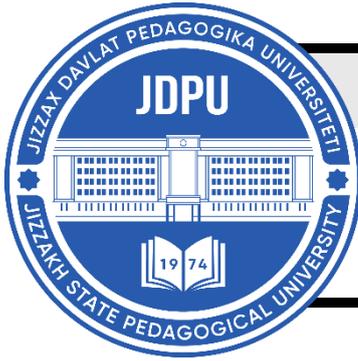


**MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**FROM DECODING TO THINKING: THE JOURNEY FROM SIMPLE TO ACTIVE
READING****Bakhtiniso Turakulova***“TIAME” NRU PhD researcher**E-mail: baxtiniso9065@gmail.com**Uzbekistan***ABOUT ARTICLE**

Key words: Simple view of reading, active reading, critical reading, comprehension, cognitive engagement, literacy development.

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Abstract: Reading is a fundamental talent that transcends mere word decoding, engaging the mind in critical thinking and comprehension. This paper examines the shift from the simplistic perspective of reading, centered on decoding and linguistic understanding, to the dynamic perspective of reading, which includes critical thinking and analytical involvement. This study emphasizes the need of transitioning from passive comprehension to an engaged and reflective reading process by examining existing literature and discussing practical methods for promoting active reading. Research indicates that the application of active reading practices markedly improves comprehension, critical thinking, and problem-solving skills, which are vital for academic and professional achievement.

Introduction. The capacity to read is frequently perceived as a simple procedure entailing the identification and interpretation of written symbols. Research indicates that reading transcends just decoding; it involves active participation, critical thinking, and interpretive analysis. The transition from a passive to an active reading methodology is essential for enhanced understanding and enduring education. This research seeks to examine

how active reading influences literacy development through the integration of cognitive and analytical skills, resulting in improved critical thinking and problem-solving capabilities.

Literature Review

The straightforward perspective on reading, as articulated by Gough and Tunmer (1986), asserts that reading comprehension results from the interplay between decoding and linguistic understanding. This approach adequately elucidates fundamental reading acquisition but fails to consider the advanced cognitive processes necessary for comprehending intricate texts (Hoover & Gough, 1990). Decoding is a crucial talent; nevertheless, without active engagement and interpretation, understanding stays superficial.

Active reading, conversely, employs metacognitive processes, inferential reasoning, and text analysis, allowing readers to connect profoundly with the material (Snow, 2002). Critical reading, a vital aspect of active reading, including interrogating the text, assessing arguments, and integrating information to formulate independent viewpoints (Paul & Elder, 2019). Fisher and Frey (2014) indicate that students who practice active reading exhibit superior comprehension and retention levels than those who depend exclusively on decoding skills.

Research conducted by Duke and Pearson (2002) highlights that proficient readers utilize many tactics, such as predicting, summarizing, and questioning, to enhance their engagement with the text. Afflerbach, Pearson, and Paris (2008) contend that comprehension is an active process influenced by the interplay of the reader's background information, motivation, and cognitive capabilities.

Furthermore, Guthrie and Wigfield (2000) emphasize the significance of motivation in reading comprehension, observing that genuinely driven readers interact more profoundly with texts and utilize critical thinking abilities more efficiently. This viewpoint is endorsed by Pressley and Afflerbach (1995), who propose that reading constitutes a dynamic process necessitating ongoing monitoring, modification, and reflection.

Recent research have examined the influence of digital literacy on reading engagement. Leu et al. (2015) contend that in the contemporary digital era, active reading encompasses not only print materials but also online resources, necessitating supplementary abilities such as assessing reliability, combining diverse sources, and interacting with multimedia information. This progression highlights the imperative of cultivating active reading abilities in modern education to equip students for information-dense contexts.

Research Methodology

This study utilizes a qualitative research methodology, encompassing a comprehensive literature review, classroom observations, and an examination of reading strategies employed in educational contexts. Data was gathered from scholarly journals, case studies, and pedagogical frameworks that advocate for active reading. The research incorporates interviews with instructors to evaluate the efficacy of diverse reading strategies in improving critical thinking and comprehension.

