

## THE IMPORTANCE OF USING AUTHENTIC MATERIALS IN INCREASING STUDENTS' MOTIVATION IN TEACHING ENGLISH IN GENERAL EDUCATION SCHOOLS

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**Abstract.** *This article investigates how authentic materials improve student motivation during English language lessons in general education schools. The research combines views from Uzbek and Russian and international researchers to prove that using authentic resources in language teaching brings better results for student motivation. The study results show that authentic materials function as effective teaching resources which connect academic lessons to practical language use in real life and help secondary school students develop their internal motivation and language skills.*

**Keywords:** *authentic materials, motivation, general education schools, communicative competence, foreign language pedagogy, intrinsic motivation, language acquisition, pedagogical resources, student engagement.*

**Аннотация.** *В данной статье рассматривается значение аутентичных материалов в повышении мотивации учащихся при обучении английскому языку в общеобразовательных школах. Исследование синтезирует взгляды узбекских, российских и зарубежных ученых с целью установления взаимосвязи между использованием аутентичных ресурсов и повышением мотивации у изучающих язык. Результаты показывают, что аутентичные материалы выступают эффективными педагогическими средствами, сокращающими разрыв между обучением в классе и реальным использованием языка, тем самым способствуя формированию внутренней мотивации и коммуникативной компетенции учащихся средней школы.*

**Ключевые слова:** *аутентичные материалы, мотивация, общеобразовательные школы, коммуникативная компетенция, педагогика иностранного языка, внутренняя мотивация, овладение языком, педагогические ресурсы, вовлечённость учащихся.*

**Annotatsiya.** *Mazkur maqolada umumta'lim maktablarida ingliz tilini o'qitish jarayonida o'quvchilar motivatsiyasini oshirishda autentik materiallarning ahamiyati tahlil qilinadi. Tadqiqot doirasida o'zbek, rus va xalqaro olimlarning qarashlari umumlashtirilib, autentik resurslardan foydalanish hamda til o'rganuvchilarning motivatsiyasi o'rtasidagi bog'liqlik asoslab berilgan. Natijalar shuni ko'rsatadiki, autentik*

*materiallar sinfdagi o'qitish jarayoni bilan real hayotdagi til qo'llanilishi o'rtasidagi tafovutni kamaytiruvchi samarali pedagogik vosita bo'lib, o'rta maktab o'quvchilarida ichki motivatsiya va kommunikativ kompetensiyani rivojlantirishga xizmat qiladi.*

**Kalit so'zlar:** *autentik materiallar, motivatsiya, umumta'lim maktablari, kommunikativ kompetensiya, chet tili pedagogikasi, ichki motivatsiya, til o'zlashtirish, pedagogik resurslar, o'quvchi faolligi.*

### **Introduction**

The current state of English language teaching in general education schools continues to face ongoing problems that affect student motivation and classroom participation especially in situations where English serves as a foreign language instead of a daily spoken language. The phenomenon of declining student interest in language learning has prompted educators and researchers worldwide to explore innovative pedagogical approaches that can revitalize classroom dynamics and foster genuine enthusiasm for language acquisition [1, p.45]. The methodical innovations that researchers have introduced during the last 40 years include authentic materials as a teaching tool which has shown success in solving student motivation problems and improving the quality of foreign language instruction.

Authentic materials, which educators define as resources that native speakers create for purposes other than teaching, include multiple text types and audio-visual materials and digital media that show actual language use throughout different real-life situations [2, p.112]. The fundamental premise underlying the advocacy for authentic materials rests on the assumption that exposure to genuine language samples enables learners to develop not only linguistic competence but also cultural awareness and pragmatic understanding that textbook-based instruction alone cannot adequately provide. The educational changes in Uzbekistan and the rising need for communicative English skills create a situation where authentic materials become essential for teaching methods and curriculum design [3, p.67].

