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Bosh muharrir:*Abdullayev Ikram Iskandarovich, b.f.d., prof.***Bosh muharrir o‘rinbosari:***Hasanov Shodlik Bekpo‘latovich, k.f.n., k.i.x.***Tahrir hayati:**

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Сандусманов Б.А. Ўзбекистонда транспорт коммуникация тизимининг халқ хўжалигида туган ўрни	151
Сатимов Б.М. Оролбўйида ҳарбий истеҳкомларнинг келиб чиқиши тўғрисида айрим мулоҳазалар	154
Тошпўлатов Б. Андижон давлат тиббиёт институтида илмий тадқиқот ишларининг йўлга қўйилиш жараёнлари	157
Хидирова Н.Ў. Қозилик ҳужжатларини ўрганишда “Мажъмуй ал-васойиқ” ва “Жунг” асарларнинг аҳамияти	159
Шарапов С.С. Административная деление и торговые отношения юго-восточных городов Бухарского Эмирата в конце XVIII - начале XX века	163
Шерниязов Р.Х. Ривожланган ўрта асрлардаги Марказий Осиё ва Волга – Уралбўйида кечган этносий жараёнларнинг айрим жиҳатлари	166
Эгамбердиева Г.А. Хорезмская область как один из основных центров туризма в Узбекистане	174
Эшанова Г.Н. Абу Ҳомид Ғазолийнинг диний маърифий қарашлари	177
Юлдашева Н.Н. Ўзбекистонда тарихий ўлкашунослик бўйича тадқиқотларни ривожлантиришда амалга оширилаётган ишлар	180
ПЕДАГОГИКА ФАНЛАРИ	
Abdullayeva Sh.D. Ta'limda multimediya vositalarini qo'llanilishi	185
Abduraimova G.S. Adaptive learning systems: personalizing education for the digital age	188
Abdusamatov N. Arxitektura va qurilish sohasida o'quv jarayonini zamonaviy texnologiyalar asosida integratsiyalash	190
Alibekova M.A. Breaking the sound barrier in the evolutionary journey of speedy english pronunciation	193
Aripova N.A. Kredit - modul tizimida talabalarning mustaqil ishlarining tashkil etish muammolari	196
Azizova B.N., Islomova M.X. An innovative approach to teaching foreign languages through the flipped classroom method and its practical implementation with a focus on student motivation	199
Choriyev N.N. Talabalarga zardo'zlik buyumlarini ishlab chiqarishda ishlatiladigan texnologik mashinalarni o'rgatishning o'ziga xos xususiyatlari	202
Dusmetova S.M., Sobirova N.U. Developing students' vocabulary learning strategies through task based instructions	205
Ergashev D. Modern methods of teaching english language in the higher educational institutions	208
Eshmanova Sh.I. Benefits of authentic materials in teaching second foreign language	210
Eshmurodov A.N. Loyihalangan rejaga asosan maktablarda chizmachilik fanidan darslarni modellashtirish	213
Ibodullayeva G.J. ESP talabalari uchun o'qishni o'rgatish usullari	215
Ibodullayeva G.J. Yoshi kattalarga ingliz tilini o'qitishda o'yinlarning o'rni	218
Ibrokhimova M.U. Enhancing english language learning through integrating web online mapping services	222
Islamova M.Sh., Xursanov D.D. Mustaqil ta'limning oliy harbiy ta'lim jarayonidagi muammolar	224
Jabborov B.I., Ibodullayeva M. Biologiya darslari sifat va samaradorligini oshirishda sinkveyn texnologiyasini qo'llash	227
Jonibekova M.U. Benefits of using reflective teaching methods for ESL educators	229
Jurayeva Z.Q. Improving information technology education through e-books	232
Karayeva D.X. Educational technology. The impact of technology on quality of the lessons	235
Karimov M.A., Berdiyev U.T. Uchta tekislik va unda nuqtaning proyeksiyalarini qurishni noan'anaviy usul bilan tushuntirishi	238
Karimova J.Sh. Advantages of comparative learning in teaching a foreign language	242
Khalmirzayev I.V. Essentials for teaching youth in a patriotic spirit	245
Khamidov A.A. Peculiarities of texts and video clips used in teaching simultaneous interpreting	247
Khujayev B.T. Navigating modern technologies: unveiling useful and harmful aspects in the present era	250
Kosimova S.S. Formation of speaking skills in teaching a foreign language	253
Kurbanova M.M. Talabalar o'rtasida ingliz tilida bilim va malaka darajasini oshirish standartlari	255
Mamirov O.B. Kompyuter lingvistikasini o'qitish tamoyillari	258
Mamirov O.B. Kompyuter lingvistikasini o'qitishning didaktik modeli	261
Maxkamova D.B., Nabijonova N.M. Teaching communicative language in the classroom: summary of an effective approach	264
Maxmudova N.B. Nutqiy kompetensiyani shakllantirish omillari	266
Mirzabekova F.N., Anvarjonova N.A. The effect of sports on the body	270
Mirzaeva Z.Sh. Bo'lajak biologiya o'qituvchilarida kreativ fikrlash mazmun- mohiyatini rivojlantirish mexanizmi	273
Mirzaeva M.J. Methods of teaching a foreign language	275
Muratova D.M. Methodology for the formation of communicative competence of students	278
Narmurodova D. Linguodidactics as a methodological basis for teaching foreign languages	281
Nasrullaev O. Identifying the specific features of terms in the field of alternative medicine in the uzbek and english languages	284

