

INTERNATIONAL SCIENTIFIC ONLINE CONFERENCE

FRANCE

SCIENTIFIC APPROACH
TO THE MODERN
EDUCATION SYSTEM



ISOC
INTERNATIONAL
SCIENTIFIC
ONLINE
CONFERENCES

zenodo OpenAIRE



digital
object
identifier

OPEN ACCESS



info.interonconf@mail.ru

www.interonconf.com



ISOC
INTERNATIONAL
SCIENTIFIC
ONLINE
CONFERENCES



**FRANCE international scientific-online conference:
"SCIENTIFIC APPROACH TO THE MODERN
EDUCATION SYSTEM"**

Part 26
5th JUNE

COLLECTIONS OF SCIENTIFIC WORKS

PARIS 2024



SCIENTIFIC APPROACH TO THE MODERN EDUCATION SYSTEM: a collection of scientific works of the International scientific online conference (5th June, 2024) – France, Paris: "CESS", 2024. Part 26– 375 p.

Chief editor:

Candra Zonyfar - PhD Universitas Buana Perjuangan Karawang, Indonesia
Sunmoon University, South Korea.

Editorial board:

Martha Merrill - PhD Kent State University, USA

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

Emma Sabzalieva - PhD Toronto, Canada

Languages of publication: русский, english, қазақша, о'zbek, limba română, кыргыз тили, Հայերեն....

The collection consists of scientific researches of scientists, graduate students and students who took part in the International Scientific online conference.

"SCIENTIFIC APPROACH TO THE MODERN EDUCATION SYSTEM".
Which took place in Paris on June 5th, 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

<i>THE FUTURE OF HYBRID ELECTRICAL NETWORKS</i>	
Haydarov Islomjon Hatamjon o'g'li	270
<i>EKSKURSIYA DARSII, UNI ESHITISHIDA NUQSONI BO'LGAN O'QUVCHILARNING TABIATSHUNOSLIK FANINI O'RGANISHDAGI O'RNI</i>	
Raxmatullayeva Parizod Xolmamat qizi	275
<i>O'ZBEKISTON RESPUBLIKASI ICHKI ISHLAR VAZIRLIGI</i>	
Ubaydullayeva Muattar O'rinbekovna Xalilova Shohina Jamshid qizi	279
<i>THE USE OF AUTHENTIC MATERIALS IN THE TEACHING OF READING</i>	
Ubaydullayeva Muattar O'rinbekovna Mansurova Mahliyo Maxmud qizi	285
<i>THE IMPORTANCE OF CONSTRUCTIVISM IN LEARNING AND TEACHING</i>	
Ubaydullayeva Muattar O'rinbekovna G'aniyeva Obidaxon Hamza qizi	290
<i>HOW CAN WE IMPROVE OUR TEACHING SKILLS.</i>	
S.Y.Mardonov	293
<i>ALLOKSAN VA DIALURON KISLOTANING TA'SIR MEKANIZMLARI</i>	
Ergashova Ruxshona Tavakkal qizi Sulaymonova Shoxsanam Absamatovna	296
<i>AMIR TEMUR VA TEMURIYLARNING ILM-FAN VA MADANIYATNI RIVOJLANTIRISHDAGI O'RNI</i>	
F.B.Xayityova S.H.Shokirova	300
<i>QO'QON XONLIGIDA MA'DANIY HAYOT SAMARQAND MA'DANIY MEROSI</i>	
Sulaymanova Shoxsanam Absamatovna Murodova Shaxnoza Yaminjon qizi	302
<i>JADIDCHILIK HARAKATI YIRIK NAMOYONDASI MUNAVVARQORI ABDURASHIDXONOV FAOLIYATIGA TASNIF</i>	
Сулайманова Шохсанам Абсаматовна Облоқулов Шермухаммад	305
<i>АБДУРАУФ ФИТРАТ ВА ЖАДИД МАДАНИЯТИ</i>	
Raxmatullayev G'anisher Kamol o'g'li Sulaymanova Sh.A	310
<i>SOHIBQIRON AMIR TEMUR DAVRIDA ILM-FANGA YARATIB BERILGAN IMKONIYATLAR</i>	
Xushbaqov Fayoz Sulaymanova Shoxsanam Absamotova	315
<i>O'ZBEKISTONDA «PAXTA ISHI», «O'ZBEK ISHI» KOMPANIYALARI BOSHLANISHI VA UNING QASHQADARYO VILOYATIDA AMALGA OSHIRILISHI</i>	
Yo'ldosheva Muborak Shavkat qizi Hayitboyeva Ozoda Umirboyevna	319
Sulaymanova Shoxsanam Absamatovna	
<i>AMIR TEMUR VA TEMURIYLAR DAVRIDA SOLIQ TIZIMIDAGI ISLOHOTLAR</i>	
Шамсиев Оятулло Сулаймонова Шохсанам Абсамотова	321
<i>ҲАРБИЙ АСКАРЛАР МАЎНАВИЯТИНИ ЮКСАЛТИРИШДА СОҲИБҚИРОН АМИР ТЕМУР СИЙМОСИ</i>	
Userbayeva Feruza Inoyat qizi	325
Sulaymanova Shoxsanam Absamatovna	
<i>BUGUNGI KUNDA YOSH AVLODNI MA'NAVYI SALOHİYATINI OSHIRISHDA ALISHER NAVOIY ASARLARINING O'RNI</i>	
Abdumutalipova Zebo	329
<i>USING THE SCIENTIFIC AND LITERARY HERITAGE OF ZAHIRIDDIN MUHAMMAD BOBUR</i>	
Xusanov Jamshid G'aybullo o'g'li Sulaymanova Shoxsanam Absamatovna	333
<i>ZAHIRIDDIN MUHAMMAD BOBUR – BUYUK SHOH VA SHOIR.</i>	
Abasxanova Xalima Yunusovna Sotvoldiyeva Sabrina Burxonjon qizi	336

