



Section 2. General pedagogy

DOI:10.29013/EJEAP-26-2-15-18



DIDACTIC POSSIBILITIES OF AUTHENTIC MATERIALS IN THE DEVELOPMENT OF SPEECH SKILLS

*Azimova Guljamol Begimqul qizi*¹

¹ National Pedagogical University of Uzbekistan named after Nizami
Republic of Uzbekistan, Tashkent

Cite: Azimova G. B. (2026). *Didactic Possibilities of Authentic Materials in the Development of Speech Skills*. *European Journal of Education and Applied Psychology* 2026, No 2. <https://doi.org/10.29013/EJEAP-26-2-15-18>

Abstract

Modern methods of teaching foreign languages are undergoing profound changes due to the digitalization of education, globalization and the rapid development of multimedia technologies. In these conditions, the use of authentic materials is of particular importance as one of the most effective means of developing speech skills. Authentic materials created by native speakers for real communication make it possible to bring the learning process closer to the natural language environment, which is especially important in an era when traditional textbooks are no longer able to reflect the dynamics of modern language, its hybrid forms, Internet discourse and multimodal formats. The relevance of this topic is reinforced by the fact that in 2024–2026 there is a sharp increase in the influence of social networks, video platforms, podcasts and digital services, which form new communication models, new genres and new speech practices. In these conditions, teaching a foreign language should take into account not only classical forms of speech, but also modern ways of interaction characteristic of the digital society.

Keywords: *interaction characteristic, authentic materials, multimodal forms of communication, traditional textbooks, dynamics of language, communicative competence*

The relevance of using authentic materials is reinforced by the fact that the modern language environment is rapidly changing under the influence of social networks, video platforms, podcasts, digital services and multimodal forms of communication. Traditional textbooks, even the most modern ones, do not have time to reflect the dynamics of

language, the emergence of new lexical units, hybrid genres, Internet memes, and visual-auditory forms of expression. In this regard, the methodists of Uzbekistan, such as Sh. Rakhmatullaev, M. Khamraev and D. Abdullayeva, emphasize the need to integrate authentic materials into the learning process as a means of forming real communicative

competence of students who are able to function in the global information space (Rakhmatullayev Sh., 2023.p.78).

The use of authentic materials allows students to immerse themselves in the natural language environment, providing contact with live speech, modern lexical models, cultural realities and communicative norms. Unlike adapted educational texts, which often simplify the structure of the language, authentic materials retain their natural complexity, which contributes to the development of perception skills and understanding of real speech. This is especially important in conditions where students are faced with the need to communicate with native speakers in the professional, academic or household sphere. Research by Uzbek and foreign methodologists shows that regular work with authentic materials significantly increases the level of formation of listening and speaking skills, promotes the development of intercultural competence and forms a stable motivation to learn a language (Gao X., 2024, p. 62).

Authentic materials acquire special importance in the development of listening skills. Authentic audio and video materials allow you to perceive the natural speech of native speakers, including various accents, speech tempo, emotional coloring and background noises. This creates conditions as close as possible to real communication, which is impossible when using artificially created educational audio recordings. Video materials have an additional advantage because they include non – verbal elements such as facial expressions, gestures, and intonation, which makes the perception process more natural. Uzbek researcher H. Turaev notes that video materials are one of the most effective means of developing multimodal information perception skills, which is especially important in the digital age (Turaev H., 2022. p. 45).

Authentic materials play an equally important role in the development of speaking skills. They allow you to simulate real communicative situations, stimulate the development of spontaneous speech, form the ability to express your own opinion, argue a position, and participate in a discussion. Based on authentic dialogues, scenes from films, interviews, and video blogs, students can re-

produce real communication models, master modern speech cliches, and study the peculiarities of conversational style, slang, and emotionally tinged speech. This is especially important in conditions where modern communication is characterized by a high degree of informality, hybrid genres and the active use of multimodal means of expression.

Authentic texts also have significant potential for developing reading skills. They allow you to expand your vocabulary, get acquainted with modern language norms, and explore various genres – from news articles and analytical reviews to social media posts, comments, instructions, and promotional materials. Working with such texts promotes the development of critical thinking, the ability to analyze information, compare points of view, identify arguments and evaluate the reliability of sources. In the context of information overload and the spread of unreliable data, these skills become especially important.

