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RESEARCH ARTICLE

SCAFFOLDING IN PARENTING WITH RESPECT TO COGNITIVE AND SOCIAL DEVELOPMENT OF THEIR CHILDREN.

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Manuscript Info	Abstract

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Since birth, children learn different skills which help them to participate in and explore their environment. Each phase of cognitive, language and social development helps in establishing the foundation for further learning and to solve problems in their lives. Skill acquisition enhances healthy development of children. Vygotsky's scaffolding plays a vital role in overall development of children. Therefore, scaffolding has been an important and frequently studied concept. Various studies and discussions exist with regard to its conceptualizations, appearances, and effectiveness. The present article is to show the role played by parents in children's lives for cognitive and social development. An overview is presented with numerous descriptive studies which provides evidences on the appearances of parenting (as a part of scaffolding) and classifications of parenting styles (scaffolding strategies). Their parenting styles differ in scaffolding means and intentions. And hence the social and cognitive development of children differs from each other due to different parenting styles, scaffolding means and intentions. According to Robertson, there are five components which can help in better development of children both mentally and socially. The present article highlights the five components which can be adopted by the parents in order to enhance cognitive and social entry skills of children in a positive way.

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Introduction:-

The way of thinking, paying attention, remembering and learning is cognition. Children are born ready and willing to learn new ideas, to work and to solve problems. Children are not passive learners; in fact they actively seek for new information and try to find out how the world works. Language and cognition help a child to learn new things and apply them in the outer world. They use their cognitive skills and language skills to interact with others around them. Good language skills are related with good cognitive skills. Both the skills help a child to get along well with others and get them to cooperate with others. Social competence not only includes person's knowledge, attitudes, and skills but it also includes one being aware of one's own and others' emotions, managing impulses and behaving appropriately, communicating effectively, forming healthy and meaningful relationships, working well with others and resolving conflict. According to Erikson, very young children may face difficulties to take action on their own

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and develop a sense of inferiority, unproductiveness, and feelings of incompetence in front of others if not supported at the right time adequately to be trusting, autonomous and to take initiative. According to Vygotsky, scaffolding is a process by which adults constantly change the level of support given to the learner as the learning needs of the children change. It is also vital in helping a child become socially competent. Parenting being one of the most important parts of scaffolding plays an important role in enhancing social and cognitive skills of children.

The process of promoting, supporting and facilitating the physical, emotional, intellectual and financial development of children from infancy to adulthood is called as parenting or child rearing. It refers to the process of raising or help in developing children besides the biological relationship.

The biological parents of the children are the most common care takers but apart from those, in different cases, the care takers may be an older sibling, grandparents, a legal guardian, aunt, uncle or any other family member or family friend. Sometimes, due to the death of both the biological parents, the children receive parental care and support from non-parent blood relations. Others may be adopted, raised or placed in orphanage. Parenting skills may differ from one person to another due to different factors and a parent with good parenting skills may be referred to as a good parent.

According to Bandura's experiments on social modeling, behaviour of children can be encouraged and modified by making the children observe role models engaging in those behaviours and therefore there is no need of rewards. It is because Children are more likely to imitate the behaviour of parents by interacting with them and by being motivated to perform similar actions.. Therefore, parents and family members become the role models for their children in one or other way, the behaviours of whom influence the development of children in all aspects. Children internalize that these behaviours and attitudes of their parents are allowed, appropriate and even desirable in all situations (Bandura, 1977).

