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## CRITICAL READING COMPREHENSION STRATEGIES AND THEIR FOUNDATIONS

**Annotatsiya.** Ushbu maqola tanqidiy o'qish ko'nikmalarining ahamiyati va maktablarda o'quvchilarga tanqidiy o'qish strategiyalarini o'rgatish qanchalik muhimligini o'rganadi.

**Kalit so'zlar:** tanqidiy o'qish, tanqidiy fikrlash, janr, nutq, nazariy tushunish, metakognitiv qobiliyatlar.

**Annotation.** This article delves into the importance of critical reading skills and the importance of teaching critical reading strategies to students at schools.

**Keywords:** critical reading, critical thinking, genre, discourse, theoretical understanding, metacognitive skills.

**Аннотация.** В этой статье исследуется важность навыков критического чтения и то, насколько важно для школ обучать учащихся стратегиям критического чтения.

**Ключевые слова:** критическое чтение, критическое мышление, жанр, дискурс, теоретическое осмысление, метакогнитивные навыки.

Teaching critical reading skills is the most prominent way of teaching reading. The text can be read extensively and intensively. If we intensively read the text, we try to get the gist of it. Intensive reading could be more related to skimming and scanning. We look through the text in a very short time to fulfill the tasks given in the reading passage. This does not help to comprehend and analyze the text. However, by reading extensively we dedicate more time and focus on the text. The text can be analyzed, synthesized and discussed among the readers. Some researchers and scholars are supporting the view that teachers should focus more on teaching critical reading skills at schools, as the writers demand analytical readers to discuss their novels.

Critical reading refers to the application of specific processes, models, questions, and theories to help you fully understand a given text. Critical reading involves both action and understanding rather than simply "skimming" the text. What is the difference between just skimming the text and fully reading it? If the reader "skims" the text, he will have a superficial understanding of the characteristics and information. When he reads critically, he goes deep into the text, that is, it takes on logical coherence, tone, organization and a number of other very important sound terms. Deep penetration into the text means a complete understanding of the text taking into account logical consistency, tone, sentence structure and a number of other important elements.

Critical reading skills are often neglected by teachers when teaching reading in schools. They focus more on word attack skills, comprehension skills and reading fluency. In fact, it should not be, because critical reading skills are important for students to learn, so we can prepare them to be better critical readers in life. After graduation, whether students choose to study or work, they face the same challenge to succeed in life. However, it is not easy for them to overcome obstacles in life and work if they do not have critical skills. Therefore, teachers should teach students these critical reading skills because they can help them when

they leave school, especially when they enter any higher education program. In order for teachers to develop critical readers, they must expose students to reading skills (one of the skills is critical reading skills), reading strategies, and metacognitive skills and strategies when teaching reading in schools.

This conceptual paper focuses on the importance of reading skills, reading strategies, and metacognitive skills and strategies. These skills and strategies must be emphasized when teaching reading in schools so that we can help students develop critical reading skills. Therefore, it is important that we have a theoretical understanding of what these three terms (reading skills, reading strategies, and metacognitive skills and strategies) mean.

According to Hudson (2007), one of the categories of reading skills is critical reading skills. Critical reading skills are skills that help students analyze, synthesize, and evaluate what they read. Students who have mastered critical reading skills have no difficulty in clearly seeing the cause and effect of an event and finding solutions to problems easily. They have the ability to compare relationships in the text or look at the text from a critical point of view. In other words, when we teach students critical reading skills, we also develop them to be critical thinkers because they learn to think critically through critical reading. (critical reading precedes critical thinking). Students analyze, synthesize and evaluate a text in order to fully understand it, and only then they think critically about the text – selecting or rejecting the ideas presented, agreeing or disagreeing with the issues, and most importantly, they know why they are doing them all.

