The scaffolding approach, which takes context into account and promotes a deep understanding of language use, is particularly effective in student-centered classrooms where listening comprehension is the result of student effort. Scaffolding approaches are critical for English language learners because they help overcome the fear of speaking and support successful and fluent English communication. Scaffolding helps students develop fluency and speaking clearly.

According to the third research question the results of this study showed that the use of scaffolding approach can improve the efficiency of time and effort spent on summarizing data. The use of an intermediate type of scaffolding strategically used at different stages of speaking skills development is an example of adaptability and efficiency. According to this study, English as Foreign Language (EFL) learners' general speaking abilities increased dramatically after receiving instruction using scaffolding.

Conclusion

The findings of this study suggest that scaffolding approaches are a useful tool for improving verbal ability. It was found that cognitive upheaval to reduce cognitive load during task performance benefited all of the language components studied. In other words, the achievement of cognitive training led to a significant

improvement in learners' grammar and vocabulary, pronunciation, speech and interpersonal skills. The findings of this study will guide EFL teachers to implement support measures to improve oral skills. EFL learners are encouraged to use a range of auxiliary tools, instructions, feedback, explanations and models, to minimize to cognitive load of the task, leading to the development of oral skills. Given expected effect of the scaffolding approach used in this study on students' language ability, the approach used in this study can be replicated under similar conditions and applied as an effective way to gradually eliminate bars in teacher education courses. The fact that there was no persistent effect on language ability may encourage practitioners to use the tactic with low-ability students and in mixed classes. In the current study, there has as yet been insufficient initiated into how different techniques and objectives can be combined to achieve the best results in speaking lessons.

The scaffolding approach provides students with an understandable reason why the intervention of teachers in children's learning is effective. However, due to the metaphorical character of the term, scaffolding can be interpreted as any type of support in general, including the option of direct instruction. If scaffolding is seen as direct instruction, it can hinder children's development as active, independent learners. The concept of translating collaborative activities into their own form is necessary for lifelong learning. In particular, scaffolding should be understood as providing young learners with cultural skills that they can use to become independent learners.

This study showed that teaching EFL students to use scaffolding approach significantly improved their overall speaking skills. The present study aims to address the gap in the effectiveness of the two methodologies of oral language teaching. The aim of this study is to fill the knowledge void by comparing the effectiveness of different teaching methods for improving speech abilities. The scaffolding participation aspect contributes to a communicate language learning environment by allowing EFL learners to engage in meaningful language practice. As a result, interactive and intermediate learning styles become important tools for enhancing EFL learners' speaking abilities. This participatory approach enables EFL learners to develop and use language forms in a more communicative context. In conclusion, interactive and intermediate scaffolding approach tactics were found to be the most effective ways to help EFL learners improve their speaking skills.

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СКАФФОЛДИНГ ТӘСІЛІНІҢ КОММУНИКАЦИЯ ДАҒДЫЛАРЫН ДАМЫТУҒА ӘСЕРІ

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Аңдатпа. Сөйлеу - бұл артикуляциядан да көп нәрсені қамтитын көп қырлы процесс. Ағылшын тілін үйренушілердің тілдік қабілеттерін дамыту үшін сөйлеудің маңыздылығын ескере отырып, мұғалімдер мен жаттықтырушылар бұл дағдыға үлкен мән береді. Сөйлеу - барлық тіл үйренушілер тілді меңгеру барысында жақсартуға ұмтылуы керек маңызды дағды. Дегенмен, бұл дағды ана тілінде сөйлемейтіндер үшін айтарлықтай

қиындықтар тудырады. Мұндай жағдайларда қиындықтарды жеңу үшін бірнеше тәсілдер мен тактикаларды қолдануға болады. Скаффолдинг сөйлеу дағдыларын дамытудың өте тиімді тәсілі болып табылады. Скаффолдинг тәсілі ауызекі сөйлеу тілін дамытудың өте тиімді әдісі болып табылады, тіл өндірісін бақылау және ұйымдастыру үшін пайдалы, бұл студенттерге осы салада жетілдіруге көмектеседі. Бұл зерттеудің мақсаты студенттердің академиялық сөйлеу дағдыларын дамытуға Скаффолдинг тәсілінің әсерін талдау болып табылады. Зерттеу мақсатына жету үшін сипаттама әдісі қолданылды. Бұл кешенді зерттеуде сандық әдіс қолданылды. Қатысушыларға сауалнама жүргізілді. Зерттеуге Қожа Ахмет Яссауи атындағы Халықаралық қазақ-түрік университетінен барлығы 34 студент қатысты. Барлық деректерді жинағаннан кейін нәтижелерді алу үшін Statistical Package for the Social Sciences (SPSS) 23 нұсқасы, ал нәтижелерді есептеу үшін сипаттамалық талдау және Mann-Whitney U тесті пайдаланылды. Зерттеу нәтижелері студенттердің Скаффолдинг тәсілін қабылдауына қатысты оң нәтижелер көрсетті, жыныс пен студент ұпайлары арасында айтарлықтай айырмашылық табылмады.

Тірек сөздер: Скаффолдинг тәсілі, сөйлеу дағдылары, дамыту, тіл үйренушілер, сөйлеу мазасыздығы, Скаффолдинг әсері, сөйлеу мазасыздығының себептері, коммуникативті дағдылар

ВЛИЯНИЕ СКАФФОЛДИНГА НА РАЗВИТИЕ НАВЫКОВ КОММУНИКАЦИИ

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Аннотация. Говорение - это многогранный процесс, который включает в себя не только артикуляцию. Учитывая важность говорения для развития языковых способностей изучающих английский язык, преподаватели и тренеры придают этому навыку большое значение. Умение говорить - важный навык, к совершенствованию которого должны стремиться все изучающие язык в процессе его изучения. Однако для не носителей языка этот навык представляет значительные трудности. В таких случаях для преодоления трудностей можно использовать несколько подходов и тактик. Подход скаффолдинга (строительных лесов) - очень эффективный способ развития навыков говорения. Подход скаффолдинга - очень эффективный способ развития разговорной речи. Подход скаффолдинга полезна для контроля и организации языковой продукции, что помогает учащимся совершенствоваться в этой области. Цель данного исследования - проанализировать влияние подхода скаффолдинг на развитие навыков академической речи учащихся. Для достижения цели исследования был использован описательный метод. В данном комплексном исследовании использовался количественный метод. Среди участников была

проведена анкета. Всего в исследовании приняли участие 34 студента из Международного казахско-турецкого университета имени Ходжи Ахмета Яссауи. После сбора всех данных для получения результатов использовался статистический пакет для социальных наук (SPSS) версии 23, а для подсчета результатов - описательный анализ и U-тест Манна-Уитни. Результаты исследования показали положительные результаты восприятия учащимися подхода скаффолдинг, при этом не было обнаружено значительной разницы между полом и оценками учащихся.

Ключевые слова: Скаффолдинг, разговорные навыки, улучшение, изучающие язык, речевая тревожность, эффект Скаффолдинга, причины речевой тревожности, коммуникативные навыки

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