

THE IMPORTANCE OF CRITICAL READING FOR ACADEMIC PURPOSE OF THE LANGUAGE WITH ANALYZING PISA TESTS

Obidova Shakhodat Botirovna
MA in TESOL, an instructor at
Bukhara State Pedagogical Institute

Key words: Critical reading, PISA, PIRLS, NAEP, psycholinguistic analysis of a text, author's attitude

Critical reading is one of requirements to develop productive skills. Critical reading is evidence about accurate, valid or new ideas about today's life and also it is a skill that serves to develop productive skills of language learners. This literature review is concerned on exposing ideas about the importance of Critical reading with examples of PISA tests.

As we know communicative language comprises listening, reading, writing, speaking academic skills, receptive skills are listening and reading which serve as foundational basis for productive skills like speaking and writing. So reading and listening must be critically and creatively synthesized and analyzed to come up proper solutions for effective speech.

The thesis aims to analyze effective ways of critical reading comprehension and create a manual for readers and educators to teach reading productively. Firstly here it should be understood what critical reading is.

There are several innovative ways in researching on the topic as taking Google surveying, training teachers and getting feedback from them, learning current resources, to work models with students in language lab.

Location of the study can be the specialized school I have been working, trainers' corp, Bukhara State Pedagogical Institute.

Actually, critical reading mentions a reader's applying certain processes, questions in order to comprehend main idea of a text. A critical reading differs from skimming that it gets at "deep structure" concerned on logical substance, tone. Then there might be a question how to obtain critical reading skills. Csuhio (2018) Here are some offered solution:

1. Try to be a part of the writer's audience

This helps to get author's purpose of writing easily. Firstly, a reader should be acquainted with author's history and a text.

2. Prepare to read with an open mind.

Critical readers search knowledge and develop their ideas objectively, thoughtfully.

3. Consider the title

In most parts, a title provides clues to the writer's attitude, goals.

4 Read slowly. By reading slowly, it can be connections with the text.

5. To define connotative meaning of a word

Sometimes authors use words with stylistic devices and critical readers should know what do they want to say.

For example: She bound herself and her dreams by this shawl.

6. Making notes. To find general ideas and highlighting, write down ideas in the text.

7. Keep a reading journal-recording own thoughts about books.

Critical reading makes a person to use logical and rhetorical skills. Understanding main purpose of author's writing or argument is the shape of critical thinking. When reading academic books, a reader comes across interpretation. It involves to understand and analyze what the text actually means.

There is a famous method for critical readers as SQ3R that can be applied to know reading purpose and this item stands for S survey, Q-Question, 3R-Read, Recall, Review. Survey relates to speed –reading, scanning and skimming the text.

Question-Before beginning reading, there should be questions for analyzing.

Read-consideration of the meaning

Recall-Recalling from time to time permits you to focus upon the main points

Review-to comprehend all ideas.

To read critically it is needed to think critically. As Moore (2013) points out that it is the main point of academic study. Kintsch (1998) suggested a reading comprehension model of English texts. Linguist Hermida (2009) stated that readers must have two models as Construction-Integration model. Here is understood that academic achievement and reading are relevant to each other. There should be fundamental academic skills including reading, writing, critical thinking, oral presentation and media literacy. For this case students will be given to introduce with book chapters, journal articles, thesis. According to Hermida (2009) students asked for reading in the context of academic education, they need academic text requires higher order thinking skills and it is needed to synthesize and differ arguments.

Over previous years, researchers have analyzed the importance of student's motivation. (Becker, McElvany and Kortenbruck, 2010).

There are certain international assessment programs of pupils and students' understanding a text and Maths. Science such as PISA, PIRLS, TIMSS and till today most countries have applied these programs for their education system.

Critical reading is important educational goal that the essence of reading limits reading fluency and comprises the construction of meaning from written material or constructing a mental text representation (Boardman 2015; Gambrell, 2011; Paul & Clarke, 2016). This is also shown in the Program for International Student Assessment (PISA) and it is concerned on understanding, using, reflecting on and engaging in written texts, so that a person can achieve his aims, developing his knowledge and capacities and join in society (OECD, 2010, p.23) Critical thinking broadens learners' creativity, analysis and dispute power. Its main point is reacting critically to what is being read. It has obtained main importance in foreign language teaching. Halpern (2003) expresses critical thinking an urgent necessity of the 21st century particularly arousing questions while reading texts. Critical reading means the ability of collecting, evaluating and using information effectively and appropriately. Lipman (1988) also pays attention to differ between ordinary thinking and critical reading. He suggested that critical reading concentrates entirely upon a person's ability to assess correctly or evaluate certain sorts of statements. Understanding, applying, analyzing, evaluating and creating are these sub skills and abilities that Hedges (2014) summarized. Forawi (2016) states that the students of today recognize the importance of the development of abilities and skills so that they may learn and comprehend kernel of information.

Critical reading is fast and necessary and serves a foundation of lifetime of reading for personal and occupational purposes. It is also evaluating the purpose of the author to them. Combs (1992) emphasizes it an interactive process in which various levels of idea are used together. So it configures author's purpose. These aspects include author's purpose, qualification, biasedness, audience, attitude and additional materials. A psycholinguist Piaget's Stages offers Cognitive development including sensorimotor, cognitive development, concrete operational and formal operational. Bloom's has also exposed that there are three factors of learning :cognitive, affective and psycho-motor. The cognitive one comprises knowledge, understanding, application, analysis, synthesis and evaluation. Even so linguist Krathwohl (2002) has made major changes to his theory. They are to create, evaluate, analyze, apply, understand and remember.

