



XORIJIY TILLARNI O'QITISHDA INNOVATSION YONDASHUVLAR NAZARIYANING AMALIYOTGA TATBIQI

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THE INFLUENCE OF CULTURAL CONTEXT ON THE EFFECTIVENESS OF AUTHENTIC MATERIALS

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Abstract: The utilization of authentic materials in language education has garnered considerable attention for its potential to offer authentic language exposure [2]. This article explores the influence of cultural context on the effectiveness of authentic materials in language learning, focusing on Karakalpak classes. A 12-week experiment using both culturally relevant and foreign materials was conducted with 120 schoolchildren in Grades 10 and 11 of Secondary School No. 20. The results indicate that schoolchildren were more active, showed better comprehension and performed better on language tasks when exposed to culturally familiar content. However, challenges were identified in balancing local and global cultural exposure. The study highlights the importance of incorporating cultural context into language teaching to improve motivation, comprehension and retention.

Key words: authentic materials, intercultural competence, engagement, comprehension, culture, experiment.

Абстракт: Использование аутентичных материалов в языковом образовании привлекло значительное внимание благодаря своему потенциалу в предоставлении аутентичного языкового освещения [2]. В данной статье рассматривается влияние культурного контекста на эффективность аутентичных материалов в обучении языку, с акцентом на уроках каракалпакского языка. 12-недельный эксперимент с использованием как культурно релевантных, так и зарубежных материалов был проведен с 120 школьниками 10-го и 11-го классов средней школы N 20. Результаты показывают, что школьники были более активными, демонстрировали лучшее понимание и лучше справлялись с языковыми заданиями при контакте с культурно знакомым контентом. Однако были выявлены проблемы в балансировании местной и глобальной культурной экспозиции. В исследовании подчеркивается важность включения культурного контекста в преподавание языка для повышения мотивации, понимания и запоминания.

Ключевые слова: аутентичные материалы, межкультурная компетентность, вовлеченность, понимание, культура, эксперимент.

Abstrakt: Til ta'limida autentik materiallardan foydalanish tilning haqiqiy ta'sirini taqdim etish imkoniyati bilan katta e'tibor qozondi [2]. Ushbu maqolada qoraqalpoq tili darslariga e'tibor qaratib, til o'rganishda autentik materiallarning samaradorligiga madaniy kontekstning ta'siri o'rganilgan. 20-sonli umumiy o'rta ta'lim maktabining 10 va 11-sinflarida 120 nafar maktab o'quvchilari bilan madaniy va xorijiy materiallardan foydalangan holda 12 haftalik tajriba o'tkazildi. Natijalar shuni ko'rsatadiki, maktab o'quvchilari madaniy jihatdan tanish bo'lgan kontent bilan ta'sirlashganda faolroq bo'lishgan, yaxshiroq tushunishni ko'rsatishgan va til topshiriqlarini yaxshiroq bajarishgan. Biroq, mahalliy va global madaniy ta'sirni muvozanatlashda qiyinchiliklar aniqlandi. Tadqiqot til o'qitishda motivatsiya, tushunish va eslab qolishni yaxshilash uchun madaniy kontekstni kiritishning muhimligini ta'kidlaydi.



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Kalit so'zlar: autentik materiallar, madaniyatlararo kompetensiya, jalb qilinganlik, tushunish, madaniyat, tajriba.

Introduction

Authentic materials are widely recognized as an effective tool in language learning because they provide learners with real-life exposure to the target language [5]. However, the cultural context of such materials plays a crucial role in determining their effectiveness [7]. In regions with strong cultural identities, such as Karakalpakstan, the relevance of materials can have a significant impact on schoolchildren engagement, motivation and overall learning outcomes.

The integration of culturally familiar content in language education has been demonstrated to facilitate a connection with the material on a personal level, thereby fostering a deeper understanding and appreciation of one's heritage [6]. New generation learning English as a foreign language is tech and social media lovers; however, the notions of interaction, literature, language, and culture are often perceived differently [1]. Concurrently, exposure to foreign cultural content has been identified as being essential for developing intercultural competence and preparing schoolchildren for global communication [3]. However, achieving the optimal balance between these two elements remains a challenge for teachers.

The present study has been conceptualized with the objective of investigating the influence of the cultural relevance of authentic materials on the engagement, comprehension and language skill development of schoolchildren in Karakalpak classes. Through the examination of schoolchildren responses to both local and foreign materials, the research seeks to furnish insights into effective strategies for the incorporation of cultural elements in language instruction.

Methods

The present experiment was conducted with a sample of 120 schoolchildren in Grades 10 and 11 of Karakalpak classes from Secondary School No. 19 in Nukus City. Participants were selected using a purposive sampling method to ensure a diverse representation of age, gender, and proficiency levels. Informed consent was obtained from all participants prior to the commencement of the experiment.

The selection of authentic materials was made according to the following criteria: firstly, the materials must have been selected from culturally pertinent texts, audiovisual resources and authentic artefacts that reflect Karakalpak traditions,



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history and contemporary life. Secondly, a selection of foreign cultural materials was introduced to assess their impact on schoolchildren engagement and comprehension.

