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DEVELOPING STUDENTS' WRITTEN DISCOURSE COMPETENCE THROUGH SCAFFOLDING: A LITERATURE REVIEW

Abstract

Developing written discourse competence remains a critical challenge for undergraduate law students who must master both disciplinary knowledge and specialized forms of legal writing. This literature review explores the role of scaffolding as an instructional strategy to enhance students' ability to produce coherent, structured, and context-appropriate written texts in higher education. Drawing on L.S.Vygotsky's concept of the Zone of Proximal Development and subsequent pedagogical models, the review synthesizes findings from studies on teacher-led scaffolding, peer feedback, genre-based instruction, technology-enabled supports, and iterative feedback cycles. Evidence from legal education and related disciplines demonstrates that scaffolding improves writing quality, accelerates skill acquisition, fosters self-regulation, and provides disproportionate benefits for underprepared or linguistically diverse students. Particular emphasis is placed on how scaffolded tasks, explicit modeling, and sequenced assignments can facilitate law students' transition from general academic writing to the conventions of legal discourse. While scaffolding is shown to be a powerful tool for equity and inclusion, the review also highlights the need for gradual removal of supports to ensure independent competence. The discussion identifies gaps in current research, including the limited study of scaffolding specific to legal genres, the durability of scaffolded learning over time, and the integration of emerging AI-driven writing tools. Implications for legal educators suggest that deliberate, multi-tiered scaffolding strategies can both improve outcomes and democratize success in writing-intensive law programs.

Keywords: scaffolding, written discourse competence, legal writing, undergraduate law students, higher education.

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СТУДЕНТТЕРДІҢ ЖАЗБАША ДИСКУРСТЫҚ ҚҰЗЫРЕТТІЛІГІН SCAFFOLDING ТӘСІЛІ АРҚЫЛЫ ДАМУ: ӘДЕБИЕТТЕРГЕ ШОЛУ

Аңдатпа

Жазбаша дискурстық құзыреттілікті дамыту бакалавриат деңгейіндегі заң мамандығы студенттері үшін ең күрделі міндеттердің бірі болып табылады, себебі олар кәсіби біліммен қатар заң мәтіндерінің арнайы жазу үлгілерін де меңгеруі тиіс. Бұл әдебиеттерге шолу scaffolding (педагогикалық «қолдау» немесе «сатыланып оқыту») тәсілін жоғары білім беру жүйесінде студенттердің мазмұнды, құрылымдалған және контекстке сай жазбаша мәтіндер құрастыру қабілетін жетілдіру стратегиясы ретінде талдауға бағытталған. Л.С.Выготскийдің «жақын даму аймағы» тұжырымдамасына және кейінгі педагогикалық модельдерге сүйене отырып, зерттеу мұғалімнің жетекшілігімен ұйымдастырылатын scaffolding, өзара кері байланыс, жанрға негізделген оқыту, цифрлық құралдарды пайдалану және итеративті редакциялау циклі туралы зерттеулердің нәтижелерін біріктіреді. Заң білім беруі мен оған жақын салалардағы эмпирикалық деректер scaffolding тәсілін қолдану жазбаша жұмыстардың сапасын арттыратынын, дағдыларды меңгеру жылдамдығын күшейтетінін, өзін-өзі реттеу қабілетін дамытатынын және жеткілікті дайындықсыз немесе көптілді тәжірибесі бар студенттер үшін аса тиімді екенін көрсетеді. Зерттеуде құрылымдалған тапсырмалардың, үлгілік жазу мен біртіндеп күрделенетін оқыту қадамдарының студенттердің жалпы академиялық

жазудан заң дискурсының нормаларына көшуіне қалай ықпал ететініне ерекше назар аударылады. Сонымен қатар, дербес құзыреттілікті қалыптастыру үшін қолдаудың біртіндеп азайтылуының маңыздылығы атап өтіледі. Қорытынды бөлімде қазіргі зерттеулердегі олқылықтар көрсетіледі, соның ішінде заң жанрларына бейімделген scaffolding тәсілдерінің жеткіліксіз зерттелуі, алынған дағдылардың ұзақ мерзімді тұрақтылығын бағалаудың әлсіздігі және жасанды интеллектке негізделген жаңа жазу құралдарын интеграциялау қажеттілігі. Заң пәндерін оқытушылар үшін тәжірибелік қорытынды ретінде мақсатты, көпдеңгейлі scaffolding стратегиялары оқу нәтижелерін жақсартуға және жазу дағдылары жоғары бағдарламалардағы академиялық теңдікті қамтамасыз етуге мүмкіндік беретіні атап көрсетіледі.

Түйін сөздер: scaffolding, жазбаша дискурстық құзыреттілік, заң мәтінін жазу, заң факультетінің студенттері, жоғары білім.

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РАЗВИТИЕ ПИСЬМЕННОЙ ДИСКУРСИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ ПОСРЕДСТВОМ ПЕДАГОГИЧЕСКОГО СОПРОВОЖДЕНИЯ (SCAFFOLDING): ОБЗОР ЛИТЕРАТУРЫ