Paul and Elder (2008) suggested the theory of close reading which defines that agenda, goal or objective characterize the skilled reader's close reading. According to their theory, the phenomenon of reading is in fact, developing a "map of knowledge" all ideas are interrelated. How faster a reader begins to think with all systems, the faster that system seems meaningful to that reader.

Reading shows first focus in EFL situations (Renandya,2002p.273).National assessment of Educational Progress(NAEP) defines reading like "reading is an active and complex process that forces a reader to understand, develop and interpret ideas ,purpose and situation."(National assessment Government Board 2013 p .4). According to Grabe (1991) it is not only understand meaning, it is a selective process of comprehending. Critical thinking and critical reading are interrelated.

PISA ,NAEP and PIRLS tests are directed at different aged pupils or students, even though their academic purpose is to check their understanding, critical reading. Here we can see how critical reading is important for academic purpose with the example of PISA reading test:

QUESTION LEVEL 2: INDIAN MYSTIC Indian Mystic Claims Not to Eat for 70 Years By Benamin Radford, LiveScience. An 82-year-old man in India is claiming to have not had anything to eat or drink since 1940 — and doctors from the Indian military are allegedly studying him to learn his secret. The man, Prahlad Jani, is being observed in a Gujarat hospital. Jani claims to be a breath Arian — someone who does not need to eat or drink, because he draws nourishment from the air and from meditation. As remarkable as his story is, Jani is not the first, nor the only, person to claim such a supernatural power. The claim that people can live without food or water is called inedia, and is actually somewhat of a common claim among religious fakirs of India. Unfortunately, none of the cases have withstood scientific scrutiny. The human body needs both food and water to function; it's as simple as that. It's easy for anyone to claim that he or she has not had anything to eat or drink for the past few weeks or months (or years). But unless the person has been carefully and continuously watched during that time, it's impossible to prove the assertion. Several people who have claimed to survive without food or water were later caught eating and drinking. It can take only a few seconds to eat something, and other than in specific areas such as prisons, conducting a close around-the-clock surveillance on a person is not easy. Often the person will ask for privacy to sleep or go to the bathroom (which is suspicious in its own right) — and then snack surreptitiously. One well-known breatharian advocate in the 1980s, a man named Wiley Brooks, claimed he did not eat

yet was caught consuming junk food. This is not the first time that Jani has made this claim. He was examined in 2003 for about a week, during which time, he apparently did not eat or exercise — but he did lose weight. If Jani's abilities are real, it seems odd that he would lose weight during the time that his food intake was being monitored. If he truly gets all the sustenance he needs from air and meditation, there's no reason he would lose weight when he doesn't eat. Reports claim that Prahlad Jani "has now spent six days without food or water under strict observation and doctors say his body has not yet shown any adverse effects from hunger or dehydration." Assuming the claim is true — and it's not clear just how strict the observation is — Jani's inedia so far remains unproven. If he really doesn't need food or water, he should be under close observation for months or years to prove it. Given that he claims not to have consumed anything since World War II, this shouldn't be a problem. QUESTION

What is the author's attitude towards the idea that people can survive without food and water? Give a reason for your answer by using information from the article. (PISA-BASED TEST FOR SCHOOLS SAMPLE TEST ITEMS p 4-5)

Students at Proficiency Level 2 are capable of tasks that require logical thinking. Tasks at this level make readers to compare or contrast based on a single feature in the text. This type of questions require to make connections between the text and outside knowledge through involving personal experience and attitudes, and especially this can show how a reader can read critically and analyzes, applies information given in a text. PISA shows Level 2 a high level of proficiency at which students can display the reading skills and competencies that will allow them to participate effectively and productively in life as they continue their studies, and as they enter into the labor force and become members of society.

The question asks to find author's attitude in a persuasive text. This reflects readers' comprehension how they find answer as Bloom's theory describes.

Conclusion

In a nutshell it is obviously shown that critical reading is crucial for academic goals to achieve success in reading and comprehending, it is receptive skill and foundation for productive skills. We conclude, based on the current evidence, that the importance of critical reading is concerned on reader's abilities.

In the current literature review , it can be understood that the importance of critical reading and developing this skill by reading different argumentative texts .This will also help to solve PISA tests which are logical and preparation tests for life and career for a person. As we know that PISA,PIRLS tests students for International levels in different countries. As researchers find and suggest theories about critical reading and steps of forming this skill, it may be conveyed to the reader differently. So that reading more and faster and trying to find evidence from a text can help to form critical reading.

REFERENCES

1. Ferdi Akin, Ozlem Koray, Koray Tavukcu-"How effective is critical reading in the understanding of scientific texts?"-INTE 2014-Science Direct.p-2-4
2. Moniek M.H.S Chaars, E.Segers, L.Verhoeven-Cognitive and linguistic precursors of early first and second language acquisition-Science Direct-Learning and Individual Differences 72 (2019) p-1-3

3. Kate Wilson-Critical reading ,critical thinking: Delicate scaffolding in English for Academic purposes (EAP)-Thinking skills and Creativity 22 (2016) p-257-258
4. K. Bharuthram, S. (2012). Making a case for the teaching of reading across the curriculum in higher education. South African Journal of Education, 32, 205–214.
5. PISA- based tests for schools sample test items-p-4-5.2006-www.oecd.org
6. www.sciencedirect.com