

# THE ROLE OF SCAFFOLDING LANGUAGE LEARNING TECHNIQUES IN ART EDUCATION

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**Аннотация:** This article explores the important role of scaffolding language learning methods in art education, emphasizing how they can help art students express their creative ideas and participate with confidence in the international art community. Scaffolding, with its organized support and directed practice, assists art students in overcoming the specific difficulties of expressing their visual creativity in words, particularly when learning a new language. It explores the advantages of scaffolding, dealing with particular challenges encountered by art students, and offering real-life examples of how to use scaffolding in different art education settings.

**Ключевые слова:** Scaffolding, Language Learning, Art Education, Visual Communication, Foreign Language Acquisition, Second Language Acquisition, Art Critique, Art History, Artistic Expression, Intercultural Communication, Visual Aids, Guided Practice, Authentic Materials, Learner Autonomy.

**Introduction:** The art world is naturally global, crossing language barriers and uniting people through a common love for creativity. However, for art students who are studying a foreign language, understanding the language of the art world can be a difficult challenge. While they excel in their artistic abilities, their ability to verbally express themselves in the new language may be slower, limiting their capacity to effectively communicate their creative ideas. This article discusses the special difficulties that art students encounter and suggests a solution: incorporating supportive techniques into language learning in art education. This method acknowledges that the visual form of art frequently varies from the spoken communication of language learning, requiring a connection between these two forms of expression. The Problem: Bridging the Gap Between Visual and Verbal Expression. Art students face unique obstacles when it comes to expressing themselves verbally in a foreign language:

1. **Visual Dominance:** Their primary focus on visual communication, through drawing, painting, sculpture, or digital media, can lead to a reliance on imagery over language, making it difficult to articulate their artistic intentions (Krashen, 1985).
2. **Lack of Structure:** The open-ended nature of art, where there are no predetermined formulas or solutions, can make it challenging for students to find a clear framework for discussing their work. This can lead to uncertainty when translating their creative process into verbal discourse (Brown, 2000).
3. **Fear of Judgment:** Hesitancy to speak a foreign language can stem from fear of making mistakes or being misunderstood. This fear can prevent students from fully engaging in discussions, sharing their ideas, and participating in critically analyzing their work.

**The Impact of These Challenges:** These issues can significantly impact art students' learning and development: **Limited Communication:** Art students may struggle to articulate their artistic intentions and engage meaningfully in art critiques and discussions. They may find it difficult to describe their process, explain their choices, or convey the underlying meaning behind their work.

**Missed Opportunities:** Their ability to research, analyze, and communicate their artistic ideas in a foreign language may be limited, hindering their academic progress and career potential. They might also

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struggle to access resources, participate in international exhibitions, or collaborate with artists from other cultures.

**The Solution: Scaffolding for Language Learning in Art Education.** Scaffolding, a pedagogical technique grounded in Vygotsky's theory of the zone of proximal development (Vygotsky, 1978), provides learners with temporary support that helps them bridge the gap between their current abilities and the target language proficiency. This support can be tailored to the specific needs of art students, addressing their fostering of a supportive learning environment.

**Key Elements of Scaffolding in Art Education: Pre-teaching Key Vocabulary:** Introduce essential vocabulary related to art history, movements, techniques, and elements, using visual aids like images, flashcards, or real-world examples. This helps students build a foundation for discussing and analyzing art. For example, before exploring the works of Renaissance artists, introduce key terms like "perspective," "chiaroscuro," and "humanism," using images to illustrate their meaning.

**Visual Support for Language Learning:** Utilize visual aids such as images, diagrams, and sketches to connect language with specific artistic concepts and processes. Visual representations can make learning more engaging and accessible for visual learners. When discussing a painting, presenting a visual analysis of the composition, color palette, and brushstrokes can enhance vocabulary acquisition and deepen understanding.

**Guided Art Critiques:** Facilitate structured art critiques using guided questions and prompts, helping students develop vocabulary for describing and analyzing artworks (Lightbown & Spada, 2013). Provide students with specific questions, such as "What is the main subject of the artwork?", "What colors does the artist use, and how do they affect the mood?", or "How does the composition of the piece guide your eye?" This helps them develop a critical vocabulary and articulate their observations.

**Sentence Frames and Templates:** Provide sentence frames and templates for specific art-related topics, such as describing a painting, analyzing a sculpture, or discussing an artist's style. This offers a structured framework for verbal expression, helping students construct coherent sentences and avoid grammatical errors. For example, provide templates like "This painting depicts..." or "The artist's style is characterized by..."

**Authentic Materials:** Use real-world materials like art exhibition guides, artist interviews, or art-related articles to expose students to authentic language and provide context for their learning. These materials help students develop a deeper understanding of the language used in art discussions and critiques.

**Collaborative Projects:** Engage students in collaborative projects that require them to communicate, share ideas, and work together using a foreign language (Harmer, 2001). Projects such as creating an art exhibition, designing a website for an artist, or presenting an art history presentation can foster communication and fluency.

**Benefits of Scaffolding for Art Students: Reduced Anxiety and Increased Confidence:** Scaffolding provides a supportive environment, reducing the fear of making mistakes and encouraging students to participate actively. By breaking down complex tasks and providing structured support, scaffolding helps students feel more comfortable and confident in their ability to communicate in a foreign language.

**Enhanced Communication and Expression:** Students learn to articulate their artistic intentions with greater clarity and confidence, fostering a richer and more meaningful exchange of ideas. They develop a deeper understanding of art terminology, enabling them to engage more effectively in art critiques and discussions.

**Greater Depth of Artistic Understanding:** By developing their language skills, students can delve deeper into art history, theory, and critical analysis, enriching their understanding of artistic concepts and their historical context. They can access a wider range of resources and perspectives, expanding their artistic knowledge and appreciation.



**Intercultural Communication:** Learning a foreign language through the lens of art opens doors to intercultural communication and collaboration. Students gain a greater understanding of different artistic traditions and cultural perspectives, fostering global citizenship and cross-cultural understanding.

**Implementing Scaffolding in Different Art Education Contexts:** Scaffolding can be implemented across various art education settings: **Art History:** Scaffolding can support students in understanding art history texts, interpreting historical information, and engaging in discussions about art movements and styles.

**Studio Art:** Scaffolding can be used to facilitate discussions about creative processes, techniques, and artistic choices. It can also help students articulate their ideas during critiques and peer feedback sessions.

**Art Criticism:** Scaffolding can help with analyzing artworks, creating critical interpretations, and writing art critiques in the desired language.

**Beyond the School:** Scaffolding has advantages that go beyond the classroom, giving students the ability to: 1. Explore a Globalized Art

**World:** Being able to speak another language well helps them take part in art events around the world, communicate with artists from different backgrounds, and look into options for studying and working together in other countries. See **Jobs in the Global Art Industry:** Being able to communicate well in a different language increases competitiveness in a worldwide job market, giving access to jobs in foreign art galleries, museums, and organizations.

**Conclusion:** scaffolding techniques in art education offer a powerful approach to bridging the gap between visual and verbal communication, empowering art students to express themselves confidently in a foreign language. Scaffolding fosters not only language proficiency but also a deeper appreciation for the artistic process and the interconnectedness of language, culture, and creativity. By integrating scaffolding strategies into their art education programs, educators can create a supportive environment that unlocks the artistic voices of their students, enabling them to contribute meaningfully to the global conversation around art.

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