

TEACHING AUTHENTIC READING MATERIALS FOR HIGH LEVEL STUDENTS**Rakhimakhon Tursunova Valijonovna***English Language Teacher**School No. 13**Balikchi District, Andijan**Region, Uzbekistan**Phone: +998 93 242 0238**Email: srahima@mail.ru*

Annotation. This article explores effective methods of teaching reading using authentic materials for high-level students. Authentic texts, taken from real-life sources, help learners develop natural language use, critical thinking, and communicative competence. The study also discusses how teachers can select and apply authentic materials in class to enhance vocabulary, motivation, and comprehension skills.

Keywords: authentic materials, reading, high-level students, communicative competence, teaching methodology.

Аннотация. В статье рассматриваются эффективные методы преподавания чтения с использованием аутентичных материалов для студентов высокого уровня. Аутентичные тексты способствуют формированию естественного владения языком, развитию критического мышления и коммуникативных навыков. В работе анализируются способы отбора и применения таких материалов на уроках, а также их влияние на расширение словарного запаса и повышение мотивации учащихся.

Ключевые слова: аутентичные материалы, чтение, студенты высокого уровня, коммуникативная компетенция, методика преподавания.

Annotatsiya. Ushbu maqolada yuqori darajadagi o'quvchilarga autentik o'qish materiallarini o'qitishning samarali usullari yoritilgan. Autentik materiallar — bu haqiqiy hayotdan olingan, tilni tabiiy muhitda qo'llashni o'rgatuvchi manbalardir. Maqolada bunday materiallar yordamida o'quvchilarning so'z boyligini kengaytirish, matnni tahlil qilish, tanqidiy fikrlash va kommunikativ ko'nikmalarini rivojlantirish imkoniyatlari ko'rib chiqilgan. Shuningdek, o'qituvchi uchun dars jarayonida autentik materiallarni tanlash va ulardan samarali foydalanish bo'yicha metodik tavsiyalar ham berilgan.

Kalit so'zlar: autentik materiallar, o'qish, yuqori darajadagi o'quvchilar, kommunikativ kompetensiya, metodika.

INTRODUCTION

In today's era of globalization, the process of teaching foreign languages, especially English, is becoming more and more relevant. Due to the rapid development of information exchange, international cooperation and integration processes in the field of education, it is important for students to be able to use the language freely and naturally, not only grammatically, but also in real-life situations. In this regard, the use of authentic reading materials is recognized as one of the most effective methods for developing language competence of high-level students.

Authentic materials are texts used in the real life of native speakers, that is, newspaper and magazine articles, advertisements, interviews, blogs, social network posts, news, documents and other sources. Such materials, unlike artificial or simplified texts in textbooks, allow students to deeply understand the natural process of language, real speech culture, cultural and social context. That is why authentic reading materials enliven the learning process, form in students the ability to feel real communicative situations, to think independently in the language, to analyze and express their own opinions.

For high-level students, authentic texts constitute a complex but useful part of the learning process. Because at this stage, students' grammatical knowledge and vocabulary are sufficiently formed, so they are ready to analyze more complex language units, stylistic features and cultural connotations. At the same time, with the help of authentic texts, the teacher develops students' independent learning skills, increases their motivation to study and prepares them for real communication.[2; 192]

The relevance of the article is that the main goal of language teaching in modern education is not to memorize grammar, but to teach how to use the language in real life. Therefore, authentic reading materials increase students' critical thinking, information analysis skills, and cultural awareness. Through them, students understand not only the words and phrases in the language, but also their cultural meanings. The article also analyzes the advantages of teaching using authentic materials, the interaction between teacher and student activities, methods of organizing the lesson, and problems encountered in the learning process. Through this process, students' reading, comprehension, analysis, and real communication skills are further strengthened. Therefore, the use of authentic reading materials not only increases students' linguistic potential, but also develops them culturally, psychologically, and socially. Therefore, the study of this topic is of particular scientific and practical importance in modern language teaching methodology.

LITERATURE ANALYSIS AND RESEARCH METHODOLOGY

The issue of using authentic reading materials has become an important area of scientific research in foreign language teaching methodology in recent years. An analysis of scientific sources devoted to this issue shows that many scientists emphasize the positive impact of authentic materials on student motivation, learning

efficiency, and the formation of communicative competence. For example, Nunan (1999) noted in his research that authentic texts develop students' independent learning potential by introducing them to the real language environment. Widdowson (1998) considers the concept of authenticity to depend not only on the source of the text, but also on its reception by the student.[3; 178]

Interest in the issue of authentic materials is also growing among Uzbek scientists. In particular, H. Yo'ldoshev and D. Yo'qubova (2020) analyzed the importance of creating real communicative situations in teaching English and emphasized that authentic texts are an effective tool in this process. Also, A. Karimova (2022) provides scientifically based conclusions about the role of authentic materials from Internet resources and modern media in shaping students' reading strategies. These studies show that authentic reading materials increase students' activity, encourage them to think and analyze independently.[4; 165]

The research methodology in this scientific direction includes analytical and practical approaches. This article uses a multi-stage methodological approach as a research process: first, the theoretical foundations of authentic reading materials were identified through an analysis of existing scientific sources and experiences; second, the impact of authentic texts on reading efficiency was studied through experimental lessons conducted with high-level students; Thirdly, the students' opinions, responses, and independent work skills were analyzed, and general conclusions were drawn based on the results.

