



THE IMPORTANCE OF THE AUTHENTIC MATERIALS IN DEVELOPING STUDENTS' LEXICAL COMPETENCE

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Annotation:

As its known that the importance of English as international language is growing gradually. This can be seen in the fact that the number of English language learners is increasing day by day. English language learners pay more attention to leaning academic words while learning the language. On the one hand, it is true, but we must also pay attention to the words used mostly oral speech, just, authentic words. Using authentic materials should be qualified in terms of objectives, learners' needs and nature of the meaningful communication. Also, the use of authentic materials in order to developing students' lexical competence, help students to bridge the gap between classroom knowledge and their capacity to participate in real-world events. In this article, importance of authentic materials to develop students' lexical competence is clarified.

Key words:

Competence, communication, text, material, authentic, approach, effective, activity, material, method, integrate, peculiarities, social, access.

Teaching and learning English has some specific peculiarities and is required a special teaching program and methodology. The integrated-skills approach, which incorporates language skills and aspects, has become a new trend in EFL contexts because it is believed an effective approach to develop students' communicative competence and the ability to use English to gain access to social, vocational, educational, or professional opportunities. However, the effective way to improve students' lexical competence, is using authentic materials in class and out of class. Also authentic materials are found as the way to acquisition of language. A lot of researches have been done by scholars, researches and they worked on these areas. Such as Breen.M.P, Nunan D, Peacock.M, Herington, Jacobson, Degener, Purcell-Gates and others.

According to Herington and Oliver (2000), authentic materials are called authentic learning. This term is directly, related to the students' real life and prepares them to face and deal with real world situations. Also, from the point of Herod (2002), authentic materials and activities are designed to imitate the real world situations. Nunan (1989) defines authentic materials as the materials which have been produced for purposes other than to learn language.

Authentic materials can help learners to face with real world. Also, learners assimilate words in common usage and words in native speakers speech which are mostly informal.. Furthermore, the learners are exposed to real-life situations. They are more useful for the students who are very slow learners. Beside that, authentic materials help to make lessons

more interesting. This in turn leads to learners being motivated from lessons. As Peacock said: (1997) “Authentic materials are more motivating for students, even lower level students, than artificial materials”. Adding to this, authentic materials play essential role as connection between classroom and real world when it is used in classroom. Students can improve their lexical competence enormously. About this, Briton (1991 cited in Qura2001) states : “Authentic materials relate more closely to learners’ need, for they build a connection between the language classroom and outside world.

Authentic materials are print, video, and audio materials students encounter in their daily lives, such as change-of address forms, job applications, menus, voice mail messages, radio programs, and videos. Authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic. Teaching lexis with authentic materials is a bit different than teaching with books. Many teachers have a habit of collecting authentic materials wherever they go in the community. Authentic texts vary by type, region, and context. Research tells us that students will benefit more from using local authentic materials than using ones that are a step removed from their lives (Jacobson, Degener, and Purcell-Gates, 2003). For example, generic charts and maps from life skills textbooks may not be as motivating to students as the local theater schedule, local rainfall charts, or the municipal bus map. There is a wealth of local authentic materials available online, such as city council meeting agendas, library schedules, and recipes for favorite regional dishes.

Now, there is a question, what is lexical competence? Lexical competence is vocabulary sources which encompasses all words with all means. For instances, “It is a piece of cake” it means a single part of any cake, if we translate word by word. On the other hand, it is translated as idiom which is included authentic materials, differently. Just, “it is easy”. Learners can distinguish by context. Moreover, the importance of authentic materials are expressed by their following advantages:

Choosing materials is a difficult task and instructors must be aware of many aspects before selecting specific material for their students; for example, whether the level is appropriate, the activities meaningful, or the material helpful for the learners to reach the stated objectives . However, other important elements are not necessarily represented in textbooks, such as the fact that readings should contain language as it is really used since learners will eventually be exposed to authentic texts (texts not created for teaching purposes) outside of class . This aspect forms part of the research that has been carried out in which I have analyzed whether theories or information established by experts are present (explicitly or implicitly) in the texts available. Much of this material, although valuable, does not include a variety of authentic readings which integrate authenticity, meaningfulness, and student s ' needs or interests. The level of the book chosen is also relevant. We must ensure that the level really suits students ' needs. The problem lies in that textbooks indicate the level that they were designed for, but many do not provide a description of what that level actually represents. For this reason, all exercises and material should be designed using an accepted framework of reference such as the CEFR.

Procedure recommended when presenting new vocabulary:

Teacher	Students
says and explains new word	Listen
asks students to repeat the word	Repeat
writes the new word down	Read
asks students to use the word in context	use word in context
makes students enter word in their vocabularies	Write

Methods for consolidating new vocabulary:

- 2.1. *Mnemo-techniques* (see worksheet)
- 2.2. Embedding the new vocabulary by practicing, e. g.
 1. recognition exercises (“*What’s in the picture?*”)
 2. inserting words (*gapped texts*)
 3. matching words with *synonyms/antonyms/pictures*
 4. excluding words (“*odd one out*”)
 5. reconstructing words (e. g. *jumbled letters*)
 6. explaining words (e. g. *giving definitions*)
 7. comparing words (e. g. “*What are the differences between pictures A and B?*”)
 8. creative writing (e. g. *on first letters, five words given*)
 9. communicative methods (e. g. *role plays*)
 10. games (e. g. *Bingo, Domino, Memory, Hangman, crossword puzzles, Taboo, “I Spy with My Little Eye”, etc.*

In conclusion, authentic materials have a great deal of importance to develop students’ lexical competence. According to its advantages which is mentioned above, authentic materials should be used in lessons to improve learners’ lexical competence. It helps to make lesson more fun . In addition, it is useful thoroughly.

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