Аннотация

Развитие письменной дискурсивной компетенции остаётся одной из наиболее сложных задач для студентов-юристов бакалавриата, которым необходимо овладеть как дисциплинарными знаниями, так и специализированными формами юридического письма. Настоящий обзор литературы посвящён анализу роли scaffolding (педагогического «сопровождения» или «пошаговой поддержки») как стратегии обучения, направленной на развитие способности студентов создавать связные, структурированные и контекстуально уместные письменные тексты в системе высшего образования. Опираясь на концепцию зоны ближайшего развития Л. С. Выготского и последующие педагогические модели, обзор синтезирует результаты исследований, посвящённых преподавательскому scaffolding, взаимной обратной связи студентов, жанрово-ориентированному обучению, использованию цифровых инструментов и циклам итеративного редактирования. Эмпирические данные из сферы юридического образования и смежных дисциплин демонстрируют, что применение scaffolding повышает качество письменных работ, ускоряет освоение навыков, способствует саморегуляции и особенно эффективно для студентов с недостаточной подготовкой или многоязычным языковым опытом. Особое внимание уделяется тому, как структурированные задания, явное моделирование и последовательное усложнение учебных задач помогают студентам-юристам перейти от общих академических форм письма к специфическим нормам юридического дискурса. При этом подчёркивается необходимость постепенного снятия поддерживающих элементов для формирования самостоятельной компетенции. В заключении выявлены пробелы в существующих исследованиях, включая ограниченность изучения scaffolding применительно к юридическим жанрам, недостаточную разработанность вопроса долговременной устойчивости полученных навыков и потребность в интеграции новых инструментов письма на основе искусственного интеллекта. Практические выводы для преподавателей юридических дисциплин заключаются в том, что целенаправленные многоуровневые стратегии scaffolding способны одновременно повысить результаты обучения и содействовать академическому равенству в программах, требующих развитых навыков письма.

Ключевые слова: scaffolding, письменная дискурсивная компетенция, юридическое письмо, студенты-юристы, высшее образование.

Introduction. In legal education, strong writing skills are indispensable, yet many undergraduate law students struggle to meet the discourse conventions and rigor expected in legal writing [1]. *Written discourse competence* can be defined as the ability to produce cohesive, coherent, and context-appropriate text by organizing sentences and ideas in a logical sequence [2]. In practical terms, this means law students must learn to craft clear, concise, and persuasive legal documents (e.g. case briefs, memos, essays) that adhere to the stylistic and structural norms of the legal profession. As J.G. Lebovits observed, “good legal writing is clear, concise, and engaging in ways unheard of in college.” [1] This highlights the gap between general academic writing and the specialized discourse of law. Indeed, many novice law students who excelled at undergraduate writing find that “legal writing is just so different,” requiring them to *abandon unhelpful habits and develop new techniques of organization, clarity, and cohesion* [1].

Amid these challenges, *scaffolding* has emerged as a pivotal educational approach to develop students' written discourse competence. Rooted in L.S. Vygotsky's notion of the Zone of Proximal Development, scaffolding refers to the process by which an instructor or more capable peer provides structured support that enables learners to accomplish tasks just beyond their independent reach [3]. The term "*instructional scaffolding*" was originally coined by D. Wood, J.S. Bruner, and G. Ross to describe how a teacher incrementally aids students in mastering complex skills by "add[ing] supports for students to aid in the mastery of tasks" [3]. Through guided practice and gradual release of responsibility, scaffolding helps students build competence step by step. Cognitive psychologists note that scaffolding is especially appropriate for skills students will continually use, providing "*intellectual support so they can function at the cutting edge of their cognitive development.*" [1] In writing, this means offering temporary supports (e.g. models, prompts, feedback) that allow students to perform at a higher level of discourse complexity than they could alone, until they internalize those skills.

Importantly, scaffolding is not a one-size-fits-all technique but a responsive method of "*meeting learners where they are*" and adjusting support to their level [4]. Undergraduate law classrooms today often encompass students with widely varying writing backgrounds and proficiencies – "*the classroom equivalent of herding cats*", as one professor quipped, where no two students share the same exact needs or starting point [5]. Scaffolding addresses this diversity by providing individualized or tiered assistance: for example, breaking a complex writing assignment into subtasks for novices, or offering advanced rhetorical challenges to more proficient students. In essence, scaffolding attempts to bridge the gap between a student's current writing ability and the target "expert" performance in legal discourse by careful staging of support. Over time, these supports are gradually removed ("faded") as the student gains confidence and skill, preventing over-reliance on assistance [3]. When implemented effectively, scaffolding not only improves immediate writing outcomes but also nurtures self-regulated, independent writers capable of tackling new writing tasks beyond the classroom.

Materials and Methods. This literature review examines how scaffolding techniques have been used to develop written discourse competence in higher education, with a particular focus on undergraduate law students. We review both foundational works on scaffolding in education and recent empirical studies (including those published in the last few years) that shed light on scaffolding strategies for writing instruction. Key concepts such as "written discourse competence" and "scaffolding" are defined in an educational context, and various forms of scaffolding – from teacher feedback and peer review to digital tools and task sequencing – are explored. We summarize findings on the impact of scaffolding on students' writing development, highlighting studies in legal education contexts where available, and drawing relevant parallels from general undergraduate writing instruction and other disciplines. Finally, we identify emerging trends, gaps in the literature, and implications for teaching practice and future research in this area. By structuring this review in an IMRAD format (Introduction, Methods, Results, Discussion), we aim to provide a clear and systematic overview of how scaffolded instruction can bolster the writing competencies of law undergraduates. Figure 1 illustrates the conceptual framework guiding this review, showing how scaffolding supports enable novice law students to progress toward independent discourse competence.

