

# Use Of Authentic Materials In Tajik-Language Schools

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**Abstract:** This article discusses the fundamentals of selecting authentic resources in Tajik-language schools, their inclusion in textbooks, and issues such as second language teaching in bilingualism.

**Keywords:** Tajik-language schools, second language education, authentic materials, bilingualism, the natural acquisition approach (informal learning), purposeful learning approach (formal learning).

**Introduction:** Uzbekistan is considered a multinational state due to its ethnic mix. As a result, the country's atmosphere has become bilingual and multilingual. Representatives of various nationalities converse in their native tongue while respecting the state language. The population prioritizes Uzbek language knowledge for education and job, followed by Russian and Karakalpak. In terms of population size, Tajiks rank second only to Uzbeks in the country. They are educated in Tajik, but they can communicate freely in the state language, which frequently results in bilingualism. Pupils have the option of receiving an education in Tajik or Uzbek. They learn the state language as a subject.

## METHOD

As a result, the government is attempting to implement measures to improve the teaching of the state language, Uzbek, in schools. The reason for this is that later research has revealed that the fact that the country's population is made up of people from many nationalities necessitates a revision of the principles of teaching the state language, specifically the curriculum, textbooks, and teaching aids. Because the population's use of the Uzbek language varies, certain nationalities have bilingual understanding of the language, whereas others do not.

That is why a result, using the same curriculum, textbooks, and instructional aids for students of various ethnicities does not make sense. The fact that textbooks are written in the same way for Tajik- and Russian-speaking students creates a number of issues. For example, actual materials in textbooks are plainly

"artificialized" in certain passages and dialogues. Students who can communicate well in Uzbek in everyday situations show no interest in such things. For example, Tajik, Kazakh, Kyrgyz, Turkmen, and Karakalpak students use Uzbek more in everyday contexts (study, job), but Russian students use Uzbek less. As a result, they have no motivation to learn the language. Because if they communicate with people who speak Russian, there are schools and higher education institutes that specialize in Russian language education. Tajik-speaking students have less possibilities, yet they are regarded grownups in the Uzbek language milieu from an early age. When it comes to the significance of authentic materials, Gulshan Asilova describes their characteristics as follows (G. Asilova): The term "authentic" is derived from the ancient Greek language (authentikos) and meaning "original, real". In the 1983 version of the Russian-Uzbek dictionary, the word "authentic" is translated as "true to the original, corresponding to the original, corresponding; the same, equal, and real with the original". However, this word does not appear in dictionaries issued in future years. We have chosen to call this notion "authentic" which is called "authentic" in English, "otantik" in Turkish, "шынай" in Kazakh, and "асли" in Tajik. In fact, authentic materials are those that emerge during live communication, regardless of form, and are especially relevant in second language teaching. They should be free of artificiality and consistent with the situations encountered by second language learners in real life. "Authentic content, whether text, film, or audio, is not intended to teach a language. As a result, an authentic text is defined as

one that was created for native speakers rather than to educate them. Today, using actual resources to teach foreign languages is an effective yet rigorous approach that demands skill. It is well understood that the lower the level of language competency of language learners, the more difficult it is to incorporate real material into lessons and establish a speaking situation. However, using just inauthentic, or “artificial” texts isolates learners from the language environment, and the possibility of generating a real conversation scenario with such texts is quite low.

Today, using genuine materials to teach foreign languages is a successful but demanding strategy that requires ability. It is commonly established that the lower the level of language proficiency of language learners, the more difficult it is to combine real-world information into classes and create a speaking environment. However, employing just inauthentic or “artificial” texts separates learners from the language environment, and the likelihood of developing a genuine conversation scenario with such texts is limited.

However, it is very important that all of them are selected according to the language learners' speaking ability and provide them with clear and simple structured models of the language being studied, both orally and in writing. The use of authentic materials has a direct impact on second language learning. This is because the methods of teaching a second language are different. In particular, the process of acquiring a second language around the world is carried out in 2 main ways, and they have different aspects. “The process of acquiring a second language occurs in two ways and is therefore viewed differently as acquisition and learning (Muriel Saville-Troike):

**1. The natural acquisition approach (informal learning)** is very similar to how a child learns his native language. This strategy is used when a person is forced by life circumstances to live among speakers of a language other than his original language and is thoroughly immersed in a new linguistic environment. When a Japanese youngster arrives in the United States, he attends an English kindergarten or school and is immersed in an English-speaking environment. The child steadily improves to the point when he or she can speak English without any language education. This process happens as a result of life situations. As a result, it is akin to learning a first language.

**2. Purposeful learning approach (formal learning)** entails studying a language deliberately using different courses and texts. For example, a Chinese student comes to the United States to study and enrolls in English language lessons to acquire the language,

whereas a student studying in Poland enrolls in supplementary Arabic classes. This approach of learning a second language is frequently organized around the learners' goals, therefore it differs significantly from the natural process of language acquisition”.

## RESULTS

Therefore, when creating textbooks for Tajik-speaking students or teaching the Uzbek language, it is necessary to pay attention to the following important aspects: 1. The issue of bilingualism. 2. The presence of realistic conditions. 3. The presence of students in a language environment. 4. The future relevance of the topics in the textbooks (for example, in the future, the topics of school education should coincide with the topics of entrance exams to higher education institutions, but in practice this is not the case).

## CONCLUSION

In general, the selection and provision of authentic materials in textbooks for students in Tajik-medium schools involves a number of important activities. First and foremost, the teaching of a second language should take place in the territory where the language environment exists, followed by the issue of bilingualism. As a result, it is vital to try to provide kids with the knowledge they will require later in life. For example, textbooks should provide ideas and practical principles that are required for study and work.

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