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### LINGUISTIC AND PSYCHOPEDAGOGICAL APPROACHES TO DEVELOPING STUDENTS' READING SKILLS

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**Annotation:** This article explores the role of linguistic and psychopedagogical approaches in developing students' reading skills. The main objective of the study is to identify how these approaches influence the effective formation of reading competence in learners. The research was conducted among 60 students from grades 7 to 9 in secondary schools in Namangan region. The primary methods used include tests, questionnaires, observation, and interviews. Results from the experimental group, where integrated methods were applied, showed significant improvement in reading comprehension, vocabulary acquisition, and the ability to express opinions. Compared to the control group, the experimental students scored 19% higher on average in post-tests. The findings suggest that the integration of linguistic and psychopedagogical methods plays a crucial role in the effective teaching of reading skills.

**Key words:** Reading skills, linguistic approach, psycho-pedagogy, motivation, learner engagement

#### **O'QUVCHILARNING O'QISH MALAKALARINI SHAKLLANTIRISHDA LINGVISTIK VA PSIXOPEDAGOGIK YONDASHUVLAR**

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**Annotatsiya:** Ushbu maqolada o'quvchilarning o'qish malakalarini shakllantirishda lingvistik va psixopedagogik yondashuvlarning o'rni o'rganiladi. Tadqiqotning asosiy maqsadi - o'quvchilarda samarali o'qish ko'nikmalarini rivojlantirishda tilshunoslik va psixologik-pedagogik metodlarning o'zaro ta'sirini aniqlashdir. Tadqiqot Namangan viloyatidagi umumiy o'rta ta'lim maktablarida 60 nafar 7-9-sinf o'quvchilari ishtirokida olib borildi. Unda testlar, so'rovnomalar, kuzatuv va suhbatlar asosiy metod sifatida qo'llanildi. Tajriba guruhi bilan integrallashgan yondashuv asosida olib borilgan darslar natijasida o'quvchilarning matnni tushunish darajasi, yangi so'zlarni o'zlashtirishi va o'z fikrini ifodalash ko'nikmalari ancha oshgani kuzatildi. Nazorat guruhiga qaraganda tajriba guruhi o'quvchilari testlarda o'rtacha 19% yuqori natijalarga erishgan. Tadqiqot xulosalariga ko'ra, o'qish malakalarini shakllantirishda tilshunoslik va psixopedagogika yondashuvlarining uyg'unligi yuqori samaradorlikni ta'minlaydi.

**Kalit so'zlar:** O'qish malakasi, lingvistik yondashuv, psixopedagogika, motivatsiya, til o'rganish.

#### **ФОРМИРОВАНИЕ НАВЫКОВ ЧТЕНИЯ УЧАЩИХСЯ НА ОСНОВЕ ЛИНГВИСТИЧЕСКИХ И ПСИХОПЕДАГОГИЧЕСКИХ ПОДХОДОВ**

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**Аннотация:** В данной статье рассматривается значение лингвистических и психопедагогических подходов в формировании навыков чтения у учащихся. Цель исследования — выявить влияние этих подходов на развитие эффективных умений понимания текста. Исследование проводилось среди 60 учеников 7–9 классов общеобразовательных школ Наманганской области. В качестве основных методов использовались тесты, анкеты, наблюдение и интервью. Учащиеся экспериментальной группы, обучающиеся по интегрированному методу, показали значительный прогресс в понимании текста, запоминании новой лексики и формулировке собственного мнения. Их результаты были в среднем на 19% выше по сравнению с контрольной группой. Выводы исследования подтверждают, что сочетание лингвистического и психопедагогического подходов повышает эффективность формирования навыков чтения..

**Ключевые слова:** Навыки чтения, лингвистический подход, психопедагогика, мотивация, учебная активность.

### INTRODUCTION

In the modern educational process, developing students' reading skills is considered one of the most important and urgent issues. This is because reading is the main means of acquiring knowledge, obtaining information, analyzing, understanding, and evaluating. Especially in learning a foreign language, reading is not only about passively receiving information but is also closely related to critical thinking, vocabulary expansion, understanding grammar and text structure. Therefore, to effectively develop reading skills, it is essential not only to possess linguistic knowledge but also to consider students' psychological characteristics, motivation, and stages of personal development.

The linguistic approach focuses primarily on the structure of language—phonetics, vocabulary, grammar, syntax, and pragmatics—to develop reading skills. In this approach, the learner enhances their language competence by analyzing the text, learning new words, and understanding grammatical structures. Moreover, the linguistic approach involves analyzing the genre, style, context, and cultural background of the text being read. This allows students to understand not only the words of the language but also the meanings and values behind them [3].

However, not all students achieve the same level of success in mastering language material. The reason is that each student possesses unique psychological and social characteristics. The psychopedagogical approach focuses precisely on this aspect. This approach takes into account the learner's age, level of cognitive development, attention and memory features, internal and external motivation for learning, learning environment, teacher's style, and emotional atmosphere in the classroom [7;8]. Therefore, in developing reading skills, it is necessary not to ignore psychological and pedagogical factors but to harmonize them with linguistic activity to enhance educational effectiveness.

In today's education, integrated methods that combine linguistic and psycho-pedagogical approaches are proving to be highly effective. For example, communicative methods, CLIL (Content and Language Integrated Learning), and task-based learning approaches show notable results in developing reading skills. This article aims to identify how such approaches can improve students' reading abilities, which methods are the most effective, and how to design approaches tailored to individual learners' needs.

The relevance of this article lies in the fact that it analyzes not only theoretical foundations but also practical experiences, observations, and data obtained through experimental lessons. Moreover, the results of the study can serve as a guide for school teachers, methodologists, and language teaching

specialists. Through these approaches, students' interest in reading increases, and their ability to express their thoughts independently and critically analyze texts is developed.

