



INTERNATIONAL SCIENTIFIC-ONLINE

607133763

WWW.INTERONCONF.ORG

ISBN 978-955-3605-86-4

© Sp. z o. o. 'CAN', 2024

© Authors, 2024

FORMATION OF PSYCHOLOGY AND PEDAGOGY AS INTERDISCIPLINARY SCIENCES: a collection scientific works of the International scientific conference (13 November 2024). Part 34 – 335p.

Chief editor: Candra zonyfar- PhD Universitas Buana Perjuangan Karawang, Indonesia Sunmoon University, South Korea.

Editorial board:

Tone Roald, PhD Associate Professor of Psychology University of Copenhagen
Elin Eriksen Ødegaard, Professor, Western Norway University of Applied Sciences
Mariane Hedegaard, Professor Emerita, Copenhagen University, Denmark
Magnus Englander, PhD Associate Professor of Psychology Malmo University, Sweden
Paul Sullivan, PhD University of Bradford Bradford, United Kingdom
Mathias TraczykSøren, PhD
Thiesen Amanda, PhD
Nybroe Rohde, PhD

Languages of publication: Italy, dansk, English, русский, беларуская, limba română, uzbek.

The compilation consists of scientific researches of scientists, post-graduate students and students who participated International Scientific Conference 'FORMATION OF PSYCHOLOGY AND PEDAGOGY AS INTERDISCIPLINARY SCIENCES'.

Gli atti della conferenza sono raccomandati per scienziati e insegnanti negli istituti di istruzione superiore. Possono essere utilizzati nell'istruzione, compreso il processo di insegnamento post-laurea, la preparazione per l'ottenimento di diplomi di laurea e master. La revisione di tutti gli articoli è stata effettuata da esperti, i materiali sono protetti dal diritto d'autore degli autori. Gli autori sono responsabili dei contenuti, dei risultati delle ricerche e degli errori.

Сотволдиева Г	
Зайнутдинова А	
молекулярно-генетические исследования женщин	
УЗБЕКИСТАНА С ПРЕДРАКОВЫМ СОСТОЯНИЕМ ШЕЙКИ МАТКИ	
3. А. Сайфутдинова,	260
Журакулова 3.0,	
Таирова Г.Б.,	
Сотволдиева Г.	
"ВЛИЯНИЕ РАСТИТЕЛЬНЫХ ЛЕКАРСТВЕННЫХ ПРЕПАРАТОВ НА	
БИОХИМИЧЕСКИЕ ИНДИКАТОРЫ ОРГАНИЗМА ПРИ НЕИНФЕКЦИОННЫХ	
ЗАБОЛЕВАНИЯХ"	
Z.A Sayfutdinova	263
Mansurova S	
Zaynutdinova A	
"GIPOKSIYA SHAROITIDA NOOTROP DORI VOSITALARINING KLINIK OLDI	
LABORATORIYASI"	
Z.A Sayfutdinova	265
Abdurasulova S	
Sotvoldiyeva G	
"O'ZBEKISTONDA ISHLAB CHIQILGAN YANGI KOMBINIRLANGAN DORI	
VOSITALARINING LABORATOR TEKSHIRUVI"	
Navruzova Nigina Khamidovna	267
Muhiddinova Dinora Zafarovna	
THE IMPORTANCE OF USING AUTHENTIC MATERIALS IN LANGUAGE	
LEARNING	
Isoqov Doniyorbek Ulugʻbek oʻgʻli	274
NAMANGANDA "QULOQ"QA TORTISH VA QATAG'ON QILISHNING FOJIALI	
OQIBATLARI	
Rajabova Mohichehra Abduxoliqovna	280
FOREIGN EXPERIENCE IN DIGITAL MARKETING ACTIVITIES IN INDUSTRIAL	
ENTERPRISES	
Ibodullayeva Zebo Gʻayrat qizi	285
Toshmamatova Xonzoda Muzaffar qizi	
TA'LIM TURLARI VA TA'LIMNI TASHKIL ETISH SHAKLLARI	
Kayumova Ozoda Baxrom qizi	288
SIMULTANEOUS INTERPRETATION TOOLS IN ENHANCING GLOBAL	
COMMUNICATION	
Abidova Nazokat Qutbiddinovna	291
AUTIZM SPEKTORLI BOLALARNING RUHIY RIVOJLANISH XUSUSIYATLARINI	
O'RGANISH	
Muhammadqodir Mabsurov Maqsudovich	298



THE IMPORTANCE OF USING AUTHENTIC MATERIALS IN LANGUAGE LEARNING

Navruzova Nigina Khamidovna

(Teacher of English Linguistics Department, BSU)

Muhiddinova Dinora Zafarovna

(2nd year student of BSU)

Abstract. The paper presents the importance of authentic materials in language education. It is offered several benefits, providing learners with exposure to the language in real-world contexts, enhancing cultural understanding and increasing student engagement through varied sources of interest, including strategies for incorporating them in the classroom.

