



CHALLENGES IN SELECTING TEACHING MATERIALS

Umidakhon Makhsimova Xamitxon qizi
*EFL teacher of Uzbekistan State World
Languages University*
E-mail: Umidakhonmakhsimova@gmail.com

DOI <https://doi.org/10.5281/zenodo.14995522>

Annotation: *The selection of appropriate teaching materials is a crucial aspect of effective English Language Teaching (ELT). However, educators face numerous challenges in this process, impacting the quality of instruction and student learning outcomes. This article will delve into some of the primary problems encountered when choosing materials for English problems classrooms. Although English language is learnt as a foreign and second language in all parts of the world, choosing materials for the students is still a vital problem.*

Key words: *learning challenges, material development, objectives, EFL, workbook, textbook, ESL, choosing material*

Annotatsiya: *Ingliz tilini chet tili sifatida o`qitishda darsliklar va qo`llanmalar topish eng muhim bo`lgan jarayonlardan biri sanaladi. Biroq ushbu jarayonda ingliz tili o`qituvchilari bir qator qiyinchiliklarga duch kelishadi. Ba`zan foydalanadigan adabiyotlar yetarli darajada samarali bo`lmasa, ba`zan o`quvchilarning til bilish darajasi yetarli bo`lmaydi. Shu sababli kerakli uslubiy qo`llanmalar topish va ulardan samarali foydalanish butun dunyoda eng muhim muammolardan biri sanaladi.*

Kalit so`zlar: *o`rganishdagi muammolar, qo`llanmalarni rivojlantirish, Ingliz tili horijiy til sifatida, qo`shimcha darslik, asosiy darslik, ingliz tili ikkinchi til sifatida, darsliklar tanlash jarayoni*

1. Lack of Alignment with Curriculum and Learning Objectives:

One of the most significant challenges is the mismatch between available materials and the specific learning objectives and curriculum requirements. Many commercially available textbooks may not adequately address the unique needs and skill levels of EAP learners. They might lack focus on academic writing, critical reading, or research skills, which are paramount for success in higher education.

2. Cultural Inappropriateness:

Many commercially available materials are developed for native English-speaking contexts and may not adequately reflect the cultural realities and experiences of learners from diverse backgrounds. This can lead to cultural misunderstandings, irrelevant content, and a lack of engagement among students. Reading and listening materials are also vital. If students are given texts or audio tasks as a material, some topics may be difficult

3. Limited Authenticity:



A common criticism of many ELT materials is their lack of authenticity. Overly simplified or contrived language, unrealistic dialogues, and outdated information can hinder learners' ability to effectively communicate in real-world academic settings. Authentic materials, such as academic journal articles, research papers, and professional presentations, provide learners with exposure to real-world English and enhance their critical thinking skills.

4. Lack of Learner-Centeredness:

Many materials prioritize teacher-centered instruction, focusing on grammar and vocabulary drills with limited opportunities for student interaction, critical thinking, and problem-solving. Effective materials should be learner-centered, encouraging active learning, independent research, and collaborative activities.

5. Limited Accessibility and Affordability:

Access to high-quality materials can be a significant challenge, particularly in resource-constrained settings. High costs of textbooks, limited access to online resources, and insufficient library resources can hinder effective teaching and learning. In one classroom there might be the students who are from different socio-economic backgrounds. If they are given assignments online or if they have to buy extra textbooks or tools for the lesson, the students who are from low income families may feel uncomfortable. It leads to feel them demotivated.

6. Teacher Training and Professional Development:

We are living in fast changing world. Young learners are also very alert and active. They want to know something new with updated methods. If teachers are not digital native and creative, they cannot attract students to the lessons. Inadequate teacher training in material evaluation and selection can also pose significant challenges. Teachers need to be equipped with the knowledge and skills to critically evaluate materials, identify their strengths and weaknesses, and adapt them to meet the specific needs of their learners. Mendelson(1994) says that students are given some interesting and attractive tasks and tools. If they are given direct routes and strategies, they can solve the problems.

7. Keeping Pace with Rapid Change:

The rapidly evolving field of English language teaching necessitates a constant adaptation of teaching materials. The emergence of new technologies, changing communication patterns, and evolving academic demands require educators to continuously update their materials and teaching approaches.

Conclusion



Selecting appropriate teaching materials is a complex and multifaceted task that requires careful consideration of various factors. By addressing the challenges outlined above, educators can ensure that their students have access to high-quality materials that are engaging, relevant, and effective in fostering language learning and academic success. This may involve a combination of strategies, including careful material evaluation, supplementing textbooks with authentic resources, incorporating technology effectively, and engaging in ongoing professional development to stay abreast of current trends and best practices in materials selection and utilization. Ultimately, the goal is to create a dynamic and enriching learning environment that empowers students to succeed in their academic pursuits

References:

1. Mandelsen, D.J. 1994. Learn to Listen :Strategy-based approach for the second language learner. San Diego: Domine Press.
2. Hadlay, A.O.1993. Teaching language and context . Boston. :Hainle and Haine.