

ENCOURAGING ANALYTICAL READING SKILLS AMONG STUDENTS

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Abstract

the article discusses the importance of analytical reading skills being developed among students to enhance their understanding, critical thinking, and academic performance in general. As the volume of information has escalated in the era of the digital age, the need for students to be in a position where they can analyze texts instead of possessing surface-level knowledge is key. We present a number of methodologies and methods accessible to teachers by which they can foster analytical reading, including guided discussion, questioning approaches, and cross-disciplinary reading. As teachers maintain the spotlight on analytical reading, they can allow the students to engage maximally with written texts and enhance their analytical capabilities, which could get them ready suitably for sophistications in their academic and working lives.

Keywords: Analytical reading, critical thinking, student engagement, comprehension strategies, educational practices, cross-disciplinary learning.

Introduction

Analytical reading skills are essential for students in the information age of today, where the ability to analyze, interpret, and synthesize texts is essential to academic success and responsible citizenship. As students progress through education systems, they encounter more complex material that requires more than basic comprehension; they must read texts analytically to comprehend underlying meaning, assess arguments, and establish connections between ideas. But most students struggle with analytical reading since they are not explicitly trained in this area. This article attempts to provide educators with an understanding of how to cultivate analytical reading skills among students, detailing hands-on approaches that not only enhance understanding but also foster critical thinking, self-awareness, and intellectual curiosity.

MAIN PART

The concept of critical thinking has many definitions in modern science. American educator Dewey first interpreted critical thinking as "reflective thinking." Richard Paul defines critical thinking as an art of thinking about thinking, including the stages of analyzing thought, assessing thought, and transforming thought for the better. Brook Noel Moore argues that "critical thinking refers to the careful use of reasoning to determine whether an assertion is true." Vincent Ruggiero believes that the essence of critical thinking is evaluation, which is an inquiry, to search for answers. Critical thinking is the process where we test various opinions and arguments and judge



which have advantages and which do not have advantages. According to Stella Cottrell, critical thinking is a complex process of thinking that involves the following techniques and attitudes: identifying other people's positions, arguments and conclusions; evaluating evidence of other points; fairly weighing the opposite arguments and evidence; being able to read implication, seeing through superficial phenomena, identifying false or unfair assumptions; identifying techniques that increase persuasiveness; thinking in a structured, logical, and insightful way; judging whether the argument is valid and fair according to effective evidence and reasonable hypothesis; integrating information to form one's own new position; introducing a viewpoint in a structured, reasoning and persuasive way. As can be seen from these definitions, critical thinking is a skill to discover problems, analyze situations, and select appropriate actions to solve problems and evaluate results. As the world grows more complex and information-drenched, analytical reading skills are needed more than ever. With so much digital media and various forms of media, students must understand how to navigate this ocean of information effectively. Analytical reading is not about knowing what a text says; it's examining arguments, detecting biases, and understanding context. Therefore, teaching these skills to students is essential to their academic success and capability for critical thinking regarding the world at large. As educators, our responsibility is to equip students with the skills necessary to be effective readers.¹

One effective way of enhancing analytical reading is through the use of "think-aloud" procedures. This involves having students discuss their thought processes in reading a text. By illustrating this practice, educators can model for learners how to identify main ideas, make predictions, and make inferences. By doing think-alouds, learners acquire metacognitive knowledge, allowing them to monitor their understanding and engage actively with the material. Think-aloud activities in groups also foster teamwork as learners share diverse interpretations and perspectives, furthering their analytical abilities.²

Adding in various types of text throughout the course of study also helps promote analytical reading. Different types of texts, such as fiction and nonfiction, poetry and visual texts, can compel students to change their analysis tactics. In other words, analyzing a poem is different than evaluating a scientific report. Through the exposure to multiple forms of text, instructors compel students to become sensitive to stylistic techniques, argument structure, and rhetorical devices. This pedagogy of multiple genres builds analytical reading flexibility so that students can use these skills in a range of situations.³

Class discussions can also be another valuable resource in building analytical reading. Classroom discussion provides students with the opportunity to express their interpretations, compare their thoughts with others, and engage in meaningful debates. Teachers can employ discussions through the application of the Socratic method, which entails a series of questions to elicit group inquiry. Through discussions, students can state themselves clearly, back their argument with evidence, and demonstrate respect for other points of view. This environment facilitates a community-type

¹ Rajabovna, R. S., & Jaloliddin, R. (2024). THE EVOLUTION OF LEGAL THEORIES: ADAPTING TO THE CHALLENGES OF THE 21ST CENTURY. *Eurasian Journal of Academic Research*, 4(7S), 429-431.

