



BEYOND THE SURFACE: INTERROGATING TEXTS FOR DEEPER CRITICAL UNDERSTANDING

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Abstract

Critical reading is not merely about comprehending words on a page but involves an active engagement with texts to analyze, question, and interpret meaning. This paper explores the role of interrogating texts as a methodological aspect of critical reading. It examines the cognitive processes involved in textual interrogation and discusses various strategies that enhance deeper comprehension. The study employs a qualitative research approach, incorporating literature review, classroom observations, and expert interviews to analyze how critical reading fosters analytical thinking, problem-solving, and independent reasoning. The findings indicate that interrogating texts improves comprehension, encourages metacognition, and enhances the ability to evaluate information critically. The paper concludes by emphasizing the necessity of fostering interrogation-based reading strategies in educational settings.

Keywords: Critical reading, text interrogation, deep comprehension, analytical thinking, metacognition.

Ma’nodan tashqari ma’no: Matnlarni chuqur tanqidiy tushunish uchun tahlil qilish. Tanqidiy o’qish nafaqat sahifadagi so’zlarni tushunish, balki matn bilan faol shug’ullanish, tahlil qilish, savol berish va ma’noni talqin qilishni ham o’z ichiga oladi. Ushbu maqola matnlarni tergash (interrogatsiya qilish) tanqidiy o’qishning metodologik jihatida qanday rol o’ynashini o’rganadi. Unda matn tergash jarayonida ishtirok etadigan kognitiv jarayonlar tahlil qilinadi va chuqur tushunishni oshirishga yordam beradigan turli strategiyalar muhokama qilinadi. Tadqiqot sifatli tadqiqot usulidan foydalanadi, jumladan adabiyot sharhi, sinf kuzatuvlari va



mutaxassislar bilan suhbatlar orqali tanqidiy o‘qishning tahliliy tafakkur, muammolarni hal qilish va mustaqil fikrlashni qanday rivojlantirishi tahlil qilinadi. Natijalar shuni ko‘rsatadiki, matnlarni tergash (interrogatsiya qilish) tushunishni yaxshilaydi, metakognitsiyani rag‘batlantiradi va ma’lumotlarni tanqidiy baholash qobiliyatini oshiradi. Maqola ta’lim muassasalarida tergashga asoslangan o‘qish strategiyalarini rivojlantirish zarurligini ta’kidlab yakunlanadi.

Kalit so‘zlar: tanqidiy o‘qish, matn tergash, chuqur tushunish, tahliliy tafakkur, metakognitsiya.

Introduction

Reading is frequently regarded as a passive endeavor focused on interpreting textual symbols and comprehending their direct meanings. A profound understanding of texts necessitates an active, inquisitive approach, wherein readers scrutinize, interrogate, and critically engage with the content. This procedure, termed text interrogation, is an essential aspect of critical reading that enables individuals to identify biases, evaluate arguments, and formulate educated judgments.

This study examines how analyzing texts promotes a more profound critical comprehension and improves readers' capacity to assess information. The paper elucidates the cognitive and analytical skills inherent in several tactics, including Socratic questioning, annotation, and comparison analysis. This research seeks to illustrate that incorporating text interrogation into reading practices can markedly enhance comprehension and critical thinking abilities, especially in academic and professional contexts.

Research Methodology

This study utilizes a qualitative research methodology, using an extensive literature analysis, classroom observations, and expert interviews to examine how text interrogation enhances comprehension.



Analysis and Discussion

Interrogating texts entails scrutinizing, analyzing, and assessing a text beyond its surface meaning. This method allows readers to interact critically and formulate independent opinions instead of merely accepting information at face value.

Essential tactics encompass:

Socratic Questioning:

Annotation and Note-Taking:

Comparative Text Analysis:

Evaluating Authorial Intent and Bias:

Cognitive Advantages of Analyzing Texts.

Participating in textual analysis enhances several cognitive and analytical abilities, including:

- **Augmented Comprehension:** Readers attain a profound comprehension through active engagement with texts instead of passive information absorption.
- **Enhanced Critical Thinking:** Interrogating and assessing texts fosters logical reasoning and argument evaluation.
- **Enhanced Metacognitive Awareness:** Readers develop a heightened awareness of their cognitive processes, improving their capacity for self-monitoring and adjusting their interpretations.

Conclusion

Interrogating texts is a critical component of advanced literacy that enables readers to move beyond surface-level comprehension and engage in deep analytical reading. This study has highlighted how questioning, annotation, comparative analysis, and bias evaluation contribute to developing critical thinking skills and cognitive awareness.

To cultivate these skills in academic and professional contexts, educators must implement structured reading strategies that promote active engagement with texts. Future research should explore how digital literacy and multimedia sources influence text interrogation techniques in contemporary education. By integrating these methodologies, educational institutions can better prepare students for the



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complexities of modern information processing, ensuring they become discerning, analytical readers.

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