



DEVELOPING READING COMPREHENSION SKILLS IN 5TH-GRADE STUDENTS: PSYCHOLINGUISTIC FOUNDATIONS AND METHODOLOGICAL RECOMMENDATIONS

Nosirova Kamola Xusniddin qizi
kamoshhusniddinzoda@gmail.com
+998901252498

Abstract

The article examines the development of reading comprehension in 5th-grade learners from psychophysiological and psycholinguistic perspectives. It relates the transitional stage of early adolescence (ages 10–11) to instructional content and methods, outlining multistage models of comprehension – from graphic decoding to intertextual comparison. Practical guidelines are offered: age-appropriate text selection, visual scaffolds (pictures/diagrams), clear and unambiguous language, memory exercises, and supportive classroom climate. The paper argues for individualized instruction, motivation-enhancing strategies, and creative tasks to strengthen students' oral and written expression as well as their ability to transfer textual information to real-life situations.

Keywords: Reading comprehension, grade 5, psycholinguistics, early adolescence, cognitive processes, individualized instruction, levels of text processing, didactic tasks, memory training, learner motivation.

Introduction

Every child possesses a unique cognitive activity, willpower, temperament, and behavioral characteristics. In the process of school education and upbringing, it is necessary to recognize this individuality and apply a personal approach to each child based on it. Only with such an approach can every teacher successfully fulfill his or her main goal – the task of teaching and educating the younger generation.



Reading a text, naturally, is closely connected with cognitive processes such as sensation and perception: when reading, the pupil sees the letters with his eyes or feels them with his fingers and directs all his attention to their shape. Thus, the eyes (or the fingertips that sense the letters) serve as the main means. This experience is called the psychophysiological process of reading a text. As the child grows, physiological changes also occur gradually. The child's age, the dynamics of growth and development, vital activity, and functional features of the organism are among the most important factors.

Educational stages are also organized in accordance with the age periods during which certain psychological and physiological abilities of the child are formed. What physiological processes occur in a 5th-grade pupil? According to age characteristics, adolescence begins at the age of 10–11 and continues until 14–15. Adolescence is a period of transition from childhood to adulthood, characterized by specific physiological and psychological features. In the 5th grade, the child passes through the phase of being “neither completely a child, nor yet an adult.” At this stage, physical and mental development accelerates sharply, interest in novelty increases, aspirations grow, and the spiritual world begins to enrich. During this period, deep changes occur in sensations and emotions.

Physiological renewal brings about major reconstructions in the organism. The biological and physical changes observed during the transition to adolescence directly affect the child's psyche, causing sharp shifts in his or her inner world. At this time, the pupil tries to demonstrate his or her abilities, talents, and potential to classmates and teachers.

According to physiologists, at this very age, children begin to take adults as examples; noticeable novelties appear in their independent behaviors. Children aged 11–12 are often characterized as stubborn, playful, disobedient, determined, imaginative, and freedom-loving. Their distinct feature is excessive enthusiasm and quick fatigue from monotony. In the early stages of adolescence, attitude toward study tends to shift positively: interest in new subjects and the desire to know more about the world strengthen the enthusiasm for learning. It is precisely from this period that the need arises in children to broaden their life, scientific, and artistic knowledge. A knowledgeable pupil gains attention and respect among



peers, finds encouragement, which gives joy and develops thinking. Therefore, taking into account such qualities as curiosity, competitiveness, and thirst for success, it is necessary to design tasks that improve written and oral skills. In this case, not only physical but also mental abilities are important.

“Psychologists, basing their ideas on their concepts, study the inner features of children and divide them into certain categories. For example, the representative of classical psychoanalysis, Sigmund Freud, called the period from 6–7 to 12 years of age the latent (sexual calmness) stage. According to him, the main direction of energy at this stage is toward studying, sports, striving for knowledge, and making friends with peers of the same sex. The scientist defined this period as an important condition for the formation of human culture, emphasizing that education and upbringing provided exactly during this time serve as the foundation for the future.¹” Thus, within this age range, the child can easily perceive material and has sufficient ground for forming skills.

Unlike animals, humans possess not only the first signaling system but also a second signaling system, which consists of pronounced, heard, or read words and concepts. If the meaning of a word is familiar to the subject, it serves to regulate behavior and adapt to the natural or social environment; otherwise, the word affects only at the level of primary signals or becomes entirely insignificant. Reading is a secondary language skill of humans, acquired gradually as they grow up in society. Reading comprehension is a complex psychophysiological process of speech: “Reading comprehension occurs on the basis of the excitation of neurons in the occipital part of the brain; eye movement and visual-sensory abilities are controlled through the function of the intermediate brain. The intermediate brain is covered by the cerebral hemispheres, where the visual tubercles are located. The visual tubercle is a pair of oval gray matter formations that first receive impulses from all sensory organs and then transmit them to the centers of the hemispheres.²” Numerous foreign and local studies have been conducted on this process.

