

THE ROLE OF AUTHENTIC MATERIALS IN DEVELOPING ENGLISH LANGUAGE PROFICIENCY AMONG UNIVERSITY STUDENTS**Bahronov Nodirbek Aliyevich**

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Abstract. The study investigates how real materials help university students achieve their English language proficiency goals. The research results demonstrate that authentic materials which universities use to teach English language courses produce better results in vocabulary learning and grammatical correctness and practical communication abilities once these materials get used across the entire educational program.

Keywords: authentic materials, English language proficiency, university students, communicative competence, language acquisition, pedagogical innovation

Аннотация. В данной статье рассматривается роль аутентичных материалов в развитии владения английским языком среди студентов университетов. Результаты исследования показывают, что аутентичные материалы значительно улучшают усвоение лексики, грамматическую точность и навыки реального общения при их систематической интеграции в университетские учебные программы по английскому языку.

Ключевые слова: аутентичные материалы, владение английским языком, студенты университетов, коммуникативная компетенция, овладение языком, педагогические инновации.

Annotatsiya. Ushbu maqolada universitet talabalari orasida ingliz tili malakasini rivojlantirishda autentik materiallarning roli o'rganiladi. Tadqiqot natijalari shuni ko'rsatadiki, autentik materiallar universitet ingliz tili o'quv dasturlariga tizimli ravishda kiritilganda lug'at boyligini o'zlashtirish, grammatik aniqlik va real muloqot ko'nikmalarini sezilarli darajada yaxshilaydi.

Kalit so'zlar: autentik materiallar, ingliz tili malakasi, universitet talabalari, kommunikativ kompetensiya, til o'zlashtirish, pedagogik innovatsiyalar.

Introduction. The usage of real materials in English language instruction has become a core teaching method which modern universities use to educate their students. Authentic materials, defined as resources originally created for native speakers rather than language learners, include newspapers, magazines, television programs, podcasts, websites, and literary texts that reflect genuine language use in real communicative contexts [1]. The increasing emphasis on communicative competence and practical language application in university curricula has positioned authentic materials as critical instruments for developing comprehensive English language proficiency. The traditional textbook-based teaching method provides students with organized grammatical instruction and controlled vocabulary development yet it does not equip them for authentic linguistic encounters which include complex language requirements and cultural differences [2]. The existing educational deficiency has led researchers and teachers to study how authentic materials improve language acquisition results while helping university students develop English skills necessary for academic work and professional activities and social situations.

Methodology and Literature Review. The research study applies a literature analysis methodology to investigate educational materials which include scholarly articles and educational research and theoretical frameworks for authentic materials used in English language teaching. Theoretical foundation for using authentic materials stems from Krashen's Input Hypothesis which states that learners acquire language through exposure to understandable material that exceeds their current language abilities [3]. The research study by Guariento and Morley shows that authentic materials help students become more motivated because these

materials show them how language operates in real life situations which makes language learning more useful to their daily activities [4]. The research shows that authentic materials help develop different language skills because they provide students with contextual vocabulary which shows how people use language and the materials show different language types and they include cultural information which people need to communicate successfully.

The findings from university-level studies indicate that authentic materials provide the best results when educators select them according to student proficiency and learning goals while using proper instructional assistance [5]. Educators face a mission to create educational materials which combine authentic language elements with content that students can comprehend for their language development needs. Research distinguishes between "genuine authentic materials" used unmodified and "adapted authentic materials" which teachers create by providing glossaries and pre-teaching activities and simplified content while keeping essential authentic elements intact. The literature also addresses potential limitations which include the time-consuming process of selecting and preparing materials and the possibility of cultural misunderstandings and the requirement for teachers to help students understand authentic texts according to their learning needs [6].

Results and Discussion. Research shows that authentic materials help university students improve their English language skills according to both pedagogical research and theoretical literature. First, authentic materials demonstrably enhance vocabulary acquisition by presenting lexical items in meaningful contexts with natural collocations and usage patterns, enabling students to develop deeper understanding of word meanings, connotations, and appropriate applications [7]. Authentic contexts provide vocabulary learning through real-life examples because they show complete word meanings and speech patterns that help learners remember and use words. Second, authentic materials help students learn English grammar because they provide real-life communication examples which students will encounter repeatedly throughout their studies.

The learning mechanism operates effectively when teaching complex grammatical structures that cannot be taught through direct methods. Third, authentic materials help students build sociolinguistic competence through their introduction to different language registers and stylistic options and their ability to use language properly in various social situations and communicative contexts. University students preparing for academic writing professional communication or international collaboration particularly benefit from observing how language varies according to audience purpose and situation. Fourth, authentic materials function as cultural entry points for target language areas because they provide essential cultural knowledge and values and cultural perspectives which people need to develop their international communication skills. Students who learn about cultural references and humor and implicit meanings and social norms from authentic texts will communicate effectively with native speakers and in international settings. The discussion also acknowledges implementation challenges which require pedagogical intervention.

Research shows that effective integration requires schools to select materials which match their educational objectives and their students' current abilities. The educational process requires institutions to establish structured learning paths which begin with pre-reading exercises and comprehension assistance and show students how to read real-world texts. The teachers' ability to control the educational process through their handling of reading difficulty and student capabilities determines the success of using real-life materials to teach students [8]. The digital distribution of real-world educational resources through various online platforms including news websites and social media and podcasts and streaming services has made these resources more available to users. The new digital resources require users to develop multimodal literacy skills and digital navigation abilities while they assess the reliability of different sources.

Conclusion. The research findings show that authentic materials serve as vital teaching tools which help university students learn English language skills because they provide special

benefits that support standard teaching materials. Newspapers and digital media and podcasts and films and other authentic resources help students learn vocabulary and grammar and sociolinguistic skills and cultural knowledge through actual language usage in important situations. The needed implementation process requires institutions to establish structured methods which create a balance between authentic content and easy access because they need to present proper learning support, which should keep the authentic materials' educational benefits, yet they need to show actual learning situations at their full difficulty. University English language programs should prioritize developing teacher expertise in authentic material selection, adaptation, and integration, while ensuring curriculum frameworks explicitly incorporate authentic resources across proficiency levels.

References

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