# GDECE103

# Assessment – 3

# Essay

*Student Name:*

*Student ID:*

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**Essay**

Literacy development plays an important part in early childhood development and serves as the foundation for improved characteristics and skill enhancement in the future. This is particularly true in the context of social skills, academic performance, decision-making, personal management, and ultimately becoming independent individuals (Theodotou, 2017). In most cases, the development of children in their formative years is helped by gamified educational systems in all subject areas. These systems encourage active participation and give children the opportunity to regularly practice communication through alternative forms of socialization. This instills in children a sense of culture and societal togetherness at an early age in their formative years.

In the following piece of the discussion, information regarding the significance of supporting language and literacy through the assistance of scaffolding will be provided. Additionally, a distinct focus will be placed on the relationship between teaching pedagogy in the context of early literacy and theoretical perspectives of early childhood development. This focus will be maintained throughout the following piece.

## Importance of Scaffolding in Supporting Children's Language and Literacy Development

Scaffold Learning is a prominent technique that is often paired with others that are often used by instructors, particularly in the case of early childhood learning. Scaffolding is often referred to as the method of Scaffold Learning, which is a prominent technique that is often referred to as the method of Scaffold Learning. Scaffolding is based on the principle that educational content should be segmented into smaller parts to facilitate more effective learning. This is done to enable younger people to acquire more advanced ideas in a manner that is more malleable (Rodgers et al., 2016). If, for example, a student is unable to provide what might be the correct answer to a particular question, a teacher can use the knowledge and abilities acquired in a prior stage of the learning process to help formulate an adequate conclusion, which enables children to continue their educational growth. The system of learning formulated through Scaffolding prepares the learning individuals for advancing levels of education progressively while allowing teachers to develop unique teaching methods spontaneously.

In addition to teaching young pupils the skills necessary for critical thinking, the overarching goal of scaffolding is to provide students the opportunity to acquire new abilities on their own time and in their way, with a particular emphasis on reducing their reliance on fundamental memory. In a similar context, the concept of Scaffolding facilitates the following elements in the procedure of learning and development for young individuals:

## Motivation and Engagement

As it requires direct participation from the persons being taught, the Scaffolding approach raises the amount of engagement that the individuals have in the learning process, which in turn increases their emphasis on the issue of individual growth. Scaffolding provides a sense of increased motivation for the children, advancing them to potentially become more skilled in specific sections of learning and development (Reynolds & Goodwin, 2016). This is because it enables the formation of individualized learning strategies for unique concepts for young learners, particularly in terms of special needs and differences in capabilities.

## Assists in the Identification of Learning Gaps

Scaffolding allows for the determination of individual skills and learning gaps, which processes effective management of learning opportunities that are available for the students. This is accomplished through the preparation of methodical methods that are curated specifically as per the learning needs of young individuals.

## Development of Momentum

As the learning procedures within the method of Scaffolding are divided into smaller segments, it allows for gradual and focused learning of a specific element dedicated to the learning and development of young individuals. This further helps in addressing the issues close to the learning capabilities of the children and presents them with an opportunity to further proceed on an advancing route from lesson to lesson, without introducing the risk of being confused, or stuck at a particular level of learning an element (Bertram, Johnson & Goldring, 2022). Furthermore, this aspect also assists teachers and other educators in developing a systematic learning plan which is not affected by the aspect of stalling due to slower learning proceedings in the environment.

## Reduction of Uncertainty and Learning Anxiety

Since the learning methods that comprise the Scaffolding technique are broken down into smaller parts, it enables the progressive and concentrated learning of a particular component that is committed to the learning and development of young people as individuals. This

further helps in addressing the issues that are close to the learning capabilities of the children, and it presents them with the opportunity to further proceed on an advancing route from lesson to lesson, without introducing the risk of being confused, or stuck at a particular level of learning an element. In addition, this further helps in addressing the issues that are close to the learning capabilities of the adults (Munday, Thompson & McGirr, 2020). In addition, this aspect helps teachers and other educators build a methodical learning plan that is unaffected by the aspect of stalling caused by slower learning procedures in the environment. This is because the plan is developed with the assistance of this aspect.

## The Relationship between Theoretical Perspectives and Teaching Pedagogy with a focus on Early Literacy

Teaching Pedagogy is the practice of teaching academic subjects with theoretical concepts and practices to help students to build prior learning. Pedagogy in teaching can be defined as an understanding of the teacher of how the children learn. Pedagogy's motive is to provide interactions between children and teachers which gives a huge impact on students' minds.

The theoretical perspective believes that changing environment, cognitive development, and cultural diversity is similar among children. Conferring the facts related to social experience, biological maturation, interaction with the community, and contribution to changing thinking of learner while their developing stage as a change in thinking between children exists with complexity as compared to adults. The theories help in developing mental health of children by including significant role of cultural, social, and historical entities (Kivunja 2018).

Scaffolding is based on Vygotsky's concept of zone of proximal development. As per Vygotsky students who can perform their tasks at cognitive level in cooperation with others and with adults can perform at higher level and this difference between these two levels in child is called Zone of proximal development. As per Vygotsky scaffolding instruction is defined as the role of teachers to support student's development by providing support structure to get them to next level.

According to the theory is entrenched in the development of the children with the help of their environmental experience and biological maturation that is validating the significance of the parents and teachers in the development of the students. have also stated that the development of the language skills among the children can be influenced by the interaction with the peers as well as with the people by creating the pleasant interaction among learners

and teachers. The occurrence of learning among the children from the environment is signifying the critical role of the teachers and parents in the development of literacy as well as a language among the children at their early stages.

A cognitive development theory recommended by Piaget include the phases of concrete operations, preoperational and formal operation that are the part of journey of all the students at their developing stage. The cognitive theory by Piaget believes that regardless of changing culture and environment. The theoretical perspective believes that changing environment, cognitive development and cultural diversity is similar between children. Conferring the facts related to social experience, biological maturation, interaction with community and contribution to changing thinking of learner while their developing stage as change in thinking between children exists with complexity as compared to adults. The theories help in developing mental health of children by including significant role of cultural, social, and historical entities. Piaget also stated that participation of students in cognitive development can assure the occurrence of learning between children and effectiveness of educators regardless to explain syllabus with proper brief and examples to students (Meadows 2018). According to the theory is enhance that development of children is based on the environmental experience and also biological factors that is authorizing significantly from parents and educators in the development of students and has also stated that development of skills between the children can also be influenced by interaction among teachers, peers, as well with the surroundings among teachers and students. The incidence of learning between the children from the environment is signifying the critical role of the teachers and parents in the development of literacy as well as a language among the children at their early stages.

Engaging in lots of conversations- Including conversations include conversations with teachers, schoolmates, and family members by which actions of children will improve and will be able to ask questions. This technique will help children to respond to the questions as well learn from books- you can support language and literacy of writing and gain knowledge by reading books (Sanchez et al., 2022). Although printing knowledge can be extended by teachers to engage children in writing activities by which children will be able to read and pronounce.

Guidance for teachers- teachers can provide more opportunities for children to participate in class activities to read and listen by doing read-aloud in-class activities and engaging children with material that helps in the identification of the letters of the alphabet.

In this assignment we have concluded that for students theoretical as well as teaching pedagogy is important for their betterment as they get develop through environmental factors like family members and develop from their schools as well via schoolmates and knowledge. In the schools scaffolding is divided into sections so it would become easy for students to understand the concepts easily.

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