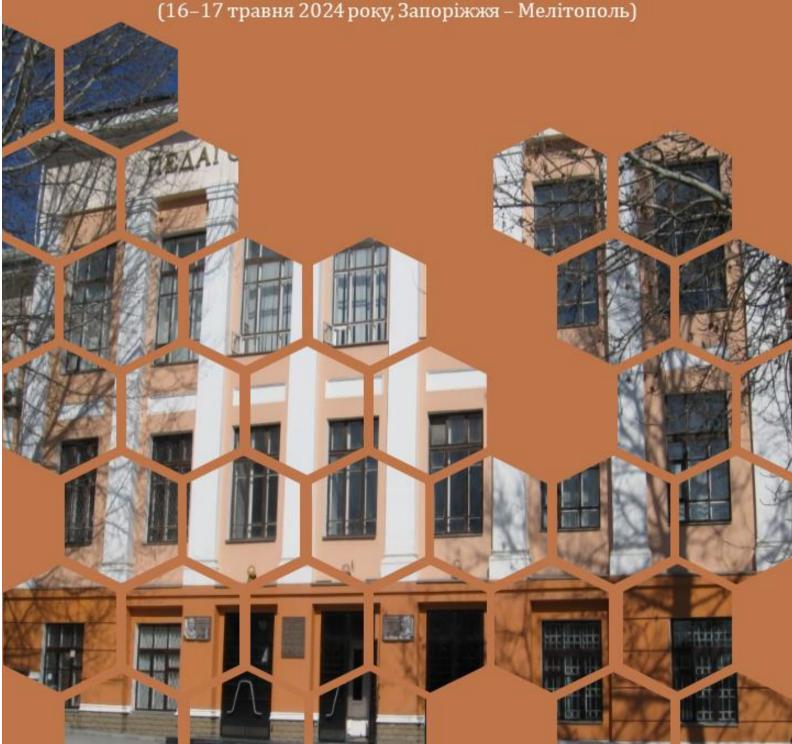# АКТУАЛЬНІ ПРОБЛЕМИ ФУНКЦІОНУВАННЯ МОВИ І ЛІТЕРАТУРИ В СУЧАСНОМУ ПОЛІКУЛЬТУРНОМУ СУСПІЛЬСТВІ

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ENHANCING STUDENT-CENTERED LEARNING OUTCOMES THROUGH SCAFFOLDING TEACHING TECHNIQUES

Scaffolding in educational context refers to a supportive framework or structure provided by educators to assist students in acquiring new knowledge, skills or understanding of the subject matter. Originating from the work of Jerome Bruner in the 1960s, the concept of scaffolding draws parallels from construction scaffolds that provide temporary support to workers as they build a structure. Similarly, in education, scaffolding serves as a temporary support mechanism that enables learners to bridge the gap between what they already know and what they are capable of learning with assistance [1].

The primary goal of scaffolding is to facilitate independent learning by gradually reducing the level of support as students develop competence and confidence in the targeted skills or concepts. This process often involves breaking down complex tasks into smaller, more manageable steps, providing hints or prompts, offering feedback, and adjusting the level of challenge to match the student's current abilities. By doing so, scaffolding helps students to build upon their existing knowledge and skills, fostering deeper understanding and mastery of the subject matter. Scaffolding is a dynamic and interactive process that can be tailored to meet the individual needs of students, taking into account their prior knowledge, learning styles, and developmental stages [1, p. 36-37].

It can be implemented across various educational settings, including classrooms, online learning environments and one-on-one tutoring sessions. Effective scaffolding requires careful planning, ongoing assessment, and responsive adjustments to ensure that students are actively engaged, motivated and making progress towards achieving their learning goals.

Any educational process aims at achieving definite learning outcomes. Learning outcomes are statements that describe what learners are expected to know, understand, or be able to do as a result of a learning experience. They articulate the specific

knowledge, skills, and abilities that learners should acquire or demonstrate by the end of a course, program, or educational activity. Learning outcomes serve as benchmarks for assessing and evaluating student achievement and are typically defined in terms of observable and measurable behaviors.

Student-centered learning outcomes encompass a range of knowledge, skills and dispositions that reflect students' development as independent, self-directed learners. These outcomes are aligned with the principles of student-centered education, which prioritizes active engagement, critical thinking, and personal responsibility. Here are some key student-centered learning outcomes.

Scaffolding teaching techniques are instructional strategies designed to provide temporary support and structure to learners as they engage in tasks or activities that are initially beyond their current level of competence. These techniques aim to facilitate student-centered learning by empowering learners to take an active role in their educational journey while receiving guidance and assistance from the teacher or more capable peers [2]. Some effective scaffolding techniques supporting student–centered learning are the ones suggested below.

Modelling is a productive scaffolding technique where the teacher demonstrates tasks, processes, or concepts to students, breaking down complex skills or behaviors into manageable steps. By observing the teacher's actions, students gain a clearer understanding of what is expected and how to perform the task themselves.

A somehow underestimated technique which is also beneficial to student-centeredness is questioning. Through targeted questioning, the teacher prompts students to think critically, analyze information, and make connections. Questions can be used to stimulate discussion, probe understanding, and guide students towards discovering solutions independently. Socratic questioning, for example, encourages students to explore ideas and deepen their comprehension through dialogue.

Providing timely and constructive feedback is also crucial in scaffolding student learning. Feedback can take various forms, including verbal, written, or multimedia, and should focus on specific aspects of student performance, highlighting strengths and areas

for improvement. Effective feedback helps students understand their progress, adjust their strategies, and build confidence in their abilities.

The most vivid indicator of scaffolding is "fading help" from the teacher, that is, a decrease in the degree of intensity of providing help until the moment when the student becomes completely independent and autonomous. Initially, scaffolding may be highly structured and intensive, but over time, the teacher gradually withdraws support, allowing students to take on more responsibility for their learning. This process encourages learners to become self-reliant and develop problem-solving skills which are utmost important for measuring student-centered learning outcomes [2].

In conclusion, the implementation of scaffolding teaching techniques offers a promising avenue for enhancing student-centered learning outcomes across diverse educational settings. By providing structured support and guidance tailored to individual learner needs, scaffolding empowers students to take ownership of their learning journey, fostering deeper understanding, critical thinking skills, and self-regulated learning behaviors. As educators continue to prioritize student-centered approaches, further research and professional development efforts are warranted to maximize the potential of scaffolding in promoting meaningful and equitable learning experiences for all students.

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