

## IMPORTANCE OF CRITICAL READING ON STUDENTS' READING COMPREHENSION

**Nabieva Yulduz**

Teacher of the Syrdarya Regional Law School

G-mail: [Yulduznabiyeva1@gmail.com](mailto:Yulduznabiyeva1@gmail.com)

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**Abstract.** *The importance of critical reading in the educational process is thoroughly reviewed in this article. It highlights how critical reading instruction can greatly improve students' capacity to connect deeply with content, ask appropriate questions, and independently analyze materials. The review highlights the opinions of several academics who contend that critical reading is crucial for promoting critical thinking, intellectual growth, and efficient problem-solving abilities, including William Zinser, Muhammad (2022), Grabe (2019), and others. Additionally, the study examines how critical reading enables students to evaluate the reliability of sources, analyze different points of view, and reach proper conclusions. The essay also discusses the difficulties in developing critical reading skills, emphasizing that it is a gradual process that calls for reflection and practice. According to the results, critical reading is an essential tool for enhancing both teaching and learning, helping students achieve academic success and become more active, thoughtful participants in their education.*

**Key words:** *Critical reading, critical thinking, educational process, reading skills, independent learning, problem-solving, intellectual development, analysis, academic achievement, reading strategies, learning strategies, information evaluation, educational research.*

## ЗНАЧЕНИЕ КРИТИЧЕСКОГО ЧТЕНИЯ ДЛЯ ПОНИМАНИЯ ПРОЧИТАННОГО УЧАЩИМИСЯ

**Аннотация.** *В этой статье подробно рассматривается важность критического чтения в образовательном процессе. В ней подчеркивается, что обучение критическому чтению может значительно улучшить способность учащихся глубоко вникать в содержание, задавать соответствующие вопросы и самостоятельно анализировать материалы. В обзоре освещаются мнения нескольких ученых, которые утверждают, что критическое чтение имеет решающее значение для развития критического мышления, интеллектуального роста и способности эффективно решать проблемы, в том числе Уильяма Синсера, Мухаммада (2022), Грабе (2019) и других. Кроме того, в исследовании рассматривается, как критическое чтение позволяет учащимся оценивать надежность источников, анализировать различные точки зрения и делать правильные выводы. В статье также обсуждаются трудности в развитии навыков критического чтения,*

подчеркивается, что это постепенный процесс, требующий размышлений и практики. Согласно результатам исследования, критическое чтение является важным инструментом повышения эффективности как преподавания, так и обучения, помогая студентам достичь успехов в учебе и стать более активными и вдумчивыми участниками процесса обучения.

**Ключевые слова:** критическое чтение, критическое мышление, образовательный процесс, навыки чтения, самостоятельное обучение, решение проблем, интеллектуальное развитие, анализ, академические достижения, стратегии чтения, стратегии обучения, оценка информации, образовательные исследования.

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The article indicates that if teachers firstly teach students critical reading skills, it will not be difficult to convey information to students in the next educational process. The reason is that they can read and analyse the given materials independently and get the information they need to know, and if they have any questions during the reading process they will continue to read another sources given in that material and they can learn this topic perfectly. It is hoped that the findings of this review paper provide good views for teachers and students to make their teaching and studying more clear. According to William Zinser, clear thinking becomes clear understanding and one cannot exist without the other. Muhammad (2022) said that reading, especially, plays an important role in the process of learning a new language and in its development. Grabe (2019) emphasized that improving your reading process is a key skill that allows you to think critically and clearly on any subject. And critical thinking on any subject will give you influence.

According to Carrigus (2002), critical reading is a great skill that helps students learning any subject to gain a wider understanding and use it properly. Practicing critical reading in science courses on academic achievement by the help of problem-solving skills is the best way to expand the worldview. Paul and Elder (2005) claim that teachers should teach students to use critical reading in the course of the lesson and beyond, and to read each material critically. Complex reading skills helps students during the study, especially at university, to be able to read more deeply and critically by considering reading as a completely dynamic process and even manage to understand difficult research materials. According to Halpern (1998) during critical reading students will be able to be involved in the reading materials and resort to their prior knowledge to approach the texts and make conclusions. According to Pennycook (2000), learners through critical reading find the important information in the written materials, which is the unimportant information, what is the author's purpose of writing this material and the difference in the opinions expressed in it. Students question texts with the help of critical literacy approaches, criticize thoughts comparing with another sources, and finally every student can learn how to read critically.

That's why Hujjie (2010) said that reading critically is not easy. It takes lots of time and requires the readers to analyze the whole reading material using different skills to take preliminary steps toward a full knowledge of the texts.

Yu (2015) says that critical reading cannot be achieved at once, it is a step-by-step process, and only if critical reading strategies are used in the process of reading, it becomes one of the most useful skills to understand its true nature. Carrigus (2002) stressed that a critical reading strategy can take students to the next level of critical thinking and help them reach their goals. Critical reading plays a very important role in the education period of students, since using their critical skills they read by asking questions regarding the conflicts, consistencies, and inconsistencies in the opinions or facts given in the text and the reasons why it was written and what benefits they can get from it. Flynn (1989) defined what is required of critical thinkers is to read the material carefully, check important issues with other resources and draw conclusions, and express abstract ideas more clearly based on the text and establish rational hypotheses. Moldern (2007) stated that teaching students the strategies of critical reading will help them really master any material and understand the intricacies of even the most complex texts. According to McLaughlin and De Voogd (2004), critical literacy develops the logical thinking of not just students, but teachers too, by teaching them to approach situations from different points of view, and creates active critical thinkers. According to Norris (1985), critical reading also saves our time, because if we make critical reading a habit and use it in regular practice, before we start reading a material we can learn whether it is reliable or unreliable, important or unimportant and it is worth to read or start reading other material. That's why readers should always pay attention what they are reading by critical reading.

Kein and Huan (2007) mentioned that our brain works automatically during reading: it analyzes, asks questions, doubts, ignores or finds something important. All of this is our reading of the text, comparing it with the knowledge we already have, looking for similarities and differences in them. It is our brain's job to control it. Flynn (1989) stated that an important aim of a reading process is to develop critical skills that plays significant role in the individual's intellectual life. Browne and Keeley (2007) defined critical reading as one of the most demanding skill in the 21st century, because it involves analyzing concepts, understanding ideas and organizing them after generating, comparing, making conclusions, problem-solving skills, finding similarities and differences with background knowledge. If all we had to do when reading was accept the author's point of view, our worldview would be hopelessly stuck at the level of the fourth grade or a book picture: so Francis Pleasant Robinson (1946) said. The findings indicated that critical readers evaluate what they read, and their standard of judgment is not how close the author's views are to their own, but how accurate and reasonable they are. McLaughlin and et.al



(2004) emphasized that critical readers are less vulnerable to deception and manipulation than other people.

### Conclusion

Aşılioğlu (2008) emphasized that critical reading is not just reading carefully and detailed reading but It is defined as thinking about the text being read, thinking about the truths and faults of the text, and examining and analyzing its content. According to Maltepe (2016), reading critically means reading skeptically, comparing the author's opinion with one's own knowledge and worldview. Sometimes your ideas coincide with the author's ideas. The effect of critical reading on students' learning is that they develop the skills they need to carefully study the materials they use during their studies, to select the facts they need, and to be able to use them correctly. Milan (1995) stated that to gain ability of critical reading gives skills like using careful evaluation, sound judgment, and reasoning powers.

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