

SCAFFOLDING STRATEGY IN UZBEK YOUNG LEARNERS' ENGLISH SPEAKING CLASS

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ABSTRACT

This study investigated how scaffolding strategies can be used to teach speaking in English to young learners in Uzbekistan. A qualitative case study design was employed, with data collected through interviews, observation, and document analysis. The results showed that the teacher used a variety of scaffolding strategies to support pupils' learning, including stimulating participation in communication and interaction, providing explanations, modeling, repetition, confirming understanding, and giving feedback. The teachers also used classroom survey and story role-playing activities to help students practice their speaking skills. The study found that the use of scaffolding strategies and story role-playing activities had a positive impact on learning that takes place in the classroom. Young learners were more excited about learning, their speaking competence improved, and they became more confident. The study recommends that new scaffolding strategy developed with substitution drilling and substitution tables create stress free environment and help young learners improve their productive skills.

Keywords: Scaffolding strategy, substitution table, substitution drilling, class survey, story role-playing, young learner.

INTRODUCTION

As modern foreign languages (English, German, and French) were introduced to the curriculum of schools in Uzbekistan in 2012, they were taught using the same basic procedures that were used for teaching Russian. Applying the methods used for teaching Russian made foreign language learning and teaching process in the primary classrooms stressful and ineffective.

Young Uzbek learners are introduced to speak in English as a foreign language at school. This makes speaking English a challenge for them and their teachers. Teaching speaking in English is both rewarding and demanding. Some problems include inadequate strategy, shortage of comprehensible input, inexistence of language exposure, shyness, and lack of confidence, communication and interaction.

The scaffolding strategy is a possible solution to those problems. It is suitable for building students' experience and insight when acquiring new skills. It is also known for boosting young learners' intrinsic and extrinsic motivation and interest in learning a language. Previous studies have shown that scaffolding helps students improve their speaking competence. It gives them opportunities to actively engage in classroom sessions and provides them with independence in learning.

However, there is limited research on the specific scaffolding activities used in the English speaking classes for young learners, especially when integrated with class survey and story role-play teaching technique, and on students' perceptions of this strategy. Therefore, this study aims to answer the following questions:

- What scaffolding activities are typically used in English speaking classes for young learners?
- Does any kind of scaffolding activity facilitate communication and interaction in the classroom?
- How do young learners perceive the implementation of scaffolding in their English speaking classes?

The findings of this study will provide valuable information for English teachers who are interested in using the scaffolding strategy to help their students learn to speak in the target language confidently and feel compensated.

LITERATURE REVIEW

Teaching English to Young Learners

Teaching and learning modern foreign languages in the primary classrooms has become a worldwide phenomenon; in many countries primary children are taught English or French as preparation for their use as a medium of instruction (L.Cameron, 2005; J.Enever, J.Moon, U.Raman, 2009). In Uzbekistan a choice of foreign languages is offered at primary level, English is fiercely the first choice (Author, 2019).

Investigations have shown that teaching English to young learners has several benefits. First of all, it can improve overall language development, amplify cognitive skills, and enhance cultural and language awareness (Galskova N.D., Nikitenko Z.N. 2004; N.A.Gorlova, 2010; A.Pinter, 2011). Secondly, young learners are more likely to develop native-like pronunciation if they start learning English early (P.S.Lightbown, N.Spada, 2006). Furthermore, young children are more successful at learning foreign languages. Because of their such priorities as a) ability to grasp meaning; b) creative use of limited vocabulary; c) capacity for indirect learning; d) instinct for play, fun, interaction, and talk; e) inexistence of inhibition; f) lack of negative effect of language interference and fossilization (Wendy A. Scott and Lisbeth H. Ytreberg).

