ISSN:2828-6235
Impact factor:13.77

International Journal of Literature and Language Studies(IJLLS)

CRITICAL THINKING IS AN EXTENSION OF CRITICAL READING

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https://doi.org/10.5281/zenodo.23244831

Abstract

This article explores the concept and significance of critical reading as a foundational skill for effective research, academic writing, and lifelong learning. It argues that reading effectively requires more than understanding the surface meaning of a text; it involves evaluating how and why ideas are presented. The discussion clarifies that critical reading does not mean finding fault with an author's work but engaging actively with the text by questioning arguments, identifying main claims, and examining evidence. The article emphasizes that academic readers must analyze interpretations, recognize bias, and consider alternative viewpoints before forming independent judgments.

Furthermore, the text outlines three core dimensions of critical reading: understanding what a text says, what it describes, and what it means. It highlights the importance of paraphrasing key ideas, comparing perspectives, and interpreting deeper implications within disciplinary contexts. The relationship between critical reading and critical thinking is also examined, stressing open-mindedness, rational evaluation, and awareness of personal bias as essential to intellectual growth.

Key words: preschool, Classroom environment, conceptual, assessment, technique, knowledge, developmental, evaluate, framework.

Reading effectively requires approaching texts with a critical eye: evaluating what you read for not just what it says, but how and why it says it. Effective reading is central to both effective research (when you evaluate sources) and effective writing (when you understand how what you read is written, you can work to incorporate those techniques into your own writing). Being an effective reader also means being able to evaluate your own practices, working to develop your critical reading skills

Reading critically does not, necessarily, mean being critical of what you read.

Both reading and thinking critically don't mean being 'critical' about some idea, argument, or piece of writing - claiming that it is somehow faulty or flawed. Critical reading means engaging in what you read by asking yourself questions such as, 'what is the author trying to say?' or 'what is the main argument being presented?'

Critical reading involves presenting a reasoned argument that evaluates and analyses what you have read. Being critical, therefore - in an academic sense - means advancing your understanding, not dismissing and therefore closing off learning.

To read critically is to exercise your judgement about what you are reading – that is, not taking anything you read at face value.[1]

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[1] Salikhova Nasiba Ibadullayevna. (2023). Web-based teaching in imroving reading skills. LAP LAMBERT Academic Publishing., London,N2 9ED, United Kingdom.

When reading academic material you will be faced with the author's interpretation and opinion. Different authors will, naturally, have different slants. You should always examine what you are reading critically and look for limitations, omissions, inconsistencies, oversights and arguments against what you are reading.

In academic circles, whilst you are a student, you will be expected to understand different viewpoints and make your own judgements based on what you have read.

Critical reading goes further than just being satisfied with what a text says, it also involves reflecting on what the text describes, and analysing what the text actually means, in the context of your studies

As a critical reader you should reflect on:

- **What the text says:** after critically reading a piece you should be able to take notes, paraphrasing - in your own words - the key points.
- **What the text describes:** you should be confident that you have understood the text sufficiently to be able to use your own examples and compare and contrast with other writing on the subject in hand.
- **Interpretation of the text:** this means that you should be able to fully analyse the text and state a meaning for the text as a whole.

Critical reading means being able to reflect on what a text says, what it describes and what it means by scrutinizing the style and structure of the writing, the language used as well as the content.

Thinking critically, in the academic sense, involves being open-minded - using judgement and discipline to process what you are learning about without letting your personal bias or opinion detract from the arguments.

Critical thinking involves being rational and aware of your own feelings on the subject – being able to recognize your thoughts, prior knowledge and understanding to accommodate new ideas or viewpoints.[2]

Critical reading and critical thinking are therefore the very foundations of true learning and personal development.

Strategies for critical reading can vary by discipline, text-type, and the purpose of the particular reading assignment. Textbooks, research reports, epic poems, ethnographies, eyewitness journals, and scholarly articles all demand different processes that we call "reading," and students may never have thought about employing differential strategies. "Reading critically" is a fairly abstract concept; students are helped greatly when their GSIs explain and demonstrate what it looks like, modeling the processes and behaviors of their particular course context and discipline. When students know more about what you want them to get from a text and how to get it, they will spend their study time far more fruitfully. Their newfound competence can, in turn, motivate them to keep up.

Students are assigned heavy reading lists throughout their years, and frequently they skimp on their reading. Several factors can contribute to the shortfall, is that students sometimes employ ineffective strategies for their readings and become disengaged or discouraged when they perceive that the gain from their reading is low. Many assume that reading any text means reading straight through, from beginning to end, as one would a novel. Advanced students and professionals,

[2] Salikhova N., Sherbayev D. (2025). THE ROLE OF MOTIVATION IN TEACHING SPEAKING THROUGH AUTHENTIC MATERIALS. Multidisciplinary and Multidimensional Journal., 2025/2/3.

however, do not read academic and professional literature in this way; instead, they have developed a set of informed strategies.

Finally, the article addresses practical challenges students face, including heavy reading loads and ineffective linear reading habits. It underscores the need for discipline-specific strategies and instructional guidance to help learners engage productively with diverse academic texts. Overall, the article positions critical reading and thinking as central to academic success, informed analysis, and personal development. By integrating authentic materials into the curriculum, educators can create a dynamic and immersive learning environment that encourages students to practice their newly acquired language skills in real-world contexts. Motivation is an abstract concept that cannot be directly observed, yet educators play a crucial role in fostering it among learners. Motivation is an internal state that propels individuals to engage in goal-directed behavior.

Critical Reading is an empowering skill that increases one's ability to engage with texts on a deeper level. By questioning, analysing, and synthesising information, you can not only improve comprehension but also become a more informed thinker, capable of navigating the intricacies of the written word with confidence and deeper insight. If you're preparing for a Subject Matter Expert Interview Questions, honing your critical reading skills will enable you to analyse and respond to complex questions with clarity and depth.

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