BuxDU, Xorijiy tillar fakulteti
Ingliz tilshunosligi kafedراسi o'qituvchisi
Ubaydullayeva Muattar O'rinbekovna
11-1 ing 20 guruh talabasi
Xalilova Shohina Jamshid qizi

Abstract. The use of authentic materials in the teaching of reading has gained significant attention in the field of language education. Authentic materials, which refer to materials created for native speakers of a language for real-life communication purposes, offer numerous benefits in enhancing learners' reading comprehension skills. This article reviews the theoretical framework supporting the incorporation of authentic materials in reading instruction and explores practical strategies for their effective implementation. Additionally, it discusses the advantages and challenges associated with the use of authentic materials and provides recommendations for educators seeking to integrate them into their teaching practices.

Аннотация. Использование аутентичных материалов при обучении чтению приобрело значительное внимание в сфере языкового образования. Аутентичные материалы, то есть материалы, созданные для носителей языка для целей реального общения, предлагают многочисленные преимущества в улучшении навыков понимания прочитанного учащимися. В этой статье рассматривается теоретическая основа, поддерживающая включение аутентичных материалов в обучение чтению, и исследуются практические стратегии их эффективного применения. Кроме того, в нем обсуждаются преимущества и проблемы, связанные с использованием аутентичных материалов, и даются рекомендации для преподавателей, стремящихся интегрировать их в свою педагогическую практику.

Annotatsiya. O'qishni o'rgatishda autentik materiallardan foydalanish til ta'limi sohasida katta e'tiborga sazovor bo'ldi. Real hayotda muloqot qilish uchun tilda so'zlashuvchilar uchun yaratilgan materiallarga ishora qiluvchi haqiqiy materiallar o'quvchilarning o'qishni tushunish ko'nikmalarini oshirishda ko'plab afzalliklarni beradi. Ushbu maqola o'qish yo'riqnomasida haqiqiy materiallarni qo'shishni qo'llab-quvvatlovchi nazariy asoslarni ko'rib chiqadi va ularni samarali amalga oshirishning amaliy strategiyalarini o'rganadi. Bundan tashqari, u haqiqiy materiallardan foydalanish bilan bog'liq afzalliklar va qiyinchiliklarni muhokama qiladi va ularni o'qitish amaliyotiga qo'shishga intilayotgan o'qituvchilar uchun tavsiyalar beradi.