There are number of reasons for this trend:

1. The widespread assumption that earlier language learning is better (Edelenbos P., Johnstone R., Kubenak A. 2006.; Y.Hu, 2007; D.Nunan, 2003)
2. The response to the ever-increasing demand for linguistic capital as a result of economic globalization (Enever and Moon, 2009; Gimenes, 2009; Hu.Y., 2007). Such a demand leads to pressure on governments from international economic forces to ensure there is an English-speaking workforce.
3. The pressure from parents in the national context who want their children to be equipped with the competencies, attitudes and skills to cope successfully with the social and economic changes which are transforming life in the world (Driscoll P, 2005).

Scaffolding

Over the past twenty years, educators and researchers have used the concept of scaffolding as a metaphor to define and interpret the role of adults or more experienced peers in guiding children's learning and development (I.Verenikina, 2023). The term was defined by Wood, Bruner, and Ross (1976, p. 9) as an "adult controlling those elements of the task that are essentially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence".

Vigotskian social intermental and intramental psychology and concept of the Zone of Proximal Development were basic foundation of the concept of Scaffolding. Lev Vigotskiy's theory of social and cultural interaction influenced on educational practices immensely. Furthermore, his

concept has been basis on which Wood, Bruner and Ross (1976) developed the concept of 'scaffolding'. This metaphorical terminology is defined as a special type of assistance that experts provide to novices while jointly engaged in a problem-solving task. The expert not only guides and supports the novice with information but may in fact intervene to simplify the task and to encourage the novice in the ZPD is crucial (A.Pinter, 2011).

Scaffolding has been defined by many scholars from various perspectives and the interpretation of the metaphor in educational research is highly diverse. For instance, it has been interpreted as; a) the steps taken to reduce the degrees of freedom in carrying out some tasks so that the child can concentrate on the difficult skill (s)he is in the process of acquiring (Bruner, 1978); b) a form of support for the development and learning of children and young people (Rasmussen, 2001, p. 570); c) the way that teachers or peers supply students with the tools they need in order to learn (Jacobs, 2001, p. 125); d) temporary, but essential, nature of the mentor's assistance in supporting learners to carry out tasks successfully (Maybin, Mercer, and Stierer 1992, 186).

Scaffolding, however, is not the synonym for help and assistants. It is a special kind of help that assists learners to move toward new skills, concepts, or levels of understanding. Scaffolding is thus a temporary assistance by which a teacher helps a learner know how to do something, so that the learner will later be able to complete a similar task alone. It is future-oriented as Vygotsky has said, what a child can do with support today, (s)he can do alone tomorrow. Taking into account above mentioned considerations we focus on another aspect of scaffolding.

For instance, we investigate the major goal of scaffolding in teaching and learning English language in the primary classrooms in Uzbekistan. We can distinguish the following goals of scaffolding; a) to support the workers to stand on when they want to reach the higher parts of the building (Cambridge dictionary); b) to enable workers when they are painting, repairing, or building high parts of a building, usually outside (Collins dictionary); c) to support a work crew and materials to aid in the construction, maintenance and repair of buildings, bridges and all other human-made structures. Scaffolds are widely used on site to get access to heights and areas that would be otherwise hard to get to (Wikipedia). The scaffolding, as it is known as a building construction, has following characteristics: 1) it offers assistance; 2) it serves as a tool; 3) it broadens the workers potential; 4) it enables a worker to do a task that would not be practicable otherwise; 5) it is used to provide the worker with specific assistance as needed. Two crucial components of instructional scaffolding are shown by this analogy. A support that can be quickly removed when no longer required, instructional scaffolding enables a youngster or novice to solve a problem, complete a task, or attain a goal that they are unable to do on their own. The analogy also "carries an inappropriate connotation" that the student, much like the worker or the painter, will return to ground zero when the scaffolding is removed, as noted by Lepper, Drake, and O'Donnell-Johnson, which is as essential distinction. A better comparison, according to Lepper et al., is the support of a tunnel or an arch by a temporary structure while it is being built. When the tunnel or arch is finished being built and is able to stand on its own, its support is later taken out. The assistance that an adult or subject-matter expert gives to the learner until the learner is capable of working independently after the help is removed is an important part of scaffolding, even though it may be debatable whether an analogy is applicable.