Nazaralieva M.A. Application of modern techniques, essential for developing receptive speech skills, and examination of their possible outcomes	288
Nuralieva A., Yusupova N. Umumta'lim maktabining yuqori sinflari uchun mo'ljallangan Alisher Navoiy ijodini o'qitishga qaratilgan metodlar	291
Oblaqulova D.J. The employment of educational games in teaching english	297
Ochilova V.R. Neyro-lingvistik dasturlash (NLP)ning texnikalari	300
Ochilova V.R. Neyro-lingvistik dasturlash (NLP)ning modellari	303
Ollaberganova S.X. Boshlang'ich sinflarda istiqloq mavzusi bilan bog'liq she'riy asarlarni o'qish darslarini zamonaviy ta'lim texnologiyalari asosida tashkil qilish	307
Qobilova N.S., Azimova M.Sh. Language units in educational assesment: exploring the concept of evaluation in education	310
Qurbanboyev Z.Sh. Enhancing language acquisition: the role of multimedia in teaching english as a foreign language in Uzbekistan	312
Rakhmonova D.B. The place of technology during teaching grammar, reading, listening, and speaking in the education system	315
Rasulova D.R. Addressing Challenges in Teaching Academic English to Non-Native Speakers: The case of Uzbek students	318
Ravshanova U.B., Fozilov Sh.M. 10-sinf biologiya fanining oziq zanjiriga oid mavzularini o'qitishda o'quvchilarning tanqidiy fikrlash ko'nikmalarini muammoli metodlar asosida rivojlantirish	320
Raximova X.K., Nizomova Sh.I. Media ta'lim metodlari orqali o'quvchilarni kreativ fikrlashga o'rgatish mexanizmlarining nazariy asoslari	324
Sabirova D.A. Dars jarayonlarini samarali tashkil etishda pedagog ritorikasining ahamiyati	331
Tohirova U.A. The importance of using authentic materials in teaching reading and improving students reading skills	334
Tohirova U.A. Types of authentic materials and authenticity in foreign language learning	336
Tolibov M.M., Mirzaev Sh.A. The teaching approaches of academic vocabulary and problems learners face	339
Tuliyeva Z.K. Sog'lomlashtiruvchi gimnastika sog'liqni mustaxkamlash vositasi sifatida	343
Tuliyeva Z.K. Fitnes mashqlari yordamida o'quvchilarning jismoniy tayyorgarligini oshirish samaradorligi	347
Tukhtakhodjaeva Z.T. Advanced pedagogical technologies as a tool for developing communicative competence	350
Tursunova F. Methods of speech formation in the study of a foreign language	353
Umirova M.I. Umumiy o'rta ta'limda o'zbek tili lug'at tarkibini o'rgatish metodikasining nazariy va amaliy aspektlar	355
Usmanova F.R. Nurturing spiritual growth and moral development in education: the wisdoms of Ahmed Yassawi	358
Usmonov O.A., Boltayeva M.D. Ta'limda innovatsion yondashuvlardan 3d gologramma ventilatorining ahamiyati	361
Xolmurodova E.X. Improving the quality of education by developing the competence of creative thinking in leaders based on experience in developed foreign countries	364
Yaqubov O.M. Methodology for teaching students to independent creative thinking in the process of teaching english	367
Yo'ldoshev S.V. Xalq o'yinlari milliy qadriyat va sog'lom turmush tarzi omili	369
Yuldasheva G.G., Qadirov Sh.A. Oliy o'quv yurtlarida fizika fanini o'qitishning ayrim muammolari haqida	372
Алленова И. В., Ташева У.Т. Важность современных образовательных технологий в преподавании русского языка в системе высшего образования	375
Алимжанова М.Ю., Усмонова О.С. Проблемы с обучением детей с нарушением речи	377
Атаева Р.С. Коммуникативно-деятельный подход к образованию на уроках русском языке высших военных учебных заведений	379
Бердиева Ш.Н. Система методов обучения русскому языку для детей младшего школьного возраста	385
Бурханова С.Т. Олий таълим тизимида тарих фанини ўқитишда замонавий таълимнинг аҳамияти	388
Гулямова М.Х. Олий таълим тизимида кредит модуль тизими: хорижий ва миллий таърибалар	390
Имамкулов Б.Р., Умаров А.А. Особенности обучения русскому языку как иностранному в билингвальной среде	393
Мадаминова С.А. Методика обучения студентов на основе мульти лингвистической системы	396
Рахматуллаева Ш.З. Бошланғич синф она тили таълимида савол ўқув топшириғининг таснифий хусусиятлари	398
Тошбоева Б.О. Психологические основы А.А. Леонтьева по интенсификации обучения иностранным языкам	401
Юлдашева З.Дж. Технология проблемного обучения	404

