

RESEARCH ARTICLE

Methodology of Using Authentic Texts in Teaching Uzbek Based on the CEFR

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Abstract

This article examines the methodology of employing authentic texts in teaching Uzbek as a foreign language within the framework of the CEFR (Common European Framework of Reference for Languages). The study provides a scientific and methodological analysis of the role of authentic materials in the development of communicative competence, with particular attention to their influence on reading comprehension, listening comprehension, speaking, and writing skills. The findings indicate that authentic materials constitute an effective pedagogical tool for preparing learners for real-life communicative contexts while simultaneously fostering sociocultural and pragmatic competences. As a result of the research, a methodological model and a set of practical recommendations for integrating authentic materials into the teaching of Uzbek as a foreign language were developed.

KEY WORDS

CEFR, authentic text, Uzbek as a foreign language, communicative methodology, linguodidactics, pragmatic competence, sociocultural competence, task-based learning.

INTRODUCTION

In the twenty-first century, foreign language teaching methodology has increasingly evolved within the framework of communicative and competence-based approaches. Teaching language merely as a system of grammatical rules no longer satisfies the demands of modern education. Contemporary language learners are expected to develop into individuals capable of effectively employing linguistic resources in authentic communicative situations. Consequently, the use of authentic materials has become one of the most significant directions in modern linguodidactics.

The CEFR (Common European Framework of Reference for languages) is currently regarded as one of the principal methodological systems in international language education [1]. Rather than evaluating language competence solely through grammatical knowledge, the CEFR emphasizes

communicative performance and practical language use [6]. The CEFR methodology presupposes the integrated development of linguistic, pragmatic, sociocultural, discursive, and strategic competences [2].

Authentic texts are natural language materials created for genuine communicative purposes. Such materials commonly include newspaper articles, internet posts, advertisements, blogs, podcasts, interviews, and multimodal digital content [3].

However, the use of authentic materials in teaching Uzbek as a foreign language has not yet been sufficiently systematized [16]. In many existing textbooks, artificially simplified texts continue to predominate, which often prevents learners from effectively understanding naturally occurring speech in real communicative environments [4]. Therefore, the primary aim

of this article is to provide a scientific and methodological analysis of the use of authentic texts in teaching Uzbek as a foreign language on the basis of CEFR standards.

Another important aspect of the issue is that modern educational practice still lacks sufficient integration of contemporary authentic resources such as blogs, vlogs, podcasts, and social media discourse into the language-learning process. In today's digital information environment, where young learners actively engage with media and online content, authentic materials possess extensive didactic potential [5]. Texts created within real communicative contexts significantly contribute to increasing learner motivation, developing sociocultural and pragmatic competences, and fostering critical thinking skills [19]. Within the communicative approach advocated by the CEFR, authentic materials are interpreted as an effective means of teaching the functional properties of language in natural contexts.

The relevance of this topic is further reinforced by the insufficient number of scientific and methodological studies devoted to the creation of CEFR-oriented corpora of authentic materials, the development of multimodal educational resources, and the integration of internet discourse into the teaching process of Uzbek as a foreign language. For this reason, investigating the role of authentic texts in the development of communicative competence, determining criteria for selecting such materials, and identifying effective classroom implementation strategies constitute essential directions in contemporary linguodidactic research.

METHODS AND LEVEL OF INVESTIGATION

The present research was conducted within the framework of linguodidactic, communicative, and competence-based approaches. The study employed theoretical analysis, comparative methodology, discourse analysis, and methodological observation. [4]

The following authentic materials were analyzed during the research process:

- internet blogs;
- Telegram posts;
- advertising texts;
- interviews;
- news articles;

- social media correspondence;
- vlog and podcast transcripts.

Additionally, existing textbooks and methodological manuals designed for teaching Uzbek as a foreign language were examined.

