



Also, learners are usually afraid to make mistakes when they try to retell a story. Through encouraging students to communicate more freely ignoring making speech perfect can make their speech more fluent and coherent.

Conclusion

In conclusion, storytelling can be considered as a relevant and essential method to improve fluency and coherence in speaking. It is not only entertainment but a practical educational tool that can be easily implemented in the English speaking lessons. It is suggested that teachers integrate it more regularly in lessons to make their learners natural speakers.

Storytelling activities such as personal narratives, picture-based tasks as well as digital stories can encourage learners to speak without stops, widen their word stock and develop their intonation by enhancing fluency. Meanwhile, the structure of stories, with beginning, middle, and end, fosters logical sequencing and the use of cohesive devices, which directly contribute to coherence. Every lesson that allows students to tell stories using above-mentioned techniques and solutions brings them closer to become more fluent and coherent English speakers.

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CHET TILINI O’QITISHDA AUTENTIK MATERIALLAR: IMKONIYATLAR VA MUAMMOLAR

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Annotatsiya Ushbu maqolada ingliz tili darslarida autentik materiallardan foydalanishning ahamiyati va foydalari ko’rib chiqiladi. Autentik materiallar o’quvchilarning til ko’nikmalarini rivojlantirishga, motivatsiyasini oshirishga hamda real hayotdagi til vaziyatlariga tayyorlashga yordam beradi. Maqolada autentik materiallarning turlari, manbalari va ularni ta’lim jarayoniga samarali integratsiya qilish usullari tahlil qilingan. Shuningdek, autentik materiallardan foydalanishdagi qiyinchiliklar va ularni yengib o’tish yo’llari muhokama qilinadi.

Kalit so’zlar: autentik materiallar, ingliz tili darslari, til ko’nikmalari, motivatsiya, real hayotiy vaziyatlar, dars jarayoni, ta’lim resurslari, chet tilini o’qitish, materiallar manbasi, metodika

АУТЕНТИЧНЫЕ МАТЕРИАЛЫ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ: ВОЗМОЖНОСТИ И ПРОБЛЕМЫ

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Аннотация: В статье рассматривается важность и преимущества использования аутентичных материалов на уроках английского языка. Аутентичные материалы способствуют развитию языковых навыков учащихся, повышению мотивации и подготовке к реальным языковым ситуациям. В работе анализируются типы аутентичных материалов, их источники и методы эффективной интеграции в учебный процесс. Также обсуждаются трудности использования аутентичных материалов и пути их преодоления.

Ключевые слова: аутентичные материалы, уроки английского языка, языковые навыки, мотивация, реальные языковые ситуации, учебный процесс, образовательные ресурсы, преподавание иностранного языка, источники материалов, методика

AUTHENTIC MATERIALS IN FOREIGN LANGUAGE TEACHING: OPPORTUNITIES AND CHALLENGES

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Abstract: This paper discusses the significance and benefits of using authentic materials in English language classrooms. Authentic materials help develop learners' language skills, increase motivation, and prepare students for real-life language use. The article analyzes the types and sources of authentic materials, as well as effective methods for integrating them into the teaching process. Challenges of using authentic materials and strategies to overcome them are also addressed.

Keywords: authentic materials, English language teaching, language skills, motivation, real-life language situations, classroom instruction, educational resources, foreign language teaching, material sources, methodology

The Use of Authentic Materials in English Classroom

The incorporation of authentic materials into language classrooms has been a topic of discussion among researchers since the 1970s. The efficacy of these materials in language learning has been widely acknowledged by teachers and scholars alike, with many advocating for their use in language teaching and learning environments. Authentic materials have been shown to enhance language skills, motivation, and student interest in language acquisition.

According to Kilickaya (2004), a significant number of educators worldwide agree on the value of using authentic texts or materials in the language learning process. Utilizing authentic materials as learning resources enables teachers to deliver lessons that reflect the real-life context of language usage. Furthermore, the flexibility of these materials allows for teaching and learning activities to take place not only within the classroom but also outside, enhancing their authenticity. However, teachers must consider their students' proficiency levels to ensure the effectiveness and success of the teaching and learning process. Authentic materials can be tailored to suit learners at various levels, from beginner to advanced, with teachers adjusting the complexity of the materials accordingly.

Due to their authenticity, authentic materials are easily accessible and offer a diverse range of learning activities. These materials can be found in daily life settings such as advertisements, brochures, menus, schedules, recipes, songs, movies, newspapers, and magazines, either online or in print. The variety of sources and types of materials serve to motivate students and enrich learning experiences, as noted by Apsari (2014) and Kozhevnikova (2013). Authentic materials create an English language atmosphere in the classroom, fostering students' interest in learning about the target language and culture. However, teachers should consider their students' age and proficiency levels when selecting and using authentic materials.

