

EFFECTIVE METHODS TO ENHANCE TEACHING READING

Kudaybergenova Sapura

assistant of department of English linguistics KSU

Kidirbaeva Nurjamal

2-nd year student of English linguistics KSU

Ability of reading in a foreign language is an uphill struggle for most students. Even with simple reading tasks, students often lose interest and do not complete them. Research on this issue indicates that creating a good of reading is considered an extremely difficult skill, even for native readers. [2;86] One reason why reading is so difficult is the fact that, in addition to, knowing the appropriate grammar and vocabulary, a reader's ideas must be presented clearly and well organized structure. This is big challenge for second language learners (readers) and of course dilemma for us, teachers who are responsible to look for successful and effective ways to teach the skill. [1;177]

At first, **CRITICAL THINKING** reading, and writing sound negative – even destructive – suggesting the act of tearing apart and dismantling arguments, articles, and ideas. However, a critical mode of learning and interaction is actually constructive because it allows us to construct knowledge and communicate ideas without smuggling in harmful biases and misinformation that can stymie our thinking. Though this critical mode does involve evaluation, analysis, and critique, the primary object is constructive: carefully engaging, understanding, and communicating cogent ideas.

Definitions of critical thinking

- Critical thinking – as defined by the Foundation for Critical Thinking – “ is the art of analyzing and evaluating thinking with a view to improving it ” (Unless otherwise noted all quotations come from *The Miniature Guide to Critical Thinking Concepts and Tools* 7th ed.)

- Applied to the practices of reading and writing, this critical mode becomes the art of analyzing the ideas or arguments communicated in various texts and formulating and engaging ideas or arguments in an evaluative way.

- As the Foundation for Critical Thinking summarizes, “ Critical thinking is, in short, self-directed, self-disciplined, self-monitored, and self-corrective thinking. It requires rigorous standards of excellence and mindful command of their use. It entails effective communication and problem solving abilities and a commitment to overcoming our native egocentrism and socio-centrism.”[3;4]

Takeaways

1. Asking thoughtful questions is one of the best practices for developing your critical thinking skills.

2. There are discernable criteria for evaluating thinking.

Clarity→ Could you elaborate further?

Could you give me an example?

Could you illustrate what you mean?

Accuracy→ How could we check on that?

How could we find out if that is true?

How could we verify or test that?

Precision→ Could you be more specific?

Could you give me details?

Could you be more exact?

Relevance→ How does that relate to the problem?

How does that bear on the question?

How does that help us with the issue?

Depth→ What factors make this a difficult problem?

What are some of the complexities of this question?

What are some of the difficulties we need to deal with?

Breadth→ Do we need to look at this from another perspective?

Do we need to consider another point of view?

Do we need to look at this in other ways?

Logic→ Does all this make sense together?

Does your first paragraph fit in with your last?

Does what you say follow from the evidence?

Significance→ Is this the most important problem to consider?

Is this the central idea to focus on?

Which of these facts are most important?

Fairness→ Do I have any vested interest in this issue?

Am I sympathetically representing the viewpoints of others?[3;12]

In reading critical thinking understanding a text can lead to evaluation of a text. Once you understand what the author is saying and what you personally think about the text's message, you can go a step further to consider the text's value, which is what evaluation does. Although evaluating a text involves asking many questions about it, the result of any evaluation leads to answering one key question: "how well does the text do what it does - what is its value?" To determine how well the text works, the two main things to investigate are the text's content and language. That where critical thinking comes in. The "critical" in critical thinking does **not** mean that you are finding fault with a text. On the other hand, it **does** mean that you evaluate a text to see how well it works, in order to decide the worthiness or quality of the author's ideas. Evaluation is based on objective (not subjective or emotional) criteria: the text's main idea, the relevance and quality of the evidence supporting that main idea, and how the author presents that main idea. Since so many different things can be defined as text - an email, a television commercial, a blog post, an election campaign platform - in addition to a written article, the ability to evaluate a text is an important transferable skill.

Analytical reading starts with finding and understanding a main idea, but then considers the validity of that main idea by studying its parts, to see how logically they fit together. The parts of a text fall into those two main categories, content and language, and include things such as **the author's main idea, supporting ideas/evidence, purpose, question, information, concepts, assumptions, inferences, point of view, implications and tone - the devices or tools that authors use.** You will ask and answer many questions based on the parts of a text, such as the following:

- Purpose

What is the reasoner's purpose? Is it reasonable?

- Question

What is the reasoner's question at issue? Is it demanding an answer on a certain topic or a solution to a certain problem?

- Information

What are the reasoner's sources of information? Are they representative and reliable?

Does the information provided match the demands of the question?

- Concepts

What are the reasoner's key concepts? Are they clarified and defined adequately?

- Assumptions

What are the reasoner's underlying assumptions? Does the reasoner identify and account for his or her biases? Are the assumptions supportable?

- Inferences

What are the reasoner's inferences? Does the reasoner clearly explain how he or she arrives at a given conclusion?

- Point of view

What is the reasoner's point of view? Does the reasoner recognize the limitations of that perspective and can he or she engage charitably and judiciously with other points of view?

- Implications

What are the reasoner's implications? Does the reasoner elaborate on the consequences to his or her thought? [3;5]

For instance: if we examine the text of an ad for clothing detergent, we may find that the author manipulates language and content to persuade us to accept a certain point of view that may not be fully supported or logically valid. The ad may provide an opinion from a "real" parent, speaking emotionally in a sincere tone, that Brand X gets his kids' clothes cleaner than other brands. The ad may provide statistics to back up its claim: "four out of five parents prefer Brand X." yet how valid and valuable is this content? How believable is the text's claim? Analyzing the parts of the ad's text will help us determine its value.

Benefits of Critical Thinking

→ Critical thinking enables one to assess various issues, ideas, and arguments based upon clear criteria.

→ Critical thinking enables one to pose incisive questions and identify underlying problems.

→ Critical thinking enables one to be open-minded about ideas while also concentrating one's thoughts on the qualities of those ideas.

→ Critical thinking enables effectual communication that develops conclusions and solutions as natural outcomes of this line of thinking.

It is even more essential to think critically and analytically to evaluate a text when an author manipulates the parts of a text in a less obvious way, in a magazine article, a political speech, a source for a research paper, or an appeal for funds. As a critical reader, you need to be able to identify the author's techniques so you can decide whether to accept or question

the message in the text. Understanding critically and analytically how a text works will help you determine its value.

We achieve the gains we have made through this method. It expands our ability to think deeply and it helps us to write an essays, articles well. It is the most essential method for us, so that we should learn how it is used.

REFERENCES:

1. Xabarshi, Berdakh university, Press,2020.
2. Ur, P. A course in a language teaching. Practice and theory. Cambridge, Cambridge university Press,2004.
3. Richard Paul & Linda Elder. Critical Thinking Concepts & Tools,2006.
4. Jack Challoner. Knowledge Encyclopedia Science,2018.
5. Colin McIntosh. Cambridge Advanced Learner's Dictionary. Cambridge University Press,2013.