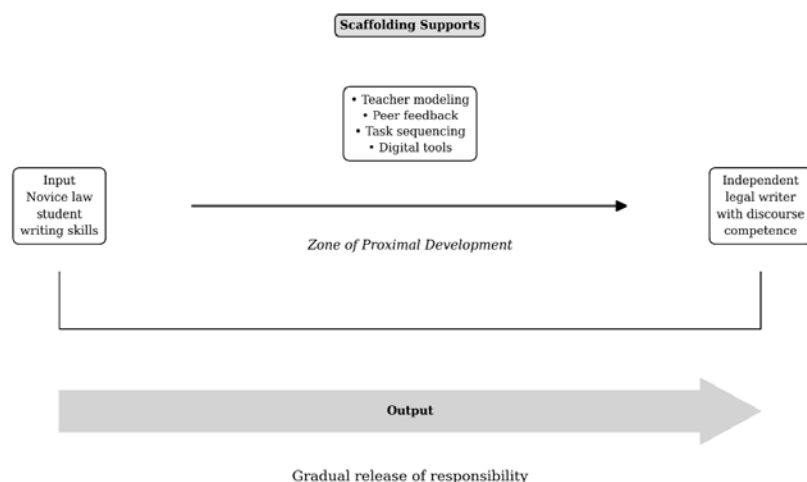


Figure 1. The Role of Scaffolding in Developing Written Discourse Competence

Literature Search and Selection. To ensure a comprehensive review, we employed a structured search strategy (Fig. 2) to gather relevant literature on scaffolding and written discourse competence. We focused on publications in education and applied linguistics, as well as discipline-specific sources in legal education, covering both seminal theories and recent empirical studies. Search queries were run in academic databases (including Scopus, Web of Science, and Google Scholar) and law education journals, using combinations of keywords such as “scaffolding,” “writing instruction,” “written discourse competence,” “legal writing,” and “undergraduate law students.” We limited the search primarily to English-language sources and included both peer-reviewed journal articles and conference papers. Given the interdisciplinary nature of the topic, literature from related domains – for example, studies on scaffolding in second-language writing or in writing-intensive courses in other disciplines – were considered for inclusion when they offered insights applicable to undergraduate legal education.

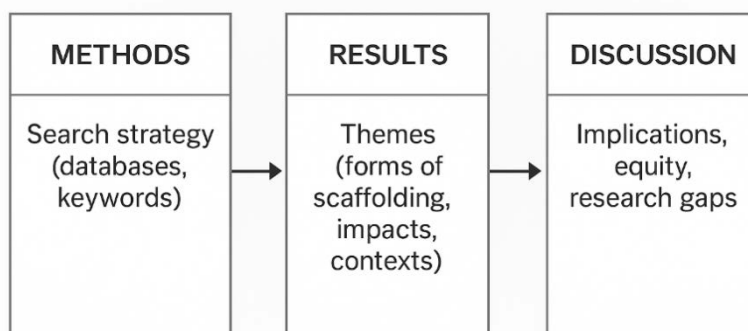


Figure 2. Literature Review Themes Across IMRAD Sections

The time frame for recent literature was roughly the past 10–15 years (circa 2010–2025) to capture contemporary trends, supplemented by classic works foundational to the concepts of scaffolding and discourse competence e.g. L.S. Vygotsky’s theory, L.A. Wood et al. We also included a few older but influential studies in legal writing pedagogy to contextualize how scaffolding has been discussed historically in that field. Sources were selected for relevance to the review objectives: we prioritized studies that (a) defined or theorized scaffolding in an educational context, (b) described specific scaffolding techniques or interventions aimed at improving student writing, or (c) evaluated the impact of scaffolding on writing outcomes (quality, skills, confidence, etc.). In particular, empirical studies involving undergraduate students – especially law students or students in comparable writing-heavy disciplines – were emphasized to ground the review in evidence.

Data Extraction and Analysis. For each source, key information was extracted regarding the forms of scaffolding implemented, the definition or conceptual framework of scaffolding used, the context and participants (especially noting if the study involved law students or writing in legal courses), and any reported outcomes on student writing development. We also noted discussions of challenges or best practices in using scaffolding. Given that this is a narrative literature review rather than a meta-analysis, we qualitatively synthesized findings, looking for common themes as well as discrepancies across studies. We organized the findings thematically to align with our review focus: for instance, grouping literature on types of scaffolding strategies, and compiling evidence on their effectiveness. During analysis, special attention was given to any insights specific to legal education – e.g. adaptations of scaffolding to the teaching of legal writing or observations about law student needs – while also drawing on the broader education literature to inform those insights.

The results of the literature review are presented in the next section, structured to first describe the various scaffolding approaches used to support writing competence (the “how”), and then to summarize the observed effects of these approaches on student writing performance and development (the “what” outcomes). Although this is an integrative review, the Results section is written in a manner analogous to reporting findings, and the subsequent Discussion will interpret these findings in light of the review questions, noting pedagogical implications and gaps for future research.

Results.

Scaffolding Strategies for Developing Writing Competence

1. Teacher-Led Scaffolding and Instructional Design. A dominant theme in the literature is the role of instructors in intentionally designing scaffolded learning experiences that build students’ writing skills gradually. In a classroom context, *scaffolding involves the teacher creating a supportive environment to make learning easier and more successful* [6]. Practically, this often means breaking down complex writing tasks into manageable steps or stages. For example, instead of assigning a full legal memorandum outright, an instructor might first assign a case brief summary, then an outline of arguments, followed by a draft of one section, before the final integrated paper. This *sequencing and task breakdown* is a hallmark of scaffolding: it allows students to focus on mastering one aspect of discourse at a time (e.g. formulating a thesis, organizing supporting arguments, refining language use) with guidance at each step [6]. Research in genre-based pedagogy supports this approach – by making the *structure of key text types explicit*, teachers help students internalize patterns of organization and argumentation common to academic and legal writing [6]. P. Spycher, for instance, notes that providing models and explicit genre frameworks can “*scaffold students’ writing through the demands of complex genres,*” enabling novices to produce more structured drafts than they could unaided [6].

