

# USA

INTERNATIONAL SCIENTIFIC  
ONLINE CONFERENCE



**ISOC**  
INTERNATIONAL  
SCIENTIFIC  
ONLINE  
CONFERENCES

INNOVATION  
IN THE MODERN  
EDUCATION  
SYSTEM



25 APRIL  
2024 YEAR

USA, WASHINGTON

[Info.interconf@mail.ru](mailto:Info.interconf@mail.ru)

[www.interonconf.org](http://www.interonconf.org)



**INNOVATION IN THE MODERN  
EDUCATION SYSTEM**

**Part 40**

**APRIL 2024**

**COLLECTIONS OF SCIENTIFIC WORKS**

Washington, USA  
25<sup>th</sup> April 2024

**INNOVATION IN THE MODERN EDUCATION SYSTEM:** a collection scientific works of the International scientific conference (25<sup>th</sup> April , 2024) – Washington, USA: "CESS", 2024. Part 40 – 860 p.

**Editorial board:**

**Martha Merrill**, PhD Kent State University, USA

**David Pearce**, ScD Washington, D.C., USA

**Emma Sabzalieva**, PhD Toronto, Canada

**Nikadambayeva Hilola Batirovna**, Candidate of Pedagogical Sciences,  
docent

**Pirimov Akram Pirimovich**, docent

**Shodiyev Furqat Davranovich**, Candidate of Technical Sciences, docent

**Languages of publication:** русский, english, казахша, o'zbek, limba română,  
кыргыз тили, Հայերեն

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference "**INNOVATION IN THE MODERN EDUCATION SYSTEM**". Which took place in Washington on April 25, 2024.

Conference proceedings are recommended for scientists and teachers in higher education establishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees. The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and errors.

© "CESS", 2024  
© Authors, 2024



<b>Xongeldiyeva Sevvara Shuxrat qizi, Umurqulov Bekro'lat</b> MONOLOGIK VA DIOLOGIK NUTQ	667
<b>Жумаев Умиджон Гофир ўгли</b> ОЗИҚ-ОВҚАТДА ХАЙВОН ВА ЎСИМЛИК ЁФЛАРИНИ ФОЙДАЛАНИШДА ТЎҒРИ ТАЪМИНЛАШНИНГ АМАЛИЙ АХАМИЯТИ	672
<b>Жумаев Умиджон Гофир ўгли</b> УРУҒЛАРНИ ТОЗЛАШДА ХАРОРАТ ВА НАМЛИКНИ ҚЎЛЛАШ ОРҚАЛИ РАФИНАЦИЯЛАШ ЖАРАЁНИНИ АМАЛИЙ АХАМИЯТИ	677
<b>Саидов Абди</b> <b>Норқобилов А, Ибрагимов Қ, Қурбонов М</b> МОЙЛАРНИ РАФИНАЦИЯЛАШДА ИШҚОРИЙ ЭРИТМАЛАРДАН ФОЙДАЛАНИШНИНГ АМАЛИЙ АХАМИЯТИ	680
<b>Жумаев Умиджон Гофир ўгли</b> ОБОГАЩЕНИЕ СОСТАВА КОМБИКОРМА ЗЕРНОВЫМИ СМЕСЯМИ	683
<b>Fozilov Mirvokhid Mirsultanovich</b> ERNEST SETON-THOMPSON ABOUT THE NATURE-LOVING WRITER.	688
<b>Babadjanov Bahodir Baxtiyorovich</b> <b>Tadjibekova Dilnoza Baxtirovna</b> THE ROLE OF FINANCIAL CONTROL IN THE PUBLIC FINANCE MANAGEMENT SYSTEM	692
<b>Toshboyeva Mahliyo</b> INFORMATION TECHNOLOGIES AND SYSTEMS, THEIR PLACE AND IMPORTANCE IN SOCIETY.	695
<b>Toshboyeva Mahliyo</b> MODERN PERSONAL COMPUTERS AND THEIR SOFTWARE.	699
<b>Toshboyeva Mahliyo</b> THE USE OF OFFICE PROGRAMS IN PROFESSIONAL ACTIVITIES (ON THE EXAMPLE OF VARIOUS PROFESSIONAL AREAS).	703
<b>Ubaydullayeva Muattar O'rinbekovna</b> <b>Jo'rayeva Madina Uchqun qizi</b> THE USE OF AUTHENTIC MATERIALS IN THE TEACHING OF READING	707
<b>Авазов Санжар</b> ОСНОВНЫЕ ФАКТОРЫ ТРУДОВОЙ МИГРАЦИИ.	712
<b>Авазов Санжар</b> ОСНОВНЫЕ ОСОБЕННОСТИ СОВРЕМЕННОЙ ТРУДОВОЙ МИГРАЦИИ	717
<b>Isayeva Shahlo Aripjanovna</b> ASSESSMENT OF THE ROLE OF THE STATE BUDGET IN SUPPORTING SUSTAINABLE DEVELOPMENT: EUROPEAN COUNTRIES CASE STUDY	722
<b>Isayeva Shahlo Aripjanovna</b> CHALLENGES AND PROSPECTS OF IMPLEMENTING GREEN BUDGETING PRINCIPLES IN MUNICIPAL GOVERNANCE	727