ehtiyotkorlik bilan muomala qilinadi. Talabalar auditoriyasiga ham huddi mana shunday oltin o'rtalikni topgan holda ehtiyotkorlik bilan, hammaga birdek ma'qul bo'ladigan so'zlar bilan, hurmat ila murojaat qilish zarur sanaladi.

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THE IMPORTANCE OF USING AUTHENTIC MATERIALS IN TEACHING READING AND IMPROVING STUDENTS READING SKILLS

U.A.Tohirova, teacher, Bukhara State University, Bukhara

Annotatsiya. *Haqiqiy materiallar o'quvchilarga tilni tabiiy va asl ko'rinishida his qilish imkoniyatini beradi, shuning uchun ularni tayyorlash va ularni sinfdan tashqarida va o'qituvchi va sinfdoshlaridan tashqari boshqa odamlar bilan ham tildan foydalanishda qulay his qilish imkonini beradi. Bu juda zarur bo'lgan ishonchni kuchaytiradi va oxir-oqibat ularning maqsadli tildagi malakasini oshiradi. Masalan, o'qituvchilar restoranda qo'llaniladigan dialogdan foydalanishlari mumkin, bu orqali talabalar ovqatga buyurtma berish, so'rov yuborish, taklifni qabul qilish, rad etish va hokazolarda odamlar ishlatadigan iboralar yoki tilni o'rganishlari mumkin.*

Kalit so'zlar: *haqiqiy materiallar, moslik, foydalanish, o'qish.*

Аннотация. *Аутентичные материалы дают учащимся возможность испытать язык в его естественной и оригинальной форме, тем самым, в то же время готовя их и заставляя чувствовать себя комфортно при использовании языка вне классной комнаты и с другими людьми, кроме их учителя и одноклассников. Это создаст столь необходимую уверенность и, в конечном итоге, улучшит их знание целевого языка. Например, учителя могут использовать диалог, который используется в ресторане, с помощью которого учащиеся смогут выучить выражения или язык, которые люди используют при заказе еды, оформлении запроса, принятии и отклонении приглашения и так далее.*

Ключевые слова: *аутентичные материалы, пригодность, эксплуатационная пригодность, читабельность.*

Abstract. *Authentic materials provide the opportunity for the students to experience the language in its natural and original form therefore at the same time preparing them and making them feel comfortable in using the language outside of the classroom and with other people than their teacher and classmates. This will build the much needed confidence and in the end improve their proficiency in the target language. For instance, teachers could use dialogue which is used at the restaurant by which students will be able to learn the expressions or language that people use when ordering a meal, making a request, accepting and declining an invitation and so on.*

Keywords: *authentic materials, suitability, exploit ability, read ability.*

Reading is considered one of the most important skills that university students of English need to acquire. It is important not only in developing language intuition and determining academic success, but also for completing certain task. Therefore, it is obligatory for students to have good reading skills. They should acquire such an ability that they can easily handle any reference they need for accomplishing every task given to them. Acquiring reading skill requires one to be able to comprehend the text itself. However, students often have difficulties in learning English as a foreign language without appropriate learning materials in the classroom. Too often foreign language reading texts are designed either too difficult or too easy for students. Without appropriate reading texts that suit them, students spend long hours in the classroom with poor achievement. Students' performance varies according to the type of reading texts given to them.