In scaffolding writing, instructors frequently adopt a *gradual release of responsibility* model, often summarized as “*I do – We do – You do.*” Early in the learning process, the teacher models desired skills (“I do”), such as demonstrating how to dissect a statute or construct a legal argument in writing. Next, students practice the skill with substantial support (“We do”), perhaps through guided exercises or collaborative writing of a section, during which the teacher provides hints, examples, or corrective feedback. Finally, students attempt the full task independently (“You do”) once they have gained confidence, with the instructor stepping back but remaining available for consultation [3]. This phased scaffolding ensures that learners are not overwhelmed by the complexity of legal writing all at once. *Explicit instruction and modeling* have been found particularly beneficial for novice academic writers. For example, in a university history course, T.D. Mitchell and S. Pessoa implemented three writing workshops targeting specific linguistic features of argumentative essays; their analysis showed that students with limited prior writing experience made notable gains when given “*explicit disciplinary instruction*” with a clear focus on language and structure [7]. Even though these were history students, the principle carries to legal education: breaking down and explicitly teaching the conventions of legal discourse (such as IRAC – Issue, Rule, Application, Conclusion – for organizing analysis) serves as a scaffold that enculturates students into “thinking and writing like a lawyer.”

Another instructor-led scaffolding technique is the use of *probing questions and prompts* to guide student writing. Rather than simply telling students what to write, an educator might scaffold a complex task by posing structured questions that lead the student through the reasoning process. In the context of persuasive legal writing, for instance, H.M. Kolinsky describes using guided questions to scaffold students' approach to counterargument paragraphs [8]. By asking students sequenced questions ("What might the opposing argument be? Why could it be seen as strong? How would you rebut it?"), the teacher helps students build the element of counterargument step by step. This reduces cognitive load and prevents students from getting stuck, while still requiring them to do the analytical thinking – effectively "*teaching students to learn for themselves*" with support [4]. Such questioning strategies exemplify *soft scaffolding*, the dynamic, interactive support during the writing process, as opposed to *hard scaffolding* like prepared outlines or templates given in advance. Both forms are evident in education literature: instructors might give *scaffolded outlines* or checklists (hard scaffolds) to all students to structure an assignment, and also intervene with tailored hints or extra challenges (soft scaffolds) depending on each student's progress [5].

2. Peer Scaffolding and Collaborative Learning. Scaffolding is not only enacted by teachers; peers can also serve as an invaluable scaffold in writing development. *Peer review and feedback* exercises, when properly structured, allow students to receive commentary and suggestions from classmates, which can prompt revisions and deepen their understanding of effective writing. However, unstructured peer feedback can be hit-or-miss. The literature emphasizes that peer review itself should be scaffolded – for example, by providing students with *guidelines, rubrics, or training on how to give constructive feedback* [9]. Scaffolded peer review might involve giving each student a feedback form with specific questions (e.g. "Identify the thesis statement and assess its clarity" or "Suggest one way to improve the use of authority in this argument") so that reviewers focus on pertinent aspects of writing. This scripting of peer interaction serves as a scaffold to ensure feedback is substantive and aligned with learning goals. Studies in second-language writing classrooms show clear benefits of such approaches. In an *inclusive* ESL writing study, low-proficiency college students who engaged in *scaffolded peer feedback* (with training and structured prompts) outperformed their counterparts in writing improvement [9]. The low-proficiency students in the scaffolded-peer-feedback group made significantly larger gains over a semester than similar students who practiced writing without that scaffold, leading researchers to conclude that "*low-proficiency students benefit from scaffolded peer feedback.*"[9] This finding resonates with the idea that peer interactions, under guidance, can help bridge gaps for struggling writers – an insight likely applicable to law students, especially those who are less confident writers or who come from non-traditional backgrounds.

Within legal education, peer scaffolding can take forms such as *study group writing workshops, peer editing sessions*, or moot court brief exchanges. When an instructor sets up a peer-editing session with clear roles (e.g. one student checks the logical structure while another focuses on clarity of writing) and provides checklists, the peers collectively scaffold each other's learning. Notably, peer scaffolding also benefits the reviewers, not just the authors: by evaluating a classmate's draft against criteria, students sharpen their own sense of good writing and often recognize weaknesses in their own work. In essence, the peer review process – supported by scaffolding tools – creates a "*community of practice*" where students learn to critique and improve writing in a guided yet autonomous fashion [9]. Such collaborative scaffolding aligns well with the cooperative ethos of legal practice (where colleagues review and refine each other's work) and helps demystify the standards of good legal writing through concrete examples.

3. Technology-Enabled Scaffolding. The digital age has introduced new tools that function as scaffolding for writing development. Educational technology can provide *just-in-time support* and resources that guide students through the writing process. For instance, automated writing evaluation software and intelligent tutoring systems offer feedback on drafts (flagging issues like grammar, structure, or use of sources) which students can use to iteratively improve their text. One notable

example is the *SWoRD platform (Scaffolded Writing and Rewriting in the Disciplines)*, a system that manages peer review of writing and has been enhanced with AI features [10]. Funded research on SWoRD added capabilities like automated detection of thesis statements and analysis of peer comments, with the aim of providing “*scaffolds for both authors and reviewers, with the expectation of ultimately improving students’ writing and critical thinking skills.*”[10] In practice, this means the software can guide student reviewers to give more useful feedback (for example, by alerting them if their comments lack suggestions), and it can help student writers organize and respond to the multiple pieces of feedback they receive [10]. The final product of that project was an *advanced version of SWoRD* that uses NLP and machine learning to “*provide scaffolded assistance to authors and reviewers and help authors organize reviewer feedback to facilitate writing revisions.*”[10].

While such high-tech tools are still emerging, many educators already use simpler digital scaffolds: templates provided in word processors, online forums for sharing draft excerpts and getting input, or learning management systems that drip-feed writing tasks and resources in a sequence. In legal writing classes, an instructor might use an online platform to post example briefs annotated with comments (a scaffold to illustrate quality writing), or employ quiz modules to test understanding of citation formatting before students draft their research papers. *Digital scaffolding* can also take the form of multimedia resources – for example, brief video tutorials embedded at points in an online assignment to explain how to approach the next section of a paper. These supports mimic a teacher’s guidance but allow students to progress at their own pace outside of class. The overarching idea is that technology, when designed with pedagogical intent, can extend the reach of scaffolding beyond face-to-face class time, providing ongoing, adaptive support as students write.

