

## TEACHING VOCABULARY TO THE 8<sup>TH</sup> GRADERS USING AUTHENTIC MATERIAL SOURCE

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**Abstract:** This article mainly focuses on the topic teaching vocabulary in a foreign language to learners on the basis of authenticity. Teaching vocabulary is an essential part in teaching language as a whole. Moreover, the article dwells on the application of authentic materials in the process of teaching vocabulary.

**Key words:** *teaching, vocabulary, point, communicate, difficulties, develop, motivate*

Teaching vocabulary is an essential part of teaching language. In this article, teaching vocabulary could be defined not only as a piece of communication, i.e. commands, notes, letters etc, but language learners practice in classes of English as steps of different levels leading to improvement of communicative skill with the help of authentic materials which are used in teaching vocabulary.

Vocabulary can be defined as “the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)”. Vocabulary has long been an important topic in middle grades education, but today it could be considered a hot topic.

Learning vocabulary is fundamentally about learning definition of words. Many teachers believe that defining words before reading a text is an effective instructional technique to support vocabulary growth and enhance reading comprehension; learning vocabulary is more complex than simply memorizing definitions of words; rather, it involves seeing, hearing, and using words in meaningful contexts. Strategies that focus on word recognition and word use in meaningful contexts are most likely to positively affect vocabulary growth.

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 language learners precisely because they are authentic. The definitions of authentic materials are a bit more different in literature written by different researchers of language. Adams defines authentic materials as “appropriate” and “quality” in terms of goals, objectives, learner needs and interest and “natural” in terms of real life and meaningful communication. Lee explains authentic texts as “materials which are designed for native speakers; they are real texts; designed not for language students, but for the speakers of the language”. Jordan refers to authentic texts as “texts that are not written for language teaching purposes”.

In the last years teaching vocabulary and using new methods, authentic materials in teaching vocabulary became even more important in schools, college and lyceums. However, early beginnings of learning to write are very important, because there we can search for origin of language learners’ attitudes towards vocabulary learning, their motivation and using new words in communication. Teachers should change their methods and approaches because of the new teaching curriculum and the text books have developed according to this new need, too. In the theoretical part we would like to describe teaching vocabulary with the help of authenticity from different points of view. We will explain the difficulties while learning to write either for fun or for a purpose. An important aspect must be considered, we will classify various vocabulary exercises that appear in our textbooks and other authentic sources.

The sources of authentic materials that can be used in the classroom are endless for developing communicative skill while using new vocabulary, but the most common are newspapers, magazines, journals, TV programs, movies, songs and literature. They can be used in order to communicate with others in different situations. One of the most useful is the Internet. Whereas newspapers and any other printed material date very quickly, the Internet is continuously updated, more visually stimulating as well as being

interactive, therefore promoting a more active approach to reading rather than a passive one.

While teaching vocabulary, authentic materials play an important role among the learners. Lee mentions the use of postcard as authentic material: students are given a model postcard to study and after that they are asked to imagine a situation in which they have to write a post-card to be sent to an English-speaking friend describing a holiday. This activity is like parallel activity where school learners stick to a model what has been given by the teacher. After finishing the task school learners can show their cards to the others or teacher could correct them later.

Using authentic materials in teaching vocabulary can be motivating for the school learners, as it adds a real-life element to the language learner's learning experience. Authentic materials are significant, since they increase language learners' motivation for learning, makes the learner be exposed to the "real" language. Surely, we should bear in mind the task, not the material. This means that, for example, instead of asking a beginner to read a full-page article that is over their heads, we should ask them to read the headline and predict what the article will be about.

Authentic materials bridge the gap between classroom language use and real life language use by bringing familiar linguistic situations and materials right into the classroom. When teachers use authentic materials in teaching vocabulary, they are in fact helping 8<sup>th</sup> grade learners to make a comfortable transition into the L2 culture.

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