According to Vygotsky, zone of proximal development is the distance between the actual developmental level as determined by independent problem solving and the level of one's potential development which can be determined through problem solving under one's guidance or in collaboration with more capable peers. Children's development of the cognitive and social skills needed for later success in school may be best supported by parenting styles. The support and guidance of parents plays an important role in scaffolding for the development of children. Scaffolding is to provide appropriate assistance to the child which will give him/her enough of a boost in order to achieve the task. Once the child learns and masters the task with the help of scaffolding, the scaffolding can then be removed and then the child will be able to do the task again on his own without any assistance or help of others. Those tasks that are initially beyond the capacity of the child will encourage the child to concentrate upon and complete only those tasks that are within his/her range of competence. Assistance is important when it matches the requirements of the child. Scaffolding helps them to be in the position to achieve success in a task that they would previously not have been able to do by their own (Vygotsky, 1978). According to Wood et al. (1976), there are certain procedures which makes effective scaffolding. They are by gaining and maintaining the child's interest in the concerned task, by making the task simple to understand and to do, by giving importance to certain aspects that will help with the solution, by controlling the level of frustration in the child of not being able to do the task alone and by demonstrating the task. Therefore, it can include modelling a skill, providing hints or cues, and adapting material or activity which helps in making teaching effective (Copple & Bredekamp, 2009). But scaffolding can be done after assessing the current knowledge and experience of the child, by relating the content or elements of the task to what child already understands or can do, then breaking a task into small, more manageable tasks which can provide an opportunity to the child for intermittent feedback and lastly by using verbal cues and prompts to assist the child (Silver, 2011).

Work of Mowder (2005) demonstrated that parents as social beings perform behaviours that involve six primary characteristics: bonding, discipline, education, general welfare and protection, responsivity, and sensitivity (Mowder & Shamah, 2011). This theory states that a seventh parenting characteristic, negativity, which encompasses negative parenting behaviours, such as spanking, influence the social role of children in future to a great extent. Mowder (2005) describes Bonding as the affection, love, and regard that the children get from their parents and parents feel for their children; Discipline practices are associated with the methods that are adopted by the parents to teach their children to act according to a certain set of consistent rules and the benchmarks set by the parents themselves; Education is the transmission of Self-Conscious Emotions information that are transmitted from parent to child, and involves guidance, direct instruction, and role modeling; General welfare and protection involves providing

protection to their children from any kind of harm, both internal and external and meeting their basic needs such as clothing, food, and shelter; Responsivity is defined as the extent to which parents involve with their children in different prospectives, which can involve listening, interacting with, assisting, and encouraging children; Sensitivity is the degree to which parents accurately discern what their children are communicating and match their responses to their children's needs. The Parent Developmental Theory were expanded to incorporate the Negativity Index in order to clearly describe the positive and negative behaviours in which parents engage. Those behaviours that reflect negative parenting and behaviours such as yelling, spanking, demeaning, and paying insufficient attention to children is known as Negativity (Mowder, 2005). One study was conducted by Baker and Hope on role differences and the importance of parenting behaviour in an Early Childhood Separation Program and the results of this analyses demonstrated that parents in relation to Bonding, General Welfare and Protection, Reponsivity, Sensitivity, Negative and Positive Parenting subscales, and Overall Positive Parenting significantly higher than that of teachers (Urman, 2012; Baker & Hope, 2013).

Parenting styles have been classified into four types namely authoritarian, authoritative, permissive and uninvolved and have been developed by Baumrind (1967,1971). These were the key elements in defining the behavior and attitude of parents toward their children out of which authoritative parenting style is the most conducive one in raising well adjusted children (Mariano, 2009).

Nowadays there are four major recognized parenting styles: authoritarian, authoritative, uninvolved and permissive. Baumrind (1966) had identified initial three types of parenting styles and they were authoritative, authoritarian and permissive. Later psychologists added one more type of parenting style that is uninvolved or neglectful. Each type of parenting style consists of different characteristics and brings about different reactions in the children which they are used on.

