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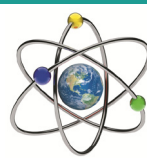


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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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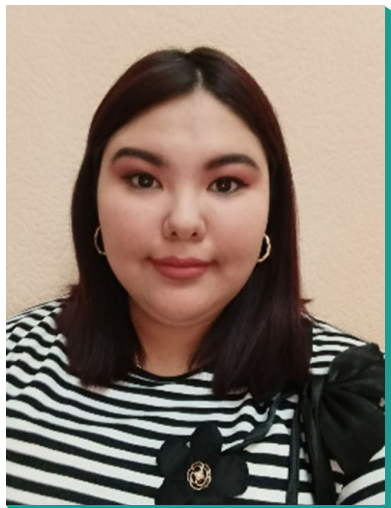
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THE RELATIONSHIP BETWEEN CRITICAL THINKING AND READING COMPREHENSION IN PRIMARY SCHOOL STUDENTS

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Abstract: The present study examined the relationship between critical thinking and reading comprehension among primary school students. A total of 120 students (grades 4–6) were assessed using a standardized reading comprehension test and a validated critical thinking questionnaire. Descriptive statistics, Pearson product–moment correlation, and linear regression analysis were conducted. Results indicated a moderate, statistically significant correlation between critical thinking and reading comprehension. Regression analysis revealed that critical thinking significantly predicted reading comprehension scores, $F(1, 118) = 42.39$, $p < .001$, with critical thinking accounting for 26.4% of the variance ($R^2 = .264$). These findings suggest that fostering critical thinking skills may contribute substantially to reading comprehension outcomes in primary education.

Key words: critical thinking, reading comprehension, primary education, literacy development.

Annotatsiya: Ushbu tadqiqotda boshlang'ich maktab o'quvchilarida tanqidiy fikrlash va matnni tushunish o'rtasidagi bog'liqlik o'rganildi. 4–6-sinflarda tahsil olayotgan jami 120 nafar o'quvchi standartlashtirilgan o'qish tushunish testi va moslashtirilgan tanqidiy fikrlash so'rovnomasi yordamida baholandi. Ma'lumotlar tahlilida tavsifiy statistika, Pirsone korrelyatsiya koeffitsienti va oddiy chiziqli regressiya usullari qo'llanildi. Natijalar tanqidiy fikrlash va o'qish tushunishi o'rtasida o'rtacha darajadagi, statistik jihatdan ahamiyatli bog'liqlik mavjudligini ko'rsatdi. Regressiya tahlili tanqidiy fikrlash o'qish tushunishi ko'rsatkichlarini sezilarli darajada bashorat qilishini aniqladi, $F(1, 118) = 42.39$, $p < .001$, va tanqidiy fikrlash umumiy dispersiyaning 26,4 foizini tashkil etdi ($R^2 = .264$). Ushbu natijalar boshlang'ich ta'limda tanqidiy fikrlash ko'nikmalarini rivojlantirish o'qish tushunishi natijalariga sezilarli ta'sir ko'rsatishini ko'rsatadi.

Kalit so'zlar: tanqidiy fikrlash, matnni tushunish, boshlang'ich ta'lim, savodxonlik rivoji.

Аннотация: В данном исследовании изучалась взаимосвязь между критическим мышлением и пониманием прочитанного у учеников начальной школы. Всего было обследовано 120 учащихся 4–6 классов с использованием стандартизированного теста на понимание текста и проверенного опросника на критическое мышление. Для анализа данных применялись описательная статистика, корреляция Пирсона и линейная регрессия. Результаты показали умеренную, статистически значимую корреляцию между критическим мышлением и пониманием текста. Регрессионный анализ выявил, что критическое мышление существенно предсказывает показатели понимания текста, $F(1, 118) = 42.39$, $p < .001$, объясняя 26,4% дисперсии ($R^2 = .264$). Полученные данные свидетельствуют о том, что развитие навыков критического мышления может значительно повысить результаты понимания текста в начальной школе.

Ключевые слова: критическое мышление, понимание текста, начальное образование, развитие грамотности.

INTRODUCTION

Reading comprehension is widely recognized as a foundational literacy skill essential for academic achievement (Kendeou & O'Brien, 2014). It involves not only the ability to decode and recall information but also higher-order processes such as inference, evaluation, and synthesis. These processes are closely linked to critical thinking, which is defined as the capacity to analyze, interpret, and evaluate information in a reasoned manner (Ennis, 2018).

Although existing research highlights the role of critical thinking in supporting comprehension, most empirical studies have focused on adolescents or tertiary-level students (Paul & Elder, 2019). Limited research has examined this relationship in primary school contexts, where foundational cognitive and literacy skills are actively developing. The present study addresses this gap by exploring the relationship between critical thinking and reading comprehension in students from grades 4 to 6. The following hypotheses were tested:



- 1. Critical thinking scores will be positively correlated with reading comprehension scores.
- 2. Critical thinking will significantly predict reading comprehension performance.