¹ Sharopova F. Umumiy oʻrta taʼlimda oʻqib tushunish malakasini shakllantirish usullari. Monografiya. – Sahhof 2021. 22-bet

² Sodiqov B. v.b., . Yosh fiziologiya va gigiyena darslik. – Toshkent. Yangi asr avlodi – 2009. 154-bet. // Abdurahim Sh.. Ona tili taʼlimida oʻqib tushunish malakasini baholash. Monografiya. – Toshkent. “Nodirabegim” nashriyoti – 2021. 16-bet



The ultimate goal of reading is to understand the written information in the form of text in terms of meaning. The text is a means of communication and education that performs a communicative function; through it, the pupil receives new information – that is, decodes it (understands the information presented in graphemes or sounds). “Decoding is called speech perception in psychology. Perception is the process of perceiving reality. Speech perception is the perception, interpretation, and understanding of events in reality through verbal and visual units. Perception occurs in the form of listening or reading comprehension: listening comprehension is the understanding of oral information; reading comprehension is the grasping of information presented in graphemes, drawings, pictures, and illustrations.³”

“Scholar I. Azimova, in her work *“Psycholinguistic Study of Semantic Perception of Newspaper Texts in the Uzbek Language”*, defines the reception of text as ‘semantic perception’ and distinguishes two aspects: reception itself and the level of understanding. The essence of reception is the emergence of the semantic projection (image) of the text in the reader’s mind. According to the scholar, in understanding, each recipient’s consciousness serves as a prism. Since every person is individual, this process takes place differently in everyone’s mind – that is, ten pupils may understand the same text in ten different ways. Thus, we perceive written words as a system of symbols – a set of graphemes – and begin to interpret them as fragments of meaning in various ways.⁴”

Reading comprehension is a complex psycholinguistic phenomenon, and scholars divide it into several levels. In world linguistics, researchers such as T. A. Apollonskaya, Y. V. Gleybman, and I. Z. Manoli indicate three main stages of reception-perception:

- verbal-syntagmatic level;
- designative level;
- denotative level.

In Uzbek linguistics, I. Azimova distinguishes five stages:

³ Abdurahim Sh.. Ona tili ta’limida o’qib tushunish malakasini baholash. Monografiya. – Toshkent. “Nodirabegim” nashriyoti – 2021. 15-bet.

⁴ Sharopova F. Umumiy o’rta ta’limda o’qib tushunish malakasini shakllantirish usullari. Monografiya. . – Toshkent. Sakhof. 2021. 30-bet



-
- a) associative;
 - b) lexical-morphological;
 - c) contextual;
 - d) structural;
 - e) textual level.

Sh. Abdurahim, in his book *“Assessing Reading Comprehension Skills in Native Language Education”*, divides reading comprehension and assimilation into the following levels:

- 1) recognizing graphic symbols and reading words;
- 2) understanding the meanings of words within the text;
- 3) understanding information in pictures, drawings, and diagrams, perceiving semantic relations between words and the functions of units in the text;
- 4) understanding parts of the text and seeing semantic connections between them;
- 5) grasping general and hidden meanings, understanding the purpose of the text, and being able to apply the information in real life;
- 6) comparing and evaluating the text with other texts on the same topic.

Of course, not all these levels are fully activated in every pupil. Therefore, we observe that children who read the same text comprehend it differently. This difference is connected with physiological and psychological states, perceptive abilities, and mental and physical factors. Considering the age characteristics of 5th graders, we cannot say that all the above stages fully correspond to them. That is, the age factor is decisive in reading comprehension: the child mentally processes the information in the text within his or her age limits. To develop this skill in the 5th grade, the selected texts and tasks should mainly be based on illustrations and drawings, have clear and concise content, and, compared to those of higher grades, the topics should be more interesting, consisting of artistic and fictional events – only then can the desired result be achieved. Because at this age, perception is directly related to the world of imagination, and the child is more interested in imaginary plots than real events. If the style and topic of the text are chosen in accordance with the child’s physiological-psychological state and cognitive level, the reading comprehension skill will significantly improve. Now, what else should be considered in developing reading comprehension skills in 5th graders? First of all, it is necessary to study the process of the child’s speech



formation. From the point of view of psycholinguistics, knowledge of how a child acquires language from early age and how he or she later uses it is important. Based on this, texts and tasks for reading comprehension should be designed. For a 10–11-year-old child, a task should primarily consist of grammatically simple and correct, unambiguous words to facilitate perception and understanding. Indeed, the main goal of reading comprehension for the 5th grade is to expand not only grammatical but also semantic and general understanding of word meanings and text content.

Thus, for the teacher to conduct the reading comprehension process effectively in the 5th grade, attention should be paid to the following:

- 1) preparing the pupil for the lesson psychologically and organizationally;
- 2) constructing the lesson based on the pupil's physiological capabilities;
- 3) selecting and applying texts and tasks appropriate to the pupil's potential;
- 4) adapting and directing the pupil toward the process of thinking and text perception;
- 5) conducting memory exercises to consolidate knowledge;
- 6) creating a favorable educational environment;
- 7) systematically developing the skill of expressing understanding orally, fluently, and correctly;
- 8) primarily taking into account their psychological characteristics when working with this age group.

In conclusion, it is necessary to cultivate not only a single skill in pupils but also the ability to express thoughts independently and fluently in written and oral form, to perceive information in a text, and to apply acquired knowledge in problem situations. To achieve this, it is required to design questions and tasks with due regard to their mental and physical conditions, to develop effective methods of assessing knowledge, and to create textbooks that promote comprehensive development.

REFERENCES:

1. Sharopova F. Umumiy o'rta ta'limda o'qib tushunish malakasini shakllantirish usullari. Monografiya. – Sahnof 2021. 22-bet.



***Modern American Journal of Linguistics,
Education, and Pedagogy***

ISSN (E): 3067-7874

Volume 01, **Issue** 07, **October**, 2025

Website: usajournals.org

***This work is Licensed under CC BY 4.0 a Creative Commons Attribution
4.0 International License.***

-
2. Sodiqov B. v.b., . Yosh fiziologiya va gigiyena darslik. – Toshkent. Yangi asr avlodi – 2009. 154-bet.
 3. Abdurahim Sh.. Ona tili ta’limida o‘qib tushunish malakasini baholash. Monografiya. – Toshkent. “Nodirabegim” nashriyoti – 2021. 15-bet.