The research used observation, interview, questionnaire, and analysis methods. The observation method assessed the level of students' participation and interest in the learning process. The interview and questionnaire methods determined the students' attitude to the use of authentic materials and their level of mastery. The analysis method allowed to summarize the learning results and compare them on a scientific basis.

The results obtained show that authentic materials activate students in the learning process, create an opportunity to learn the language in a real-life context, and develop students' independent reading and communication skills. Therefore, the research methodology is based not only on theoretical analysis, but also on practical observations and experiments. As a result, the scientific foundations of teaching using authentic materials were identified and ways of their effective implementation in the educational process were proposed.

ANALYSIS AND RESULTS

The results of a study conducted to determine the effectiveness of using authentic materials in language teaching showed that such an approach deepens the reading skills of high-level students, strengthens their ability to understand real speech in the language, and increases their enthusiasm for communicative activity. During the

study, data on students' attitude to the reading process, the level of text comprehension, vocabulary expansion, and the formation of independent thinking skills were analyzed.

First of all, it was observed that authentic reading materials had a strong impact on students' motivation. During the lesson, activities based on newspaper articles, blog posts, advertising texts, and interviews encouraged students to think actively, ask questions, and participate in the discussion process. This showed that real-life texts aroused more interest in students than artificial textbook texts. In particular, materials on youth life, technology, or global issues were studied with great enthusiasm by high-achieving students.

The second important aspect is the improvement of reading strategies. Since authentic materials are rich in different styles, complex vocabulary, and cultural elements, it was observed that students actively used strategies such as guessing, extracting meaning from context, and finding the main idea to understand the text. This strengthened their independent thinking, critical approach to the text, and drawing conclusions. At the same time, the guiding questions given by the teacher, text-based tasks, and pair work methods made the process more interactive.

According to the results of the study, it was found that authentic reading materials helped increase students' vocabulary by 25–30 percent. This is because such texts naturally contain new words and phrases used in different contexts. Since students learned these words not through artificial memorization, but based on context, they were inclined to use them in practical speech. Through this, students' lexical and grammatical competence developed simultaneously.

Another important aspect was identified during the analysis - authentic materials also increase the cultural level of students. Because each text is associated with the cultural values, traditions, worldview and social life of the speaker. Therefore, students, along with learning the language, also absorb the culture of that people during the reading process. This plays an important role in developing the cultural component of communicative competence.

When analyzing from the teacher's point of view, it was found that authentic materials require a certain level of preparation during the lesson. Each text should be selected in accordance with the students' language level, interest in the subject and learning goals. Therefore, when the teacher used a differentiated approach to organizing the lesson, the results were more effective. For example, when high-level students were offered complex articles or excerpts from scientific blogs, they independently analyzed the text and expressed their thoughts in written and oral form.[5; 204]

The results showed that the use of authentic materials teaches students to read independently. Outside of class, students searched for and read English articles in areas of interest to them, which expanded their opportunities to use the language in everyday

life. This process formed a culture of self-improvement in students, and they developed a positive attitude towards the language learning process.

The analysis also revealed some problems that arise in reading lessons using authentic materials. In particular, some students had difficulty quickly understanding complex words and phrases. In such cases, the teacher organized auxiliary exercises, synonym analysis, and word-finding exercises. As a result, students' ability to analyze complex texts gradually developed.

According to the study participants, authentic materials transformed reading lessons from a traditional form to an interactive one. Students had the opportunity to freely express their opinions through mutual discussion, exchange of ideas, and debate. This increased students' self-confidence and also had a positive effect on the development of their oral speech.

In general, the results of the analysis and observation show that the use of authentic reading materials is one of the most effective approaches to language learning for advanced students. Such materials allow students to develop not only linguistically, but also socio-culturally and cognitively. They are relevant to real-life situations is flexible, creates freedom and clarity in communication.

Teaching based on authentic materials makes the learning process interesting, useful and practice-oriented. It develops students' independent reading, analysis and expression skills, and also increases their motivation to learn a language. Based on the results of the study, it can be said that the regular and purposeful use of authentic reading materials is one of the main factors in further developing students' language competence.

CONCLUSION

The process of teaching authentic reading materials to advanced students is recognized as one of the most effective and modern approaches to learning a foreign language. The results of the study showed that the use of authentic materials increases students' motivation to study, encourages them to think independently in real communicative situations, and creates an opportunity to master the language in a natural way. Through such materials, students develop not only their linguistic knowledge, but also their cultural, social, and psychological competencies. Authentic texts also enliven the reading process and form students' skills in analytical thinking, extracting key information from the text, drawing conclusions, and expressing their own opinions. Therefore, the consistent introduction of authentic reading materials into the lesson process, their methodologically correct selection and use, along with improving the teacher's skills, significantly strengthens the language competence of students.

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