Authentic materials are often more interesting because they reflect real life phenomena, the learners are more eager to learn when the language is authentic or meaningful. It is supported by Nuttall who states that “authentic texts can be motivating because they are proof that the language is used for real life purposes by real people”. Moreover, they have a positive effect on comprehension and learner satisfaction. Thus, it can be implied that the use of authentic materials affect the students’ reading comprehension. However, authentic materials often contain difficult language and unneeded vocabulary items, which can be unnecessary distraction for learners and teacher. In order to solve the problem the authentic material should be used in accordance with students’ ability, with suitable tasks being given in which total understanding is not important. In order to overcome the problems created by difficult authentic material texts, one solution needed is to simplify them according to the level of the learners. Created material refers to textbooks and other texts specially designed for learning purposes. It is designed generally based on the syllabus and provide a systematic coverage of teaching items. The language of created materials has usually been modified and adjusted according to the learning objectives and level of learners and their ability. The main difference between authentic and created materials lies on the naturalness of language used. Authentic materials have more natural language and reflect real life.

One of the most useful is the Internet. Whereas newspapers and any other printed material date very quickly, the Internet is continuously updated, more visually stimulating as well as being interactive, therefore promoting a more active approach to reading rather than a passive one. From a more practical point of view, the Internet is a modern day reality, most students use it and for teachers, there is easier access to endless amounts of many different types of material. From a even more practical/economical point of view, trying to obtain authentic materials abroad can be very expensive, an English paper or magazine can cost up to 3-4 times the price that it usually is and sometimes is not very good. Often by having unlimited access in the work place, looking for materials costs nothing, only time. Authentic materials should be the kind of material that students will need and want to be able to read when travelling, studying abroad, or using the language in other contexts outside the classroom. Authentic materials enable learners to interact with the real language and content rather than the form. Learners feel that they are learning a target language as it is used outside the classroom. When choosing materials from the various sources, it is therefore worth taking into consideration that the aim should be to understand meaning and not form, especially when using literary texts with the emphasis being on what is being said and not necessarily on the literary form or stylistics. Suitability of content can be considered to be the most important of the three, in that the reading material should interest the students as well as be relevant to their needs. The texts should motivate as well as.

Exploitability refers to how the text can be used to develop the students’ competence as readers. A text that cannot be exploited for teaching purposes has no use in the classroom. Just because it is in English does not mean that it can be useful.

Readability is used to describe the combination of structural and lexical difficulty of a text, as well as referring to the amount of new vocabulary and any new grammatical forms present. It is important to assess the right level for the right students. Reading is not only about literal and extensive reading but it also has some other categories. There are four activity of reading: perspective, selective, literal, and extensive reading which is described as follows:

a) Perceptive reading tasks include attending to the components of larger stretches of discourse such as letter, words, punctuation, and other graphic symbols in the text. In this category bottom-up processing is implied. A teacher can design some assessment in perspective reading such as reading aloud, written response, multiple-choice, and picture-cued items.

b) Selective reading, this category is largely an artifact of assessment formats. In order to ascertain one’s reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc. The teacher can stimulate the students by giving sentences, brief paragraphs, and simple charts and graphs. Brief responses of the students are needed for measuring their understanding. In this category a combination of bottom-up and top-down processing may be used. In selective reading the teacher also can conduct some assessment such as multiple-choice

related to text's vocabulary and language future, matching tasks, editing tasks, and picture-cued tasks, and fill in the blank.

c) Interactive reading, this type is a process in negotiating meaning of the text that relates to the reader's understanding about the text, and in-take is the product of that interaction. The genres text that lend themselves to interactive reading are anecdotes, short narratives and description, excerpts from longer texts, questionnaires, memos, announcements, direction, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse). In this reading type top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary. The teacher can invite the students by using cloze task, impromptu reading plus comprehension questions, short-answer tasks, editing, scanning, ordering tasks, and information transfer.

d) Extensive reading, the type of reading activities applied in informal reading material such as articles, essays, technical reports, short stories, and books. The activity is usually read outside the classroom hour. In this type top-down processing is assumed for most extensive tasks. The teacher can blow up some assessment like skimming tasks, summarizing and responding, and also note-taking and outlining.

In conclusion, We can generally say that the preparation for a lesson with a use of authentic materials is more demanding for teachers, but the yield for pupils is much higher than from a common lesson. In addition, they are learning to use a language for life more than from most textbooks. They also develop a lot of skills next to learning the language itself, for example, working with the Internet, searching for information, social – cultural understanding, long-term planning etc. Indeed, we have found out that authentic materials play an important role in teaching a second language.

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Xorazm Ma‘mun akademiyasi nashirlik bo‘limi
220900, Xiva, Markaz-1
Tel/faks: (0 362) 226-20-28
E-mail: mamun-axborotnoma@academy.uz
xma_axborotnomasi@mail.ru



(+998) 97-458-28-18