Having analyzed all available resources we can admit that the major goal of scaffolding is to create stress free environment for learning. Because, it is firmly believed that the lower the

stress the higher is learning. This means learning will take place if a pupil feels compensated and there is a guaranty for safety. The most useful scaffolding resource which extends the speaking competence of young learners can be a substitution table. It can be used as a reinforcement of newly-acquired language if an instructor provides a table giving model sentence with a range of choices for learners to select from, using a set pattern.

Through verbal and nonverbal communication, as well as by setting an example of appropriate behavior, caregivers assist young children in learning how to connect previous knowledge or circumstances with new information.

Early childhood learning observational research demonstrates that parents and other caregivers have a key role in child development. For example, they try to make their speech comprehensible to the child; they simplify the activity to make it attainable and practical for a child. Furthermore, they provide the child some guidance to assist him or her concentrate on completing the task.

Substitution table

Palmer, Hornby and other British applied linguists analyzed English and classified its major grammatical structures into sentence patterns (later called “substitution tables”), which can be used to help internalize the rules of English sentence structure (Richards and Rodgers, 2009, p. 38). Nowadays Substitution table is defined as an established scaffolding device which enables learners to make grammatically-sound sentences, to speak fluently and to compensate grammar errors. For example (see Table 1 below):

My	father	has	black	hair
	mother		grey	eyes
	sister		short	legs
	brother		long	arms
	grandfather		blue	nose

Table 1: Substitution table

The structure of the table means that the young learners do not have consider all the possible variants that (s)he is usually faced with, such as word order, spelling and punctuation, which means that the task can be less overwhelming, allowing the learner to focus on a specific area.

Here are some specific teaching activities that can be used to enable young learners to express their thought in the target language:

Imitation: This activity involves students repeating a particular phrase or sentence multiple times. This is a good way for students to memorize new vocabulary and phrases.

T: I like apples.

Ps: I like apples.

T: I like bananas.

Ps: I like bananas.

Scenario based role-playing: This activity involves students taking on different roles and acting out a scenario. This is a good way for young learners to practice their speaking skills in a real world context.

Substitution drilling activities: The speech pattern is initially examined as a completed sentence, after which its constituent parts are changed and the speech pattern is examined as a normal sentence. To improve young learner’s recall of what they heard, E. I. Passov and N. E. Kuzovleva advice conducting repetition exercises based on speech patterns that follow the easy-to-difficult principle (2010. – pp. 534-535)

T: My father likes apples.

Ps: My father likes apples.

T: Mother

Ps: My mother likes apples.

T: Brother

Ps: My brother likes apples.

Chain-drilling activity: With the help of this activity, young learners improve their capacity for attentive listening and memory.

T: I like apples.

P1: I like apples and bananas.

P2: I like apples, bananas, and apricots.

P3: I like apples, bananas, apricots, and oranges.

Correction and Repetition: You have a baby sister. – No, I have a baby brother.

Inflection: I bought the ticket. – I bought the tickets. He bought the ticket.

Replacement: Helen left early. – She left early. Bob left early. – He left early.

Completion: I haveown car. – I have my own car.

Transposition: I am hungry. – So am I. I'll never do it again. – Neither will I.

Expansion: I know him. – I know him well. I hardly know him.

Contraction: Put your hand on the table. – Put your hand there (here).

Transformation: He knows my address. – He doesn't know my address.

Rejoinder (Different ways to say): Be polite. (Thank you. – You are welcome.) Answer the question. (What is your name? – My name is) Express regret. (I am sorry. Pardon. Excuse me.) Express disagreement (It is Monday today. – I disagree with you. As far as I know it is Friday today.)

Restoration: boys/build/house/tree – The boys built a house in the tree.

By using a variety of effective teaching strategies and activities, teachers can help young learners develop the English speaking skills they need to succeed in school and beyond.