4. Scaffolding through Incremental Assignments and Feedback Cycles. A recurring scaffolding strategy in higher education writing is to structure courses around *multiple drafts and feedback cycles*. Instead of a high-stakes final paper with little intervention, instructors assign preliminary deliverables (topic proposals, outlines, first drafts, etc.), each accompanied by feedback that students must incorporate into revisions. This practice is a form of scaffolding because it “*chunks*” the complex task of writing a substantial paper into iterative steps, with formative feedback serving as the scaffold that guides improvement [5]. Instructors thus act less as one-time evaluators and more as ongoing coaches. In law schools, the first-year legal writing curriculum often exemplifies this: students might write a predictive legal memo in stages, getting comments on their issue statements and rule proof sections before attempting the full memo. By the time they submit the final memo, earlier scaffolds (like detailed comments or mandatory conferences) may be reduced, expecting students to carry over lessons learned.

Empirical evidence underscores the value of these iterative scaffolding loops. A large-scale longitudinal study by L.D. Young et al. examined 12 years of a political science and criminal justice capstone program where writing was taught via a *multitiered scaffolding approach* (frequent milestones, drafts, and instructor feedback across the semester) [11]. The findings were striking: students in the scaffolded capstone courses achieved significantly higher writing proficiency compared to those in courses with more traditional, less-scaffolded formats [11]. Notably, the benefits of scaffolding were greatest for students from historically underserved groups (first-generation, ESL, etc.), effectively narrowing achievement gaps in writing [11]. This suggests that scaffolding not only raises overall writing performance but also promotes equity by supporting those who might otherwise struggle in sink-or-swim writing assignments. The capstone study’s rare longitudinal, multi-instructor data lend robust weight to a claim widely found in teaching lore: *well-structured scaffolding strategies significantly improve writing outcomes* for undergraduates [11]. Other studies echo this result on shorter timescales. For example, an action research with EFL undergraduates by I.A. Samad et al. reported that “*scaffolding students to write argumentative texts based on the genre of the text has assisted them in developing their writing skills.*” [6] Over two cycles of instruction, the students showed marked improvement in organizing arguments and employing genre-appropriate features, which the authors attribute to the scaffolded approach of teaching the argumentative genre explicitly and providing support as students composed their texts [6].

Table 1. Types of Scaffolding Strategies for Writing Instruction

Teacher-led scaffolding	Peer scaffolding	Digital scaffolding	Task scaffolding
Modeling Guided questions Exemplars	Structured peer review Collaborative writing	AI tools Templates Writing platforms	Stepwise assignments Feedback loops

5. Scaffolding in the Context of Undergraduate Law. While much scaffolding research comes from general composition or second-language writing settings, its principles apply pointedly to legal education. Undergraduate law students (in countries where law is an undergraduate degree) or first-year law students (in graduate-entry systems) face the dual challenge of mastering new content and a new mode of discourse simultaneously [5]. The literature from legal writing educators often emphasizes scaffolding as crucial under these conditions. For instance, A. Łuczak describes a practical curriculum for an “English for Law” course that *uses the types of texts lawyers draft as the scaffolding for writing tasks, sequenced to suit students’ proficiency* [12]. In this approach, students progress from more accessible, general writing forms to highly specific legal documents, with each task building on prior skills. Early assignments might involve summarizing legal sources or writing case brief outlines (connecting to academic writing skills they may already have), and later assignments gradually introduce persuasive writing, contract drafting, etc., once the foundational skills are in place [12]. By selecting *authentic legal text types and ordering them by complexity*, the instructor effectively scaffolds students into the professional discourse of law in a stepwise fashion.

Legal writing experts also advocate for *early diagnostics and targeted support* as a form of scaffolding. C. Shaffer argues that law schools should implement early-term diagnostic writing exercises to identify students’ strengths and weaknesses, then “scaffold” instruction accordingly before high-stakes assignments are due [5]. The rationale is that students often do not know which prior writing habits to keep or discard for legal writing [5]; an early low-stakes writing task, followed by detailed feedback or a tutorial session, can serve as a scaffold by illuminating expectations and giving personalized direction on what to improve. This pre-emptive scaffolding can reduce the “nasty shock” of the first graded memo covered in red ink [5], and instead provide a gentler learning curve into legal discourse. Furthermore, it addresses the reality that in law courses, as noted, instructors must devote considerable time to teaching legal concepts and reasoning, which can constrain the time available for writing instruction [5]. Scaffolding techniques like diagnostics, peer review workshops, and sequenced assignments become practical tools to integrate writing development into a packed law curriculum without sacrificing coverage of doctrinal material. In summary, the strategies of scaffolding in legal education mirror those found effective elsewhere – incremental learning tasks, explicit modeling of legal reasoning in writing, guided practice with feedback, and fostering collaborative improvement – all tailored to help novice legal writers gradually internalize the conventions and competencies of the field.

Impact of Scaffolding on Student Writing Development

Across the literature, there is strong consensus that scaffolding interventions have a positive impact on students’ writing quality, confidence, and overall competence. The magnitude of improvement can vary by context and learner subgroup, but numerous studies document measurable gains:

- *Improved Writing Quality and Structure.* Scaffolding tends to produce writings that are better organized, more coherent, and closer to genre norms than those produced under non-scaffolded conditions. In the previously mentioned capstone study, faculty observed clear differences in the final research papers: scaffolded students wrote papers with more logical organization and clearer argumentation, as confirmed by higher scores on writing assessment rubrics [11]. Similarly, genre-focused scaffolding led to improvements in structural elements. I.A. Samad et al. noted that after scaffolding, students’ argumentative essays showed better thesis articulation, paragraph unity, and use of evidence [6]. Even when scaffolding doesn’t instantly transform every aspect of writing, it often yields specific advances; for example, one study might find significant gains in cohesion and paragraph

structure but not in grammar, indicating where scaffolds were effective and where additional support may be needed [7].