What teachers do not emphasize when teaching students to read is that they do not teach students to make meaning from text during the reading process. Wallace (2003) used the word "discourse" to describe the meaning derived from a text. According to Fairclough (1989), there is not just one discourse, but many discourses that readers can draw from any text. Students should

be taught this reading and speaking because it is important for them to know that they can get more than one meaning from the text they read. When our students engage in this kind of reading process, we help them develop critical reading skills. However, this is not addressed in our reading lesson. Therefore, we need to teach students that they can come up with many discourses from any text they read to encourage them to think critically where they need to evaluate and synthesize the text they read.

The main elements, which help us understand the text are “discourse” and “genre”. “Discourse” refers to the meaning that we get from a text. Fairclough mentions that there is not single meaning from a text, but there are a lot of meanings from a text we read. If students are encouraged to come out with many discourses from any text they read, this will help them to develop critical reading skills.

The question here is students will only read but rarely use their cognitive ability to “interact” with the text and try to analyze it. If students are exposed to this type of reading skill all the time, it is difficult for them to be critical readers and if this happens the teaching of reading is more on just sounding and recognizing English words. What teachers should do in their reading class is to use all four reading skills which have been categorized by Wallace (2003). They must not concentrate on only one or two reading skills but try to integrate all four reading skills paying more attention to the critical reading skills. When discussing about these four broad categories of reading skills, there are researchers who look at these skills as being separable and can be narrowed down into sub skills but these have been debated because there are skills that overlap.

When examining reading skills in pedagogical circles, Rosenshine (1980) after investigating five authoritative educational sources has found out that there are common general reading skill categories which fell into three different types of skills that associated with comprehension skills. The three types of skills are:

Locating detail: This is the simplest of skills where students merely involve in the recognition, paraphrase and/or matching.

Simple inferential skills: This second type of skill is where students use skills as understanding words in context, recognizing the sequence of events, and recognizing cause and effect relationships.

Complex inferential skills: This is the third type of skill and it requires students to work with longer texts compared to the in the second type of skill.

Rosenshine (1980) concludes that reading involves at least the following seven sub-skills across the three general reading skill categories:

- 1) recognizing sequence;
- 2) recognizing words in context;
- 3) identifying the main idea;
- 4) decoding detail;
- 5) drawing inferences;
- 6) recognizing cause and effect;
- 7) comparing and contrasting.

In addition to this, Rosenshine agrees that these sub-skills might also reflect the recognition of different clues in reading, such as recognizing synonym or antonym clues, summary clues, or clues provided by tone, setting and mode. Therefore, it is imperative for teachers to stress on these seven sub-skills when teaching reading in order to prepare students to be critical readers in the future.

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## NAVOIY “XAMSA”SIDA FANO TALQINLARI

Ulug' shoir va mutafakkir Alisher Navoiy lirik asarlarida faqr-u fanoni atroflicha talqin qilgan, liro-epik, epik ijod namunalarida ham bu mavzuni davom ettirgan. Zero, faqr va fano juda keng masala ekaniga shoirning o'zi ham e'tibor qaratgan:

*Faqr erur bir lafz-u sharhi yozilur yuz ming kitob,  
Ne uchunkim xush kelur ayturda itnobi aning.*

Haqiqatan, dunyo dinlari, falsafasi hamda ilm-faniga nazar solinsa, faqr-u fano haqida ko'plab qarashlarga duch kelinadi.

Mashhur “Stenford falsafa ensiklopediyasi”da yo'qlik falsafasi Xitoy, Hindiston va Yunonistonda miloddan avvalgi V asrda yuzaga kelgani aytiladi [2].

Hindistonda fanoga yaqin istiloh “nirvana” bo'lib, buddizmning markaziy tushunchalaridandir. Buddizm asoschisi “Buddaning asosiy g'oyasi – boshqa shaklga kirish, xalos bo'lish va nirvanaga yetishishdir. Nirvana – insonning buyuk ma'naviy holati bo'lib, haqiqiy bilim bilan ravshanlashadi” [1: 76].