Research questions

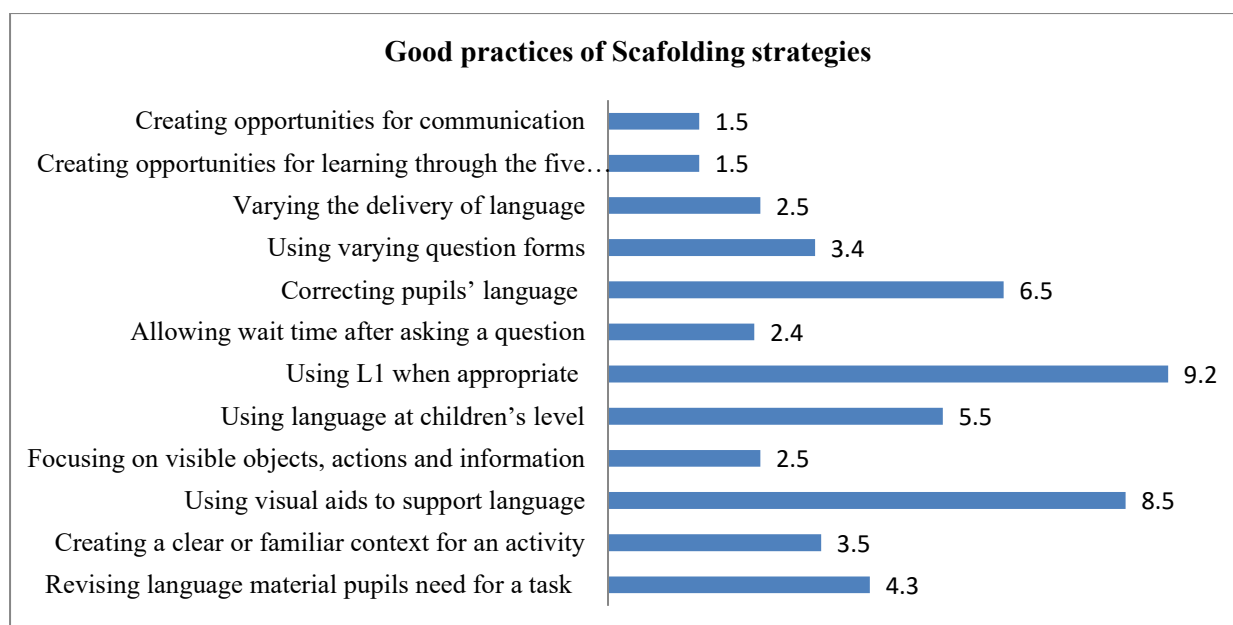
The following questions will be discussed:

1. What scaffolding strategies are more popular among the educators who teach English in the primary classrooms?
2. How much are scaffolding strategies applicable in classroom setting in Uzbekistan?
3. How important is scaffolding to develop young learners' speaking competence?

METHODOLOGY

This research focuses on how to teach speaking to young learners using a scaffolding strategy, more specifically using substitution drilling, substitution tables and class survey activity. We used a qualitative approach and a case study design. Our research included three English teachers and three classes of 64 fourth grades from public schools in Norin, Chortoq, and Namangan districts of Namangan region, Uzbekistan.

To collect data, we observed the teaching and learning process during speaking sessions in the classroom. We observed nine speaking sessions in total. We also interviewed twelve pupils who represent the classes. Additionally, we analyzed documents like lesson plans, curriculum, syllabus, and text books.



Picture 1. Survey results on Scaffolding strategies

Our data analysis involved reducing, describing, and verifying the collected information. During data reduction, we organized the data from observations, interviews, and document analyses. We categorized the data based on our research objectives. We then compared our findings with existing theories and previous studies to validate our results. We used a special questionnaire to find which of the above mentioned scaffolding strategies are considered more effective for learning to take place in the classroom.