- *Faster Skill Acquisition.* With scaffolding, students generally grasp writing skills more quickly than they would through trial-and-error. By providing a clear framework and examples up front, scaffolding accelerates the learning of complex formats. In a legal writing context, a student who receives a template for an IRAC-formatted answer and feedback on their first attempt can often independently produce a well-structured second attempt. This “learning by scaffold” contrasts with an un-scaffolded approach where a student might spend much of the term floundering to discover the expected format. Some educators have quantified this in terms of draft improvement: one writing intervention study found that scaffolded students needed fewer revision cycles to reach a proficient final draft compared to a control group [9]. Essentially, the scaffold acted as a shortcut to competence by steering students away from common pitfalls early.

- *Benefits for Underprepared or Lower-Proficiency Writers.* A recurring finding is that scaffolding is especially beneficial for students who start with weaker writing skills. As noted, C.D. Casinto found statistically significant gains for low-proficiency ESL writers through scaffolded peer feedback, whereas high-proficiency peers did not show as large a differential improvement [9]. In mainstream classrooms, teachers frequently report that scaffolding narrows the performance gap – struggling writers make dramatic progress (e.g. finally achieving coherent organization or proper use of evidence), whereas stronger writers also improve but more incrementally. In the diverse classrooms of undergraduate legal education, this aspect is critical. By “*supporting those students historically underserved*”, scaffolding can foster a more inclusive learning environment where all students meet core writing outcomes [11]. For instance, first-generation law students or those for whom the language of instruction is a second language may greatly benefit from models of legal writing and step-by-step guidance, allowing them to catch up with or even surpass peers who had more prior experience with similar writing. Scaffolding thus serves as a form of academic support or accommodation that lifts the floor of performance without capping the ceiling – advanced students can be given fading scaffolds or extension tasks so they remain challenged.

- *Enhanced Writing Process and Self-Regulation.* Beyond measurable text quality, scaffolding often improves students’ approaches to writing itself. Students in scaffolded settings report feeling less overwhelmed and more confident tackling writing assignments. They develop a clearer sense of process – e.g. “first I brainstorm, then I discuss a draft with a peer, then revise” – reflecting the scaffolded stages they were guided through. Over time, these processes can become internalized. A student who repeatedly goes through scaffolded drafting and revision learns to ask herself the kinds of questions a teacher or rubric would ask. This metacognitive development is a key outcome noted in qualitative studies: scaffolded learners exhibit greater ability to *self-evaluate and edit* their work, having been taught what criteria to look for [5]. In legal writing, this translates to habits like continuously checking whether a argument is supported by legal authority or whether a document’s organization follows the expected legal conventions – habits that are crucial for success both in law school and legal practice.

- *Retention and Transfer of Skills.* An important question is whether the benefits of scaffolding persist once the supports are removed – i.e. do students transfer their scaffold-acquired skills to new, unsupervised writing tasks? The literature suggests that well-designed scaffolding can indeed promote transfer, especially if it is coupled with reflection. For example, in T.D. Mitchell & S. Pessoa’s study of a history writing intervention, although scaffolding was provided in workshops, the actual course assessments later required students to write without those specific supports. The two case-study students were able to carry forward much of what they learned (one more so than the other, highlighting individual variability), demonstrating improved argumentative structure in subsequent essays [7]. The authors emphasize that explicit focus on language and structure during scaffolding helped these students “*internalize the concepts and strategies*” to a degree that they could apply them on their own [7]. In the legal domain, transfer might be seen when a student who was scaffolded heavily in the first-semester memo assignment later produces a well-structured appellate brief in the second semester with less

guidance. Longitudinally, a scaffolded foundation in writing during law school could lead to better performance in upper-level writing-intensive electives or even on the job, though direct research on long-term effects in legal education is limited. There is some concern in literature about *over-scaffolding* – if students are overly coached and not allowed to struggle at all, they might become dependent and fail to develop independence [3]. Effective scaffolding addresses this by gradually reducing support and by explicitly teaching strategies (not just giving answers). When done right, scaffolding appears to leave students not only with better written products in the short term, but also with a lasting improvement in their writing competence.

In summary, the collective evidence from various educational contexts – including legal writing settings, writing-across-the-curriculum courses, and ESL/EFL classrooms – converges on the conclusion that scaffolding has a *significant positive impact* on developing students' written discourse competence. Students produce higher-quality writing, gain confidence and clear strategies for writing, and those who need the most help benefit the most. These results validate the intuition of many educators that meeting students at their level and providing structured support leads to better outcomes than simply assigning writing tasks and expecting students to “sink or swim.” The next section will discuss the implications of these findings, noting how they can inform teaching practices in undergraduate law programs and where further research is warranted to continue improving our support for student writers.

Discussion. This literature review set out to examine how scaffolding techniques contribute to developing undergraduate law students' written discourse competence. The findings affirm that scaffolding is a powerful pedagogical approach in writing education, enabling students to bridge the gap between novice writing abilities and the sophisticated discourse demanded in legal studies. In this discussion, we interpret key themes from the review, highlight practical implications for educators, and identify areas where questions remain for future inquiry (fig. 3).