Keywords: authentic materials, vocabulary, culture, real-life situations, reflect, appropriateness, authenticity.

Authentic materials are real-life resources that are not specifically created for language teaching. In today's fast-paced world, learning a new language is more than just memorizing vocabulary and grammar rules. It involves understanding the culture, context, and nuances of how the language is actually used. One of the best ways to achieve this is through the use of authentic materials in the language classroom. Authentic materials reflect real-world language use. They not only enhance language skills but also provide learners with valuable insights into different cultures and perspectives.

Authentic materials refer to resources that are created for native speakers of a language, not specifically for language learners. These materials provide a real-world context for language use, offering learners exposure to the language as it is actually spoken or written in daily life. Examples of authentic materials include:

- Newspapers and magazines (articles, reports, advertisements)
- TV shows, movies, and videos
- Podcasts and radio programs
- Songs and lyrics

[267]



- Websites, blogs, and social media posts
- Menus, maps, and brochures
- Emails, text messages, and formal letters

Using authentic materials allows learners to experience language as it is used in everyday situations. These resources also give valuable cultural knowledge, helping learners understand diverse viewpoints and build intercultural skills. Additionally, they boost learners' motivation and interest by being relevant and connected to real-life situations.

Language teachers have many good reasons to use authentic materials in their classrooms, as these resources can greatly enhance students' learning. Here are some of the key benefits:

Authentic materials offer practical examples of how language is naturally used in daily life. Teachers can bring in current or local news stories, which makes the lessons more engaging and interesting for students. The rich, genuine language in these materials serves as a valuable source of high-quality input, essential for learners to acquire language skills. Additionally, they help students connect with and understand the target culture better. Using authentic materials also encourages teachers to be more creative in their lesson planning. By exposing learners to language in its real form, these resources treat students like native speakers, boosting their confidence and enriching their learning experience.

There are Pros and Cons of Using Authentic Texts in Language Learning Classrooms:

Advantages of Authentic Texts

- 1. Easily Accessible: Authentic materials are often readily available and easy to find.
- Current and Relevant: These texts are often up-to-date, covering recent and relevant topics.
- 3. Real-Life Preparation: Students will eventually need to handle real-world language, so it is beneficial for them to practice now.
- 4. Skill Development: Learning to navigate authentic texts helps students develop coping strategies for understanding complex language.
- 5. Sense of Accomplishment: Successfully engaging with authentic texts can give learners a sense of achievement.



- Abundant Resources: There are plenty of real-world materials that students can access on their own, making it easier for independent practice.
- 7. Variety for Teachers: Educators have a wide selection of content to choose from for their lessons.
- 8. Bilingual Support: Sometimes, a translation is available, which can aid understanding.
- Comparative Learning: Teachers can use multiple versions of the same story to highlight different language features.
- Vocabulary Recycling: Authentic texts allow students to follow a narrative, which helps reinforce vocabulary.
- 11. Familiarity Aids Learning: If students already know the story, it can make understanding and guessing new vocabulary easier.

Disadvantages of Authentic Texts

- Quickly Outdated: Information in these texts can become irrelevant or outdated over time.
- Potential for Frustration: The high difficulty level can discourage students from reading.
- Unfiltered Vocabulary: Words are not selected based on a learner's level, making it harder to understand.
- 4. Complex Grammar: The grammar used in authentic texts isn't adjusted to fit language learners' needs.
- Obsolete Idioms: Idiomatic expressions may be outdated, which can confuse learners.
- Cultural and Linguistic Barriers: There may be cultural references and language nuances that even native speakers from different regions or age groups might not understand.