A mixed-method approach was employed to facilitate a thorough study, integrating both qualitative and quantitative data. Surveys were administered to students and educators to evaluate their impressions of active reading practices. The poll encompassed inquiries regarding reading habits, comprehension challenges, and the perceived advantages of active reading strategies.

Furthermore, classroom interventions were executed in which students engaged in structured active reading activities, including annotation, summary, and Socratic questioning. Assessments before and after the intervention were performed to evaluate enhancements in comprehension and critical thinking skills. The gathered data underwent thematic analysis for qualitative replies and statistical approaches for quantitative data to discern trends and correlations.

Ethical considerations were addressed, guaranteeing that all participants gave informed consent and that their responses were kept anonymous. The results from this methodological approach offer significant insights into how active reading improves literacy abilities and cognitive engagement.

Analysis and Results

The results demonstrate that the shift from passive to active reading markedly enhances readers' capacity to analyze texts, make inferences, and employ critical thinking skills. Essential tactics recognized in promoting active reading encompass:

- Annotation and Note-Taking — Promotes participation by emphasizing essential concepts, formulating inquiries, and condensing material (Fisher & Frey, 2014).

Socratic Questioning - Facilitates profound comprehension via discourse and assessment of arguments (Paul & Elder, 2019).

Comparative reading—analyzing multiple sources—enhances comprehension and broadens viewpoints (Shanahan, 2013).

Educators who employed structured active reading exercises noted an enhancement in students' capacity to critically engage with texts and formulate well-reasoned arguments.

Annotation and Notation. Annotation and note-taking are fundamental to active reading, converting the reading experience into an interactive engagement. Fisher and Frey (2014) assert that these techniques are essential for engaging students, especially when they are prompted to emphasize key concepts, underline significant arguments, and record questions or reflections while reading. This approach cultivates a profound engagement with the content and facilitates the subsequent retrieval of key concepts.

Additionally, effective note-taking is a talent that improves with practice and organization. Educators can improve this process by offering frameworks like Cornell Notes or graphic organizers to assist students in synthesizing and organizing their thoughts more effectively. Students may revisit their notes during the revision process, facilitating retention and understanding of intricate information.

Socratic Inquiry. Socratic questioning fosters critical thinking through a dialectical approach to participation. Paul and Elder (2019) assert that this strategy necessitates readers to pose open-ended inquiries that provoke further investigation. Students are instructed to examine the material's underlying assumptions, assess the validity of arguments, and establish links to prior knowledge or real-world contexts, rather than merely summarizing the text.

Educators frequently employ Socratic seminars or small group discussions to promote this form of inquiry. Through active engagement in these discussions, students enhance their arguments and critically evaluate alternative perspectives. This form of discourse enhances their critical thinking skills, clarifies their self-expression, and fosters active listening to divergent perspectives.

Comparative Analysis of Texts. Comparative reading, the analysis of different sources on a certain topic, enhances understanding by prompting readers to consider issues from various angles. Shanahan (2013) emphasizes that this approach cultivates a more thorough understanding of a subject by enabling students to compare perspectives, recognize biases, and integrate knowledge.

Through comparative reading, students acquire a more sophisticated comprehension of intricate subjects. This strategy facilitates intertextual analysis, enabling readers to identify connections between texts, whether through common themes, opposing viewpoints, or historical context. Educators might organize comparison reading exercises in the classroom by supplying paired texts or directing students in comparative analysis across several fields.

Advantages of Engaged Reading in Education. The application of active reading methodologies has demonstrated multiple beneficial results in educational environments. Principal advantages comprise:

Enhanced Critical Thinking: Active reading fosters the cultivation of critical thinking skills by prompting students to analyze, evaluate, and synthesize material. It instructs students not just to accept the content but also to interrogate and understand it.

Enhanced Retention and Comprehension: Actively engaging with the subject reinforces knowledge and improves understanding. By linking new material to existing knowledge, pupils can retain information for extended durations and comprehend more intricate topics.

Enhanced Writing and Argumentation Proficiencies: Active reading is intricately connected to writing. Engaging with texts and formulating critical replies enables students to construct logical and well-structured arguments, so enhancing their capacity for critical and persuasive writing.