In authoritarian type of parenting, rules and regulations are made by the parents certainly and children are expected to follow these rules without further questioning. In fact they use punishments without bothering much about the consequences. Mostly authoritarian parents are strict and maintain dictatorship at home. Because of such harsh behaviour of parents, the children become anxious, withdrawn, and unhappy disposition. With so many restrictions, the children are not likely to engage in antisocial activities (Baumrind, 1966, 1991). Some researchers showed that the individuals who were experiencing more frequent negative parenting behaviours like more restrictions at home, punishments and parents becoming more demanding over interests and feelings of their children were more prone to shame compared to those experiencing less frequent negative parenting behaviours. Individuals who experience more general welfare and protection from parents were less prone to shame compared to those reporting experiencing less general welfare and protection (Mintz, 2013). As authoritarian parents demand more from their children without considering about their own interests, desires, abilities etc., it creates parenting stress among the parents which has a negative influence on the children's development. Parenting stress increases from the imbalance between perceived demands in parenting and the ability to meet those demands (Franco et al, 2010). As the children have no choice but to obey their parents even though they do not like it, this nurturing style is unfair to children. Rather than thinking for themselves, these children of authoritarian parents learn to depend on their parents. These children have low confidence and hesitate to do things on their own which disturbs their cognitive, emotional, and social development (Timpiano et al, 2010). This kind of parenting style leads to parenting stress which cause child internalizing disorders, externalizing disorders, and lack of cognitive and social competence (Meijssen, et al., 2010; Osborne et al, 2012; Cardoso et al., 2010; Norizan & Shamsuddin, 2010; Rodriguez, 2011; Jeffery, 2013).

Cappa et al, (2011) in his study investigated the bidirectional relationship between parenting stress and children's social behaviour and coping competence using 610 parents and their preschool children. They studied Parents' levels of parenting stress, and children's coping competence and their social interaction which were evaluated at 3 different times: once at intake, 8 weeks after intake, and 1 year after intake. It was found that after accounting for the variables which were associated with socio-economic status and child disruptive behaviours, parenting stress negatively predicted coping competence in children across all three time points. Similarly, controlling all the other factors, child coping competence also predicted parenting stress at all three times, highlighting the bidirectional relations between parenting stress and child characteristics. It showed that the children's characteristics can also be predictive of parenting stress. Apart from this, Whitson et al. (2011), in his study had taken a sample of poor predominately black and Hispanic adolescent mothers where he examined the levels of parenting stress, social support, depression, child abuse potential, and the development of their children. Finally he found that maternal depression was strongly associated with parenting stress. In addition they found that parents having higher levels of

depression and parenting stress were more likely to have infants with developmental delays, and the infants were at a greater risk for maltreatment.

In authoritative parenting style, the parents are more supportive than authoritarian parents. They also expect their children to follow rules but also allow some exceptions to it in some cases. But authoritative parents differentiate themselves from authoritarian parents in the aspect that they set limitations for their children by considering their feelings and they often tell their children the reason for such limitations and rules. They use positive reinforcements and praises for further stimulation of good behaviours in their children. Verbal give and take, sharing with the child, the reasoning behind the policies, and soliciting his/her objections when he/she refuses to conform are encouraged by the authoritative parents. Therefore they exert firm control at points of parent-child divergence, and do not restrict the child from doing things or from taking his/ her own decisions which are right. They enforce their own perspective as an adult but make ways for the child to do the things of his/her own interest. The child's present good qualities are appreciated and undesired qualities are modified by the parents and also set standards for future conduct (Baumrind, 1967).

The authoritative parents help the child to be well developed emotionally and socially. The parents develop social skills in their children which are less rigid about gender-typed traits i.e. sensitivity in boys and independence in girls. It was found that an appropriate level of protection by parents and assuring that children's basic needs are met is related to lower levels of shame-proneness (Mintz, 2013). When a child's needs are met, a secure attachment develops. Authoritative parenting provides a secure attachment which is linked with various positive outcomes including less behavioural problems (Lecompte & Moss, 2014) and self-efficacy (Tavakolizadeh et al., 2015). When needs of the children are not met, they develop either an avoidant or resistant attachment. Another research suggests that when there is low warmth and connection between parents and children, or when there is insecure attachment, the likelihood of school behavioural issues increases (Lowe & Dotterrer, 2013). A research revealed that once the authoritative parents set rules and guidelines, the children tend to follow them consistently due to the guidance they receive (Timpano et al., 2010). In the same study on authoritative parenting style and its relation to income level, it is found that authoritative parenting style is considered the most appropriate style in most middle and upper class cultures. Liem et al (2010) investigated whether authoritative parenting during childhood correlates with young adult depression. They found that Authoritative parenting minimizes depressive symptoms. On the other hand their findings also supported their hypotheses that authoritative parenting during childhood does negatively correlate with young adult depression symptoms. Indeed, authoritative parenting style contributes to positive psychological well-being among children (Liam et al., 2010; Pezzella, 2010; Timpano et al., 2010). The way authoritative parents nurture their children, these children become mature.