Moreover, in teaching English, educators are not restricted to using either authentic materials or textbooks exclusively. Foppoli (2006, as cited in Al-Azri and Al-Rashdi, 2014) suggests that teachers can integrate both course books and authentic materials to support and enhance student learning. Similarly, Nunan (1999, as cited in Oura, 2012) emphasizes the importance of balance, stating that relying solely on authentic materials may overwhelm students with excessive dialogue exchanges and listening texts, making learning tasks more challenging. Nonetheless, exposing students to a variety of authentic materials helps to bring content to life and bridge the gap between the classroom and the real world, facilitating meaningful connections and motivating students in their language learning journey.

Types of Authentic Materials



When incorporating authentic materials (AM) into teaching and learning, educators have the opportunity to utilize a variety of resources, enriching the educational experience with increased motivation and engagement. Employing diverse materials can enhance the presentation of lessons, providing teachers with valuable tools for effective instruction. Genhard (1996, as cited in Al-Azri & Al-Rashdi, 2014) delineates three primary categories of authentic materials:

1. Authentic listening materials encompass a range of auditory resources, including radio broadcasts, news segments, cartoons, songs, and other audio recordings.
2. Authentic visual materials consist of visual aids such as street signs, magazine and newspaper images, postcards, and similar visual media.
3. Authentic printed materials comprise printed texts such as newspapers, restaurant menus, sports reports, train tickets, and other written documents.

Moreover, Rania (2016) expands on these categories by identifying an additional type of authentic material, thereby establishing four distinct classifications:

1. Authentic Listening Materials Authentic listening materials pertain to resources involving auditory comprehension activities. These materials encompass audio-based sources such as radio broadcasts, songs, and telephone conversations.
2. Authentic Printed Materials Authentic printed materials encompass written resources found in print media. Examples include magazines, newspapers, maps, restaurant menus, and books.
3. Authentic Listening-Viewing Materials Listening-viewing materials combine auditory and visual components in their presentation. Examples of such materials include movies, TV shows, commercials, and documentaries.
4. Authentic Visual Materials Authentic visual materials consist of visual media designed for visual comprehension activities. Examples include pictures, photographs, paintings, and signs.

Additionally, according to Laniro (2007), authentic materials can be classified into two primary categories: print materials and auditory materials. The utilization of both categories benefits the English teaching and learning process in ESL classrooms. These materials serve as valuable resources for teachers and learners, facilitating effective language instruction and acquisition.

1. Print Materials: Print materials encompass a wide range of documents and publications, including utility bills, packing slips, order forms, ATM screens and receipts, websites, street signs, coupons, traffic tickets, greeting cards, calendars, report cards, TV guides, food labels, magazines, and newspapers.

2. Auditory Materials

These materials encompass a wide range of media, including radio broadcasts, phone messages, podcasts, e-books, movies, videos, DVDs, and television programs.

Sources of Authentic Materials In utilizing authentic materials, English educators and learners have easy access to a plethora of sources readily available in their daily lives, enhancing the accessibility of these materials. According to Hussein (2013) and Omid and Azam (2016), the availability of authentic materials is virtually limitless, with advancements in technology and media further expanding the range of accessible sources. Ciornei and Dina (2014:276) assert that multimedia technology offers learners diverse avenues for language learning through real-life materials, blending computers, video, photography, and sound. They emphasize that internet-based materials can cater to various language learning needs based on proficiency level and individual interests.

As a result, educators and learners have access to numerous sources of authentic materials for classroom and extracurricular use. Common sources include radio broadcasts, literature, newspapers, magazines, television programs, videos, and the internet (Omid & Azam, 2016). Additionally, Hussein (2013) identifies movies, video/DVDs, radio broadcasts, newspapers, magazines, TV programs, recordings, songs, rhymes, poems, pictures, charts, diagrams, and advertisements as prevalent sources of authentic materials. Furthermore, Berardo (2006) highlights newspapers, magazines, TV programs, movies, songs, literature, and the internet as frequently utilized sources. Among these, the internet emerges as particularly valuable due to its continuous updates, visual appeal, and interactivity, making it the preferred choice for many educators seeking diverse materials.

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**XORIJIY VA MAHALLIY TAJRIBADA MUSTAQIL O’RGANISHNI TASHKIL ETISHDA
DASTURIY-METODIK TA’MINOTDAN FOYDALANISH VA TALABALARNING MUSTAQIL
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Annotatsiya: Ushbu tezisda xorijiy va mahalliy tajriba asosida talabalarning mustaqil o’rganish va ishlash kompetensiyasini rivojlantirishda dasturiy-metodik ta’minotdan foydalanish metodikasini takomillashtirish masalalari yoritilgan.

Kalit so’zlar: Mustaqil o’rganish, mustaqil ishlash kompetensiyasi, dasturiy-metodik ta’minot, ta’limni axborotlashtirish.

**ИСПОЛЬЗОВАНИЕ ПРОГРАММНО-МЕТОДИЧЕСКОГО ОБЕСПЕЧЕНИЯ ПРИ
ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОГО ИЗУЧЕНИЯ ЗАРУБЕЖНОГО И МЕСТНОГО
ОПЫТА И СОВЕРШЕНСТВОВАНИЕ МЕТОДИЧЕСКИХ СРЕДСТВ РАЗВИТИЯ
КОМПЕТЕНЦИЙ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ**

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