There are many places where you can find authentic materials for language learning. Below are some key sources where you can access a variety of real-world texts, media, and resources:

- News Websites BBC (bbc.com), CNN (cnn.com), The New York Times (nytimes.com), and other reputable news websites often offer articles, videos, and podcasts in the language learning. These resources help learners stay current while practicing comprehension and vocabulary.
- 2. Podcasts are a great way to immerse oneself in spoken language. Websites like Spotify, Apple Podcasts, or Podbean offer

[269]



podcasts in a wide range of languages, including topics related to culture, current events, and entertainment. Examples include:

- Duolingo Podcasts (in multiple languages for learners)
- BBC Learning English
- The Fluent Show (for language learners)
- 3. News Articles. Recent articles from newspapers or online news websites that discuss current events or topics of interest. Students can read, summarize, or debate the contents.
- 4. Videos. Short films, documentaries, or YouTube clips that relate to themes studied in class. It is beneficial to use these for listening comprehension or to spark discussions.
- 5. Podcasts. Language learners can listen to podcasts on various topics that interest them. They can summarize, discuss, or respond to what they have listened to.

By using these various sources, learners can immerse themselves in the target language and culture, gaining a deeper understanding of the language as it is used in real life.

There are also strategies for implementation authentic materials

- Level Appropriateness that is choosing materials that are suitable for students' proficiency levels to avoid frustration.
- Task-Based Activities that require students to use materials for specific tasks (e.g., summarizing an article, discussing a podcast).
- Discussion and Debriefing. After using the materials, there should be discussions to reinforce understanding and practice speaking.
- Integration with Curriculum that is aligning authentic materials with the learning objectives to ensure learners complement the teaching goals.

In conclusion, incorporating authentic materials into language learning offers numerous benefits, from exposing students to real-world language use to increasing cultural awareness and engagement. These materials, such as news articles, podcasts, and social media content, provide a deeper connection to the language and its practical application in daily life. While there are challenges, such as complexity and the need for careful preparation, the advantages far outweigh the disadvantages. By sourcing authentic materials from a variety of platforms, including

[270]

news websites, streaming services, and social media, teachers and learners can create a dynamic and relevant learning experience. In summary, using authentic materials in language teaching enriches the learning experience and better prepares students for real-world communication.

LIST OF USED LITERATURE:

- 1. Navruzova, N. K. (2024). A Historical Linguistic Approach of Connotative and Denotative Meanings. International Multi-disciplinary Journal of Education, 2(10), 532-537. https://multijournals.org/index.php/excellencia-imje/article/view/2493/2609
- 2. Navruzova, N. (2024). THE POSITION OF CONNOTATIVE MEANING IN THE SEMANTIC STRUCTURE OF A WORD. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz), 50(50).
- 3. Navruzova, N. (2021). EMOTSIONAL-EKSPRESSIVLIKNING NUTQ BIRLIKLARIDA IFODALANISHI. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz), 8(8).
- 4. Khamidovna, N. N., & Akmaljonovna, A. S. (2024). THE ROLE AND IMPACT OF ABBREVIATIONS IN LANGUAGE COMMUNICATION. INNOVATIVE ACHIEVEMENTS IN SCIENCE 2024, 3(28), 148-154.
- 5. Khamidovna, N. N., & Kamola, T. (2024). LINGUISTIC ANALYSIS OF ONOMATOPOEIC WORDS IN ENGLISH. INNOVATIVE ACHIEVEMENTS IN SCIENCE 2024, 3(28), 143-147.
- 6. Khamidovna, N. N. (2023, April). THE EXPRESSION OF CONNOTATIVE MEANINGS IN THE STRUCTURE OF THE ENGLISH LANGUAGE. In Integration Conference on Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes (pp. 76-81).
- 7. Khamidovna, N. N., & Gulmira, J. (2023, April). Ingliz va o'zbek tillarida frezeologizmlarning lingvomadaniy xususiyatlari. In Integration Conference on Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes (pp. 61-64). Retrieved from

ITALY, ROME

CERTIFICATE

of conference participant



for participation in the scientific-online conference << FORMATION OF PSYCHOLOGY AND PEDAGOGY AS INTERDISCIPLINARY SCIENCES>> with an article entitled

THE IMPORTANCE OF USING AUTHENTIC MATERIALS IN LANGUAGE LEARNING



Platform & workflow by OJS / PKP

13.11.2024





SOC

ONLINE