Third type of parenting style is permissive where parents are very lenient in nature and don't set rules, regulations and discipline for their children. They may encourage their children to take their own decisions, to enjoy their lives as much as they can, to participate in family discussions and give permission for whatever they want to do but they don't bother much about discouraging bad behaviours. Due to such a liberal behaviour of the parents, the children are emotionally under regulated. The children become rebellious and defiant when desires are challenged. These children have low persistence for challenging tasks. These children involve in antisocial behaviours (Kudrek & Fine, 1994; Lamborn et al., 1991; Steinberg, 1996). These parents are more liberal and encourage children to do whatever they want to do (Timpano et al., 2010).

As defined by Baumrind (1966, 1991), Uninvolved parents show little commitment to care giving beyond the minimum effort required to feed and clothe the child. Such a style at its extreme is a form of neglect. Neglected children reported more shame-proneness compared to other children (Bennette, 2010). Individuals who reported experiencing more general welfare and protection from parents were less prone to shame compared to those reporting experiencing less general welfare and protection. The children who belong to such a parenting style become emotionally detached, depressed, show deficit in attachment, cognition and social skills. When the connection between parents and children is problematic, this can lead to not only disengagement, but an actual refusal of the child to attend school (Christogiorgos & Giannakopoulos, 2014). One of the research showed that uninvolved parents may be disconnected, undemanding, low on sensitivity, and do not set limits. Children's emotions and opinions are totally neglected. Other than providing basic needs such as food and shelter, here the uninvolved parents are emotionally unsupportive to their children (Alegre, 2011). According to some researchers, uninvolved parenting style has resulted in negative outcomes amongst children (Stack et al, 2010).

Vygotsky argues that at first the child learns and experiences active problem solving activities in the presence of adults/parents but gradually he/she learns to solve these problems independently without any help or guidance. This whole process is called internalisation. He viewed scaffolding as an important tool for the development of children in all aspects. Early development of childhood narratives is primarily influenced by child parental interactions during the early years of lives. It is very important that how a parent verbally elaborates a situation and supports the child during their indulgence in enjoyable recollection of past events. Child, while describing events uses the similar expressions, gestures, words and sentences what they see and learn from their parents. It shows how a child's expressions, gestures and behaviour are influenced by the nature and degree of parental scaffolding (Vygotsky, 1978). Many researches revealed that responsiveness of parents was found to be significantly and positively related to children's behavioral problems. Limit setting and responsiveness were found to be significantly related to parent's education (Razo, 2009, Ceglowski & Jennifer K., 2010). Most researches in the existing literature investigated two or three parenting styles and frequently ignore the fourth parenting style which is neglectful parenting (Timpiano et al, 2010; Lecompte & Moss, 2014; Liem et al, 2010; Pezzella, 2010; Stack et al, 2010; Zarnaghash & Samani, 2010).

Society in the 21st century makes high demands from its workforce than ever before. They expect human beings to perform functions which are only possible for human beings.They don't need the thoughtless labor and the repetitive work which can be carried out by machines. Therefore, children need to learn information processing that they have available to them from the external world or from within their own memories. These memories come from interaction with the social world. Social characteristics of individuals differ from each other because of their positive and negative past experiences. These past experiences are more or less associated with the family and friends. The impact of unsupportive, harsh, and intrusive parenting behaviours on emotional regulation can be adverse on the social development of children. Child care by someone else is either insignificant in mitigating these effects or operate only as a buffer which can lessen or moderate the impact of such past experiences in certain children only (Mortensen & Jennifer, 2015). Therefore, parenting and its effect cannot be replaced by anything or anyone else.

