



The distinction between critical writing, reading, and thinking

Renaissance Education University

Assistant-teacher

Toshniyozova Dildora Hayitmurodovna

Abstract

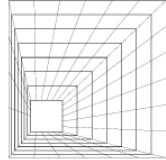
This article examines the role of critical reading and critical thinking in the development of academic writing and effective learning processes. It emphasizes that students should not passively accept information presented in academic texts but should analyze, question, and evaluate it through comparison with other sources and by assessing the validity of research methods and arguments. The study highlights the close relationship between critical reading and critical thinking, explaining that critical reading enables readers to understand the explicit and implicit meanings of a text, while critical thinking allows them to evaluate ideas, make judgments, and form independent conclusions. The article also reviews theoretical perspectives from various scholars on the definitions and importance of critical thinking and reading. In addition, it discusses pedagogical approaches and instructional models that can help educators develop these skills among learners at different educational stages. The findings suggest that critical reading and higher-order thinking skills should be systematically taught from early education through higher education to prepare students for independent learning, academic success, and responsible participation in society.

Keywords: critical reading, critical thinking, academic writing, higher-order thinking skills, reading comprehension, educational strategies, learner autonomy, language education.

Critical writing is writing which examines and assesses data, ordinarily from different sources, to foster a contention. A slip-up many starting scholars make is to expect that all that they read is valid and that they ought to concur with it since it has been distributed in a scholastic text or diary. Being essential for the scholastic local area, notwithstanding, implies that we ought to be incredulous of (for example question) what we read, searching because of justifications for why it ought to be acknowledged or dismissed, for instance by contrasting it and what different journalists say regarding the subject, or assessing the examination strategies to check whether they are sufficient or whether they could be gotten to the next level. However, these two functions are admirably paired, it is as yet essential to thoroughly consider these two learning procedures' various focal points. Decisive reasoning can occur after our basic reading; we can't shape feelings or make decisions from a creator's perspective except if we completely figure out the text¹.

The best way to do that is to utilize basic understanding abilities. Decisive reasoning is utilized to assess thoughts and data. With decisive reasoning abilities, we conclude what we acknowledge or hold to be true regarding a given point. Basic reading, then again, happens during the demonstration of reading. This incorporates a few techniques for finding what the real data and thoughts are in the text, so we derive the feelings, predispositions, and more profound significance behind the creator's words. Basic reading and decisive reasoning work as one to get a superior handle on the data we are taking in. We should help ourselves to remember the benefits of every text, despite our arrangement or conflict. We should go into reading new texts without our inclinations so we can gain some new useful knowledge and grasp alternate points of view. After we are finished reading without our perspectives ruining the data, we can then utilize our decisive reasoning abilities to acknowledge or dismiss what

¹ Shulman L.S. Knowledge and teaching: Foundations of the new reform. Harvard Educational Review 57, 1, 2007. 1–22 p.;



the piece is doling out. This is the main way we can figure out others' perspectives and conclusions, as well as give them regard².

A few writers don't characterize basic reading, however, portray the perspectives or ways of behaving expected of a basic reader, or what they accept basic reading ought to focus on. As we referenced beforehand, the writer likewise presents various meanings of decisive reasoning. Ruggiero characterizes decisive reasoning as "the nearby assessment of a proposed issue's or alternately issue's answer for decide the two its assets and its shortcomings. So, it implies assessment and judgment". Ennis characterizes decisive reasoning as "sensible intelligent reasoning that is centered around choosing what to accept and do". To Wilson, decisive reasoning includes anticipating results, planning questions, and answering text by applying one's qualities and convictions.

So, the posting of meanings of decisive reasoning and basic reading could go on, yet on the off chance that we look at those couple of records above, we might see the nearby closeness between the thing that is said about basic reading and why is decisive reasoning said³. Likewise, Thistlethwaite calls attention to decisive reasoning abilities habitually recorded in course books for showing decisive reasoning is like, or maybe equivalent to those recorded in reading texts portrayed as basic understanding abilities. For instance, decisive reasoning abilities, for example, withholding judgment until affirming or dis-confirming proof is accumulated, addressing, being adaptable, gathering, anticipating results, and perceiving predisposition is a portion of the abilities that can likewise be tracked down in basic understanding course books. Commeyras additionally raises this issue. She expresses: "The case that decisive reasoning is firmly connected with reading appreciation is like the view that thinking is an indispensable piece of reading. Decisive reasoning, which includes thinking, is the cycle the reader uses to figure out which translations are predictable with printed proof and foundation information"⁴.

