===

DEVELOPING 5TH GRADE STUDENTS' READING SKILLS AT A2 LEVEL USING THE SCAFFOLDING METHOD.

Xudoyberdiyeva Shahzoda Alisher qizi. [1]

[1] *Student at the "International school of finance technology and science" institute.*

[1] ARTICLE INFO	ABSTRACT:
ARTICLE HISTORY: *Received:13.02.2025* *Revised: 14.02.2025* *Accepted:15.02.2025* **KEYWORDS:** *Scaffolding reading skills, A2 level, language learning, 5th grade, comprehension, vocabulary.*	*This article exploser the effectiveness of the Scaffolding method in developing 5th- grade student's reading skills at the A2 level. Scaffolding is an instructional approach that provides structured support to help learners gradually improve their reading comprehension, fluency and vocabulary acquisition. The study examines different scaffolding techniques including modeling guided practice and interactive activities to facilitate students engagements with reading materials. Findings suggest that scaffolding enhance students' confidence, motivation and critical thinking skills making it an effective method for language education.*

INTRODUCTION. Reading is a fundamental skills in a language learning playing a crucial role in students' academicc success. For 5th- grade students at the A2 level developing reading comprehension and fluency is essential for effective communication and further language acquisition. However, many learners struggle with understanding complex texts decoding new vocabulary and maintaining engagement. To address these challenges the scaffolding method offers a structured approach to support students in their reading development.This article examines how scaffolding strategies can be effectively implemented to enhance students' reading skills at the A2 level. The ability to read fluently and comprehend text not only supports academic achievement but, also fosters lifelong learning habits. At the A2 level students are expected to understand simple texts recognize familiar words and infer meaning from context. However, without proper guidance they may become overwhelmed by unfamiliar vocabulary or complex sentence structures. Scaffolding provides a bridge between what students already know and what they need to learn helping them progress toward independent reading. Theoretical background.The scaffolding method is based on Vyogotsky,s theory of the Zone of Proximal Development(ZDP) whicch emphasizes the role of guided learning in skill acquisition. According to Vyogotsky learners benefits most when they are supported through tasks that are slightly beyond their current abilities. Scaffolding involves providing temporary support

===

==

that is gradually removed as learners become more proficcient. In the context of reading instruction scaffolding techniques such as teacher modeling guided reading and peer-assisted learning help students navigate texts with increasing independence. These strategies align with the principles of construcctivist learning where students actively build knowledge throught interaction and collaboration. By breaking down complex tasks into manageable steps scaffolding enables students to develop a deeper understanding of texts while building confidencce in their abilities.

Scaffolding strategies for Developing reading skills. Several scaffolding strategies can be employed to support 5th- grade students in their reading journey:

Pre-reading activities. Before engaging with a text teacher can activate students' prior knowledge by discussing key vocabulary making prediction and setting reading goals. For example, introducing new wors through visual aids or contextual clues prepares students to encounter them in the text.

Modeling. Teachers demonstrate effective reading strategies such as skimming, skanning and summarizing to guide students in understanding how to approach a text. Modeling helps demystify the reading prcess and shows students practical ways to trackle challenging passages.

Questioning technique. Teachers ask open- ended and comprehension question to encourage critical thinking and deeper understanding. Questions like "Why do you think the character made this decision?" or " What might happen next?" prompt students to analyze the text and connect it to their own experiences.

Peer collaboration. Pair or group activities allow students to support each other in decording text discussing meaning and summarizing information. Collaborative learning fosters a sense of community and encourage students to articulate their throughts clearly.