Augmented Student Engagement: Conventional reading frequently entails the passive assimilation of information. Conversely, active reading involves students in a manner that fosters their ownership of the learning process. The tactics facilitate meaningful interactions among students, the text, and their peers.

Personalized Learning: Active reading can be tailored to accommodate various learning styles. Certain students may derive greater benefit from visual annotations, whilst others may find conversation or comparative analysis more efficacious. The adaptable methodology facilitates a customized educational experience.

The Educator's Role in Promoting Active Reading. Educators are instrumental in fostering an atmosphere that encourages active reading. Educators must offer direction and organization in addition to assigning reading duties. This encompasses demonstrating the active reading process, fostering debates, and providing feedback that promotes further analysis.

Scaffolded Instruction: It is imperative to implement a scaffolded methodology, wherein pupils are progressively acquainted with several active reading practices. A teacher may initially concentrate on annotation skills and thereafter graduate to more sophisticated techniques such as Socratic inquiry and comparative analysis as students gain proficiency with the content.

Collaborative Learning: Group activities and peer conversations augment the active reading experience. Students can exchange insights and contest each other's views, establishing a collaborative learning atmosphere that encourages profound contemplation.

Evaluation and Commentary: Consistent evaluations that promote active reading—such as written replies, reflections, or presentations—facilitate the monitoring of student advancement and identify areas requiring additional focus. Constructive feedback enhances critical engagement with texts, offering pupils the necessary guidance for development.

Conclusions and Recommendations

The shift from passive to active reading signifies a crucial phase in the enhancement of advanced literacy competencies. Reading competency is not solely defined by the capacity to decode words, but also by the depth of comprehension, critical engagement, and the cognitive processes involved in text interaction. The fundamental perspective of reading, which emphasizes decoding and basic comprehension, is crucial for foundational literacy. True comprehension—characterized by readers fully understanding the meaning, inferring connections, and critically analyzing content—occurs when readers actively engage with texts. The transition to active reading is crucial for cultivating lifelong learners capable of critical thinking, complex idea analysis, and adaptation to changing information across many fields.

Active reading necessitates that readers engage with the material more thoroughly by questioning, annotating, synthesizing concepts, and making inferences. It underscores the importance of higher-order thinking skills, which are crucial for academic, professional, and personal achievement. Through this process, readers comprehend the text's content, assess its ramifications, interrogate its assumptions, and connect it to bigger concepts or real-world contexts. This advanced kind of reading improves cognitive skills like critical thinking, problem-solving, and the capacity to express nuanced viewpoints.

Educational institutions are essential in cultivating these skills and should thus incorporate structured active reading practices into their courses. Merely assigning reading

duties is no longer adequate. Educators must establish a dynamic learning environment that fosters active involvement with the material. This may encompass activities including group discussions, Socratic questioning, annotation exercises, comparison reading, and debates. These tactics enable pupils to establish links between various texts and concepts, whilst enhancing their analytical abilities. By promoting these behaviors, educational institutions can assist students in transitioning from passive reading to an engaged and reflective methodology that fosters critical thinking and enhanced comprehension.

Furthermore, multidisciplinary methods for enhancing reading comprehension should be prioritized. Subjects ought not to be taught in isolation; reading should be positioned as a means to comprehend other disciplines, including literature, science, history, and social studies. Encouraging students to read across disciplines enables them to transfer their reading skills and use them in other situations, so developing their versatility as thinkers and learners. This comprehensive approach to reading guarantees that students not only attain proficiency in word decoding and fundamental comprehension but also acquire the skills to approach, evaluate, and synthesize information, enabling them to solve issues and make informed decisions in real-world contexts.

Moreover, collaboration among instructors is crucial to strengthen active reading practices. Educators from many fields can exchange effective strategies, formulate interdisciplinary reading tasks, and collaborate to establish a unified educational experience that prioritizes active interaction with texts. Teachers should be provided with professional development opportunities to equip them with the necessary tools and knowledge for the effective integration of these tactics into their classrooms.

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