VALUE OF USING AUTHENTIC MATERIALS IN TEACHING PROCESS

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Abstract: This article deals with value of authentic materials in teaching process. The proposed requirements for the article. Types of authentic materials and its difference from non-authentic materials are given.

Keywords: Authentic materials, non-authentic materials, teaching process, e-learning, classroom, teacher, learner.

O'QUV JARAYONIDA REAL MANBALARDAN FOYDALANISH AHAMIYATI

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Annotatsiya: Ushbu maqolada o'quv jarayonida real manbalarning ahamiyati qanchalik ekanligini ko'ril o'tilgan. Real manbalarni o'quv jarayonida qo'llash uchun talablar keltiril o'tilgan. Real manbalarning turlari va noreal manbalardam farqlari keltirilgan.

Kalit so'zlar: real manba, noreal manba, o'quv jarayoni, e-learning, sinf, o'qituvchi, o'quvchi.

Today, authentic data plays an effective role in both the teaching and learning process because in the teaching process teachers should know to choose which level of using authentic data for their learners as well the use of authentic materials creates a lot of interest and motivation in the learners and they do not feel boring and tired. This article would elaborate with some relevant illustrations.

It is obvious that there are many important advantages of using authentic materials. One of them increase learners motivation and reflects positively on their learning process. the use of authentic materials in language teaching is supported by many researchers. They aware of the of use this type of materials as a useful means to motivate learners. In addition, authentic materials encourage learners to learn a particular language successfully, it helps to motivate learners learn the language by making them feel they are learning the real language. There is a large amount of authentic materials in our life such as newspaper, magazine articles, tv, and radiobroad cast, daily conversations, meetings, documents, films. One of the most helpful is the internet. Whereas newspapers and other materials date very quickly, the internet is

continuously updated, more visually stimulating as well as interactive. Authentic materials in language teaching are classified into three categories. They are authentic listening materials, authentic visual materials, authentic text materials. Teachers provide learners with a number of aspects such as motivation, authentic cultural background and contact with the real language variety and sufficiency to learners needs. Nevertheless, in the teaching process, they maintain an innovation teaching style and they prefer that authentic materials are used at post intermediate level because at this level, students are expected to have an expansive collection and variety of vocabulary items in the classroom. So that authentic materials are recommended to be used at pre-intermediate level because they impose an overburden on both teachers and learners. They might discourage learners who are expected to lack vocabulary and structures. Teachers demand many preparations in order to suit the level and ability of learners. The use of authentic materials may cause students to feel demotivated and frustrated since they lack many lexical items and structures used in the teaching process. The use of authentic materials is burden for instructors teaching beginning students, as they have to spend a lot of the students. This does not mean that teachers are not able to use authentic materials in lower level classes differ from post-intermediate and advanced levels. In the result of using authentic materials at the different levels, learners enjoy dealing with authentic materials since they enable them to interact with the real language and its use and they do not consider authentic situation or materials innately difficult. In addition, experiences working with authentic data have potential to engage students in a broader suite of science practices and improve critical thinking particularly in the classroom. In fact, student data literacy has been shown to improve when given opportunities to interact with authentic data. Therefore, it is crucial that instructors not overlook the context of a data set as they help students develop their data literacy abilities. In authentic experiences may fail to engage students and students are asked to explore patterns or trends without meaning. In addition, students may find results from in authentic data more difficult to interpret than those from authentic data and students' abilities to transfer new skills to novel contexts in and outside of the classroom may be reduced. In contrast, authentic data transform a typical lesson on data interpretation by providing real-world context and making connections to disciplinary content. Student report feeling an increased emotional connection to data when they are better able to recognize practical application and relevance.

Authentic learning is the technique used in education institutes of all level to help the students understand concepts by linking academic concepts with real- world scenarios. The use of e- learning is found very useful in conveying ideas with visual and vocal methods. Intergrating e-learning and authentic learning creates a new paradigm of learning beneficial to both the teacher and students in knowledge sharing.

This study deals with the significance of authentic learning in the e-learning framework. The survey is based on a set parameters to analyze the remembering and understanding outcome of participating individuals against their ages, prior experience and educational level. The results show consistency for all the factors, showing the effectiveness of e- learning tools and authentic learning methods. Authentic learning is used in education and tuition techniques to help the students in connecting what they learn in the school to the problems, issues and concepts they face in the real world. Some authentic learning activities include role-playing, project-based learning, learning by doing and problem-based learning. Authentic learning provides better learning opportunities, help in a better understanding of a complex concepts, prepares the technology and different education tools to deliver knowledge. E- learning as the use of electronic technologies for creating a link with classroom and material learned even outside of a classroom. Basis of authentic learning is on simple idea: designing an environment that is close to the real environment improving learning. Recently teaching techniques that do not follow this basic ideas are considered ineffective in education. With advancement in visualization and simulating as well as different internet applications, the implementation of authentic learning environment is encouraged, making a bridge between classroom learning and real-world.

