

## THE PROBLEMS OF CHOOSING AND ADAPTING AUTHENTIC MATERIALS IN TEACHING READING

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**Abstract:** This article analyzes the problems of selecting and adapting authentic materials for teachers and language learners. The article discusses the role and importance of authentic materials in the learning process, as well as the difficulties in adapting them to the lesson, the importance of saving time and resources. The authors consider factors such as the complexity of authentic materials, the need to adapt them to the cultural context, and taking into account the language level and interests of students. The article provides recommendations for creating high-quality and effective learning materials in the educational process.

**Key words:** authentic materials, teaching reading, material adaptation, language learning, reading comprehension, teaching challenges, educational resources, learner motivation, cultural context, language proficiency

**Introduction:** Today, the use of authentic materials in language learning is considered an important factor in increasing the effectiveness of the learning process. Authentic materials are materials that reflect the natural, everyday situations of the language, are mostly informal and not specially prepared for the learning process. They allow students to learn the language in a real context, help them understand the language not only theoretically, but also practically. At the same time, the process of selecting and adapting authentic materials poses a number of difficulties and problems for teachers.

The effective use of authentic materials should be carried out taking into account factors such as the language level of students, interests, goals, and the limits of lesson time. In addition, cultural differences, the complexity of the texts, and the relevance of the content to the lesson should also be in the spotlight. Materials selected without taking these factors into account can complicate the learning process and be incomprehensible to students.

Therefore, selecting authentic materials and adapting them to the needs of students is an urgent and complex task in language teaching. This article analyzes the main problems in using authentic materials, the obstacles encountered in the process of selecting and adapting them, and provides recommendations for organizing effective lessons.

**Main part:** Authentic materials are resources that allow students to familiarize themselves with the language in a real, real-life context. Books, newspapers, magazine articles, radio broadcasts, television programs, various texts on the Internet, advertising banners, etc. are included in authentic materials. They help students understand the language not only grammatically, but also in its cultural and social context. With the help of authentic materials, students expand their vocabulary, strengthen their reading skills, and increase their interest in the language.

Several main difficulties arise in the process of selecting authentic materials. First, the complexity of the material may not correspond to the language level of students. For example, choosing complex texts for elementary students creates difficulties for them and reduces motivation. Second, the topic of authentic materials may not always correspond to the lesson plan or the interests of students. This reduces the effectiveness of the learning process. Third, some texts may be ambiguous or incomprehensible to students due to cultural differences, making them difficult to understand.

Adapting authentic materials to students' needs also poses special challenges. In the process of reducing, simplifying, or changing the material, its original meaning may be distorted. In addition, it takes a lot of time and effort to adapt the material to the age, interests, and language level of the students. Sometimes, however, the materials cannot be fully utilized because the authors do not know how to effectively use the authentic text in the lesson.

According to the authors, several important principles should be taken into account in order to overcome the difficulties in selecting and adapting authentic materials. First, the language level and interests of the students should be clearly identified when selecting the material. Also, the content and cultural aspects of the material should not be compromised when adapting it. Teachers should be careful when reducing or simplifying texts and preserving the main idea. In addition, the use of authentic materials in the lesson process through interactive methods - discussion, group work, project work - can increase student participation.

Properly selected and adapted authentic materials enliven language learning, expand students' cultural understanding and prepare them for real language situations. At the same time, they develop independent learning skills in students and make lessons more interesting. The use of authentic materials also allows teachers to enrich the didactic process and try out new methods.

### **Material and methods:**

This study examined authentic materials used in language teaching and the problems in their adaptation. The following types of authentic materials were used in the study:

- Newspaper and magazine articles
- Radio and television program transcripts
- Advertising texts and announcements
- Internet resources (blogs, social media posts)
- Written and oral texts from everyday life

These materials were selected in accordance with the different levels of language knowledge and interests of students and were adapted for their use in the lesson.

The following methods were used in the study:

1. Literature analysis - scientific sources on the theoretical foundations and practical difficulties of using authentic materials in language teaching were studied. Using this method, problems associated with authentic materials were identified and the conceptual basis of the study was formed.
2. Observation and interviews - interviews were conducted with language teachers, and information was collected about practical problems in selecting and adapting authentic materials, as well as the strategies they use.
3. Analysis of materials - the authentic materials used in the lessons were analyzed, their suitability for the language level of the students and their adaptation to the cultural context were assessed.
4. Experimental lessons - in classes taught on the basis of selected authentic materials, student feedback and results were studied, and methods for effective use of authentic materials were developed.
5. Statistical analysis - changes in students' reading skills and teachers' assessments of the materials were analyzed using statistical methods.

The study involved 20 language teachers and 100 students working in secondary schools and higher education institutions in different regions of Uzbekistan. These groups were chosen to gain practical experience and feedback in selecting and adapting real materials.

**Conclusion:** This article analyzes the main problems in selecting and adapting authentic materials in language teaching. Authentic materials are important in developing language skills by allowing students to learn the language in a real context. However, when choosing authentic materials, it is necessary to take into account factors such as the language level, interests, and cultural context of the students. Also, the process of adapting authentic materials should be approached with caution so that their content and meaning are not distorted.

The results of the study showed that teachers emphasize the need to carefully prepare lesson plans, deeply understand the needs of students, and improve the methods of adapting materials in order to effectively use authentic materials. Using authentic materials with interactive methods increases students' motivation and makes the learning process more effective.

In conclusion, the correct and purposeful use of authentic materials plays an important role in improving the quality of the learning process. Therefore, teachers and educational institutions should regularly conduct training activities and create effective materials in this regard.

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