

CHOOSING AUTHENTIC READING MATERIALS FOR LESSONS AT HIGHER SCHOOLS IN UZBEKISTAN

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Learning a foreign language is one of the most pressing issues of the evolving era today. Because by knowing the language, people will be able to communicate and exchange information. It is also possible to update the experience through data exchange and also to discover a new lifestyle. This lifestyle can be beneficial for all of humanity. Today in our country the attention and demand for learning and teaching a foreign language is growing day by day. Cooperation has been established with many developed and developing foreign countries, and as a result, the study of not only English but also other foreign languages has been radically reformed.

In the process of learning English, you will need to know a variety of skills. For example, listening comprehension, reading, writing, speaking skills are required to develop and develop. Choosing reliable and accurate materials is paramount in the teaching and learning process. Actually, "Reading" is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading is an active process of constructing meanings of words. Reading with a purpose helps the reader to direct information towards a goal and focuses their attention. Although the reasons for reading may vary, the primary purpose of reading is to understand the text. Reading is a thinking process.

Many teachers like to use authentic materials in class whether they are university teacher or school teacher in order to have interesting and effective lessons, and they can obviously be a wonderful source of language. Over the next few weeks, I'd like to offer some thoughts and tips on how you might go about selecting and exploiting these materials, to maximize their benefit to students.

One of the great scholars of the Europe, Nunan (1988) defines authentic materials as those 'which have been produced for purposes other than to teach language', so that might mean emails, blogs, statistics, timetables, advertisements, instructions, labels, menus etc as well as articles from newspapers and magazines. [1.2]

Relevance and interest - have you ever done any research into the literacy practices of your students? In other words, what they actually read (and write) in their daily lives, in their first language as well as in English. Ask students to keep a note of everything they read, including cereal packets etc, for a couple of days. You may be surprised, and it will probably give you some new ideas of where to look for material.

Similarly, the more you can find out about the kinds of topics your students are interested in, the more successful your texts are likely to be. Obviously, if the students are preparing for an exam, you will also need materials and topics which reflect the exam they are taking.

Cultural appropriateness - This is a huge area, but it is considered there are three main points:

Firstly, being careful about materials which may offend political, social or religious mores. If you know the context you are teaching in, this should be fairly easy to avoid. Or, if you are confident about your class, you may be able to touch on subjects which published material would have to avoid. I once taught a fabulous class about dangerous sports, which was fabulous not because of anything I did, but because one of the students suddenly started telling us all about the time he played Russian Roulette. Everyone was, unsurprisingly, fascinated and completely involved in communicating with one another.

Secondly, being careful about materials which your students simply can't relate to. This is a criticism aimed, not unfairly, at a lot of published ELT materials. ESOL learners in Birmingham are unlikely to want to read about skiing holidays, for example. However, just because something is outside the students' experience, does not necessarily mean that it is uninteresting. It's a judgement call.

The last, but not least, consider visual literacy as well. The way the text is laid out may cause confusion. This is particularly an issue for students with low levels of literacy in their first language, but can also cause problems if the norms aren't transferable. The four main types of reading techniques are the following:

Skimming - Skimming, sometimes referred to as gist reading, means going through the text to grasp the main idea. Here, the reader doesn't pronounce each and every word of the text but focuses their attention on the main theme or the core of the text. Examples of skimming are reading magazines or newspapers and searching for a name in a telephone directory.

Scanning - Here, the reader quickly scuttles across sentences to get to a particular piece of information. Scanning involves the technique of rejecting or ignoring irrelevant information from the text to locate a specific piece of information.

Intensive – Intensive reading is far more time-consuming than skimming and scanning as it needs the reader's attention to detail. It involves close reading that aims at the accuracy of comprehension. Here, the reader has to understand the meaning of each and every word.

Extensive - Extensive reading lays more emphasis on fluency and less on accuracy. It usually involves reading for pleasure and is more of an out-of-classroom activity. It is highly unlikely for readers to take up the extensive reading of text they do not like. However, there are many small and big problems in the process of teaching reading, for example:

Beginner readers may struggle when they meet new or unfamiliar terms, but typically decoding becomes easier with repeated practice of reading the text out loud. If a child continues to struggle, there may be an underlying difficulty or a physical impairment that does not allow them to hear the sounds or see the letters.

Poor comprehension of reading skills. Some children can read like a pro but may not be able to tell you what they have read. This indicates a problem of incomprehension. These children may find the same difficulty when their teachers or parents read aloud.

Speed is another issue for readers. The more children read, the more they expand their vocabulary. They begin to recognize more words by sight, enabling them to read faster. If speed is the issue with your child, slow processing of information could be the problem. Since reading is a cognitively demanding task, it involves holding information in the mind while continuously processing the text. This can exhaust the children with slow processing. Such children may require extra time to complete tasks that require extensive reading.

Mixed reading difficulties have also appeared during teaching reading process. Mixed reading problems in kids include decoding words and difficulty with comprehension. They have challenges when it comes to reading words, retaining information, and understanding the text. These problems could be due to a reading disorder. Although some kids learn slower than others, if you notice any difficulty that affects your child's daily life, it should be evaluated by a professional.

In conclusion, in the process of reading any text, it is also necessary to take into account the information in it, because not only do they read and translate the text, but the students analyze the information in it. Reading materials should be based on reliable and accurate information even if these aspects are taken into account. It can be said that the reliability of the materials taught and the age and character characteristics of the student should be taken into account when teaching and learning a foreign language, so that the teacher and the student can achieve a certain useful system of education . which, of course, can contribute to the development of the country, to the development of humanity.

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