USING SCAFFOLDING IN STRENGTHENING LEARNING DEVELOPMENT

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It is the dedicated duty of a teacher to transform learners' perceptions of learning into active and beneficial understanding. Teaching them the knowledge and skills they need to become functional adults is vital in exposing them to the world's demands. Every stage of education is crucial, and it can have an impact on everything from a learner's educational success to his intellectual and emotional well-being.

Every child learns in different ways, and his academic attainment is heavily dependent on the teacher's method of instruction. Listening, assessing, discovering, and inquiring are ways for children to learn. The greater a child's understanding of the "what" and "why" of the lecture, the more stimulated and involved they will be. Scaffolding is an instructional tool that teachers use to help learners develop critical thinking skills and other abilities.

Scaffolding is an approach that promotes thinking and learning by utilizing social engagement in learning. Scaffolding practices enable learners to achieve higher-level skills by building on and extending their existing abilities. "Scaffolding encompasses much of what occurs in classroom instruction and teacher-learner engagement. As the scaffolding metaphor gained popularity, it was frequently acknowledged as a general term to describe all types of support and guidance provided in the classroom (Boblett 2012). It has been discovered to be beneficial for students because it is how they learn. It's how we all learn: by watching others and getting help while we try. There will be a lot of modeling in a classroom that uses scaffolding effectively. In fact, the teacher who feels compelled to model too much and too frequently makes learning instruction perfectly

correct to execute. Learners, particularly those in primary and elementary school, must observe the skill repeatedly before they "get it."

One of the primary advantages of scaffolded instruction is that it creates a supportive learning environment. Learners are free to ask questions, provide feedback, and assist their peers in learning new material in a scaffolded learning environment. When the teacher uses scaffolding in the classroom, he becomes more of a knowledge mentor and facilitator than the dominant content specialist. This teaching style encourages learners to take an active role in their own learning. Learners share the responsibility for teaching and learning by using scaffolds that push them further than their existing skill and knowledge levels. Students can take control of the learning in varied interactions.

The learner is at the center of genuine scaffolding practices. They learn about their strengths, interests, and abilities through exploration and authentic evaluations. In this presumption, teachers must provide scaffolding practices that are appropriate for the learners and engage them in the process, which increases attention, pleasure, and learning. Learning environments and activities can be modified to be appropriate and adaptable, allowing them to move along the learning continuum of learners.

Teachers assist learners in to improve their learning and help them master tasks. It entails building on previous student learning experiences and knowledge while developing new skills. One approach for the teacher to use is to model or demonstrate how to perform the task and provide student assistance as needed. As the student completes the tasks, assistance is removed. Scaffolding can be utilized at all educational levels, beginning as early as preschool. Scaffolding in early childhood education helps learners master basic concepts that they will build on as their education progresses. Scaffolding can help learners strengthen the skills they need after graduation and take on responsibilities on their own at the college level.

Key Benefits of Scaffolding

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Improving learning interaction and motivation. Scaffolding directly involves learners in the learning process and can be tailored to the needs of each learner.

It keeps learners focused and engaged throughout the lesson, improving their comprehension of the concept as a whole as well as the specific problem.

It supports determining learner's proximal development. The zone of proximal development refers to the range of knowledge or abilities that a learner can perform with guidance but not independently. Teachers can easily identify the learners' zone of proximal development and use it to improve their classroom instruction by actively involving the learners.

It minimizes anxiety and uncertainty in teaching-learning process. Asking a learner to complete a difficult task causes anxiety. It can also impede the learning process. Scaffolding enables the teacher to adjust the lesson to address the learner's learning condition, resolving uncertainties and reducing anxiety.

Establishing momentum within the lesson. Scaffolding is effective when questions are asked to assess the learner's understanding. Wrong answers can be met with immediate help when it is most required, building momentum and directing the learning experience.

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