Keywords: authentic materials, Reading comprehension, Language teaching, Pedagogy, Second language acquisition.

Ключевые слова: аутентичные материалы, понимание прочитанного, обучение языку, педагогика, овладение вторым языком.

Kalit so'zlar: haqiqiy materiallar, o'qishni tushunish, til o'rgatish, pedagogika, ikkinchi tilni o'zlashtirish.

Introduction:

Reading comprehension is a vital skill in language acquisition, serving as a gateway to effective communication and understanding of diverse texts. In the realm of language teaching, the traditional approach to reading instruction often revolves around simplified texts or standardized course materials. However, this approach may fall short in adequately preparing learners for the complexities of real-world reading tasks. Enter authentic materials, a dynamic pedagogical tool gaining traction in language education.

Authentic materials refer to resources created for native speakers of a language for genuine communication purposes, such as newspapers, magazines, advertisements, websites, and social media posts. Unlike contrived teaching materials, authentic materials offer learners exposure to language as it naturally occurs in authentic contexts, providing rich linguistic and cultural input. This article explores the utilization of authentic materials in the teaching of reading, delving into the theoretical underpinnings, practical strategies for implementation, benefits, challenges, and considerations for educators.

The integration of authentic materials in reading instruction is rooted in communicative language teaching (CLT) principles, which emphasize meaningful communication and authentic language use. By immersing learners in real-world language contexts, authentic materials facilitate the development of reading skills, vocabulary expansion, grammatical understanding, and cultural awareness. Moreover, authentic materials align with the task-based language teaching (TBLT) approach, wherein learners engage in purposeful tasks mirroring real-life communication situations, thus promoting authentic language acquisition.

This article elucidates the benefits of incorporating authentic materials in reading instruction, including exposure to diverse genres, styles, and registers of texts, fostering intercultural competence, enhancing motivation and engagement, and promoting authentic language use. Practical strategies for implementing authentic materials are discussed, encompassing material selection, task design, scaffolding techniques, and leveraging digital resources. Additionally, the article addresses challenges educators may face, such as adapting materials to learners' proficiency levels, addressing cultural differences, and providing adequate support for comprehension.

In essence, the use of authentic materials in the teaching of reading offers promising avenues for language learners to develop critical reading skills and navigate authentic language contexts effectively. By embracing authentic materials, educators can create immersive and engaging learning experiences that empower learners with the linguistic and cultural competencies necessary for meaningful communication in real-world settings.

The utilization of authentic materials in the teaching of reading is underpinned by several theoretical frameworks that guide language educators in designing effective instructional practices. Two prominent theoretical perspectives that inform the integration of authentic materials are Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT).

Communicative Language Teaching (CLT): Communicative Language Teaching emphasizes the importance of meaningful communication in language learning and

advocates for authentic language use in instructional settings. According to CLT principles, language learning occurs most effectively when learners engage in authentic, purposeful communication tasks that mirror real-life language use situations. Authentic materials serve as vehicles for authentic communication, exposing learners to genuine language input and providing opportunities for meaningful interaction.

In the context of reading instruction, CLT encourages educators to incorporate authentic reading materials that reflect real-world language use. By exposing learners to a variety of authentic texts, such as newspapers, articles, blogs, and literary works, educators facilitate the development of reading skills while simultaneously promoting authentic language comprehension and cultural understanding. Through interaction with authentic texts, learners engage in authentic reading tasks that require them to comprehend, analyze, and interpret language in context, thereby enhancing their overall reading proficiency.¹⁴ Task-Based Language Teaching (TBLT): Task-Based Language Teaching focuses on the use of purposeful tasks as the central unit of language instruction. Tasks are designed to simulate real-life language use situations and require learners to use language communicatively to achieve specific goals. In the context of reading instruction, TBLT advocates for the use of authentic reading tasks that engage learners in meaningful reading activities.