Authoritative parenting style is regarded as the best parenting style among the four types but nowadays parent adopt parenting styles depending upon the situations and the type of child. In today's world, Vygotsky's concept of the ZPD is very relevant and applied in today's cognitive psychology and education fields. Development of children's thinking is modified with more and more interactions. Thinking allows taking things a child knows and observes from his/her environment and turning them into new ways of understanding. Some children are better than others in the activity of processing information and can process more complex information quickly while others pick up ideas more rapidly. Some seem to have more fluency in their use of language while others have a better spatial sense. These characteristics are formed in the children through parent child interaction. Parenting styles plays a significant role in this.

Rosenthal, co-author of Be A Parent, Not A Pushover (Rosenthal, 2006) has discussed that a child's specific behaviour is governed by overall style or pattern of action rather than a specific decision of parents. Neurological research states that early years play an important role in a child's brain development and life. Small children start learning about the world around them from a very early age by seeing and interacting with the adults around them. They start learning during the prenatal, perinatal (immediately before and after birth) and post natal period. Social interaction plays a major role in the process of cognitive development.

In order to understand the social entry behaviours of children, it would be necessary to focus on the developmental progression of the child, its importance in the educational setting, and the role of culture in shaping children's social behaviors. Children develop social skills by interaction and communication with others and build upon these skills as they grow and learn (Piaget & Inhelder, 1969; Erickson, 1982). It can be assumed that children will use their beginning social skills to engage in later social events. Social entry skills are the foundational purpose to children's future social and emotional development (Timler et al, 2005). Children use various successful and unsuccessful attempts at their entry into interactions with other children which leads to peer formation. It helps in shaping consistent routines of acceptance or denial from their peers, which ultimately influences children's individual identity, group identity, and interpersonal relationship skills (Timler et al, 2005). A strong preference was shown by very young children to communicate through nonverbal gestures with their peers and caregivers (Vollotton, 2008). Research shows that the information is processed by the children by observing other third-party interactions and then they create a decision or action based upon their observations (Grafenhain et al., 2009). Very young children enhance their social skills by becoming observant and interactive with their social and home environments. Infants

and toddlers have the ability to comprehend other third-party interactions apart from their own parents and relatives occurring in experimental laboratory settings (Grafenhain et al, 2009).

The children who have a sense of contingency to the source of information learn in a way that it contributes to their social and emotional development. Recently a study found that when the third-party interaction engaged the toddler or created a reciprocal social interaction with the speaker on the video, the toddlers at 24-months-old were able to learn novel words from video (O'Doherty et al, 2011). Some of the other laboratory studies by exploring preschool children found that children prefer to interact with peers who have similar characteristics as themselves (Fawcett & Markson, 2009). They made interference and respond to the observable third-party conflicts by displaying pro-social behaviors more towards the puppet that was harmed (Vaish et al, 2011). Furthermore, Slaughter et al, (2010), found from the study that there is an ability of children to cognitively understand one's thoughts and intentions as being different from others, and could lead them find an appropriate social entry strategy that their peers might accept.