² Li, M., Murphy, P. K., Wang, J., Mason, L. H., Firetto, C. M., Wei, L., & Chung, K. S. (2016). Promoting reading comprehension and critical-analytic thinking: A comparison of three approaches with fourth and fifth graders. *Contemporary Educational Psychology*, 46, 101-115.

³ Rajabovna, R. S. (2024). AI IN EDUCATION: A NEW PARADIGM FOR LEARNING. *Raqamli iqtisodiyot (Цифровая экономика)*, (7), 493-498.



setting that instills their analytical abilities.

Apart from discussions, written reflections may also help improve analytical reading abilities. Requesting students to write about what they have read encourages them to synthesize, make sense, and reflect on their learning processes. Journals, essays, or response papers can request students to analyze their emotional and intellectual reactions to readings, encourage self-reflection. When students can put their thoughts into words on paper, they reinforce their knowledge further and also enhance their power of linking ideas between readings.

Contextual knowledge is also necessary for analytical reading. Students need to be taught how to research background information about authors, historical events, and cultural contexts that inform a text. Contextual knowledge can provide crucial insights into the meaning of the text and the intention of the author, allowing students to read the material more deeply. Teachers can incorporate research assignments that would require students to explore the historical context of each reading, juxtaposing the text and its wider surrounding context. By such an approach not only is an analytical skill honed but so too enriched interpretation of information and literature. Technology itself can also serve as a deciding factor in advanced analytical reading ability. There are numerous web-based resources and websites, such as collaborative document editing and discussion forums, which can facilitate peer review and discussion. Digital annotation tools allow students to highlight, comment, and engage with texts collaboratively. Students can engage with their readings and peers in various formats using technology that facilitates critical thinking and close reading.⁴ Also, digital literacy as reading online sources and tracing digital arguments is a critical skill for students to learn in the present age.⁵

As much as we promote these analysis skills among students, it is critical that we assess their development effectively. Traditional assessment may not capture the level of comprehension required in analytical reading. Thus, alternative methods such as portfolios, presentations, and project work must be considered. These assessments allow for greater creativity and critical thinking, allowing students to express their ability and knowledge in their own distinct styles. By diversifying the assessment methods, teachers can recognize the various ways students demonstrate their analytical abilities.

Finally, getting students to build analytical reading skills is a complicated endeavor that requires careful strategies, adaptive practices, and nurturing environments. Through discussion, questioning, integration of a range of texts, and use of technology, teachers can empower students to read more deeply and with greater interest. Through developing the ability to read texts critically, not only are students in a better position to meet the demands of academe, but also to manage information complexity within everyday life. The act of becoming analytical readers does not happen simply in the classroom; it is a vital part of generating well-educated, reflective, and actively critical citizens.

⁴ Rajabovna, R. S. (2024). ACTIVE LEARNING METHODS: THE CASE METHOD AND ITS ROLE IN STUDENTS' PROFESSIONAL TRAINING. *Western European Journal of Historical Events and Social Science*, 2(10), 21-26.

⁵ Chun, C. W. (2022). Encouraging critical and analytical skills in the classroom?. *Journal of Applied Linguistics and Professional Practice*, 16(3), 355-360.



CONCLUSION

Encouraging a habit of analytical reading is an essential element of great teaching, preparing students to meet demanding texts and contrast the range of varied perspectives. By practicing methods such as directed discussions, the Socratic method, and interdisciplinary readings, instructors can prepare students to build a more substantial foundation of knowledge and a deeper understanding of the literary and academic work. As students acquire these skills, they are more likely to succeed in their studies and become critical thinkers in a world filled with information. Investing in the development of analytical reading skills not only enhances individual student learning but also supports a culture of inquiry and participation that benefits the broader academic community. Last but not least, analytical reading is a basis for learning, providing learners with the abilities required to learn throughout their lives and make an active contribution to society.

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