ENHANCING THE ROLE OF AUTHENTIC MATERIALS IN TEACHING PROCESS

Ochilboye Iroda Alisher qizi*

*Teacher,
Samarkand State Institute of Foreign Languages,
Samarkand, UZBEKISTAN
Email id: iroda.alisherovna93@gmail.com

ABSTRACT

Teachers sometimes struggle to discover adequate learning resources while teaching reading. Students spend extended hours in the classroom without suitable reading texts, resulting in low reading comprehension outcomes. The purpose of this study is to describe pupils' reactions to the usage of actual material. This study adopts the descriptive qualitative technique because it provides a clear explanation of the study.

KEYWORDS: *Authentic Materials, Communicative Approach, Teaching, Second Language, Mass Media.*

INTRODUCTION

Because of the differences in goals, English instruction in Indonesian vocational schools differs from that in other high schools. The Indonesian Ministry of Education and Culture creates separate curricula for both schools. The curriculum designed for vocational schools contains more useful components than the curriculum designed for regular high schools. However, similar to other types of high schools, English instruction in vocational high schools emphasizes four skills: listening, speaking, reading, and writing.

The ability to read is one of the most significant aspects of learning English since it allows us to develop science and receive the most up-to-date information. Reading is something we do every day, and it is an important part of our lives. It is something we take for granted, and it is often considered that everyone can do it (Berardo, 2006).

However, many children struggle with reading comprehension in general. For example, they have difficulties reading the text and grasping the major concept of the text; they understood how to pronounce the term but did so without understanding its significance.

Some students attempted to comprehend the book by reading it several times, but failed because they could not understand its significance. As a result, the pupils were unable to gain positive impressions from the literature they read, and they were unsure of why they were reading. According to the researcher's observations, children struggle with reading comprehension since each student has a distinct baseline knowledge. For example, they may struggle to grasp and locate the primary concept in a book. They comprehend how to pronounce the term but not the sense of the phrase read. As a result, teachers must have adequate materials on hand to assist pupils with reading comprehension. The content used should pique pupils' interest in reading.

Authentic materials

Authentic information is drawn from real-life sources and is not intended for teaching or learning purposes. According to Tatsuki (2006), the term "authenticity" is synonymous with "genuineness, realness, truthfulness, validity, reliability, undisputed credibility, and legitimacy of materials or practices." According to MacDonald et al. (2006) content, if there is a correspondence between the texts used in the classroom and types of texts used outside the classroom, then such texts can be called authentic. Authentic texts include a newspaper story, a rock song, a novel, a radio interview, and classic fairy tales. Furthermore, MacDonald claims that similar materials may be found on television, newspapers, and magazines.

The genuine teaching resources prepare students for encounters with real-life language outside of the classroom. Authentic teaching resources are those that were not expressly developed for classroom usage, but rather for use in real-life circumstances. In addition to using genuine instructional materials, teachers in communicative language teaching classrooms must create objectives and activities that represent actual language use in real-life settings. Group and pair work, for example, are beneficial in communicative language instruction because they allow learners to communicate ideas through interaction. Thus, realistic instructional resources supplement teaching methodologies and encourage learners to engage in active language creation.

Authentic resources are important since they boost students' enthusiasm to study the target language.

In the mass media, information is extensively disseminated from one location to many others. People naturally utilize and apply their language in such media in the same way that they communicate and use their language in their daily lives. Using genuine resources in the classroom has the primary goal of "exposing" pupils to as much real language as feasible. Furthermore, Apsari (2014) defines genuine writings as "real-life texts, not created for pedagogic procedures." Furthermore, Jacobson et al. (2003) describe genuine materials as printed materials that are utilized in classrooms in the same way that they would be used in the actual world.

Furthermore, observational data demonstrated that the usage of real materials enticed pupils to read. Students are encouraged to read for enjoyment and for communication so that they do not feel burdened by the obligation to respond to questions after they have read. Another advantage of using it is that kids have the opportunity to select reading books that they prefer. Furthermore, it allows students to collect it on their own and bring it into the classroom. In brief, by providing the students the sense that the objective of this reading is based on pleasure and satisfaction, students demonstrated the power of thrilling and liked the reading process, which enhanced their motivation

Providing actual cultural knowledge, providing exposure to real language, relating more directly to learner needs, and supporting a more creative approach to teaching all have a positive influence on learner motivation. Visually appealing and capturing the learner's attention, it is beneficial for students to understand cultural differences or to develop practical skills, as well as for students to learn about the culture of the nation where the target language is spoken. When students comprehend them, they build confidence.

They provide real cultural knowledge, exposure to natural language, a more tailored approach to learners' requirements, and a more inventive method to education.

Materials are important in the language classroom because they are the method by which the instructor facilitates learning that occurs both within and outside of the classroom. Because of the authenticity of the language and its direct relationship with the communicative language teaching method, genuine materials, that is, resources that have not been developed for teaching purposes, are potential learning tools. Despite the fact that researchers have contradictory views on the possible utility of real materials in the language classroom, it proved more relevant for our research team to investigate this topic in order to ensure the usage of communicative English courses at a foreign language school.

Nunan and Hedge both believe that authentic resources in the language classroom are not developed for language teaching reasons and do not contain "contrived or simplified language." Newspapers, periodicals, films, and maps are all excellent examples of real resources. Morrow goes on to say that "an genuine text is a stretch of actual language written by a real speaker or writer for a real audience and aimed to deliver a real message of some kind." This latter definition undoubtedly adds to the notion that language authenticity and genuine materials should be viewed within the context of foreign/second language acquisition as any type of spoken or written act that has no traces or indicators of language instructional intervention.

CONCLUSION

According to the findings of this study, students have a favorable attitude toward the usage of real materials. The findings from the questionnaire show that using real content might boost students' motivation to study English texts. They developed a greater interest in reading. Text in English. It might be because they have the option of picking the text to be read. Moreover, the pupils appear to like the reading process and are animated during the lecture.

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