

Methods of Information Search and Analysis in The Formation of Critical Opinion of Future English Teachers

Tojiboyeva Shokhistakhon Komiljonovna

Acting Associate Professor of the Interfaculty Department of Foreign Languages of the Termez University of Economics and Service, Doctor of Philosophy (PhD) in Pedagogical Sciences, Uzbekistan

Received: 26 February 2025; **Accepted:** 22 March 2025; **Published:** 25 April 2025

Abstract: This article highlights the role, theoretical foundations and practical significance of methods of information search and analysis in the process of forming the critical opinion of future English teachers. It is also emphasized that the future English teacher should have thorough knowledge and skills in such matters as media literacy, identification of manipulations, selection of a reliable source, due to his work with foreign language resources, foreign articles, scientific research, messages circulating on social networks. The article talks in detail about how methods of information search and analysis are integrated into the process of non-traditional education, at what stages such methods are effective. It is noted that the future English teacher, using interactive techniques, provides students with the opportunity not to "ready" knowledge, but to independently search, conclude with proof-proof, and form the skill of distinguishing manipulative messages.

Keywords: Critical thought, information flow, analysis, method, evidence, source, literacy, media, methodology, interactive methods, facilitator, motivation, manipulation, media literacy.

Introduction: In the age of modern globalization, knowledge of a foreign language involves not only the acquisition of linguistic skills, but also the competencies of effective analysis, tracing, sorting and inference of the flow of information coming from various sources. In this process, the future English teacher must rely not only on a set of linguistic knowledge, but also on comprehensive information resources, have the skills to analyze them objectively. This also requires the individual to think critically, to study alternative arguments in every possible way, to properly organize the search for information.

Critical thought is a complex activity consisting of the processes of meaning-content, evidence from it rather than receiving information in a simplified form, determining the reliability, context of the source, author's position, substantiating evidence, comparing with competing sources, drawing conclusions. The fact that future English teachers will teach future students such skills, focus on information search and analysis techniques in the linguistic lessons themselves will ensure high efficiency in education.

Critical thought is an individual's ability to make an independent conclusion by making a reasonable and

objective assessment of various information or messages, evaluating alternative arguments, analyzing, not busy reasoning, comparing different sources and views [1]. John Dewey also interpreted critical thought as "reflexive thinking", stating that the individual "does not immediately accept opinions and conclusions of different manifestations, but rather through questions, research, analytical approach " Why is this?", "On which argument?", "What contradictory thoughts can there be?" should be checked with questions such as, he notes [2]. Therefore, critical thought is an important factor that determines the strong social and intellectual potential of a person and is recognized as one of the leading competencies in today's information society.

The importance of critical thought in education. Modern education implies an activity based not only on memorization or acceptance of ready-made facts, but also on independent research, conclusion based on evidence-proof, examination of alternative points. A new generation of students may also be exposed to feyk news, propaganda, misinterpretations due to students being exposed to various information streams, in particular the internet, social networks, multimedia channels, online publications. In such a case:

- Critical thinking protects readers from information attacks.
- Students can independently research on a particular issue and draw conclusions based on unbiased evidence.
- Also provides the basis for analyzing various arguments in debates, rejecting or accepting conflicting opinions.

While the future English teacher works in a media environment, in a global information space, he turns to various blogs, foreign newspapers-magazines, scientific articles and books, recommending these resources to his readers. If in this process the teacher himself does not have the skills of critical thinking and seeking information, false or manipulative messages can lead to the spread of morally and culturally harmful content. Therefore, it is necessary that the future teacher knows the basic principles of seeking information within his subject, is active in various search engines (Google Scholar, online libraries, social networks), has such critical thinking skills as assessing the scientific reliability of sources, providing evidence, identifying plagiarism or fake news, noticing manipulation, is able to demonstrate this experience to students in classes.

The formation of critical thinking in pedagogical activity is carried out with reference to such processes as the application of interactive methods between the teacher and the student, the search for information sources and the transformation of the assessment process into a natural part of the lesson. In his work "Democracy and education", John Dewey argues that critical thinking is the foundation of a democratic society and achieves a high culture and intellectual development through individuals ' inference, justification of their own opinion, consistent assessment of colorful arguments. Paulo Freire also acknowledges that in the ideas of critical pedagogy, the formation of the student as an independent and creative person develops not by "Ready knowledge", but rather by solving "problem situations" in an analytical approach.

METHODOLOGY

methodological principles for the future English teacher.