The survey results show that scaffolding strategies such as using L1 when appropriate, correcting pupils' language, using language at children's level, and Using visual aids to support language, e.g. substitution tables, word banks, and etc., are used more frequently by the respondents. Using visual aids to support language, e.g. substitution tables, word banks, and etc., creating opportunities for learning through the five senses e.g. hands-on-activities, here and now activities, and allowing wait time after asking a question are less popular among the teachers.

Based on the results of the above survey, we have developed a technology called "Initiative Speech" that helps improve the quality and efficiency of English lessons. This technology consists of the following steps.

The first stage is the presentation stage, in which the framework is set up to ensure the easy and successful execution of repetition exercises. That is, we use the interchangeable table as a framework that ensures easy and successful execution of the exercise. For example, the following interchangeable table is recommended to facilitate the easy and successful implementation of the exercise designed to master the lexical and grammatical material on the topic "Meals" (see Table 2 below):

For	breakfast	I	have	tea
	lunch	you		milk
	dinner	we		sugar
	supper	they		bread
				butter
				jam
				eggs

Table 2. Substitution table for drilling

T: For breakfast I have tea.

Ps: For breakfast I have tea.

T: coffee

Ps: For breakfast I have coffee.

The table, in turn, ensures that the chain drilling exercise is easy to complete. At this stage, pupils take turns creating a dialogue.

P1: For breakfast I have tea and bread. What about you, Shoira?

P2: For breakfast I have jam and milk. What about you, Botir?

P3: For breakfast I have apple juice and bread. What about you, Shodiya?

At the stage of scaffolding, the teacher (using ICT) refers to the following table on the board (see Table 3 below).





For	breakfast lunch dinner supper	I you we they my parents	eat	
				
			drink	
				

Table 3. Substitution table to enhance pupils' self-discovery learning skill

The table helps students to understand new lexical material. Also, the teacher pretends to drink or chew something, helping to correctly guess the meaning of the word. In this exercise, the teacher should change the flashcards to ensure complete repetition of the lexical material. Columns in the table are deleted in turn, depending on the speed of learning the language material. At the last stage, only flashcards remain. We'll use the following toggle to track the completion of the last task in this step (see Table 4 below).

What	do	you	eat	for	breakfast?
			drink		lunch?
					dinner?
					supper?

Table 4. Substitution table to practice the structure of special questions

The second stage is the stage of interaction and communication, in which students exchange information and work together. For this, students are divided into teams and given the task of filling out questionnaires. In order to fill out the survey tables, students will create a dialogue in the following order (see Table 5 below).

S1: Nodira, what do you eat (drink) for breakfast (lunch, dinner, supper)?

S2: For breakfast I eat bread.

	breakfast		lunch		dinner		supper	
	eat	drink	eat	drink	eat	drink	eat	drink
<i>Nodira</i>	<i>bread with jam</i>	<i>tea with sugar</i>	<i>hot dog with salad</i>	<i>apple juice</i>	<i>soup with vegetables</i>	<i>tea with lemon</i>	<i>meat balls with cookies</i>	<i>orange juice</i>
<i>Bobur</i>								

Table 5. Substation table for Cass survey activity

A completed table at this stage indicates that communication will occur. Students present information on their own initiative with the help of a table.

For breakfast Nodira eats bread with jam. For lunch she eats hot dog with salad. For dinner she eats soup with vegetables. For supper she eats cookies with fruits.

The teacher evaluates the teams based on the amount of new words in the completed table.

RESULTS

The pupils who were interviewed liked the scaffolding strategy used in their speaking class. They found it enjoyable and exciting to try speaking English this way, which made the learning atmosphere good. This matches research by Piamsai in 2020 that says scaffolding can make learning more enjoyable.

The pupils also said the scaffolding strategy helped them improve their speaking skills, especially vocabulary and fluency. This agrees with what Kulsoom and others found in their research in 2021 – that scaffolding helps students speak English more fluently.

Lastly, the pupils felt more confident in speaking English because of the scaffolding strategy in their classes. They believed that everyone can learn to speak English with this support. This supports a study by Boonmoh in 2019, which showed that scaffolding is very helpful for boosting confidence in speaking in English.