This view is likewise upheld by Collins, Brown, and Larkin. Newton goes further than that. She states: "To read fundamentally is to think. Decisive reasoning is a way of absorbing and handling data and assessing thoughts. Our anxiety as instructors of reading is to empower decisive reasoning concerning the composed word". Numerous educators imagine that youngsters will foster decisive reasoning and basic reading abilities naturally as they become older and become more knowledgeable about various fields of information through reading in school, and through life itself, however, this view has been tested by different individuals in the field. Stauffer, for instance, is of the assessment that decisive reasoning unquestionable requirement and can be educated to learners and that it is, as a matter of fact, the obligation of the school to foster residents who will peruse and think fundamentally. This view is upheld by different experts in the field. Some have focused on the advancement of learners' basic thinking should begin in the early grades⁵.

Thistlethwaite, for example, firmly accentuates that "zeroing in on basic reading shouldn't hold on until probably lower-level reading abilities have been dominated". Then again, some consider middle school the best chance to foster this expertise. Their defense is that in senior high and school, as it is known, the majority of the guidance is introduced through course readings, in this way, learners should be aware at that stage of how to gain from text. For sure, at school, their coursework will request an elevated degree of free learning. Learners will require the capacity to decipher an extensive variety of writing and to protect their translations, for which the abilities to address, make derivations,

² Bakirova H.B. Formation of lexical skills in learning foreign language terminology in a non-language university/ Emergent: journal of educational discoveries and lifelong learning (EJEDL) ISSN 2776-0995 Vol. 2, Issue 5, 2021, Indonesia. 2021. 25-39 p.;

³ Bakhtin, M. The dialogic imagination: Four essays by M.M. Bakhtin. (C.Emerson & M.Holquist, Trans. M.Holquist Ed.). Austin: University of Texas Press. 2001. 66-78 p.;

⁴ Bakirova H.B. Terminological competence of the specialist in training vocabulary of specialty/ Web of scientist: International scientific research journal. ISSN 2776-0979 Vol. 2, Issue 5, 2021, Indonesia. 98 p.;

⁵ Bartholomae, D. Inventing the university. In M. Rose (Ed.), *When a writer can't write*. New York; Guilford. 2005. 13-65 p.;



anticipate results, recognize truth from assessment, distinguish a writer's inclination, assess the essayist's position, investigate data, characterizing or classifying data, examining data, blending data from different sources, making decisions, reaching inferences, making speculations, among others, are essential. Critical reading and thinking abilities are additionally required for the examination. For instance, to compose a good outline of a reading entry learners should have the option to incorporate sufficient data, choose the main thoughts, and be adequately unambiguous or general⁶.

Moreover, they need the capacity to screen the cycle by which they read the entry, show up at a psychological synopsis, confirm it with the source text, compose the outline, and, at long last, really look at the composed rundown against the source text. It is likewise important to consider the crowd and the reason for the rundown since both influence what will be composed or held in the synopsis. In any case, learners certainly need direction to accomplish dynamic and critical reading perceptions of troublesome text ideas. Educators should consolidate gaining from text techniques imaginatively, we concur with Brown, who says that guidance given in school ought to direct learners in an approach to progressively grow their scope of capability, and to, at last, empower them to assume responsibility for their learning, and with Flynn's closing assertion: When learners effectively battle with fascinating issues inside a steady climate they are all the while tested and urged to try out their thoughts.

At last, instructors come up short on time for planning proper materials to show decisive reasoning abilities. In Brazil, tragically, we don't have such exhaustive examinations to show us the genuine circumstance of critical reading and more elevated level reasoning guidance in the schools of the entire nation plainly. Yet, the consequences of individual examinations and the perceptions by individuals keen regarding the matter and worried about making the experts in training mindful of the issue, recommend that the general image of the nation concerning that region is an extremely forlorn one. Critical reading and more significant level reasoning guidance have been completely ignored in the greater part of our rudimentary and auxiliary schools.⁷

All through my experience as an educator of EFL in the School of Letters at UFSC, we have noticed, formally and casually, that a large number of our learners enter school ill-equipped regarding critical reading and thinking abilities, and expect consequently a detached disposition towards their learning. A significant number of them are confounded when they are requested to make sense of or legitimize their thoughts and translations from a text, and their reactions show little proof of critical thinking techniques or decisive reasoning. Also, what is saddest is, unfit to stay aware of the reading and writing work expected at school, and large numbers of them surrender the school. The justifications for why these learners leave secondary school caught off guard for school work are shifted and complex and won't be examined here. Despite what the reasons are, the urgent issue is that our learners miss the mark on abilities that are fundamental for compelling school work also, forever. It is, then, at that point, our undertaking as educators to assist learners with becoming autonomous readers and scholars through exercises that will prompt the advancement of the capacities to fundamentally think. We concur with those specialists who fight that guidance of critical reading and more elevated level reasoning abilities ought to penetrate rudimentary and optional schools, however, that's what we feel, in some measure for our situation, the advancement of these abilities ought to go on all through school.