In one of the researches conducted by Baumgart (2011), it was hypothesized that children will display more social entry attempts in the younger ages and will have more independent successful attempts as they get older. As they become more competent and successful in their social entry attempts, the number of times children try to enter into their peer interactions will decline. Another hypothesis was that more intrusion and hovering will be displayed by the younger children in their social entry strategies than the older preschool children as these preschool 2-year-old children are learning self-regulation of their behaviors and to identify their peer's perspectives as they get older. In order to collect data, naturalistic, videotaped observations, supplemented by field notes, were collected and captured children's interactions during free choice, moving with a child if needed to accurately capture the social entry attempt through a video recorder. Additionally, during each session, or at another mutually agreed upon time, the investigator interviewed the teachers in an informal interview, asking what the teachers have noticed about children's third-party conversations in the classrooms and were audio recorded. He found that we can identify children's social entry attempts through any predetermined manner. Because it is related with the dynamics of the third-party group, the situations where the interactions occur in, the characteristics/experiences of the child. Apart from this it also depends on the indirect influences (i.e. Brofenbrenner's Ecological Module) presented by the children's cultural contexts. It was also shown that it can benefit researchers, teachers, and parents by observing children's natural progression of social entry skill engagements with children's third-party users. It creates a space for children to feel supported, and encourage children to explore their social entry skills within their culturally defined social world. This is because young children were found to give more preference to visual strategies over any other action related strategies and therefore visual strategies were more effective when using multiple strategies at one time. It was found that the toddlers had higher level of positive social entry responses when a third-party member was a teacher.

Vygotsky agreed that young children learn by doing and can be helped by asking delicate questions that lead them to cognitive breakthroughs and personal discoveries. Few researchers found that in U.S. either grandparent-maintained households such as custodian grandparents, grandparents in single–parent households, (Pong & Chen, 2010), or grandparenthood among African-Americans and other minorities living in stressful contexts (Biblarz et al, 2009) may have effect on cognitive development of children. Two-parent families are often used as the comparison group which has negative cognitive and behavioral outcomes for children with grandparent co-residency (Mollborn et al, 2011) whereas positive outcomes for children growing up in nuclear families versus extended households (Monserud & Elder, 2011). By comparing children in stable, nuclear families as the reference group with other children who are from joint families, research could not provide a complete assessment on the association between family structure and child outcomes (Mollborn et al, 2011). Most of the international studies on the roles of grandparents in parent-maintained homes have shown positive cognitive, social, and academic outcomes for adolescents (e.g., Chu, Xie, & Yu, 2011; Copen & Silverstein, 2008; Ofahengaue-Vakalahi, 2011; Pong & Chen, 2010). The research shows that co-resident grandparents invest most of their time in their grandchildren's lives than any other person at home and are actively involved in co-parenting and taking care of the child (Zheng & Xie, 2011). Apart from these, Vygotsky stated that adult- child interactions vary with culture and what is taught depends on what parents are upto and what roles the child is expected to eventually play in the society. Few of the researchers reviewed that the children in cultures of the countries like Turkey, Utah etc. are typically segregated from adults, are different from those who are integrated into adult activities like in India. In segregated communities, adults give explicit instructions to the children and manage motivation by using praise and other incentives whereas the children take greater responsibilities for social interactions in integrated communities and then they join in. In

fact in integrated communities, adults are found to be encouraging and they often provide nonverbal demonstration. Cultures, therefore directly or indirectly influence cognitive development of children (Novak, 2009).

According to Robertson (2006), there are five components which can help in better development of children both mentally and socially. First one is concrete preparation. Here, the parents are required to consolidate existing knowledge and bring it to the fore, ready for use. The parents should take the responsibility of taking their children to different places and provide them opportunities to interact with the outer world to know different things, to observe the phenomena around them and facilitate them to create their own understanding. Well, bridging from concrete to pictorial representation is also of utmost necessity. This process needs to be staged one after another and help children to understand the things both in and out. According to Early Childhood consultant Sylvia Ford, it will help the children to know and understand the things, events or phenomenon on long term basis. It not only helps the children to learn and remember but also develop observation and imagination power. For example, any kind of tangible, hands- on play where the children use their bodies or hands to manipulate thing is concrete play. The side of concrete play is abstract play. Both are the two sides of the same coin. Let's say we want to teach our child about oranges – how to count them or the different types of oranges. If we will be able to show them a flashcard with four types of oranges, discuss them, and point as we count them, it is considered as abstract. Concrete play would be placing four types of real oranges on the table so that the child can touch them, pick them up to count them, smell them and even taste them.

