



THEORETICAL AND PRACTICAL FOUNDATIONS FOR THE FORMATION OF READING, WRITING, AND CRITICAL THINKING SKILLS IN THE STUDY OF ENGLISH

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ANNOTATION. *This article examines the theoretical and practical foundations for the formation of reading and writing skills in the process of teaching English as a foreign language, with a particular emphasis on the development of critical thinking skills. The study analyzes the role of reading and writing within language competencies, highlighting their linguistic, cognitive, and psycholinguistic significance. Furthermore, the article explores step-by-step strategies for developing reading comprehension and written expression, as well as methodological procedures and exercises that foster learners' analytical and evaluative abilities. Special attention is given to the integrated teaching of reading and writing as a means of enhancing critical thinking. Taking into account the psycholinguistic characteristics of Uzbek-speaking learners, the article proposes specific methodological approaches aligned with their language learning processes. In conclusion, the paper outlines key factors for effective mastery of English through the balanced integration of theory, practice, and critical thinking development.*

KEYWORDS: *reading skills, writing skills, critical thinking, teaching English as a foreign language, language competencies, methodology, psycholinguistics, Uzbek-speaking learners, integrated approach, linguistic development*

INTRODUCTION

In modern education, effective foreign language acquisition requires the holistic development of four core language skills: listening, reading, writing, and speaking. Among these, reading and writing play a crucial role in academic language proficiency, especially in the learning of English as a foreign language. These skills enable learners not only to comprehend written texts accurately but also to express ideas logically and coherently in written form.

Reading and writing are also closely linked to the development of critical thinking. Through reading, learners analyze information, interpret meaning, and evaluate arguments, while writing allows them to organize thoughts, express opinions, and justify viewpoints. Therefore, the formation of reading and writing skills in English teaching should be viewed as an integral process that simultaneously fosters linguistic competence and critical thinking ability.



1. Theoretical approaches: linguistic and psycholinguistic foundations of reading, writing, and critical thinking

From linguistic and psycholinguistic perspectives, reading and writing are complex cognitive processes directly connected to thinking and meaning construction. According to Krashen's theory of second language acquisition, reading serves as a source of *comprehensible input*, which facilitates natural language development when texts are understandable yet slightly challenging. Writing, in contrast, functions as *output*, enabling learners to actively process language and articulate personal understanding.

Critical thinking emerges at the intersection of these two skills. While reading encourages analysis, inference, and evaluation, writing promotes synthesis, argumentation, and reflection. Learners who engage in critical reading tend to produce more coherent and well-structured written texts, while writing tasks motivate learners to read more deeply and purposefully. Thus, reading, writing, and critical thinking form an interdependent triad in effective English language learning.

2. Stages and methodology for the formation of reading skills in English

The development of reading skills in English should be organized progressively through the following stages:

a) Phonetic and lexical stage

At this stage, learners are introduced to English sounds, letter-sound correspondence, stress patterns, and basic vocabulary. Phonetic reading exercises and aloud reading activities help develop pronunciation accuracy and reading fluency.

b) Vocabulary-based and contextual reading

Learners expand their lexical knowledge by reading short texts and identifying meaning through context. At this stage, emphasis is placed on guessing meaning, recognizing synonyms, and understanding collocations.

c) Text-based reading strategies

Different reading strategies are applied, such as:

- **Skimming** (global understanding),
- **Scanning** (selective reading),
- **Intensive reading** (detailed comprehension).

These strategies help learners identify main ideas, supporting details, and implicit meanings.

d) Critical reading stage

At the highest level, learners analyze, compare, interpret, and evaluate the information presented in texts. They draw conclusions, identify the author's purpose, and express personal opinions. This stage plays a key role in developing critical thinking skills.

3. Step-by-step formation of writing skills

Writing is considered an active productive skill that reinforces reading comprehension and critical thinking.

a) Sentence construction

Learners practice forming grammatically correct sentences, focusing on word order, tense usage, and sentence connectors. This stage builds the foundation for logical expression.

b) Text production

Learners produce various written genres such as descriptions, narratives, opinion essays, emails, and academic paragraphs. Each genre is taught with its structural and stylistic conventions, encouraging learners to organize ideas systematically.

c) Text revision and reflection

Learners analyze and revise their written work by correcting grammatical errors, improving coherence, and strengthening arguments. This process develops self-evaluation and critical awareness of language use.

4. Integrated development of reading, writing, and critical thinking

Teaching reading and writing in an integrated manner is pedagogically effective and cognitively beneficial. Writing tasks based on reading texts—such as summarizing, comparing viewpoints, or expressing agreement or disagreement—promote deeper comprehension and analytical thinking.

Practical example:

Text: *“A Typical School Day in England”*

Task: *“Compare a school day in England with your own school experience. Provide reasons for similarities and differences.”*

Such tasks simultaneously enhance linguistic competence, critical thinking, and intercultural awareness.

5. Methodological approaches for Uzbek-speaking learners

When teaching English to Uzbek-speaking learners, it is essential to consider the structural and cognitive differences between the two languages. Effective methods include:

- **Contrastive analysis:** comparing sentence structure, word order, and grammatical features of English and Uzbek.
- **Translation-based activities:** reinforcing comprehension through bidirectional translation.
- **Guided writing models:** providing structured templates for different text genres.
- **Critical response writing:** encouraging learners to express independent opinions based on reading texts.

These approaches support both linguistic accuracy and critical thinking development.

CONCLUSION

The formation of reading and writing skills is fundamental to effective English language mastery. When developed in an integrated and systematic way, these skills significantly contribute to learners' critical thinking abilities. By combining theoretical principles with practical activities and considering learners' psycholinguistic characteristics, teachers can create an effective and learner-centered language teaching process. Integrated and contrastive methods are particularly beneficial for Uzbek-speaking learners in achieving both linguistic proficiency and analytical competence.

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