1. The principle of activism and cooperation: students or students must independently seek resources, analyze within the community, and express their conclusions in the form of controversy.
2. Cross-science integration: English enriches subject study-critical thinking by integrating with geography, history, culture, socio – political science, rather than being limited to teaching grammar alone.

3. Impartiality and evidence-based: examination of source reliability in the search for information, attention to work with scientific results, statistics, analytical articles, authoritative publications.

4. The art of asking questions: "Why?", "What proof?", "Is there any other information?", "What contradictory thoughts can there be? critical questions like " should be constantly involved.

Types of methods of information search and analysis. Prospective English teachers in debate (debate) defend two (or more) opposing positions on a particular topic in the course of a class or in special "debate clubs". In this they are:

- They look for resources for the thought they want to defend;
- In the search process, they find official Articles, News, statistics, expert opinions;
- They also find convincing evidence to deny or refute the opposite opinion.

During the debate, a process is carried out to jointly analyze various found sources, assess their level of reliability, determine whether there are manipulative elements. As a result, students actively use the information seeking method in critical thinking [3].

Case-study method. Analysis of Real or artificially created reality (keys) in a group or individual order. For example, keys, such as " three articles on the policy of a foreign School on compulsory uniforms " or " various sources on Global climate change". Students read case and research to compare the evidence in the sources, and then draw conclusions. In this:

- Everyone or group is forced to seek independent information;
- The process of asking critical questions and finding answers takes place;
- To fill in the opened "gaps", there is a need to find additional information, check suspicious evidence [3].

"Group analysis" and " mental attack " (Brainstorming). Future English teachers summarize their ideas on a particular topic, and then sort them together to form notable arguments. In the process of mental attack:

- Superficial thoughts are also listed, and then at the next stage a critical analysis is made of which of them is justified, which is subjective or just an assumption;
- The expected result is the need for everyone to freely think about a particular problem, and then build on concrete evidence in the analysis.

Technology for the implementation of methods of information search and analysis in the formation of critical opinion. Step-by-step approach.

Stage 1: motivation and organizational work the teacher (or mentor) chooses a topic, gives students a short "problem question" or "case scenario" in advance, determines what exactly they will find, what questions they will have to answer.

Phase 2: information search students find the necessary information in independent or small groups from online/offline resources (library, electronic bases, blog posts, official websites). Here is the teacher:

Provide brief instructions on search operators, source verification methods, criteria for assessing source reliability;

If necessary, the referrer may recommend a list or web resources.

Stage 3: Analysis, comparison and controversy. Group examination of the found information, sorting by principles such as the author of the source, evidence, consistency of evidence, elements of manipulation, level of science. Question and answer, controversy, various graphic organizers during the process

Stage 4: independent conclusion argument, when the group analysis is completed, each student (or group) must write a final conclusion, provide a list of evidence and justify what he came to this conclusion. The teacher can deepen the process with additional questions if necessary [4]. Stereotypes that can prevent the formation of critical thought, emotional reaction, mitigation of unsubstantiated rejection, teaching students to observe, relying on scientific fact, proof-of-proof [5].

Practical examples: forming a critical opinion in future English teachers

Training samples. Topic: "Global climate change"

Groups are presented with various View sources of climate change (scientific article, blog post, politician speeches, video). Students analyze in the process of searching for information from sources whose evidence is more reliable, whose basis is weakness, where statistics are brought from, whether there are manipulative elements. In the ending, each group defends the position that "there is Global warming" or "Global warming is just a myth".

Evaluation criteria and methodological recommendations. To measure the level of formation of critical opinion of future English teachers, it is possible to evaluate according to the following criteria:

Quality of questions: when a student gets acquainted with the information "why?", "What argument are you based on?", "Is there an alternative explanation?", asking critical questions?

The fact that the future English teacher has information

search and analysis techniques is the result of the requirements of today's digital society. Critical thinking is a priority competence in this process, paving the way for the teacher to approach foreign resources, scientific articles, online context, messages on social networks impartially, and then direct the same qualifications to students. Through various interactive techniques (debate, keys-stadi, brainstorming, role-playing, online forums), readers expand their potential in the process of independent information search, comparison of evidence, identification of manipulative elements, conclusion-making. The role of the teacher is not to conduct the lesson only in the form of a lecture, but to instill in students the spirit of mastering, research and analysis, to allow them to solve the "unprepared problem" through joint research, and not a "ready conclusion" with an evidence – based, unbiased approach. This defines the professionalism of a modern English teacher, the ability to operate independently and consciously in a media environment.

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