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Methodology for The Development of Information Analysis Skills Through Classical and Modern Works in English Lessons

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Abstract: This article analyzes the methodology for developing information analysis skills in students by studying classical and modern works in English lessons. The article first of all highlights the importance of forming critical thinking and analytical views in readers through a deep understanding of information in the process of using literary works, taking into account the context, author's position, historical and social reality. Comparing classical works with modern literature, studying the topics, characters, social problems in them allows readers to conduct a comprehensive analysis. The article also samples lesson scenarios enriched with interactive techniques (debate, keys-stadia, role-playing, mental attack based on ideas presented in the classroom). In them, each student or group is expected to analyze the text they read, identify the relationship between the characters, the main problem or idea raised in the work, and comment in a foreign language. As a result, in the lesson, elements of high-level thinking are formed, such as working with information, sorting, asking questions, drawing conclusions, and not just memorizing words or learning language rules. Through the direction of such analytical lessons, students focus on the emergence of independent thought, literary taste, a critical worldview, especially in modern society, the emergence of false messages, self-preservation from misinterpretations, individuals seeking from science.

Keywords: Information, analysis, classical and modern work, methodology, critical thought, idea, context,

character, worldview, thinking, interactive, educational technologies, developing methods.

Introduction: In the era of globalization and the rise of digital technologies, foreign language education is making it a task not only to give linguistic knowledge, but also to form skills in students such as critical thinking, creative approach, impartial analysis of information flow. In particular, in English lessons, it is important not only to master the rules of the language and the composition of the dictionary, but also to develop the skills of information analysis in students through various literary works. This allows for an in-depth study of various facets of Idea, author's position, period features, cultural context, and linguistic tools in the text by analyzing classical works (e.g. William Shakespeare, Charles Dickens, Jane Austen) as well as examples of modern literature (Haruki Murakami, Kazuo Ishiguro, Margaret Atwood, etc. In the process of studying literary works, the reader goes through the process of analyzing the situation, characters, their spiritual and moral image, the historical and social foundations of the text, comparing different point of view with the modern one, as well as reaching conclusions with specific questions. Thus, when information analysis is carried out relying on specific interactive techniques, the reader acquires skills such as critical thinking, proof-making, logical consistency, synthesis of various sources of information by working directly on the text. Literature, especially English literature classes, serve not only to expand the vocabulary wealth in the language, but also to develop such complex types of activities as information analysis, understanding the cultural context, reacting to opposing ideas. John Dewey also noted that in addition to arguing that the educational process should be established through "practical experience" as well as "the reader's interest in knowledge", in the process of studying literary texts, an individual's abilities for empathy, logical analysis and discussion can develop simultaneously

A literary work is a resource that embodies the cultural, social, spiritual environment of a particular era. When the reader analyzes this text, he focuses on the period during which the work was created, the author's position, the image of characters, internal conflicts within the work, among others. As a result, the reader:

Being open to different point of view;

Understanding the socio-political gestures that the work represents;

Critical assessment of the author's arguments and opinions;

Performs processes such as analogy with another period or other author's work. This is one of the important links in the formation of critical thought[1].

In the digital age, various forms of literary and non-literary texts, online publications, blogposts, social media posts, videos, and podcasts are exposing readers to "information abundance". A non-critical reader, on the other hand, can get lost in this sea of information, be deceived by fake or manipulative messages. Therefore:

Formation of practical skills in information analysis in students in the process of acquaintance with literature in English lessons;

When analyzing each work, the question "for what reason is it written like this?", "Who put this point forward?", "In which cultural context is it formed?" as well as asking questions;

Comparing the idea put forward in a classic work with the problems of a modern work, social context, changes in society, the current period, involves the reader in the process of searching, comparing, looking for evidence in relation to any information, coming to a conclusion.

In the science of pedagogical psychology, in the process of reading literary texts, it is emphasized that at some point intellectual and emotional processes awaken in the reader. In his work "fundamentals of pedagogical psychology", Lev Vygotsky notes that the perception of a literary text is not limited only to emotion, but also directly related to the logical expression of thoughts, the formation of conclusions, a thorough understanding of the subject through various associative analysis. Therefore, critical thought-can be fully manifested in the process of reading, analyzing and interpreting a literary text. The reader deals with factors such as the arguments presented in the text, character motivation, author's style, composition of the work, period condition, among others. In this process, information analysis refers to the understanding of such concepts as diverse evidence, non – relying thoughts on evidence, manipulative elements, reliable inference, context and subcontinent.

METHODOLOGY

Methodology for the development of information analysis skills through classical and modern works in English lessons.

Problematic approach: the teacher begins the study of literary works with problematic questions - "What did the author mean?", "How fair is the main character's decision?", "How did the political conditions of this period influence this work?"

Attracting various sources: in addition to the text of the work, reading, analyzing resources such as the

translator of the author, the politics of the era, socio-political processes of society, reviews of critics. In this process, the skill “work with resources” is formed in students.

Comparison of classical and modern work: comparing the same issue with one classical work, then how a modern work is interpreted. Finding ideological, methodological, linguistic differences, critical opinion on the causes.

Interactive methods: debating, case-study, role-playing, “Fishbone” (fish skeleton) analysis, providing proof-of-proof, rejecting (or accepting) opposite arguments, the reader will be busy making conclusions in methods such as brainstorming [2]. The role of interactive techniques. Debate. Students are divided into two groups. For example, in Dickens' novel “Oliver Twist”, a friction about “whether the question of strangeness and social injustice has found a solution”. Another group approach is to discuss such an issue by analogy with a contemporary work (Atwood's “The Handmaid's Tale” or Ishiguro's “Never Let Me Go”). As a result, each group collects evidence, searches for sources, answers critical questions.