### **Methodology and literature review**

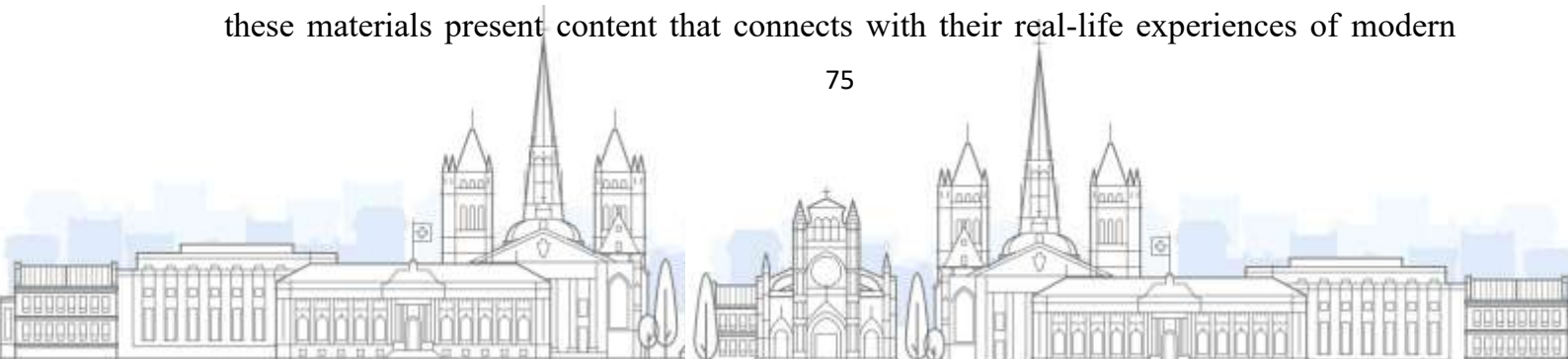
The researchers conducted their investigation through a systematic study which examined existing research on authentic materials and their impact on foreign language learning motivation, utilizing data from Uzbek and Russian academic sources and worldwide scholarly resources to create a complete theoretical framework. The research framework establishes a motivation study through three learning motivation aspects which include cognitive factors and affective factors and sociocultural factors, while exploring how authentic materials specifically create motivational effects. The theoretical foundation for understanding motivation in language learning has been substantially shaped by the work of scholars who distinguish between integrative and instrumental orientations, with

subsequent research expanding these concepts to encompass intrinsic and extrinsic motivational factors [4, p.234]. The essential psychological needs which educational settings need to satisfy include autonomy and competence and relatedness, according to present motivational theories, which educational settings need to satisfy for their students to maintain interest in learning activities. Theoretical research demonstrates that authentic materials increase learner motivation because they allow students to practice real-life language skills which connect to authentic communication needs and actual living situations.

The scholarly discourse on authentic materials in language education shows substantial agreement about their ability to enhance student motivation and participation in learning activities. Researchers have consistently argued that authentic texts and media expose students to natural language patterns, idiomatic expressions, and cultural nuances that sanitized textbook materials often fail to capture [5, p.89]. The Russian pedagogical tradition, which scholars who study foreign language teaching through communicative methods, indicates that authentic materials enable students to interact with target language content in a way that leads to active learning through cognitive and emotional processes [6, p.156]. The perspective conforms to constructivist learning theories which view students as active creators of knowledge who learn better through their interactions with genuine complex linguistic materials than through their exposure to basic language inputs. Uzbek researchers have provided essential knowledge about how authentic materials function in Central Asian language classrooms which combine their local cultural practices and educational methods to create both workable opportunities and educational resource implementation difficulties [3, p.72]. The literature presents multiple types of authentic materials which secondary school English teachers can use in their classes. The materials include newspapers and magazine articles along with literary excerpts and songs and films and podcasts and social media content and all types of digital communication which show how native speakers use modern language.

