

# **GREAT BRITAIN**

**INTERNATIONAL SCIENTIFIC  
ONLINE CONFERENCE**

**INTERDISCIPLINE INNOVATION  
AND SCIENTIFIC RESEARCH  
CONFERENCE**

 **2025 YEAR**

**GREAT BRITAIN, LONDON**



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SCIENTIFIC  
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# **INTERDISCIPLINE INNOVATION AND SCIENTIFIC RESEARCH CONFERENCE**

**International scientific-online conference**

**Part 28**

**FEBRUARY 15<sup>th</sup>**

**COLLECTIONS OF SCIENTIFIC WORKS**

**LONDON 2025**





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## THE ROLE OF AUTHENTIC MATERIALS IN LISTENING INSTRUCTION

Xayrullayeva Gulasal

*BuxDU, Ingliz tilshunosligi kafedrasi o'qituvchisi*

Xayrullayeva Feruza

*BuxDU, Xorijiy tillar fakulteti talabasi*

The allure of textbook dialogues and carefully graded audio recordings is undeniable in language teaching. They offer predictability and controlled vocabulary, making them seemingly ideal for novice learners. However, relying solely on these sanitized materials deprives students of a critical element: the raw, unfiltered experience of real-world language. Authentic materials – unscripted conversations, news broadcasts, podcasts, films, songs, and lectures – offer a window into the nuanced and often messy reality of how language is truly used. Integrating these resources into listening instruction is not just a preference, it's a crucial step in preparing learners for genuine communication outside the classroom.

One of the most significant benefits of authentic materials lies in their ability to expose students to a wider range of linguistic features. Beyond grammatically perfect sentences, authentic audio offers a symphony of accents, colloquialisms, pauses, hesitations, interruptions, and background noise – all elements that are inherent to natural speech. By grappling with these challenges, learners develop resilience and adaptability, learning to filter out irrelevant information and focus on extracting meaning from complex auditory input. Furthermore, exposure to various registers and speeds of speech equips them with the ability to comprehend a variety of speakers and contexts, a skill that is essential in the real world.

Beyond the linguistic advantages, authentic materials provide invaluable cultural context. They offer insights into the speaker's background, values, and perspectives, enriching students' understanding of the culture associated with the language. A news broadcast about a current event, for example, not only enhances listening comprehension but also provides a springboard for discussions about social issues and cultural norms. A pop song can introduce students to contemporary slang and attitudes. By immersing students in these cultural nuances, authentic materials foster intercultural competence and promote a more profound engagement with the language.

Of course, the use of authentic materials also presents challenges. The level of difficulty can be daunting for beginners, leading to frustration and demotivation. Careful selection and scaffolding are therefore essential. Teachers need to choose materials that are appropriate for their students' proficiency level, providing pre-listening activities to build background knowledge and vocabulary, and post-listening tasks to check comprehension and consolidate learning. Chunking longer audio segments into manageable portions, using visual aids, and providing transcripts or subtitles can also help to make authentic materials more accessible and engaging.

In conclusion, while simplified materials serve a purpose in the initial stages of language learning, they ultimately fall short of providing the comprehensive preparation learners need



to navigate the complexities of real-world communication. Authentic materials, with their rich tapestry of linguistic features and cultural insights, offer a more challenging but ultimately more rewarding learning experience. By carefully selecting, scaffolding, and integrating these resources into listening instruction, teachers can empower students to become confident and competent listeners, capable of understanding and engaging with the world around them

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## ФОРМИРОВАНИЕ ГРАМОТНОСТИ У ДЕТЕЙ (МЕТОДЫ РАЗВИТИЯ НАВЫКОВ ЧТЕНИЯ И ПИСЬМА ДЛЯ УЧАЩИХСЯ 1–5 КЛАССОВ)

**Нызаматдинова Шахсанем Караматдиновна**

*Студент 2-го курса факультета начального образования НГПИ имени  
Ажинияза.*

**Аннотация:** В данной статье рассматривается процесс формирования грамотности у учащихся 1–5 классов, а именно развитие навыков чтения и письма. Анализируются этапы становления грамотности, традиционные и современные методики, используемые в образовательном процессе. Также обсуждается влияние современных технологий, мультимедийных средств и игровых методик на развитие грамотности у детей.

**Ключевые слова:** Грамотность, навык чтения, навык письма, педагогические методы, игровые технологии, мультимедиа, образование, 1–5 классы.

### ВВЕДЕНИЕ

Грамотность — это не просто умение читать и писать, но и способность понимать текст, анализировать его и выражать мысли в письменной форме. Формирование грамотности у учащихся 1–5 классов должно происходить постепенно и непрерывно, так как в этот период активно развиваются мышление, речь и способность к сложным умственным операциям.

Обучение грамотности в школе включает несколько ключевых аспектов:

- Формирование навыка чтения – ученик должен не только узнавать буквы, но и правильно произносить их и понимать смысл слов.
- Развитие навыка письма – освоение правил орфографии, написание слов и предложений, передача мыслей в письменной форме.
- Понимание и анализ текста – осознание прочитанного, умение выделять главные мысли и высказывать свое мнение.

При обучении чтению и письму важно сочетать традиционные методы с интерактивными играми, мультимедийными ресурсами и творческими заданиями, что делает процесс обучения более увлекательным и эффективным.

Основные этапы формирования грамотности

1-й класс: Начальная грамотность

На первом этапе дети изучают буквы, учатся их правильно произносить, соединять в слова и читать простые тексты. Основные методики:

- Фонетический метод – изучение букв в сочетании с их звуками.
- Визуальный метод – использование иллюстрированных алфавитов, картинок и видео для запоминания слов.