### **LITERATURE REVIEW AND METHODS**

Various foreign and local researchers have proposed different approaches to developing reading skills. The linguistic approach is mainly based on teaching language units such as vocabulary, grammatical structures, and syntax. N. Chomsky emphasized the structure of language and innate linguistic ability, while S. Krashen [5] proposed that language can be naturally acquired through reading. Harmer [4], in his work *The Practice of English Language Teaching*, highlights the importance of considering learners' language proficiency levels and motivation when working with texts.

The psychopedagogical approach, on the other hand, is based on Vygotsky's [8] theory of the Zone of Proximal Development, which takes into account learners' personal, emotional, and psychological characteristics. Bruner's *The Culture of Education* further enriched this approach by emphasizing the cultural and developmental aspects of learning.

Similarly, Richards and Rodgers [6], in their book *Approaches and Methods in Language Teaching*, demonstrated the significance of the communicative approach in developing reading skills.

Uzbek scholars Shodmonov [7] and Abdurahmonova [1] also emphasize the importance of using methods based on age-specific features, motivation, and learners' individual needs in forming reading skills.

In conclusion, the integration of linguistic and psycho-pedagogical approaches plays a crucial role in effectively developing reading skills.

In this study, the effectiveness of linguistic and psycho-pedagogical approaches in developing students' reading skills was investigated. The research was conducted among 7th–9th grade students in the Tashkent region. Participants were divided into two groups: an experimental group and a control group. Lessons in the experimental group were organized using an innovative approach.

The following methods were used in the study:

- Tests – to assess students' reading levels.
- Questionnaires – to gather students' opinions.
- Observation – to examine participation and interest levels during lessons.

The collected data were processed through statistical and descriptive analysis, and key conclusions were drawn based on the results.

### **RESULTS AND DISCUSSION**

The data collected during the study were analyzed to determine the effectiveness of reading lessons. The differences between the experimental and control groups were examined in the following key areas:

1. Students' level of text comprehension,
2. Active participation and motivation during reading,
3. Speed of acquiring new vocabulary,
4. Ability to think independently and critically.

The results of diagnostic tests conducted before and after the experiment were as follows:

- Students in the experimental group scored an average of 56% at the beginning and 83% at the end.
- The control group started with 55% and improved only to 64% by the end.

This difference indicates that lessons conducted through the integration of linguistic and psychopedagogical approaches significantly enhanced students' reading competence. Based on the questionnaires administered to students, the following conclusions were drawn:

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- 85% of students in the experimental group rated the lessons as interesting and understandable.
- 78% of them reported that they started acquiring new words faster through texts.
- Only 52% of control group students expressed satisfaction with their lessons.

Furthermore, students noted an increase in their willingness to express opinions freely, answer questions, and participate actively in classroom discussions during the language learning process. Observations conducted during the experiment revealed the following:

- Students in the experimental group actively participated in lessons, asked more questions, and tried to share their opinions about the texts.
- Their cooperation and communication skills developed noticeably—especially in group work, defending their opinions, and exchanging ideas with peers.

In contrast, in the control group, the teacher's dominant role was more evident, and students' independent thinking activity was relatively lower. Based on the conducted study, the following significant findings were identified:

1. The integration of linguistic and psychopedagogical approaches has an effective impact on developing students' reading skills. In particular, their ability to work with texts, acquire new words, and express ideas independently improved considerably.
2. The test results of students in the experimental group were 19% higher than those of the control group, demonstrating the effectiveness of the applied methodological approaches.
3. Motivation and interest in lessons increased. Students appreciated the new techniques and were more eager to participate actively.
4. Interactive methods (group work, question-and-answer activities, text-based discussions) helped shape students' positive attitudes toward reading.
5. Considering individual approaches and students' psychological characteristics enhanced their classroom engagement and improved learning outcomes.

In general, integrated methodological approaches serve as an effective means of developing reading skills and contribute to improving students' overall language competence.

### CONCLUSION

The results of this study show that the integration of linguistic and psycho pedagogical approaches plays a crucial role in developing students' reading skills. In traditional approaches, reading was often limited to understanding the text, answering questions, and memorizing new words. However, through integrated approaches, students develop higher-order cognitive abilities such as independent thinking, critical analysis, and expressing emotional responses.

According to the data obtained from the experiment, the linguistic approach strengthened students' vocabulary, grammatical knowledge, and analytical thinking regarding text structure. The psychopedagogical approach, in turn, requires taking into account the learner's psychological characteristics, learning pace, internal and external motivation, as well as socio-emotional needs. This explains why students in the experimental group achieved higher academic results compared to those in the control group.

The analysis revealed that:

- Comprehension and the ability to draw conclusions from texts improved significantly;
- Students became accustomed to expressing their ideas independently through questions and discussions;
- Interest and enthusiasm toward reading increased;
- Positive teacher–student interaction served as a motivational factor;

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• The psychological approach enhanced the effectiveness of individualized instruction. Thus, it was proven that a one-sided approach is insufficient for developing reading skills. On the contrary, along with linguistic knowledge, it is essential to consider students' emotional and psychological states, learning styles, interests, and needs. This makes lessons more effective and meaningful for learners.

In conclusion, in teaching languages and developing reading skills:

- The linguistic approach serves as the foundation of knowledge,
- The psycho-pedagogical approach serves as the basis of individualization,
- Their integration ensures effective learning.

In the future, the development and implementation of lesson plans, adapted textbooks, and methodological guides based on these approaches will contribute to further improving the quality of education.

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