The secondly, there are several difference between e-learning and authentic learning. Authentic learning is an approach rather than a tool. Authentic learning focuses on the solution to complex problems students would face in the real world. This creates an environment in which learners encourage skills like complex communication and higher-order analysis that support them in the real world. Authentic learning opposes the ideas that every problem can be solved by memorizing the right answers. The authentic environment allows the students to learn in a situation closed to the one. They face in a making learners confident. One of the features of an authentic environment is to provide the learners with authentic activities. Moreover, it must be able to deliver multiple functions and diverse perceptions in studies. Authentic learning environment encourages group work and concept exchange that enhances cognitive abilities. Another trait of an authentic learning environment is the provision of expert's opinion and designing of the operation. An authentic learning environment helps to make the students independents by using scaffolding and fading of the mentor technique. To validate the authentic learning in an educational setting, many educational psychologists and researchers have attempted to work on different criteria and ideas to data. Students can be online tools that allow them to assume the role of the teacher on organizing the classroom, learning methods and experiences, how students receive a response in the classroom. One of the other approaches to learning is collaboration. Students work in a term can be solve any problem more effectively as the discussion about the problem help a lot in learning concepts. Integration of

authentic e-learning is accessible in higher education institutes that have already adapted the computer and web-based communication with students. The environment can improve students learning conditions using e-learning domain. However, the change will be gradual and regular updates can be a long-lasting and sustainable authentic e-learning system.

Teachers rely on many forms of authentic data, including data they collect themselves, data from collaborators, and data archived in online repositories where the scientist may have no direct connection to the individual or sensor that collected the data. These sources fall into two general categories: firsthand data collected by the researcher themselves and secondhand data from a variety of external sources. Similarly for students, authentic data in the classroom may come in many forms, including student-collected data from inquiry projects, searches of online data repositories, figures and tables in textbooks, or scientific. Using authentic data to improve data literacy Because data from scientific research are attached to the context from which they were collected, the use of these authentic data sets in the classroom has the unique potential to develop student data literacy and draw out connections between quantitative reasoning and data science. Learning mathematics in the context of authentic data from scientific investigations reinforces the importance of math for answering questions and may more actively engage students in both math and science.In addition, experiences working with authentic data have the potential to engage students in a broader suite of science practices and improve critical thinking particularly in the areas of analyzing and interpreting data, using mathematics and computational thinking, and engaging in argument from evidence. In fact, student data literacy has been shown to improve when given opportunities to interact with authentic data. Therefore, it is crucial that instructors not overlook the context of a data set as they help students develop their data literacy abilities. Intentional focus should be placed on exploring authentic situations and the mathematical ideas involved in solving or investigating them. In addition to improving data literacy and engaging students in science practices, the use of authentic data in the classroom has the potential to be more interesting and engaging for students.

In authentic experiences may fail to engage students, as context is removed and students are asked to explore patterns or trends without meaning. In addition, students may find results from in authentic data more difficult to interpret than those from authentic data, and students' abilities to transfer new skills to novel contexts in and outside of the classroom may be reduced. In contrast, authentic data transform a typical lesson on data analysis or interpretation by providing real-world context and making connections to disciplinary content, and students report feeling an increased emotional connection to data when they are better able to recognize practical application and relevance. Connecting science to a learners' experience makes content more accessible

and increases student interest in the material). By encouraging students to make connections between the data and their everyday lives, authentic data have the potential to give real-world relevance to data-literacy instruction and tap into students' natural curiosity about their world.

Matsuta [4-9] claims:Using audio-visual materials aiding student's comprehension is beneficial since it will prevent students especially beginning ones from being frustrated about authentic materials. Materials such as popular and traditional songs will help use to create a non-threatening environment. Authentic materials as well as activities should be used in agreement with learner's abilities. Guariento &Morley [12-14] state: authentic materials should be used in accordance with student's ability and suitable tasks can be given to learners in which total understanding is not important." Non-authentic materials can be used at the beginning levels, considering that materials related to learners own subject areas to be used, and then afterwards introducing authentic materials. in the earlier stages, on-authentic materials can be used, but stresses that upon students dealing with materials from their own subject area ,authentic materials should be introduced."

This does not mean that teachers are not able to use authentic materials in lower-level classes apart from post-intermediate and advanced levels. Guariento&Morley mention reasonsfor using authentic materials at the different levels because learners:

1. Enjoy dealing with authentic materials sincethey enable them to interact with the real language and its use.

2. Do not consider authentic situations or materials innately difficult.

3. Need pedagogical support especially in listening situations and when reading literary texts such as the provision of a full range of causes (auditory and visual including written language).

In order to overcome difficulties that teachers face in using authentic materials, it might be concluded that learners feel better with authentic materials helping them involve in the 'real' language as long as teachers provide them with pedagogical support. In order to achieve this, here wide range of choices: Authentic materials usage which enhances understanding is recommended since it keeps learners interested .moreover, popular literary authentic materials such as songs are advised to be used since they help at creating a relaxation atmosphere.

Richards and Rodgers [248-250],mention the main advantages of using authentic materials are: They have a positive effect on learner motivation and they provide authentic cultural information and so on.

To conclude, many people regard the use of this type of materials as a useful means to motivate learners, arise their interest and expose them to real language the will face in the real word. In addition, authentic materials encourage learners

to learn a particular language successfully, because they notice they are dealing with the language in real life.

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