The duration of the experiment was 12 weeks, with classes held on a biweekly basis. The experiment was divided into two phases:

Phase 1: Within the context of the educational environment, schoolchildren were exposed to culturally relevant Karakalpak materials in various formats, including folk stories, traditional songs, and media with a local theme.

Phase 2: The presentation of materials from foreign cultures to schoolchildren constituted an integral element of the experiment. These materials encompassed literary excerpts, multimedia content, and cultural artefacts from a variety of geographical regions.

Throughout the experiment, the schoolchildren participated in a variety of interactive activities, including discussions, role-playing exercises, and comprehension tests. The data were collected via a variety of methods, including observations, quizzes, and surveys.

A mixed-methods approach was employed to gather data, comprising qualitative and quantitative techniques:

- **Classroom Observations:** Teachers documented schoolchildren engagement and participation.

- **Surveys and Interviews:** Schoolchildren provided feedback on their learning experiences and perceptions of the materials.

- **Assessment Tests:** Pre- and post-tests measured comprehension, retention, and language skill development.

The quantitative data obtained from the assessments were analyzed using statistical methods to ascertain significant differences in performance between the two phases. The methods employed by scientists Cortazzi and Jin for receiving qualitative data were utilized, and the data from observations and surveys were coded and thematically analyzed to identify patterns in schoolchildren engagement and motivation [4].

Results

The findings of the study conducted in Karakalpak classes indicate that cultural context plays a significant role in the effectiveness of authentic materials in language learning. The results are presented based on schoolchildren's engagement levels, comprehension abilities, and overall performance in language-related tasks.



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1. **Engagement.** The analysis of classroom observations and schoolchildren feedback indicated that authentic materials reflecting Karakalpak culture were associated with a higher level of engagement. The analysis revealed that schoolchildren exhibited increased interest and participation in discussions, with 82% of participants reporting that culturally relevant content rendered the learning experience more relatable and enjoyable. Conversely, engagement levels decreased when materials from unfamiliar cultures were introduced, with only 47% of participants actively participating.

2. **Comprehension and Retention.** The analysis of classroom observations and schoolchildren feedback indicated that authentic materials reflecting Karakalpak culture were associated with a higher level of engagement. The analysis revealed that schoolchildren exhibited increased interest and participation in discussions, with 82% of participants reporting that culturally relevant content rendered the learning experience more relatable and enjoyable. Conversely, engagement levels decreased when materials from unfamiliar cultures were introduced, with only 47% of schoolchildren actively participating.

3. **Language Skill Development.** The use of authentic materials with cultural pertinence has been demonstrated to exert a positive influence on the linguistic capabilities of **schoolchildren**, specifically their speaking and writing skills. The experiment demonstrated that the utilization of authentic materials resulted in an enhancement in the confidence of the schoolchildren in articulating their ideas, accompanied by an augmentation in the richness of their vocabulary, which exhibited a stronger correlation with their cultural context.

4. **Perception and Motivation.** The findings of the experiment demonstrated that a significant proportion of schoolchildren reported an increased sense of relevance and motivation in their learning when engaging with culturally familiar authentic materials. This observation was further corroborated by the expression of a profound sense of pride and connection to their heritage, which served to further enhance their engagement with the curriculum.

5. **Challenges Identified.** Notwithstanding the favorable outcomes, certain challenges were identified, notably in terms of achieving equilibrium between exposure to both local and foreign cultures.

Discussion



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The findings of this study are consistent with extant literature that underscores the significance of cultural relevance in the domain of language learning. The use of culturally adapted authentic materials has been shown to improve understanding and strengthen the connection with the language. Schoolchildren have been observed to demonstrate a heightened propensity to engage with content that reflects their cultural realities and personal experiences.

However, the issue lies in achieving a balance between authenticity and cultural appropriateness. While it is imperative to expose schoolchildren to authentic language use, it is equally crucial to ensure that the materials do not cause alienation or confusion due to cultural differences. This necessitates a meticulous selection and adaptation process by teachers, who must consider factors such as schoolchildren's cultural backgrounds, interests, and prior knowledge.

Furthermore, the role of instructors in mediating cultural differences is of paramount importance. The provision of cultural context, the facilitation of discussions, and the encouragement of schoolchildren to share their perspectives can facilitate the bridging of cultural gaps and the enhancement of the efficacy of authentic materials.

Conclusion

The findings of the experiment demonstrate that the incorporation of authentic materials with cultural relevance exerts a substantial impact on enhancing schoolchildren engagement, comprehension, and language skill development in Karakalpak classes. However, it is recommended that a strategic approach integrating local and global cultural elements be employed to ensure a comprehensive language learning experience.

The influence of cultural context on the efficacy of authentic materials is of paramount importance. Research has demonstrated that cultural familiarity can enhance comprehension and motivation, while cultural incongruence has the potential to present significant challenges. It is, therefore, incumbent upon teachers to be cognizant of cultural factors when selecting and implementing authentic materials to ensure optimal learning outcomes. In order to maximize the effectiveness of authentic materials, language instructors should adopt a balanced approach by incorporating culturally relevant content while gradually introducing schoolchildren to new cultural perspectives [8]. Future research should include empirical studies with diverse schoolchildren populations in order to validate and expand upon these findings. Another potential avenue for research could be to investigate the role of digital



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technologies in adapting authentic materials for multicultural classrooms, as this could provide valuable insights.

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