It ought to be an element of the college to combine the most common way of planning for people who can think and act freely and independently. Starting from the start of the 1980s much has been expounded on the reconciliation of reading and writing exercises in the language classroom as a way to foster both reading and writing abilities. In light of exploration, models which portray reading and writing as equal cycles were advanced. These models expect that the two readers and essayists utilize similar moves toward acquiring significance and that both reading and writing will be making

⁶ Bazerman, C. *Shaping written knowledge: The genre and activity of the experimental article in science*. Madison: University of Wisconsin Press. 2008. 113-129 p.;

⁷ Jordan, R. R. *Academic writing course: Study skills in English*. Harlow, Essex: Pearson Education Limited. 2009. 87-96 p.;



processes. However, as of late, specialists have likewise become keen on the reading-writing association as a way to foster learners' decisive reasoning abilities, and a few scientists have proposed the consideration of another component in this conversation.

Questions are gathered into one of four classifications: mental memory questions that evoke a review of realities or yes-no responses; merged questions that request that learners make sense of, express in another mode, state connections, look into, or tackle an issue; different inquiries that pose to learners to deduce, reproduce, foresee, speculate, take care of an issue, or concoct or plan; and assessment questions that expect learners to pass judgment, esteem, safeguard, or legitimize a decision or arrangement. Barnes firmly suggests that educators utilize a scrutinizing grouping. In her view, the most consistent succession is the one that beginnings with inquiries of truth travels through questions requiring united thinking, and finishes up with questions requiring unique or evaluative reasoning. Her thinking behind this is that assuming that learners can't relate explicit realities of a story, they can't be anticipated to retell it in the most natural sounding way for them, and on the off chance that they can't retell the story in the most natural sounding way for them, they cannot retell it according to one more perspective or make basic decisions about it⁸.

All in all, mental memory and focalized speculation should occur first. They are, as it were, essential for different and evaluative reasoning. A third model for showing critical reading and thinking examined by Lehr is Cunningham's two-stage example. Cunningham contends that educators frequently befuddle perception (figuring out importance) with critical reading (assessing meaning) and make, along these lines, a quandary. What occurs, he says, is that regardless of whether instructors empower individual reactions and unique reasoning in their classes, now and again they get no reaction by any stretch of the imagination, and this leads educators to make negative worth decisions about learners' reasoning (which will switch learners off reading) or to acknowledge any reaction regardless of how senseless it is (which will reduce the benefit of reading). Hence, his two-stage example is planned to assist with settling this situation by underscoring showing appreciation and critical reading as particular yet related processes. The principal stage, in light of Stauffer's Coordinated Reading Thinking Action, focuses on expanding student comprehension of the potential implications of a piece of writing. The subsequent stage manages the critical reading of the piece⁹.

Thompson and Frager, present rules for educators to set up their illustrations to show decisive reasoning in reading and the substance regions. They likewise present a model example delineating the five rules: invigorate individual interest; create dynamic/intelligent cooperation by all learners; use earlier student information and experience; work with and energize expertise move; and broaden understanding guidance past the 50-minute class time frame. The writers propose history as a great region for exhibiting to learners the worth of basic reading, survey, and thinking. They utilized a blend of television visuals and printed records of the verifiable occasion picked for their model example, however, they likewise refer to other substance regions that can be investigated to show decisive reasoning. In a later article, Frager and Thompson examine the utilization of contention in reading material as a viable means to lead learners to peruse fundamentally, to look for additional reading, and to improve understanding cognizance. Besides, they depict a model illustration in light of contention to show basic reading. The general example of their way to deal with shows basic reading comprises four stages: have learners peruse clashing records of a similar subject; increment mental disharmony by inspiring learners to clarifications and contentions supporting each side of the contention; model basic reading of the records; and stretch out the illustration to a place where learners' mental discord is settled by extra reading and thinking abilities recently demonstrated.

⁸ Beach, R. Self-evaluation strategies of extensive revisers and non-revisers. *College Composition and Communication*, 27(2), 2006. 160-164 p.;

⁹ Berkenkotter C. Decisions and revisions: The planning strategies of a publishing writer. *College Composition and Communication*, 34(2), 2003. 156-167.



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