



PREPARING THE AUTHENTIC READING MATERIALS FOR STUDENTS WITH B1 LEVEL

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Teaching students to utilizing foreign languages in professional and daily routine is considered to be meaningful aim of modern teachers. In, teachers are constantly seeking sufficient data that are effective in teaching a foreign language. This tendency usually makes teachers think about the real facts, it is enough to use materials for textbooks precisely issued for learning a foreign language, or it is necessary to use authentic materials to develop and improve a range of students' skills to be more specific reading skills. "Data in oral or written form that is produced in the process of natural communication and not specifically for use in learning the language are authentic materials (D. Noonan) [1].

H. Widhawson notes that earlier when learning a language, it was thought that it was necessary to use simplified materials for classes to facilitate the perception and digestion of the language. However, the materials must be authentic, taking into consideration the feasibility of using authentic materials [3].

Authentic materials are more effective, interesting and stimulating. Students' motivation to learn a foreign language increases, if authentic materials used in teaching a foreign language are related to the subject matter of the focus and profile of training. [1]. Authentic materials are an integral part of language learning according to the professor of the Institute of English Language at the University of Michigan. Larsen Freeman. In addition, they learn the language of the culture of the language being studied. Texts, adapted for more convenient perception, are focused on information that teachers plan to teach students, and often contain perfectly formulated sentences, correct statements, questions related to pretexts, corrective detailed answers. Specially edited lexical and grammatical structures imply that it ought to be used in real life. Adapted contexts for studying the learned vocabulary and grammar, but they are insufficient for improving the reading skills, one of the basic skills in learning a foreign language. Professionals put forward the main reasons that demand the use of authentic materials in the classroom: students learn the language for real communication with the help of authentic materials; they meet the interests of students, have a positive impact on the motivation of students; teaching efficiency increases; they introduce students to the culture of the language being studied. [3] It is said otherwise, authentic materials help to fill the vacuum between the language that is taught in the classroom, and in which people communicate in different real life situations. All they want to understand is time travel, study abroad, participation in international conferences or in other situations requiring the use of language. In this regard, authentic texts should be taught in foreign languages. Belonging to the "real" language, authentic materials may be unsuitable for studying and help reduce the student's motivation to learn a foreign language. There are original texts taken from newspapers, magazines, television programs, films, songs and literary works. Also currently, materials from the global Internet are often used, the

indisputable advantage of which is regular updating, visual appeal and interactivity, which provides a different approach to reading. The Internet as a modern reality is available to most students and teachers and provides easy access to an infinite amount of materials, from a practical point of view. In addition, obtaining of authentic materials abroad is often two to three times more expensive than their normal cost, and sometimes the quality of these materials may be lower than expected. However, searching and downloading resources from the Internet, especially with unrestricted access to the network, is practically free and requires only time. Authentic materials allow students to use a lively spoken language in communication, rather than formal, specially formulated phrases. While choosing materials from various sources, it is essential to take into account that the main purpose of reading them should be an understanding of the meaning, not a presentation form, especially when using texts of literary works. Three main criteria are identified K. Nuttel for selecting texts as materials for a lesson: relevance of the content, the ability to use the text in the lesson and the attached presentation for reading.

Compliance with content can be considered the most important of the three mentioned criteria, since it is the content that stimulates students' interest in reading, especially if it meets their needs. The ability to use text in class includes options for working with text in order to develop reading skills. Text that does not correspond to the purpose and objectives of the lesson will be useless when learning. In other words, the material cannot be useful only because it is in English. Attainable reading intends an integration of stylistic and lexical complexity of the text, the number of unfamiliar words and the presence of unknown grammatical forms. A competent assessment of the level of complexity of materials in accordance with the level of preparedness of students is very important. The choice of authentic materials has the influence of variety and presentation. Reading materials becomes more interesting using a variety of texts. Students find boring to work with texts on only one specific topic. We are faced with this teaching students the English language. There is an advantage in using texts on the same subject: it allows students to work out already familiar vocabulary, more confidently use it in other types of speech activity. Specialization in a specific topic does not always allow students to expand vocabulary in another field. How the text is presented to students is also very important. Authentic presentation of the text, including original photographs, graphics and drawings are usually more effectively absorbed the proposed information (not only the meaning of the text itself, but also to understand the possibility of further use of the content). More "attractively" the presented text encourages more interest among students to read it. The visual form of presenting information is what the student pays attention to first of all, it is the "appearance" of the text that can push the student's attention away from reading this material, or can attract it to the content. The followings are the criteria for selecting authentic materials for teaching reading skills to students, along with questions that, according to the specified criteria, help determine whether authentic materials meet the objectives of a scheduled lesson.

Key issues and criteria for the selection of authentic reading materials:

1. Content Compliance — Does the text meet student needs? Is the text interesting to students? Does the text contain material that the student may use out of the classroom?
2. Possibilities for use — Is the text suitable for use in the educational process? What is the purpose of the text? What skills/strategies can be developed using this text?
3. Available reading — Does the text contain a large number of unfamiliar words? Is the vocabulary relevant, meaningful? Will the linked paragraph be too simple/complicated for a student? Is the structure of the text complex?
4. Presentation — Is the presentation "authentic"? Do students grab attention visually? Do students want to read the text further?

Preparation for the lesson should include selecting the sufficient one material and development assignments. The role of the teacher in the classroom after explaining the assignment was limited only to observation, counseling and subsequent comments and evaluation of the results of the students' work.

In the process of implementing real texts in the teaching of a foreign language course, effective development of students' reading skills was observed, which allowed us to ensure that authentic data is a type of the valuable resources for effective teaching of a foreign language, having several benefits over specially prepared teaching materials.

First, they contain words and expressions that are widely used in real life situations. Secondly, they encourage students to memorize such vocabulary for further use. Third, since they contain information that most or completely meets the requirements of real life, they help learners to feel more confident in the case of communication in a foreign language. The Internet is the main and most actively used resources among the variety of sources of authentic materials, especially if we are talking about developing reading skills, because any information presented in printed form must first be read and comprehended, then it will be assimilated and analyzed. Moreover, some educationalists note the motivating role of authentic materials, which is one of the main factors influencing success in studying any discipline in general and in studying a foreign language in particular. For instance, students study original, non-adapted articles rather than textbook texts with great enthusiasm, viewing authentic materials as a source of "real" language. Taking into consideration the above, the positive effect from the use of authentic materials in teaching a foreign language and in its research are obvious provided that they are correctly selected in line with the purpose of the lesson and the needs of the students.

References:

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