The research found that micro-scaffolding strategies helps young learners in their English-speaking classes. These strategies include getting students involved, explaining things, showing examples, practicing repeatedly, ensuring understanding, and giving feedback. The students liked using these strategies in their speaking class.

For English teachers facing challenges in helping students improve their speaking skills, the scaffolding strategy can be a helpful solution. Especially with recent changes in education due to the pandemic, exploring new scaffolding activities using online learning platforms is a good idea. This approach can make learning English more enjoyable for young learners, whether they are in a hybrid or fully online learning environment.

Enhanced innovative pedagogical technologies that facilitate speaking competence acquisition in primary classes, promote communication and interaction during lessons. The methodical manual titled “Happy exercises” was published for utilizing our technology in English classes. Experimental work was conducted in the following stages (see Table 7 below).

Stages	Contents of work
I stage 2020/2021 year	Objectives and tasks, course of experimental works. Determining students' interest in learning a foreign language. Talking with teachers about scaffolding for foreign language teaching. Preliminary results
II stage 2021/2022 and 2022/2023 academic years	Application of innovative pedagogical technology that facilitates the execution of exercises that serve the acquisition of competencies, ensures communication and interaction. Use of formative, developmental and communicative exercises in the course of the lesson Analysis of the progress of experimental work
III stage 2022/2023	Level of acquisition of communicative competence Analysis of experimental work and the final conclusion

Table 7. Stages of experimental work

Students' speaking skills A1/1 (Starters), A1/2 (Movers), A1/3 (Flyers) materials prepared by Cambridge University experts, assessment criteria, SES (State Education Standard) and English language support was checked based on the curriculum (see Tables 8 and 9 below).

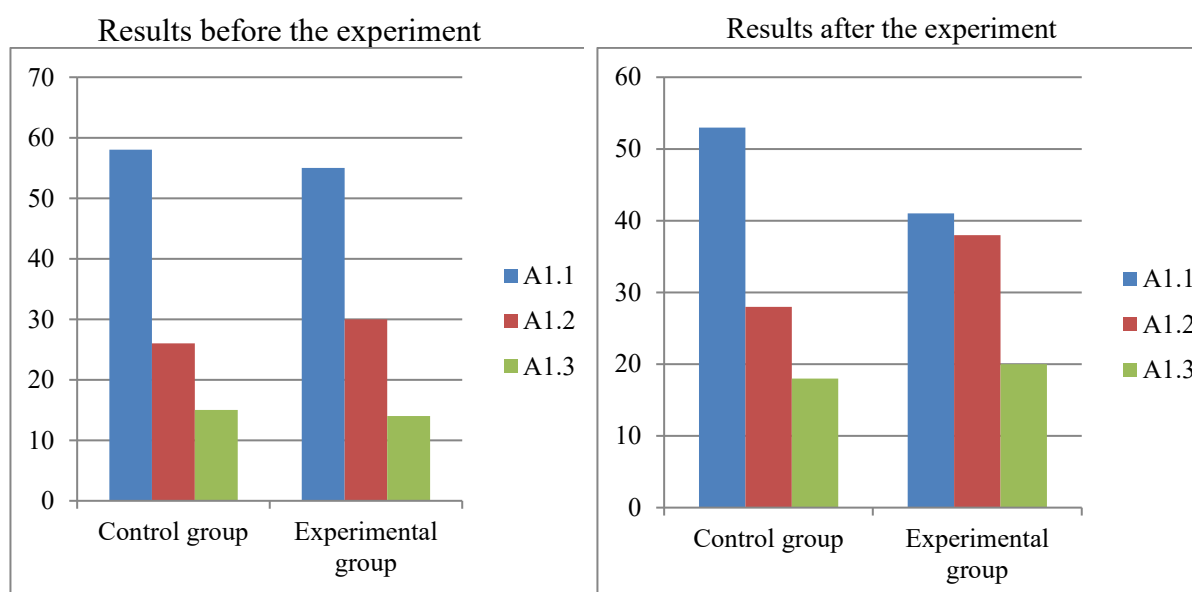
Qualifications to be acquired	Control group - 60 students						Experimental group - 63 students					
	A1/3		A1/2		A1/1		A1/3		A1/2		A1/1	
	students	%	students	%	students	%	students	%	students	%	students	%
	9	15	16	26	35	58	9	14	19	30	35	55