The relationship between authentic materials and student motivation functions through various psychological and educational mechanisms that need thorough investigation. Scholars have identified relevance perception as a critical mediating factor, arguing that students demonstrate increased motivation when they perceive direct connections between classroom activities and their personal interests, goals, or future language use requirements [7, p.203]. Authentic materials carry real-world relevance because they contain actual communication used for authentic purposes which enables students to see how they can use their developing language abilities.

Students find authentic materials more appealing than traditional textbooks because these materials present content that connects with their real-life experiences of modern



society and current pop culture trends which textbook writers fail to capture [8, p.45]. The novelty factor of authentic materials creates an increase in student motivation because students show positive reactions to the unpredictable content which interrupts their regular study pattern that uses standardized textbook materials and common teaching methods. Students who understand authentic materials successfully achieve two benefits because their increased language skills become visible to others while their academic achievements boost their confidence to keep studying.

### **Results and discussion**

The analytical synthesis of reviewed literature yields substantial evidence supporting the positive relationship between authentic material utilization and student motivation in English language instruction at general education schools. The accumulated research findings demonstrate that authentic materials address fundamental motivational needs by providing relevance to students and promoting autonomy through content choice and building competence through progressively challenging exposure to genuine language samples [9, p.178]. The discussion of these findings reveals important implications for pedagogical practice while acknowledging contextual factors that influence implementation effectiveness.

The analysis indicates that authentic materials prove most motivationally effective when teachers exercise careful judgment in resource selection which includes choosing materials that match students' particular learning capabilities and cultural backgrounds. The challenge of linguistic complexity inherent in materials designed for native speakers requires educators to use scaffolding methods which help students understand materials while maintaining the authentic value that makes these resources useful. Teachers need to learn how to recognize real-world documents which provide their students with the right level of difficulty to achieve success while keeping the authentic characteristics that separate real-world materials from teaching materials.

The findings further suggest that motivational benefits of authentic materials extend beyond immediate engagement to influence broader attitudes toward language learning and target language cultures. Students who regularly encounter authentic materials develop more realistic expectations regarding language use and gain appreciation for the diversity and richness of English as a global communication medium [10, p.312]. This expanded perspective can transform instrumentally motivated learners into individuals with genuine integrative interest in English-speaking cultures and international communication opportunities. The analysis also reveals that authentic materials support the development of metacognitive awareness and autonomous learning capabilities, as students learn to employ strategies for comprehending challenging texts and navigating unfamiliar cultural references. These transferable skills contribute to long-term motivational sustainability by

equipping learners with tools for continued independent engagement with English beyond formal educational contexts. However, the research also acknowledges potential limitations and challenges associated with authentic material implementation, including resource availability constraints, teacher preparation requirements, curriculum alignment difficulties, and the need for ongoing material updating to maintain contemporary relevance.

### **Conclusion**

The comprehensive analysis presented in this article confirms the significant role that authentic materials play in enhancing student motivation within English language instruction at general education schools. The theoretical and empirical evidence synthesized from Uzbek, Russian, and international scholarly sources consistently demonstrates that authentic materials address fundamental motivational needs by providing real-world relevance, stimulating genuine interest, fostering autonomy, and building learner self-efficacy through successful engagement with genuine language samples. The pedagogical implications of these findings suggest that systematic integration of carefully selected authentic materials should constitute a priority in curriculum development and teacher preparation programs. Educational institutions and practitioners are encouraged to develop resource banks of appropriate authentic materials, establish criteria for material selection and adaptation, and create supportive pedagogical frameworks that maximize motivational benefits while addressing comprehension challenges. Future developments in this field should focus on expanding access to authentic resources, developing teacher competencies in material evaluation and implementation, and investigating optimal approaches for different learner populations and educational contexts. The continued refinement of authentic material pedagogy represents a promising avenue for addressing persistent motivational challenges in foreign language education and preparing students for meaningful communication in our increasingly interconnected global community.

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