RESEARCH METHODOLOGY

Research Design. A quantitative, cross-sectional correlational design was employed to assess the relationship between critical thinking and reading comprehension.

Participants. The sample comprised 120 students (58 boys and 62 girls), aged 9–12 years ($M = 10.4$, $SD = 0.9$), enrolled in grades 4–6 across three public primary schools. Stratified random sampling was applied to ensure equal representation by grade level. Participation was voluntary, and parental consent was obtained for all students.

Instruments. Reading Comprehension Test. A standardized 40-item test aligned with national curriculum guidelines, covering literal, inferential, and evaluative comprehension. Internal consistency for the current sample was acceptable (Cronbach's $\alpha = .81$).

Critical Thinking Questionnaire. A 30-item instrument adapted from the Cornell Critical Thinking Test, Form X, modified for age appropriateness. It assessed interpretation, analysis, inference, and evaluation. Reliability in this study was high (Cronbach's $\alpha = .87$).

Procedure. Data were collected during regular class hours in two sessions on consecutive days. Reading comprehension tests were administered first, followed by the critical thinking questionnaire. All sessions were supervised by trained research assistants to ensure standardization.

Data Analysis. Data were analyzed using SPSS Version 26. Descriptive statistics (means, standard deviations, skewness, kurtosis) were calculated to examine score distributions. Pearson's correlation was employed to test associations between variables. Simple linear regression was conducted to assess the predictive capacity of critical thinking on reading comprehension.

ANALYSIS AND RESULTS

Descriptive Statistics: Students' mean reading comprehension score was 71.2 ($SD = 10.3$), while the mean critical thinking score was 68.4 ($SD = 9.7$). Both distributions demonstrated acceptable skewness (-0.32 and -0.28 , respectively) and kurtosis values (-0.51 and -0.39), indicating normality.

Table 1: Descriptive statistics for study variables (N = 120)

Variable	M	SD	Skewness	Kurtosis
Reading Comprehension	71.2	10.3	-0.32	-0.51
Critical Thinking	68.4	9.7	-0.28	-0.39

M = mean; SD = standard deviation. Skewness and kurtosis values within ± 1.0 indicate approximately normal distribution.

Correlation Analysis: Pearson correlation indicated a statistically significant positive relationship between critical thinking and reading comprehension, $r(118) = .52$, $p < .001$.

Table 2: Correlation between critical thinking and reading comprehension¹

Variable	1	2
Reading Comprehension	—	
Critical thinking	.52**	—

Regression Analysis: Simple linear regression revealed that critical thinking significantly predicted reading comprehension performance, $F(1, 118) = 42.39$, $p < .001$. The model explained 26.4% of the variance in reading comprehension scores ($R^2 = .264$).

1 $p < .01$ (two-tailed).



Table 3: Summary of linear regression analysis predicting reading comprehension from critical thinking

Predictor	B	SE B	β	t	p
Constant	33.61	6.41		5.24	< .001
Critical thinking	0.55	0.08	.52	6.51	< .001

B = unstandardized regression coefficient; SE B = standard error of B; β = standardized regression coefficient. $R^2 = .264$.

Grade-Level Subgroup Analysis: Subgroup analysis showed correlations by grade level: grade 4 ($r = .42$, $p < .05$), grade 5 ($r = .50$, $p < .01$), and grade 6 ($r = .61$, $p < .001$). The strength of association increased with grade level, suggesting developmental progression.

Figure 1. Scatterplot with regression line



Figure 1: Scatterplot with regression line showing the relationship between critical thinking and reading comprehension among primary school students (N = 120)

The results confirm a moderate, statistically significant relationship between critical thinking and reading comprehension among primary school students. Consistent with prior studies (Ennis, 2018; Kendeou & O'Brien, 2014), the findings indicate that higher-order reasoning processes enhance comprehension beyond surface-level recall. The predictive analysis underscores the importance of critical thinking as a key determinant of reading outcomes. The proportion of variance explained ($R^2 = .264$) is substantial for educational research, highlighting critical thinking as a meaningful factor in literacy development. Notably, the stronger associations observed in older students suggest that as cognitive maturity advances, critical thinking contributes more robustly to comprehension. This developmental trend emphasizes the importance of early and continuous critical thinking instruction in primary education. Pedagogical implications include the integration of inquiry-based learning, dialogic reading, and reflective questioning strategies that cultivate both comprehension and reasoning skills. Teachers should prioritize not only comprehension accuracy but also interpretive and evaluative skills that foster deeper understanding of texts.

CONCLUSION

The study provides empirical evidence that critical thinking is positively correlated with, and predictive of, reading comprehension in primary school students. These findings highlight the need for educational practices that explicitly nurture critical thinking as part of literacy instruction. Future research should employ longitudinal or experimental designs to examine causal relationships and investigate teacher-level and curriculum-level influences on the development of these skills.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



AKTABGACHA VA AKTAB TA'LIMI

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