Table 8. Pre-test learning indicators of students in speaking

Qualifications to be acquired	Control group - 60 students						Experimental group - 63 students					
	A1/3		A1/2		A1/1		A1/3		A1/2		A1/1	
	students	%	students	%	students	%	students	%	students	%	students	%
	11	18	17	28	32	53	13	20	24	38	26	41

Table 9. Post-test acquisition rates of students in speaking

Upon comparing the pre- and post-experiment results, notable changes can be observed. In the EG (experimental group), the acquisition of speaking competence at the A1.3 level increased by 3%, at the A1.2 level by 2%, while there was a decrease of 55% at the A1.1 level. In the CG (control group), speaking competence increased by 4% at the A1.3 level, 8% at the A1.2 level, but there was a 6% decrease at the A1.1 level. Mathematical statistical analysis revealed a 12% increase in the reduction of students in the experimental group and a 5% increase in the reduction of students in the control group. These results indicate that our improved technology has proven to be more effective than traditional methodologies.



Picture 2. Pre and after experiment results.

DISCUSSION

We found and explain why this research is important. We focus on how teachers help young learners speak English better. We break this into two parts based on our research question. Supporting the language development of young learners requires effective teacher communication and instructional techniques. To make their language more approachable and exciting for young learners, teachers can use a range of strategies, for instance:

- *Using language that is suited for pupils' development (Comprehensible input):* This entails using straightforward, age-appropriate terminology. Teachers must prevent themselves from employing jargon or technical phrases that young students might not comprehend.

- *Establishing a transparent or well-known context for the activity:* This means offering pupils the background information and language they need to comprehend and take part in the activity. Teachers can achieve this by using examples from the actual world, images, and demonstrations.

- *Topic and language personalization:* This involves connecting the subject to the pupils' life and experiences. In addition to integrating the pupils' names and real-world examples in the class, teachers can do this by asking them questions about previous experiences and interests.

- *When appropriate, use L1:* L1 is the pupils' native tongue. When introducing new ideas or helping students understand something, teachers may utilize L1. As pupils advance in their proficiency, it's crucial to gradually use more English in the classroom (Vivian Tackie-Oforu, 2015. P. 81-87).

- *The use of visuals to enhance speech ():* Students can learn new language and concepts and retain them better by using visual aids like visuals, flashcards, and videos.

- *Acting out narrative characters while wearing masks (Creating stress free environment):* For pupils to practice speaking English, this is a pleasant and interesting activity. Students can act out stories in pairs or small groups after receiving character masks from a play or story from their teachers.

- *Correcting young learners' language (Giving feedback):* It's critical to provide constructive criticism and support when dealing with young learners' language. Teachers should concentrate on correcting mistakes that hinder communication. Young learners are assisted in making connections between the language they are learning and the real world by focusing on visible objects, actions, and information.

- *Action Verb Practice through Mimicry*: Mimicry games are a fun and engaging approach for students to learn and use action verbs. To get pupils to guess what they are doing, teachers can play out various motions including jumping, running, and eating.

- *Using various question types*: Teachers can use several question types, such as open, closed, specific, and creative questions, to attract their pupils' interest in their lessons.

- *Provide chances for learning using all five senses*. Teachers can design hands-on activities, games, and experiments that will allow students to learn with their senses.

- *Listen and Do Exercises*: These exercises are an excellent approach for kids to hone their listening comprehension abilities. Teachers may instruct students or narrate a story before having them complete a task based on what they have learned.

- *Allowing pupils to wait after asking a question*: It's crucial to give students some time to think before calling on someone to respond. This provides pupils some time to consider and plan their response.

