

THE EFFECTIVENESS OF USING AUTHENTIC TEXTS IN FORMING READING SKILLS OF ELEMENTARY STUDENTS

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Today, the organization of teaching based on innovative methods is one of the pressing issues in the education system. In particular, when teaching a foreign language or native language, it is necessary to form students' reading skills, develop a culture of working with text, and develop skills that support speech activity. For this, in addition to didactic texts in traditional textbooks, it is effective to use authentic texts used in real life.

Authentic texts are texts used by native speakers in the process of real communication, which have meaning and function in a natural context. For example, they include materials such as announcements, short messages, dialogues, excerpts from magazines, brochures, recipes, greeting cards, and advertising texts. Such materials help to perceive the language in a natural, rather than artificial, form and are one of the main elements of the communicative approach.[2]

When using authentic materials, it is necessary to adhere to the following didactic principles:

The principle from simple to complex - first short texts are selected, then more complex texts.

The principle of age suitability - interesting topics are selected for primary school students.

The principle of communication - conversations and discussion exercises are organized based on texts.

Content integration - texts are studied in connection with other subjects.[3]

Direct use of authentic materials does not always correspond to the literacy level of primary school students. Therefore, the methodology of their adaptation plays an important role. Adaptation is the process of adapting the text to the level of students while preserving its content. There are the following methods:

Lexical adaptation - replacing complex or rare words in the text with simple and understandable words.

For example, instead of the word "special attention", "great attention", instead of "encouragement".

Grammatical adaptation - converting complex sentences into simple sentences.

For example: "After the exhibition was organized, the students participated in it" → "There was an exhibition. The students participated in it."

Content reduction – removing unnecessary details while maintaining the main idea.

For example, reducing a paragraph consisting of 5–6 long sentences to 2–3 sentences.

Text structure adaptation – transforming the text into headings, subsections, or numbered sections.

These methods not only make the text easier for students, but also increase

the effectiveness of the lesson.

Popular educational resources with authentic materials:

British Council Kids

Storyberries.com

Starfall.com

Breaking News English (simplified news)

Materials from these sites can be adapted for primary grades.

Topic: "My Family"

Level: Elementary (2–3rd grade)

Text (authentic):

"Hello! My name is Bob. I live with my family. I have a mother, a father, a sister and a brother. We like to play games on Sunday."

Lesson plan:

Introduction - conversation based on a picture about a family

Reading the text aloud

Questions for understanding the content of the text:

Who does Bob live with?

How many children do they have?

Vocabulary development:

family, sister, brother, mother, father

Pair work:

Short dialogue on the topic of "My family"

Conclusion:

Mini-essay of 5 sentences on the topic of "My family"

This example combines reading, vocabulary memorization and oral speech development based on an authentic text.

Authentic texts help students develop the following reading strategies:

Skimming - quickly skimming to understand the main idea

Scanning - finding the necessary information from the text

Predicting - guessing the content of the text

Guessing - finding the meaning of a new word from the context

These strategies also create a very important foundation for subsequent stages of education.[4]

Authentic texts are effective in forming the reading competence of primary school students. Through them, students not only learn language units, but also feel the cultural context, develop independent thinking, discussion and perception skills. Therefore, the regular use of authentic materials in primary schools is an important factor in improving the quality of education.

In conclusion, in this regard, organizing reading lessons based on authentic texts in primary schools of general secondary education fully meets the requirements of modern education and serves to prepare students for life. The following proposals are put forward to deepen this direction in the future:

Enriching primary school textbooks with authentic materials.

Creating sets of authentic materials for teachers.

Organizing "Authentic Reading Lessons" methodological seminars in schools.

Expanding the base of electronic resources.

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