To determine the effectiveness of authentic materials in language instruction, an experimental study was carried out with ten B1-level foreign learners studying at a language center in Tashkent specializing in teaching Uzbek as a foreign language. The participants included students from Türkiye and Russia. The experiment lasted four weeks, during which classes based on authentic materials were conducted twice a week.

The primary objective of the experiment was to investigate the influence of authentic texts on reading comprehension, pragmatic competence, communicative activity, and sociocultural awareness. Authentic materials selected for the study included real social media posts, restaurant recommendations, blog texts, and short online interviews. All materials were carefully selected in accordance with the CEFR B1 level descriptors.

One of the authentic texts analyzed during the study was based on vlog-style videos documenting Jamshidxon Ziyoxonov's journey to England. The material was selected for B1-level learners because it contained:

- everyday communicative expressions;
- real-life situations;
- emotional expressions;
- evaluative vocabulary used in natural contexts.

The following excerpt served as the basis for classroom activities:

"When I first arrived in London, the first thing that attracted my attention was the orderliness of the city. Even though people hurry in metro stations, public order is never disrupted. It is possible to encounter representatives of various nationalities on the streets. I was especially surprised by the large number of Uzbek students living there. Some of them mentioned that they work while studying. Many people idealize life in England from the outside, yet living there is not as easy as it may seem.

Life in London is extremely fast-paced. People value time

greatly. During conversations with several students, they admitted that they were obliged to work after classes. Some even stated that they work ten to twelve hours a day. Nevertheless, they emphasized that foreign experience significantly transforms an individual. When we walked through the old part of the city, London's historical atmosphere became particularly evident. Ancient buildings, bridges, and narrow streets created a unique impression. The scenery around the River Thames was especially impressive. At night, when the city lights illuminate the streets, London appears even more beautiful.

During the trip, I realized one important thing: no country is ideal. Every place has its own conveniences and difficulties. The most important thing is that a person should never stop striving toward their goals regardless of where they are."

Based on this authentic text, several classroom activities were conducted. Learners were asked to:

- identify the main idea of the text;
- explain the author's attitude;
- interpret pragmatic expressions such as "life is very fast-paced," "not ideal," and "creates an impression";
- compare London with their own cities.

The analysis demonstrated that the majority of learners successfully understood the general meaning of the text and interpreted authentic expressions through contextual clues. Expressions such as "valuing time," "foreign experience," and "historical atmosphere" significantly increased learners' communicative engagement.

At the conclusion of the lesson, students constructed dialogues expressing their opinions about life in England. As homework, they were assigned a short essay entitled "My Dream Journey."

The results revealed that authentic materials are highly effective in developing communicative competence, pragmatic awareness, critical thinking, and sociocultural competence. Although most learners comprehended the general content, some experienced difficulties in interpreting deeper pragmatic and sociocultural meanings.

Out of ten learners:

- seven understood the general meaning of the text;
- two successfully interpreted pragmatic expressions;

- two were able to express independent critical opinions regarding the text.

These findings demonstrate that working with authentic materials requires specific strategic preparation. The experiment identified the following methodological tools as particularly effective:

- visual support;
- scaffolding techniques;
- task-based learning;
- group discussions;
- post-reading communicative activities.

Most learners reported that working with authentic materials was more engaging than working with artificially constructed texts. Several participants also stated that they had independently begun following Uzbek-language Telegram channels and blogs. This indicates that the use of authentic materials within CEFR-based communicative instruction constitutes an important methodological tool for helping learners adapt to real communicative environments [8].

RESULTS

The study confirmed that authentic materials occupy a central methodological role within the CEFR framework. Authentic texts reflect the naturalness of language, real communicative situations, and sociocultural contexts [7]. In contrast, artificial instructional texts are often created through grammatical simplification and therefore lack pragmatic signals, authentic discourse structures, and natural communicative expressions.

Authentic materials, however, contain naturally occurring communicative units such as colloquial expressions, discourse markers, and emotionally colored language that are characteristic of everyday interaction, including "okay", "so", "and...", "no problem", "anyway".