1. Integrating Scaffolding into Legal Education. One clear implication is that law faculty and curriculum designers should *intentionally integrate scaffolding into writing assignments and courses*. Many law instructors already do some of this intuitively (e.g. requiring draft submissions or providing sample documents), but a more systematic approach could amplify the benefits. This might involve redesigning courses to include scaffolded writing sequences – for example, a progression from case brief to client letter to research memo in an introductory legal writing course, each building on the last with decreasing levels of hand-holding. It also means providing *explicit guidance and criteria* at early stages. As the review showed, students often are unaware of how their prior writing norms differ from legal expectations [5]. Therefore, initial scaffolds like detailed checklists, exemplars of legal reasoning in writing, or step-by-step writing prompts are not “spoon-feeding,” but rather necessary training wheels that accelerate learning of a new discourse. Law teachers should not fear that scaffolding will dilute academic rigor; on the contrary, scaffolding enables higher-order rigor by first solidifying fundamentals. As one educator put it, you *meet students where they are* and then raise them up [5] – scaffolding is the mechanism for that uplift in a diverse classroom.

2. Gradual Removal of Scaffolds – Fostering Independence. At the same time, educators must be mindful of balancing support with independence. The goal of scaffolding is **not** to permanently assist students, but to equip them to eventually perform without aid. The review touched on the risk of *over-scaffolding*, wherein students become so accustomed to step-by-step guidance that they struggle when it's not provided [3]. To avoid this, scaffolding in legal writing courses should be paired with a *gradual release plan*. For instance, by the end of a course, assignments should require students to apply learned skills with minimal prompts. In practice, an instructor might provide a very detailed template for the first assignment, a skeletal outline for the second, and merely a verbal reminder of key components for the third. Likewise, feedback can shift from directive (“rewrite this sentence to do X”) to facilitative (“does this paragraph follow IRAC? Check and revise if not”). The idea is to *fade scaffolds* as competence grows, ensuring students get to experience productive struggle and problem-solving on their own [3]. This approach aligns with building self-regulated learners – by final year, law students

should be capable of tackling a substantial research paper or written advocacy piece with confidence, having internalized the structures and standards that early scaffolding taught them.

3. Scaffolding as a Tool for Equity and Inclusion. The literature repeatedly demonstrated that scaffolding disproportionately benefits students who might otherwise be left behind in traditional instruction [11]. In undergraduate law programs, this has profound equity implications. Law classrooms are diverse: students vary in their preparatory education, language background, and familiarity with professional genres. Scaffolding provides a form of *differentiated instruction* without segregating or stigmatizing students. By building multiple entry points and support levels into the same assignment, each student can progress from *their* starting point towards mastery. For example, international students or non-native speakers can benefit from models and sentence starters to meet English writing conventions, while domestic students who might be stronger in language but weaker in analytical organization get support through structured argument templates. Everyone is working on the same core task, but the scaffolding allows for personalized growth. The success of scaffolding with first-generation and ESL students, as noted in the studies, suggests that wider adoption of scaffolding could help close performance gaps in law schools [11]. It essentially “lifts from the bottom” – raising the floor of competence – which in a curved grading environment like law school can translate to more students achieving proficiency. This is not to say scaffolding only helps weaker students; it also challenges stronger students by pushing them to the next level (e.g. offering extension tasks or deeper feedback for those ready). However, its role in *inclusive teaching* should be underscored: scaffolding is a concrete practice that embodies the oft-stated goal of equity in education.

4. Diverse Forms of Scaffolding – A Blended Approach. One takeaway from the review is that scaffolding is multifaceted, and *combining different scaffolding methods* can yield optimal results. An instructor need not rely on just one strategy. For instance, a well-scaffolded writing course might include *in-class scaffolding* (mini-lessons on writing skills, collaborative exercises), *assignment scaffolding* (sequenced tasks with intermediate deadlines), *feedback scaffolding* (iterative comments and revisions), and *peer scaffolding* (workshops, study groups). Technology can bolster these by providing resources and feedback outside of class. By blending approaches, educators can address various dimensions of writing competence: cognitive (through modeling thought processes), metacognitive (through self-review checklists), social (through peer learning), and linguistic (through sentence-level guides or vocabulary banks for legal terminology). For example, consider a capstone research project in a law course: the instructor could scaffold content comprehension (provide an outline of legal issues to research), scaffold process (set milestones like an annotated bibliography and outline), scaffold writing (offer a sample paper structure and hold a peer review session), and scaffold editing (give a proofreading checklist or require a consultation with the writing center). Such a comprehensive scaffolding plan ensures that at each stage, students have support available. Indeed, the longitudinal capstone study suggested that a “*multitiered*” *scaffolding approach* – support at multiple points and from multiple angles – was key to the strong improvements seen [11]. The implication is that scaffolding shouldn’t be thought of as a single intervention but rather as an integrated design principle for course development in writing-intensive subjects.

5. Need for Faculty Development and Planning. Implementing scaffolding effectively does require effort and planning. One challenge noted in the legal writing community is the constraint of time – law professors have heavy content to cover, and providing extensive feedback or designing multi-stage assignments can be labor-intensive [5]. To address this, institutions might invest in faculty development on scaffolding techniques, helping instructors learn efficient ways to scaffold (for example, using peer review to offload some feedback work, or leveraging technology for automated feedback on lower-order concerns). In addition, curriculum planning can allocate credit or contact hours to writing development explicitly, so that scaffolding is not seen as something extra but as part of the core learning process. Encouraging collaboration between legal writing specialists and doctrinal faculty could also foster scaffolding across the curriculum – not just in standalone writing courses. For example, a doctrinal law professor might coordinate with a writing instructor to scaffold a research paper assignment in an

international law class, ensuring students get the writing support they need while learning complex legal content. The reviewed literature makes it evident that when scaffolding is well-planned (with clear goals, appropriate difficulty progression, and alignment with learning outcomes), it pays off in student achievement. Thus, institutions should support educators in acquiring the skills and resources to scaffold, whether that means smaller class sizes for writing-heavy courses, teaching assistant support for feedback, or access to tools like adaptive writing software.