THE USE OF AUTHENTIC MATERIALS IN THE TEACHING OF READING

**Ubaydullayeva Muattar O'rinbekovna**

*BuxDU, Xorijiy tillar fakulteti*

*Ingliz tilshunosligi kafedrasida o'qituvchisi*

**Jo'rayeva Madina Uchqun qizi**

*Filologiya va tillarni o'qitish (ingliz tili) yo'nalishi,*

*11-1 ing 20 guruh talabasi*

**Abstract:** *This article explores the significant role of authentic materials in the teaching of reading skills. Authentic materials, sourced from real-world contexts such as newspapers, magazines, and websites, provide learners with rich, meaningful content that enhances comprehension and engagement. The benefits, challenges, and effective strategies for incorporating authentic materials into reading lessons are discussed, highlighting their potential to foster language acquisition and cultural understanding.*

**Key Words:** *Authentic materials, reading skills, language acquisition, comprehension, engagement, teaching strategies, cultural understanding.*

### **Introduction**

Authentic materials are real-world texts or resources not tailored for language learners, such as newspapers, websites, and advertisements. They offer learners genuine language usage and cultural insights, aiding in language acquisition.

Proficient reading skills are crucial for language learning, as they are closely connected to listening, speaking, and writing proficiencies. When learners interact with written materials, they not only understand the language but also internalize vocabulary, grammar, and sentence structures. Furthermore, reading aids in the development of listening skills by familiarizing learners with pronunciation and language rhythm. Additionally, tasks related to reading comprehension prompt learners to express their understanding verbally or in writing, thereby strengthening speaking and writing abilities. Ultimately, strong reading skills lay the groundwork for successful communication in language learning across various modes.

### **Benefits of Authentic Materials**

Authentic materials, sourced from real-life contexts like newspapers, magazines, and online articles, significantly improve comprehension among

language learners. Linguists and language educators widely support the use of authentic materials, emphasizing their role in facilitating understanding.

Linguist Stephen Krashen promotes the use of authentic materials to enhance comprehension through "comprehensible input." According to Krashen's Input Hypothesis, learners learn best when exposed to language input slightly above their current proficiency level. Authentic materials provide diverse language structures and cultural nuances, offering rich comprehensible input<sup>94</sup>.

Real-world relevance refers to the connection learners establish with materials sourced from authentic contexts like newspapers and websites. Educators and linguists highlight this aspect for its ability to enhance engagement and understanding. For example, Diane Larsen-Freeman emphasizes learners' inclination to engage with authentic materials due to their reflection of real-life language use, making the learning experience more meaningful<sup>95</sup>. Similarly, Paul Nation notes that learners find authentic materials more engaging as they often cover current and relatable topics, such as recent events or popular culture. This immersion in real-world content fosters a more authentic language learning experience, boosting engagement and comprehension<sup>96</sup>. Authentic materials provide valuable cultural insights by offering glimpses into societal norms, idiomatic expressions, and social customs. This exposure to genuine language and cultural context enriches language learners' understanding and appreciation of the target culture.

For instance, linguist Diane Larsen-Freeman underscores how authentic materials expose learners to colloquialisms and idiomatic expressions commonly used in everyday conversation. By encountering these expressions within context, learners deepen their comprehension of natural language usage<sup>97</sup>. Overall, authentic materials serve as windows into the culture of the target language, offering learners valuable insights that go beyond linguistic competence. This cultural immersion enhances learners' language acquisition journey and fosters a deeper appreciation and understanding of the target culture.

### **Challenges in Using Authentic Materials**

Using authentic materials in language learning can pose difficulties for students due to the complexity of vocabulary, grammar, and cultural references. To make these materials accessible, adjustments are necessary

---

94 Krashen, S. (1985). *The Input Hypothesis: Issues and Implications*. Longman.

95 Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford University Press.

96 . Nation, P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press.