- *Reviewing the language pupils need to do a task*: Teachers can do this by demonstrating and scaffolding the language that children need to finish a job. For instance, a teacher can provide students sentence starters or model the proper sentence structure for them to employ when completing a writing assignment.

- *Using animal cards to facilitate a listening exercise on pets*: The cards can be used as a resource for a range of language tasks, including listening comprehension exercises. For instance, after showing pupils flashcards of various animals, a teacher would ask them to listen to the tape. They hear about pets and identify the animals.

- *Changing the way you speak*: Teachers can change the way they speak by changing their voice tones, their facial expressions, and their body language. This keeps students interested in the subject and engaged.

- *A model or an example is used to demonstrate*. An effective approach for teaching pupils' new language and competencies is modeling. Language patterns, pronunciation, and intonation can all be taught by teachers. They can serve as models for how to carry their duties and address issues.

- *Setting up a finger puppet before creating it for practice greeting people*: Greetings and other language topics can be taught using finger puppets. Before pupils create a finger puppet, teachers might construct one so that they can practice greetings in several languages.

- *Enriching pupils' repertoire of chunks (lexical phrases, formulas, routines, prefabricated sentences, fixed or semi-fixed expressions, pre-fabricated patterns)*: In order to be proficient in a foreign language, learners must develop an extensive repertoire of chunks that facilitate fluency as well as rule-based competence, which is the understanding of certain grammatical rules that support accuracy and complexity (Rod Ellis, 2005; Jinkyong Lee, 2015).

CONCLUSION

The findings of this research emphasize the critical role that proficient teacher communication and instructional strategies – in particular, scaffolding strategies – play in supporting young pupils' language development in English-speaking classrooms. The study focuses on the use of scaffolding by educators to improve the English language proficiency of primary classroom learners.

In the context of language learning, scaffolding is the encouraging environment that teachers create to help pupils acquire new language and develop new skills. Teacher can effectively support young learners in their English language journey by using a variety of scaffolding strategies, such as using comprehensible input, establishing a transparent context, personalizing topics and language, using visuals, creating a stress-free environment, providing constructive feedback, incorporating mimicry and various question types, engaging all five

senses, listening and doing exercises, allowing thinking time, reviewing necessary language, enriching lexical phrases, and using micro-scaffolding strategies.

The analysis of the responses from the pupils provide compelling evidence for the scaffolding strategy's effectiveness to help students become more proficient speakers. In addition to finding the scaffolding technique enjoyable, pupils also felt more comfortable speaking English. These beneficial findings are consistent with previous research that highlight the advantages of scaffolding for increasing confidence, fluency, and enjoyment of learning.

The scaffolding technique can be a very helpful solution for the teachers of English who are having trouble assisting their pupils in developing their speaking skills. Furthermore, the study emphasizes how important it is to apply efficient teaching techniques and scaffolding procedures widely in order to support young learners' acquisitions and fluency of the English language. Teachers can foster a stimulating and encourage learning environment that enables young learners to speak English more efficiently and confidently by applying scaffolding strategies. Providing comprehensible input, assisting students in interpreting and using language, giving helpful criticism, and progressively lowering support as pupils improve are just a few of the ways that scaffolding can be used in language learning.

Speaking skills development can be significantly simplified by incorporating scaffolding strategies including modeling, breaking difficult tasks down into smaller steps, and offering tools and cues to enhance pupils' language production. Teachers can facilitate an ongoing successful language learning process by using scaffolding to close the gap between pupils' current language abilities and their goal language proficiency.

To sum up, scaffolding is essential for forming and then developing young learners' communicative competence more specifically speaking competence in the English language. Teachers are able to assist students in developing their ability to express thoughts and ideas in the target language by using a variety of scaffolding tools and techniques. By using scaffolding, educators may establish a supportive learning atmosphere that boosts pupils' self-esteem, improves their fluency, and promotes language learning as a whole.

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