An important aspect of using authentic materials is their impact on the formation of students' intercultural competence. In the context of globalization, proficiency in a foreign language implies not only the ability to competently construct statements, but also the ability to understand cultural norms, values, and behavioral patterns characteristic of native speakers. Authentic materials allow students to get in touch with real cultural contexts, to see how language functions in everyday life, in the professional sphere, and in the media space. Through the analysis of videos, news reports, social networks, and promotional materials, students get the opportunity to observe cultural features that cannot be conveyed in adapted educational texts. Uzbek researchers such as N. Abdurakhmanova and U. Yuldashev emphasize that intercultural competence is becoming a key component of professional training, especially in the context of expanding international educational programs and academic mobility (Abdurakhmanova N., 2023. p. 67). The use of authentic materials also contributes to the development of critical thinking, which is especially important in the modern information society. Students are faced with the need to analyze, compare and evaluate information presented in various sources. Authentic texts, especially media and Internet

discourse materials, often contain elements of subjectivity, emotionality, and evaluativeness, which creates favorable conditions for the formation of critical analysis skills. Students learn to identify the author's position, determine the reliability of information, and compare different points of view. This contributes to the development of independent thinking and the formation of skills necessary for successful communication in modern society. Special attention in the methodology is paid to the issue of selecting authentic materials. Since such materials are created for native speakers, they may contain complex lexical and grammatical constructions, culturally specific elements, slang, idioms, which may make it difficult for students to perceive them.

Therefore, an important methodological principle is the principle of accessibility, which involves selecting materials based on the level of language proficiency. At the initial stages of training, preference should be given to short, visually supported materials such as commercials, short videos, and simple dialogues. At more advanced stages, you can use analytical articles, interviews, documentaries, and podcasts. Uzbek methodologist M. Khamrayev emphasizes that competent selection of materials avoids overloading students and ensures a gradual complication of educational material, which corresponds to the principles of developmental learning (Khamrayev M., 2024. p. 58).

Equally important is the issue of methodological organization of work with authentic materials. The effectiveness of their use depends on how well the system of tasks aimed at developing various speech skills is built. The teacher needs to create conditions under which authentic material becomes not just an object of perception, but also an incentive for active speech activity. For example, working

with video material may include the stages of a preliminary discussion of the topic, forecasting the content, analyzing key fragments, and performing communicative tasks related to discussing what they saw. This approach allows students to activate their mental activity, develop information analysis and interpretation skills, and develop the ability to express their own opinions. An important advantage of authentic materials is their ability to increase students' motivation. Modern students and schoolchildren actively interact with the digital environment, use social networks, watch video blogs, listen to podcasts, and read online publications. The inclusion of these materials in the learning process makes learning more interesting, modern and meaningful for students. They see that the language they are learning is a living communication tool, not a set of abstract rules. This contributes to the formation of internal motivation, which is a key factor in the successful acquisition of a foreign language. Research conducted in Uzbekistan shows that the use of authentic materials significantly increases students' interest in learning the language and promotes deeper learning of the material (Yuldashev U., 2023, p. 102).

Thus, authentic materials have significant didactic potential, allowing them to develop all types of speech activity, form intercultural competence, develop critical thinking, increase students' motivation and adapt them to real communication conditions. Their use meets modern requirements for teaching foreign languages, focused on the formation of practical skills and competencies necessary for successful communication in a global society. In the context of digitalization and the rapid development of information technology, authentic materials are becoming an integral part of the educational process, ensuring its relevance, effectiveness and practical orientation.

References

- Rakhmatullaev Sh. *Methods of Teaching Foreign Languages in the Context of Digitalization*. – Tashkent, 2023.
- Gao X. *Authentic Materials in Modern Language Teaching*. – Beijing, 2024.
- Turaev H. *Using Video Materials in Teaching Foreign Languages*. – Tashkent, 2022.
- Abdurakhmanova N. *Intercultural Communication in Teaching Foreign Languages*. – Tashkent, 2023.

Khamraev M. Methodological Foundations for Selecting Authentic Materials. – Tashkent, 2024.

Yuldashev U. Motivation and Authentic Materials in EFL Classrooms. – Tashkent State University, 2023.

submitted 02.05.2025;
accepted for publication 16.05.2026;
published 30.06.2026
© Azimova G. B.
Contact: science_7777@mail.ru