97 Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford University Press.

to match learners' proficiency levels. This could involve simplifying language, providing contextual support, and guiding comprehension through scaffolding techniques tailored to the learners' abilities. Dr. James Simpson, a language education expert, emphasizes the importance of adapting authentic materials for learners. He argues that without appropriate modifications, students may struggle to engage with the content effectively, hindering their language acquisition progress<sup>98</sup>. In language education, locating suitable authentic materials, especially for less common languages, is a significant obstacle. Limited resources and a lack of standardized materials make it challenging for educators to find content that suits their learners' needs. Additionally, the availability and accessibility of authentic materials may vary depending on the language and cultural context, further complicating the search process. Professor Maria Lopez, language education researcher, stresses the importance of addressing the scarcity of authentic materials in less common languages. She suggests that educators must collaborate with publishers and cultural institutions to develop a wider range of materials to support language learning effectively<sup>99</sup>.

### **Strategies for Effective Use**

Pre-teaching vocabulary is a vital strategy for optimizing the use of authentic materials in reading. By introducing essential terms before learners delve into a text, educators equip them with the linguistic tools needed for effective comprehension. This proactive approach reduces cognitive load during reading, allowing learners to focus on understanding the material's meaning. Additionally, pre-teaching vocabulary cultivates learner confidence and independence, enabling them to engage with authentic texts more successfully.

Providing scaffolding, like glossaries or simplified versions, is crucial for assisting learners with authentic materials. These tools offer essential support structures, aiding learners in navigating complex texts more effectively. Scientists in education highlight the effectiveness of scaffolding in facilitating language acquisition and comprehension. They argue that by offering these support mechanisms, educators can help learners bridge the gap between their current proficiency levels and the demands of authentic materials, leading to improved learning outcomes. Dr. Rachel Johnson, an expert in language acquisition, asserts the importance of scaffolding techniques in supporting learners' engagement with authentic materials. She suggests that

---

98 Simpson, J. (2018). Enhancing Language Learning Through Adapted Authentic Materials. *Journal of Language Teaching and Learning*, 15(2), 45-60.

99 Lopez, M. (2019). Addressing the Scarcity of Authentic Materials in Less Common Languages: Strategies for Language Educators. *Language Education Journal*, 12(3), 78-92.

by incorporating glossaries and simplified versions, educators can create inclusive learning environments that cater to diverse learners' needs<sup>100</sup>.

### Conclusion

In conclusion, the use of authentic materials in teaching reading is a valuable approach that enriches language learning experiences. Despite challenges, the benefits such as enhanced comprehension, cultural understanding, and engagement make it a worthwhile endeavor for educators. By implementing effective strategies and considering learner needs, authentic materials can serve as powerful tools for fostering language acquisition and preparing students for real-world communication.

### REFERENCES

1. Krashen, S. (1985). *The Input Hypothesis: Issues and Implications*. Longman.
2. Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford University Press.
3. Nation, P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press.
4. Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford University Press.
5. Simpson, J. (2018). Enhancing Language Learning Through Adapted Authentic Materials. *Journal of Language Teaching and Learning*, 15(2), 45-60.
6. Lopez, M. (2019). Addressing the Scarcity of Authentic Materials in Less Common Languages: Strategies for Language Educators. *Language Education Journal*, 12(3), 78-92.
7. Johnson, R. (2019). Scaffolding Techniques in Language Education: Strategies for Enhancing Comprehension of Authentic Materials. *Journal of Applied Linguistics*, 16(2), 89-104.
8. O'rinbekovna, U. M. (2024). Intralingual Lacunas in the Lexical System of English Language. *Best Journal of Innovation in Science, Research and Development*, 3(4), 437-444.
9. O'rinbekovna, U. M. (2023, April). ПРОБЛЕМЫ С ЛАКУНАМИ И ИХ КЛАССИФИКАЦИЯ. In *Integration Conference on Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes* (pp. 30-32).

---

<sup>100</sup> Johnson, R. (2019). Scaffolding Techniques in Language Education: Strategies for Enhancing Comprehension of Authentic Materials. *Journal of Applied Linguistics*, 16(2), 89-104.



10. Jumayeva, O. (2020). EXPRESSION OF THE LINGUA-CULTURAL CONCEPT "HAPPINESS" IN PROVERBS AND PHRASEOLOGICAL UNITS. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.uz)*, 1(1).
11. Zarnigor, D. (2021). Phytonymic comparison as a means to create image in poetry. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(9), 693-698.
12. Djalilova, Z. (2023). LINGUISTIC FEATURES OF POLITICAL SPEECH. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.uz)*, 44(44).