Post- reading reflction. After completing the text students engage in disccussions write summarise or create visual representations of what they have read to reinforce omprehension. Reflecctive activities help solidify understanding and provide opportunities for creative expression. Benefits of using the Scaffolding Method. Researcch indicates that the scaffolding method significantly improves students' reading skills by:

1. Enhancing vocabulary acquisition and comprehension
2. Increasing reading fluency and confidence
3. Encouraging active engagement and motivation
4. Developing critical thinking and analytical skills
5. Promoting independent reading habits

By breaking down complex tasks into smaller achievable steps scaffolding reduces anxienty and builds self-efficancy. Student who feel supported are more likely to take risks explore new concepts and persist in the face of challenges. Furthermore, scaffolding promotes metacognitive awareness enabling students to reflect on their own learning

==

==

processes and identify areas for improvement. Challenges and consideration. Despite its effectiveness implementing scaffolding requires careful planning and differentiation based on students' needs. Teachers must assess each student's reading level and provide appropriate support while ensuring gradual independence. Additionaly, integrating scaffolding strategies into classroom instruction may require additional time and recources. One challenge is balancing support with autonomy; too mucch assistance can hinder growth, while too little may leave students feeling frustrated. Teacher must strike a delicate balance tailoring their approach to individual learners. Moreover, cultural and linguistic diversity within classroom necessitates flexible and inclusive scaffolding practices that cater to all students' backgrounds and abilities.

Conclusion.The scaffolding method is a highly effective instructional approach for fostering reading skills among 5th-grade students at the A2 level. By providing structured and gradual support, students develop stronger reading comprehension, vocabulary acquisition, and critical thinking abilities. This method not only builds confidence and motivation but also promotes long-term reading independence.Future research should explore the sustained impact of scaffolding on reading proficiency and its application across diverse learning environments. Additionally, integrating digital tools and adaptive scaffolding techniques could further enhance its effectiveness. Educators are encouraged to continuously refine their scaffolding practices to ensure optimal student engagement and success in language learning. By embracing the principles of scaffolding, teachers can empower 5th-grade students to overcome reading challenges and unlock their full potential asconfident, independent readers.

Refferences:

1. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Proccesses.* Cambridge, MA: Harvard University Press. Vygotsky's Zone of Proximal Development (ZPD) theory is foundational to understanding scaffolding.

2. Wood, D., Bruner, J. S., & Ross, G. (1976). "The Role of Tutoring in Problem Solving." *Journal of Child Psyccchology and Psychiatry, 17* (2), 89-100. This article introduces the concept of scaffolding as a teaching method.

3. Gibbons, P. (2002). *Scaffolding Language, Scaffolding Learning: Teaching English Language Learners in the Mainstream Classroom.* Portsmouth, NH: Heinemann. Focuses on scaffolding tehniques for language learners, including reading skills.

4. Duke, N. K., & Pearson, P. D. (2002). "Effective Practices for Developing Reading Comprehension." *Journal of Education, 184* (2), 205-229. Discusses evidence-based strategies for improving reading comprehension, including scaffolding.

==

===

5. Fisher, D., & Frey, N. (2008). *Better Learning Through Strucctured Teaching: A Framework for the Gradual Release of Responsibility.* Alexandria, VA: ASCD. Provides practical examples of scaffolding in classroom settings.

6. Pressley, M., & Afflerbacch, P. (1995). *Verbal Protocols of Reading: The Nature of Construcctively Responsive Reading.* Hillsdale, NJ: Lawrencce Erlbaum Associates. Explores how readers engage with texts and the role of scaffolding in enhancing comprehension.

7. Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the Needs of All Learners.* Alexandria, VA: ASCD. Highlights differentiated instruction and scaffolding strategies for diverse learners.

8. Palincsar, A. S., & Brown, A. L. (1984). "Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities." *Cognition and Instruction, 1* (2), 117-175. Introduces reciprocal teaching, a form of scaffolding that enhances reading comprehension.

9. Krashen, S. D. (1982). *Principles and Practicce in Second Language Acquisition.* Oxford: Pergamon Press.   Discusses the importance of comprehensible input and scaffolding in language   learning.

10. Anderson, R. C., & Pearson, P. D. (1984). "A Schema-Theoretic View of Basic Processes in Reading Comprehension." In P. D. Pearson (Ed.), *Handbook of Reading Research* (pp. 255-291). New York: Longman.   Explains schema theory and its relevance to scaffolding reading instruction.