

rivojda bo'lib, tashqi (moddiy bazaning borligi, yangi vositalar) va ichki (ta'lim jarayonining asosiy komponentalari holati) shartlardan kelib chiqqan holda o'zgarib turadi. Shuning uchun rivojlanishni inobatga olgan holda, loyihalashtirilayotgan dars kengayish va yangilanish imkoniga ega bo'lishi kerak.

Axborotlilik prinsipining dolzarbligi bir nechta omillar bilan tushuntiriladi. Axborotni qidirish, yifish, saqlash, qayta ishlash, o'zgartirish, taqsimlash va foydalanish prinsiplarini, uni qonunlarini o'rganadigan o'rganadigan fan – informatika nuqtai-nazaridan qaraydigan bo'lsak, ixtiyoriy pedogogik texnologiyani axborot texnologiyalariga o'xshatishimiz mumkin, chunki, unda manbaa (pedagog), va axborot qa'bul qiluvchi (o'rganuvchi) bor. Ta'lim jarayonida yangi axborot texnologiyalarining qo'llanilishi o'qituvchilarning yaqin vaqtlargacha faqatgina axborotni o'quvchiga etkazib berish qobiliyati bilan o'Ichangan baholash tizimini tubdan o'zgartirib yubordi. Bugunda o'qituvchining ma'lumotliligi, uning faqatgina kommunikasion qobiliyatlari bilangina emas, balki kompyuterni axborot manbaasi sifatida ishlata olish qobiliyati bilan ham belgilanadi. Bu nuqtai nazardan o'qituvchining ta'lim elektron resurslari (TER) sifati va ta'lim jarayonida qo'llashning samaradorligini baholashga qaratilgan analitik, proyektiv va prognostik qobiliyatlarining shakllanganligi juda muhimdir. TERda taqdim etilgan axborot ilmiyligi va taqdim etishga qulayligi, o'quvchining o'rganishga qulayligi va hokazalar umumiy didaktik prinsiplardan kelib chiqqan holda baholanishi kerak.

Ta'limda zamonaviy axborot hamda pedagogik texnologiyalarni qo'llash o'quvchi eshitish, ko'rish, ko'rganlari asosida mustaqil fikrlash qiziquvchanlik, odob-ahloq, ijodkorlik, muloqot va estetik qobiliyatlarni rivojlantiradi.

Bizning fikrimizcha ta'lim tizimida innovatsion jarayonlarni boshqarish samaradorligi hamda Kadrlar tayyorlash milliy dasturi talablaridan kelib chiqqan holda oliy ta'lim muassasalarida mutaxassislar tayyorlash sifati pedagogik innovatsiyalarni ishlab chiqish va joriy etish shart-sharoitlariga ta'limning an'anaviy usullari bilan maqsadga muvofiq ravishda uzviy qo'llashga bog'liq.

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THE USE OF AUTHENTIC MATERIALS IN THE TEACHING OF LISTENING

Annotation: *In this article the authors focus on utilizing authentic materials for enhancing listening skill. Also the authors highly recommend some productive approaches in improving listening skill*

Key words: *Authentic materials, real-life goal, "Eaves dropping", "Listening - Viewing".*

Teaching a foreign language is one of the responsible and challenging activity. For obtaining a learning language both a teacher and a learner must do their best. As we know there are four skills (reading, writing, listening and speaking) in instructing a language. While teaching a language we can pay attention to utilize authentic materials. Using authentic materials are more productive in gaining language knowledge. What are authentic materials?

Although there are various definitions of authentic materials, we are referring here to materials that were not created for language learning purposes. Instead, they were created with some real-life goal for, generally, native speakers. They include both spoken and written language samples. Some obvious examples include magazine ads, movie reviews, television shows, conversations between native speakers, train schedules, nutrition labels, and so on, most of which can be found on the Internet.

Among the above mentioned skills we want to focus on listening skill in this article. Listening skill is considered to be a little arduous for learners. However, teachers should enhance their students' listening skill and also learners should try to do their effort. Authentic materials are significant chance to improve a language learner's listening skill. Listening more authentic dialogues, texts, videos make a language learner be accustomed to comprehend fluently.

When you are teaching listening or reading, learners might be able to understand only a small portion of a text. This should not discourage you from using the text with your students. Instead, you can focus on a short activity that the students can accomplish and that will give them more confidence with authentic texts. One way to focus students' attention on developing real world listening skills is through listening activities. For example, you might be able to find a video about a famous movie star with whom the students are familiar. You can explain that you are going to do an activity with a real story but that they will be able to understand only a small part of it. Next, show the video without sound and have the students write three sentences in the target language about what they think the video is about. These can be very simple sentences. After the group shares the sentences, play the video with sound and then compare their sentences to what they heard in the video. Finally, give the students a few very simple questions that can be answered by listening to the video and then go over the answers. You can return to the video later and have the students listen for different details that might be harder to understand. In the following steps we want to share you with some of scientists' experiences and methods of improving listening skill via activities:

First activity called "Eaves dropping " developed by Porter and Roberts (1987) teaches strategies for listening. Students are told that they are guests at a party and that they can eavesdrop on conversations. They listen to short segments of real-world party conversations and complete a worksheet in which they note down what topic the people are talking about. They also indicate on the worksheet whether they are interested in the topic or not. Follow-up activities could include other eavesdropping in real-world settings where English is spoken (or simulations of real world settings like watching an English conversation on TV), taking notes on what is heard and reporting back to the class.

Next activity called "Listening -Viewing"

Many creative approaches for using video in the classroom are given by Stempleski and Tomalin (1990). One idea is through silent viewing of video clips to

let students consider what is going on and guess what the speakers are doing and saying. Another approach would be for students to watch the beginning only of a video clip, and then they must predict what will happen next. Also, teachers could present a video clip through split viewing: half of the class sits with their back to the screen; half can see the screen; and both groups can hear. Pairs then come together after the split viewing, and create a story about what happened.

In all activities like these, a task-based approach is suggested. Teachers need to decide what, if any, language needs to be pre-taught. Students' attention should be focused on particular viewing tasks. The teacher should decide what particular language points are to be taught, what follow-up activities will be used, and student

worksheets need to be prepared. If possible, it is helpful to make transcripts of the dialogue from the video clip for later review with the students.

The significant occasion for utilizing authentic materials in the teaching process is once outside the "safe", controlled language learning environment, the learner will not face to the artificial language of the classroom but the real world and language how it is really spoken. The role of the teacher is to prepare a student, giving the awareness and necessary skills so as to understand how the language is actually used. But unfortunately sometimes we can observe some issues namely, practical problems. Practical problems are consist of finding interesting and accessible materials. Furthermore, if you are using news stories, they can often go out of date quickly. Ideally, you should try to find materials that can be used for several years so that after you have put work into creating activities, those activities can be reused and shared. A good approach is to find materials related to topics in your textbooks so that they can be used each year.

In conclusion, we can mention that even though listening skill seems to be challenging learners can overdo this via using, practicing authentic materials.

Adding to this learners can be introduced to new additions in the language and the new ways in which is being used. The use of authentic texts bring the learners and the knowledge together when they encounter the language as it is used in real life situations and they can apply the generalizations that they have formulated during

the course of instruction. As we are teachers we highly appreciate the role of authentic materials in enhancing listening skills.

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