Authentic materials serve as the foundation for designing authentic reading tasks that align with TBLT principles. Educators select authentic texts that are relevant to learners' interests and language proficiency levels and design tasks that require learners to engage with the text in a purposeful manner. These tasks may include activities such as summarizing the main ideas of a text, analyzing the author's purpose and point of view, or synthesizing information from multiple sources. By engaging in authentic reading tasks, learners develop not only their reading comprehension skills but also their ability to use language communicatively in real-life situations.

The integration of authentic materials in the teaching of reading is grounded in theoretical frameworks such as Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT). These frameworks emphasize the importance of meaningful communication, authentic language use, and purposeful tasks in language learning and provide guidance for educators in designing effective instructional practices that promote the development of reading proficiency and communicative competence.

Benefits of Authentic Materials:

The incorporation of authentic materials in the teaching of reading offers a multitude of advantages for language learners. These benefits extend beyond mere language acquisition and encompass cognitive, affective, and cultural dimensions of learning. Below are some key benefits associated with the use of authentic materials:

Exposure to Diverse Language Use: Authentic materials provide learners with exposure to a wide range of language forms, styles, registers, and genres used in real-life contexts. Learners encounter authentic language structures, vocabulary, idiomatic expressions, and discourse features that reflect the richness and complexity of natural

¹⁴ "The Reading Matrix" Vol. 6, No. 2, September 2006, Sacha Anthony Berardo

language use. Exposure to diverse language use enhances learners' linguistic competence and facilitates their ability to comprehend and produce language in various communicative situations.

Development of Reading Strategies and Skills: Engaging with authentic materials requires learners to employ a variety of reading strategies and skills to comprehend and interpret texts effectively. Authentic texts present authentic challenges, such as unfamiliar vocabulary, complex syntax, and implicit meaning, prompting learners to use comprehension strategies such as predicting, inferencing, summarizing, and monitoring comprehension. Through repeated exposure to authentic materials, learners develop proficiency in these reading strategies and acquire the skills necessary for independent and critical reading.

Cultural Insights and Intercultural Competence: Authentic materials offer cultural insights and promote intercultural competence by exposing learners to the cultural contexts in which the language is used. Through authentic texts, learners gain a deeper understanding of the customs, traditions, values, beliefs, and perspectives of the target culture. This cultural awareness not only enhances learners' appreciation and respect for cultural diversity but also equips them with the cultural knowledge and sensitivity needed to navigate intercultural communication effectively.

Motivation and Engagement: Authentic materials are inherently relevant and meaningful to learners as they reflect real-life topics, interests, and experiences. The authenticity and immediacy of authentic texts capture learners' attention and stimulate their curiosity and intrinsic motivation to engage with the material. Furthermore, authentic materials cater to diverse learner interests and preferences, allowing educators to select content that resonates with learners' personal interests, hobbies, and professional aspirations, thus enhancing motivation and engagement in the learning process.

Promotion of Authentic Language Use: By exposing learners to authentic language input, authentic materials promote authentic language use and communication skills. Learners encounter language as it is used naturally by native speakers in authentic contexts, including colloquial expressions, slang, and cultural references. Exposure to authentic language input helps learners develop fluency, naturalness, and communicative competence, enabling them to communicate effectively and confidently in real-life situations.¹⁵ By using authentic materials, the students show that their motivation rises. They have positive task orientation. They are able to work with the text and the task well. Students also show that they have ego involvement. All of the groups are active in discussion. Students also have needs for achievement and goal-orientation. Students set the goal that they should understand the text. The students show that they have perseverance or high effort of learning. Students also show that they have tolerance of ambiguity about the text. They also have high aspiration about the text so that they try to be successful in understanding the text.