Case study. The teacher prepares a pre-themed key-choice or key-situation. For example, the monarchical system of Shakespeare's time, democracy in modern times, a sense of freedom in society. Based on these keys, a Shakespeare play (suppose, “Macbeth” or “Hamlet”) and a contemporary play (works by Caryl Churchill) are compared. The reader seeks themes of political context, personal freedom in each work, finds the difference of the era through sources, is able to draw conclusions.

Role-playing game. Readers enter the role of characters in the text. Someone can embody a character in a classic work, someone-a character in a modern work. They asked “how would they solve this issue in line with today's era?” or “why did the author create such a character?” question. This method develops in readers the skill of thinking, expressive speech, combining “arguments, textual foundations, author's ideas” [3].

An example of practical training.

Theme: “human freedom and the role of society: a comparative analysis in the works of Dickens and Ishiguro”.

Preparation: readers read an excerpt from Dickens' novel “Great Expectations” and Kazuo Ishiguro's novel “Never Let Me Go”.

Problem-setting: “how is human freedom restricted in both works? Who or what checks?”.

Source search: the Dickens era (Victorian England), a

modern society described by Ishiguro (there may have been fantastic elements). Comparison of historical, cultural sources.

Controversy and debate: while groups defend Dickens' work, arguing that Victorian society is not smooth, but in a sense some freedoms are abstract, another group focuses on limiting the freedoms of cloned students in Ishiguro's novel. Evidence is provided for both opinions.

Conclusion: failures, the system of society, errors in upbringing arise as a critical conclusion that human freedom is a limiting factor in works [3].

The study of classical and modern works using digital platforms. Online libraries and audiobooks. In our time, both many classic works and modern ones can be found online, read or listened to in the form of audiovisual. It is necessary that future English teachers take note of this:

Modern works are also available in some publications online trial copies, reviews on social networks. It is possible to create online forums (Moodle, Google Classroom) so that students can read and share comments or engage in debate [4].

Multimedia analysis. Films made on classical works, theatrical performances, various review videos; interviews on modern works, blog posts, authors' own words – all this can be found on digital platforms and analyzed in classes. In the process: the reader reads the text himself, and then studies the discrepancies in the film version, the interpretation of the director.

Feedback is shared with other readers via forum or chat.

Evidence, consideration of different point of view, the transition to a scientific-analytical approach instead of emotional reasoning is encouraged.

Such a process is associated with “active teaching methods” and develops information analysis and critical thought in students [5].

Debate and debate over classical and contemporary works: the possibilities of the debate (debate) form. Debate is an educational process in students consisting of stages of making a clear argument, proving an opinion with material evidence (applications, statistics, critical articles), maintaining objectivity by listening to the opposite group, conclusion and analysis. In such an argument: both the content of the work and the idea of the author and the circumstances of the period are taken into account.

Students look for various sources – the author's biography, literary critics, the attitude of society, socio-political inference, printed and electronic encyclopedias. Students develop skills to provide evidence, ask questions, reject or accept conflicting evidence [6].

Comparative analysis: one topic – two works. Comparative analysis is the expression of a topic in a lesson, for example, “the responsibility of man to society” in a classic work. Readers have a broad idea of how a problem from time to time can look different, the impact of cultural and political circumstances, and the differences in the author's style.

Critical questions: "when was this problem relevant? So now?", "Have the authors come to a conclusion, or have they taken a different position?", "Modern technology, has the global environment changed this topic? "The reader analyzes both works as sources, summarizing the evidence and proving" what is similar "and" what is different". Such a process of comparative analysis will attract readers to research, compare sources, give an unbiased assessment, draw conclusions in certain stages.

Assessment criteria and the role of the teacher in the formation of critical opinion. Criteria for which it is necessary to pay attention when assessing the activities of students in the process of learning information analysis skills using the example of classical and modern works:

Checking source reliability: how actively does the reader look for and evaluate other sources related to the Work, author, period with a critical eye?

Quality of questions: when the reader analyzes the text "Why?", "On what basis? can he put questions like " exactly? How thorough and critical are he questions aimed at?

Making evidence and reasoning: since the reader comments on the idea or problem raised in the work, where, whose opinion is based, makes a clear quote, explains the author's context?

Conclusion: can the reader's conclusion at the end of the debate give a clear opinion, free from subjective feeling, based on how much the evidence and information they have reached?

The task of the teacher. A teacher is an important person who, taking literary works out of the task of simply “memorizing or retelling”, forms a solid position in students on critical thought, Information Analysis. His role. Asking problematic questions: "are the events of the work relevant even for today's society?", "What could the author mean?", etc.k.

Providing resources: where to find facts about the context of the work, which online encyclopedia, which biographical database is needed, for example, politics in the Shakespeare era, reviews of Murakami novels, etc.k.

Dispute management: Fair Arbitration in debate or debate, allowing for each group, involving passive

participants as well, effectively continuing the debate on the basis of evidence.

Providing reflection: at the end of the lesson, “What Have you learned?”, “What evidence did you find, what was missing?”, “What conclusion did you come to when you compared with another work?” with questions such as student self-assessment and development of work on oneself.

CONCLUSION

” Methodology for developing the skills of information analysis through classical and modern works in English lessons " is one of the ultimate goals in foreign language education. Serves to bring to adulthood a critically minded individual who can make an independent decision and reach a conclusion relying on proof-of-proof. The classic work presents the reader with a deep socio-historical context, while the modern work demonstrates the problems of today's society, and together the two expand the reader's theoretical, linguistic, social and critical worldview. Moreover, this process is fundamentally different from traditional “text reading” in lessons, based on the stages of “Information Analysis” – search for sources, comparative study of various facts, control of emotional attitude, conclusion and assessment, and occupies an important place in the development of information analysis skills in future English teachers.

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