Second component is cognitive challenge where the parents and teachers should provide challenging activities to the children and then helping them to meet these challenges in such a way that the children will learn them from experience and will be able to foster these experiences in the long term while solving similar problems by their own. For more simplicity let us take an example- suppose we want to discuss about flowers and their different colours with the children. We can start with an activity by engaging them with ourselves in doing the particular activity. We can say that we are going to work together as a team. Now, I am going to ask you to do something and I want you to do it with me. We are going to share this job. As you are doing the task, I want to talk with you and want to know that what you are doing.. What I want you to do is first of all put all the petals along the bottom of the right card for each flower. We can show them by picking up one petal. Where do you think this one goes, we can ask them this question to involve them completely. The children will identify the flower it belongs to. Let this activity continue in the same way until all the petals are on the right place and right cards.

As the children are engaged in placing petals on the cards, we can encourage them to talk about what they are doing. We can model the language in the way that the children can understand what is being expected of. Again we can say like this, one goes here because it is white and this flower has a white centre. If they don't answer, we can add that why did you put that one there. Furthermore, we can place a petal on a wrong card like green petal on yellow card and wait for the children to respond. They are likely to object. Now, you can ask what's wrong with this. Why can't we put it there? Why not? Where do you think I should place it? The children definitely will correct us and this will develop learning and social skills in them. The third component says the same thing that we should involve children in discussions and from those discussions the children will be able to know what people can do when they do not agree. The children need to learn the ways of disagreeing and to explain their thinking.

Third one is social construction which enables the child to interact with adults and the people around them without facing difficulties and absorb the culture of society around them in such a way that they will be able to know how the human beings as social beings grow up together by watching, listening, observing the activities and following each other, trying out different things, looking for the effects on others and so learning from each other to survive in the society together. It comes in children from the regular interaction with parents and adults which encourages children to express their ideas and soon become open about their views in front of others. We can involve the child in group activities which will assess child's abilities to distinguish, share, explain what he/she is doing, say that he/she agrees or disagrees with others and change their minds and adopt different ideas.

Fourth component is meta cognition which directly or indirectly comes from the theories of both Vygotsky and Piaget which states that cognitive development occurs only if children are consciously aware of their own thinking, think of themselves as learners and all the activities they do in their lives. This self awareness helps to foster self esteem and self confidence in children and they gradually learn to capture their thoughts as they occur and come to know that they have their own ideas. They begin to reflect on their own thinking and this is the prime responsibility of the parents to let this happen. After every activity one can ask who can explain what we have just been doing. We

can encourage them to explain the task. After getting answers from them one can also put questions like I wonder why we have done this. Do you think this is going to help us? These type of question answer sessions leads to meta cognitive speculation which encourages the children to realise that they can also think of reasons and help the children to understand that the adults want to hear and know what they think which indicates that adults do not hold all the answers.

Last but not the least; the fifth one is bridging which means linking. Parents should help the children in linking one experience or learning to another. This can be known as transfer of learning where the children creates an ability to apply knowledge learned in one context to the similar other context. The activity of identifying flowers and their colours can lead to one more experimentation where we can discuss about different shades of colour. Children can be encouraged to name shades of colour they produce, e.g. strawberry red, rosy red, traffic light red, raspberry red etc. These shades of colours can be displayed with the pictures and this activity can again bridge to painting, vocabulary development and the understanding that we can use the written word for labelling.

Above first four components will help the students to learn by discovery which helps them to understand, remember the things and the last component will help them to apply their learning to other situations. Therefore, bridging helps in activating and building background knowledge, in facilitating predictions and to create interests and connections. Daily activities and interaction of child and parent is the key event which further develops an individual into his fullest potential. So, finally it can be concluded that if on the daily basis action of parents involves these five components while interacting with children, it can be considered as best among all parenting style.

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