6. Future Research Directions. While the benefits of scaffolding for writing competence are well-supported, several gaps and questions emerge that warrant further research, especially in the context of legal education:

- *Discipline-Specific Scaffolding Strategies*. More research is needed on scaffolding tailored to the unique genres of legal writing (e.g. judicial opinions, client advice letters, scholarly legal writing). Studies could explore, for instance, how to scaffold the learning of citation skills (Bluebook/ALWD citation) or how to scaffold the development of persuasive rhetoric in moot court briefs. Are there particular scaffold designs that work best for legal reasoning writing? Comparative studies between disciplines (legal writing vs. history vs. science writing scaffolding) could illuminate what is general versus what must be customized.

- *Scaffolding and Skill Transfer*. Longitudinal studies following students beyond a single course would be valuable to see how durable scaffolded learning is. Do students who experience intensive scaffolding in first year continue to outperform in writing tasks in later years or in legal internships? Some anecdotal evidence suggests yes, but hard data from legal education is scarce. Additionally, research could examine *which scaffolding elements most influence transfer*. Is it the explicit metacognitive coaching, the repeated practice, the feedback, or some combination that best leads to independent mastery?

- *Optimal Fading and Timing*. There is an art to removing supports at the right pace. If removed too early, students may flounder; too late, they become dependent. Investigating the optimal timing for fading scaffolds in a semester, and whether certain students need faster or slower release, could help fine-tune instructional design. It would be useful to know, for instance, if giving two rounds of scaffolded practice is generally sufficient before a high-stakes task, or if three or more iterations yield significantly better outcomes.

- *Use of Technology and AI*. With rapidly advancing educational technology, new forms of scaffolding (e.g. AI writing assistants that give real-time suggestions, adaptive learning platforms that adjust tasks based on performance) are on the horizon. Research should keep pace by evaluating these tools in undergraduate writing settings. Do tools that “*provide scaffolded assistance*” via AI actually improve learning, or do they risk becoming a crutch? [10] Early studies (like those on SWORD) are promising in showing improvement in peer feedback quality with tech support. But in legal writing, where nuance and judgment are key, understanding how tech can augment (not replace) human guidance will be critical. Furthermore, examining student perceptions of such scaffolds – do they feel more confident, or do they over-rely on them? – will guide responsible implementation.

- *Scaffolding in Large or Online Classes*. As legal education diversifies (including online law programs or large lectures in some jurisdictions), how can scaffolding be scaled? Research could explore strategies for scaffolding writing when teacher feedback is limited (perhaps through peer networks or automated feedback). Also, the efficacy of scaffolding in online learning environments vs. face-to-face could be compared. The core principles likely hold, but the methods of delivery might differ (e.g. virtual peer review sessions, digital storytelling as scaffolding, etc.).



Figure 3. Identified Gaps in Scaffolding Research for Legal Writing

Conclusion. Scaffolding represents a *link between educational theory and classroom practice* that has tangible benefits for student writers. For undergraduate law students, who must quickly assimilate both new knowledge and new forms of expression, scaffolded instruction provides a supportive ladder into the often intimidating world of legal discourse. This review has highlighted how scaffolding – through modeling, guided practice, feedback loops, peer interaction, and technological support – can develop students’ ability to produce coherent, well-argued, and audience-appropriate legal texts. The key moving forward is to adopt scaffolding more deliberately and widely in legal education, while researching and sharing the most effective techniques. By doing so, educators will not only improve writing outcomes but also empower their students as confident communicators in the legal profession. As the evidence shows, when learners are given the right scaffolds at the right time, they “*more easily enter the discourse of law*” and eventually stand on their own as proficient writers and thinkers [1].

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БОЛАШАҚ БАСТАУЫШ СЫНЫП МҰҒАЛІМДЕРІНІҢ МЕТАПӘНДІК ҚҰЗЫРЕТТІЛІКТЕРІН ҚАЛЫПТАСТЫРУ ӘДІСТЕМЕСІ

Аңдатпа

Қазіргі білім беру жүйесінде болашақ бастауыш сынып мұғалімдерін даярлау үдерісінде метапәндік құзыреттіліктерді қалыптастыру өзекті мәселелердің бірі болып табылады. Метапәндік құзыреттіліктер болашақ мұғалімнің оқу үдерісін пәнаралық тұрғыда ұйымдастыруына, оқу міндеттерін тиімді шешуіне, кәсіби рефлексия жасауына және оқушылардың әмбебап оқу әрекеттерін дамытуға мүмкіндік береді. Осы мақалада болашақ бастауыш сынып мұғалімдерінің метапәндік құзыреттіліктерін қалыптастыруға арналған интегративті-рефлексивтік әдістеменің мазмұны мен тиімділігі қарастырылады.

Зерттеу жүргізіліп, экспериментке 110 студент қатысты: эксперименттік топта – 54, бақылау тобында – 56 студент. Зерттеу барысында теориялық (әдебиеттерді талдау, жүйелеу, модельдеу) және эмпирикалық (педагогикалық эксперимент, бақылау, диагностика) әдістер кешені қолданылды. Метапәндік құзыреттіліктердің қалыптасу деңгейі когнитивтік, іс-әрекеттік (жобалаушы), коммуникативтік және рефлексивтік компоненттер бойынша бағаланды.

Эксперимент нәтижелері ұсынылған әдістеменің тиімді екенін көрсетті: эксперименттік топта жоғары және орта деңгейдегі көрсеткіштердің айтарлықтай өсуі байқалып, төмен деңгейдегі студенттер саны едәуір қысқарды. Алынған нәтижелер болашақ бастауыш сынып мұғалімдерін даярлау үдерісінде метапәндік құзыреттіліктерді қалыптастыруға бағытталған әдістемелерді енгізудің ғылыми-педагогикалық маңыздылығын дәлелдейді.

Түйін сөздер: метапәндік құзыреттілік, болашақ мұғалім, бастауыш білім, интегративті оқыту, кәсіби даярлық, микрооқыту (microteaching).