The research also demonstrated the role of authentic materials in developing strategic reading competence. In particular, the following skills were effectively fostered through work with authentic texts:

- skimming;
- scanning;
- critical reading;
- inferencing strategies.

DISCUSSION

It should be emphasized that several challenges still exist in teaching Uzbek as a foreign language. These include:

- the insufficient availability of CEFR-based corpora of authentic materials;
- the limited number of multimodal educational resources;
- the inadequate integration of contemporary internet discourse into textbooks;
- the insufficient methodological training of teachers.

Therefore, the following tasks should be considered among the most urgent priorities:

1. creating databases of authentic materials;
2. developing multimodal educational platforms;
3. widely implementing task-based learning methodologies;
4. organizing specialized training programs for teachers.

The study also revealed that teachers' methodological preparedness for working with authentic materials remains a crucial issue. In some cases, the lexical and pragmatic complexity of authentic materials may create difficulties for learners. Consequently, teachers must carefully consider learners' language proficiency levels, age characteristics, and communicative needs when selecting instructional materials.

The findings demonstrated that task-based methodologies, visual support, and contextual explanations considerably facilitate the process of working with authentic materials. In particular, preparatory activities conducted during the pre-reading stage significantly improved learners' comprehension levels.

Overall, the research confirmed that authentic materials possess substantial methodological effectiveness within CEFR-based communicative language teaching. Authentic texts prepare learners for real communicative environments while simultaneously fostering pragmatic, sociocultural, critical, and strategic competences. For this reason, the systematic use of authentic materials, the creation of multimodal corpora based on CEFR principles, and the broader integration of internet discourse into educational practice remain highly relevant methodological directions for the future development of teaching Uzbek as a foreign language.

CONCLUSION

The present study analyzed the linguodidactic and methodological aspects of using authentic texts in teaching Uzbek as a foreign language within the CEFR framework. The results demonstrated that authentic materials constitute an effective means of developing learners' communicative competence. In particular, texts created within real communicative contexts were shown to contribute significantly to the development of reading comprehension, pragmatic awareness, free expression, and sociocultural competence.

The experimental study further revealed that learners working with authentic blog and vlog materials demonstrated higher classroom participation, increased interest in communicative tasks, and improved independent speaking abilities.

The effectiveness of strategic reading technologies was likewise confirmed. Strategies such as skimming, scanning, inferencing, and critical reading enabled learners to achieve deeper comprehension of texts and to recognize implicit pragmatic meanings. Furthermore, communicative tasks organized during the post-reading stage facilitated the active use of newly acquired lexical units in speech.

The analysis also demonstrated that authentic materials reveal the natural functional characteristics of language and bring learners closer to genuine communicative environments [3]. Unlike artificial instructional texts, authentic materials actively incorporate pragmatic signals, emotional expressions, discursive strategies, and elements of everyday spoken language. This contributes to the development of learners' ability to use linguistic resources naturally and effectively in real-life situations.

Nevertheless, several methodological issues remain unresolved. These include the insufficient availability of CEFR-oriented authentic material databases, the scarcity of multimodal resources, and the limited integration of internet discourse into textbooks designed for teaching Uzbek as a foreign language. Consequently, future efforts should focus on creating comprehensive corpora of authentic materials, developing multimodal educational platforms, and actively incorporating modern internet resources such as vlogs and podcasts into the educational process.

Moreover, improving teachers' methodological competence in working with authentic materials remains an urgent task. Effective selection and communicative use of authentic

resources require teachers to possess a strong understanding of modern methodological approaches [16]. In this regard, the development of specialized training programs, methodological manuals, and practical recommendations will contribute significantly to improving the quality of teaching Uzbek as a foreign language.

In conclusion, the findings of the study confirm that authentic materials represent an essential methodological tool in CEFR-based communicative language teaching. Authentic texts enable learners to use linguistic resources freely and naturally in real communicative situations while simultaneously facilitating the effective implementation of the competence-based model of modern language education [2].

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