

THE ESSENCE AND PSYCHOLOGICAL SIGNIFICANCE OF USING AUTHENTIC MATERIALS IN DEVELOPING LANGUAGE SKILLS IN TEACHING ENGLISH IN GRADES 5-9

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Abstract

The article explores how authentic materials function as teaching tools for English language instruction in secondary schools which serve students between grades 5 and 9. The study investigates how authentic materials support language development by analyzing existing research on their effects on listening skills and speaking skills and reading skills and writing skills. The study shows that authentic materials function as effective teaching resources which help students connect their classroom studies with real-world language applications and it assists them in developing their motivation skills and their ability to understand different cultures and their ability to communicate.

Keywords

authentic materials, secondary education, psychological significance, communicative competence, methodology, motivation

Аннотация

В данной статье рассматриваются теоретические основы и психологическая значимость использования аутентичных материалов при обучении английскому языку учащихся 5–9 классов средней школы. На основе комплексного анализа литературы исследуется вклад аутентичных материалов в всестороннее развитие языковых навыков, включая аудирование, говорение, чтение и письмо. Результаты показывают, что аутентичные материалы выступают эффективным педагогическим инструментом, сокращающим разрыв между обучением в классе и реальным использованием языка, способствуя повышению мотивации учащихся, развитию культурной осведомлённости и коммуникативной компетенции.

Ключевые слова

аутентичные материалы, среднее образование, психологическая значимость, коммуникативная компетенция, методика, мотивация.

Annotatsiya

Mazkur maqolada 5–9-sinf o'quvchilariga ingliz tilini o'qitishda autentik materiallardan foydalanishning nazariy asoslari va psixologik ahamiyati tahlil qilinadi. Adabiyotlar tahlili asosida autentik materiallarning tinglab tushunish, gapirish, o'qish va yozish ko'nikmalarini kompleks rivojlantirishdagi o'rni o'rganiladi. Tadqiqot natijalari shuni ko'rsatadiki, autentik materiallar sinfdagi ta'lim jarayoni bilan real hayotdagi til qo'llanilishi o'rtasidagi tafovutni kamaytiruvchi samarali pedagogik vosita bo'lib, o'quvchilarning motivatsiyasi, madaniy xabardorligi va kommunikativ kompetensiyasini oshirishga xizmat qiladi.

Kalit so'zlar

autentik materiallar, o'rta ta'lim, psixologik ahamiyat, kommunikativ kompetensiya, metodika, motivatsiya.



INTRODUCTION

The modern methods of teaching English language have experienced major changes during the past 30 years because educators now prefer teaching methods that focus on real-life communication instead of using old grammar-translation techniques. The present educational environment requires teachers to use authentic materials because they represent an essential teaching method which helps students acquire complete language skills [1, p.45]. The problem reaches its highest importance level when researchers study English language teaching methods used in grades 5 to 9 because this age range represents a vital stage during which students develop their permanent attitudes toward learning foreign languages and acquire the basic skills needed for future academic work and professional development.

The study of authentic materials in language teaching continues to hold importance because traditional textbook instruction provides students with structured grammar learning yet fails to prepare them for real-world communication which involves unpredictable and contextual challenges. Authentic materials consist of texts and resources that native speakers use without any educational adaptations which enable learners to study actual language usage along with cultural details and social communication practices that educational materials fail to deliver. The psychological dimension of this methodological approach warrants particular attention, as research consistently demonstrates that learner engagement, motivation, and self-efficacy are substantially influenced by the perceived relevance and authenticity of instructional content [3, p.78].

METHODOLOGY AND LITERATURE REVIEW

The primary research methods of this study use systematic academic literature review methods to analyze authentic materials used in foreign language teaching. The research methodology employed involved comprehensive examination of theoretical frameworks, pedagogical recommendations, and psychological perspectives presented in Uzbek, Russian, and international academic sources. The analytical approach that was used in this research identified two common themes and two fundamental theoretical concepts that present current knowledge about how authentic materials are used in secondary English language teaching.

The theoretical conceptualization of authentic materials has received considerable attention from scholars across diverse educational contexts. Jalolov characterizes authentic materials as carriers of linguistic and extralinguistic information that reflect the sociocultural realities of target language communities, which serve as essential tools for studying intercultural communicative competence development [4, p.234]. The international researchers who study authenticity define it as a multidimensional construct that includes text authenticity together with situational correctness and learner participation [5, p.156]. The main psychological value of authentic materials lies in their ability to trigger intrinsic motivation because they show how language learning helps with real-life things, which current motivational studies prove to be true [6, p.89].

The Russian pedagogical scholarship research shows how authentic materials need to be used so that educational professionals can develop their teaching methods in the field. Solovova states that authentic materials enable learners to develop their sociolinguistic and discourse skills which would not emerge from using only modified texts [7, p.167]. The psychological research shows that students between grades 5-9 who learn through authentic language material acquire better language skills and experience less foreign language anxiety because they become accustomed to unfamiliar language components [8, p.203]. The Uzbek academic community has discovered that authentic materials help students who study in multilingual classrooms where English is used as a secondary language together with Uzbek and Russian. [9, p.45].

RESULTS AND DISCUSSION

The synthesis of scholarly perspectives reveals that authentic materials exert profound influence on language skill development through several interconnected psychological and



pedagogical mechanisms. Regarding receptive skills, authentic listening and reading materials expose learners to natural speech patterns, varied registers, and discourse structures that differ markedly from the controlled language typically presented in textbooks. This exposure facilitates the development of top-down processing strategies and enhances learners' capacity to tolerate ambiguity, a crucial psychological attribute for successful language acquisition [3, p.82]. The cognitive challenge presented by authentic materials, when appropriately scaffolded, promotes deeper engagement with linguistic input and strengthens retention through meaningful contextualization.

The development of productive skills similarly benefits from authentic material integration, as students who regularly encounter genuine language use develop more sophisticated awareness of pragmatic conventions, stylistic variation, and cultural appropriateness in communication. The psychological dimension of this process involves the gradual construction of a target language identity, wherein learners come to perceive themselves as legitimate users of English rather than perpetual students [10, p.127]. This identity formation process, particularly significant during the adolescent years encompassed by grades 5-9, contributes to sustained motivation and willingness to engage in communicative risk-taking.

The methodological essence of authentic material utilization lies in the careful selection, adaptation, and integration of materials that balance linguistic challenge with pedagogical accessibility. While materials remain unmodified in their textual form, the instructional tasks surrounding them can be calibrated to accommodate varying proficiency levels, ensuring that authentic input remains comprehensible and pedagogically productive [5, p.162]. The psychological principle underlying this approach recognizes that learner confidence develops through successful engagement with genuine language, creating positive affective associations that reinforce continued learning effort.

CONCLUSION

The comprehensive analysis of theoretical and empirical literature demonstrates that authentic materials represent a methodologically sound and psychologically significant component of English language instruction in grades 5-9. The essence of authentic material methodology lies in its capacity to bridge classroom learning with real-world communication, thereby enhancing the perceived relevance and practical value of language study. The psychological significance extends beyond immediate motivational benefits to encompass the development of learner autonomy, cultural awareness, and positive language learning identities that support lifelong communicative competence. Educational practitioners should therefore integrate authentic materials systematically within their instructional repertoire, attending carefully to principles of appropriate selection, scaffolding, and task design that optimize the pedagogical potential of genuine language input while maintaining learner accessibility and engagement.

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