Conclusion:

¹⁵ <https://cajlpc.centralasianstudies.org/index.php/CAJLPC/article/view/146>

The utilization of authentic materials in the teaching of reading represents a valuable approach to language instruction that offers numerous benefits for learners. Throughout this article, we have explored the theoretical framework supporting the integration of authentic materials, practical strategies for implementation, benefits, challenges, and considerations for educators.

Drawing upon the principles of Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT), the use of authentic materials fosters meaningful communication, promotes authentic language use, and engages learners in purposeful tasks that mirror real-life language contexts. By exposing learners to diverse language forms, styles, and registers, authentic materials enhance reading comprehension skills, vocabulary acquisition, grammatical understanding, and cultural awareness.

Practical strategies for implementing authentic materials include thoughtful material selection, task design, scaffolding techniques, utilization of digital resources, differentiation, and assessment. These strategies empower educators to create immersive and engaging learning experiences that cater to learners' interests, needs, and proficiency levels while promoting active engagement with authentic language input.

However, integrating authentic materials into reading instruction may present challenges such as adaptation to learners' proficiency levels, cultural differences, access and availability issues, comprehension challenges, time constraints, and assessment considerations. Addressing these challenges requires educators to be flexible, resourceful, and proactive in designing instructional practices that meet the diverse needs of learners.

The use of authentic materials in the teaching of reading holds immense potential for enhancing language learning outcomes, fostering intercultural competence, and promoting authentic communication skills. By embracing authentic materials and implementing effective instructional strategies, educators can create meaningful learning experiences that empower learners to navigate real-world language contexts with confidence, proficiency, and cultural sensitivity. As we continue to advance in language education, the integration of authentic materials remains a cornerstone of effective pedagogy, equipping learners with the linguistic and cultural competencies needed for success in an increasingly interconnected and multicultural world.

REFERENCES

1. Berardo, S. A. (2006). The use of authentic materials in the teaching of reading. *The reading matrix*, 6(2).
2. Rao, P. S. (2019). The effective use of authentic materials in the English language classrooms. *Shanlax International Journal of Arts, Science and Humanities*, 7(1), 1-8.
3. Huda, M. (2017). The use of authentic materials in teaching English: Indonesia teachers' perspective in EFL classes. *PEOPLE: international Journal of social sciences*, 3(2), 1907-27.

4. Kusumawardani, R., Santosa, R., & Roschsantiningsih, D. (2018). Explore the use of authentic materials to teach reading for junior high school. *International Journal of Multicultural and Multireligious Understanding*, 5(4), 298-307.
5. Askarovich, H. A., & Zarifovna, R. N. (2021). Semantics of Euphemism in Business Language. *Conferencious Online*, 19-22.
6. Zarifovna, R. N. (2021, April). The Significance Of Using Euphemisms In Different Fields Of Society. In *E-Conference Globe* (pp. 162-163).
7. Zarifovna, R. N. (2017). The importance of using games in teaching English as a second language. *Достижения науки и образования*, (5 (18)), 75-77.
8. Zarifovna, R. N. (2022). Theoretical Foundations of the Study of Euphemisms. *Miasto Przyszłości*, 30, 262–264.
9. Zarifovna, R. N. (2021, April). The Significance Of Using Euphemisms In Different Fields Of Society. In *E-Conference Globe* (pp. 162-163).
10. Zarifovna, R. N., & Alisherovna, A. Z. (2023). APPLICATIONS OF SARCASTIC EUPHEMISMS IN MODERN LINGUISTICS. FORMATION OF PSYCHOLOGY AND PEDAGOGY AS INTERDISCIPLINARY SCIENCES, 2(20), 247-250.
11. Zarifovna, R. N., & Alisherovna, A. Z. (2023). APPLICATIONS OF SARCASTIC EUPHEMISMS IN MODERN LINGUISTICS. FORMATION OF PSYCHOLOGY AND PEDAGOGY AS INTERDISCIPLINARY SCIENCES, 2(20), 247-250.