



ISSN: 3060-4613



MAKTABGACHA
VA MAKTAB
TA'LIMI VAZIRLIGI



O'zbekiston
Milliy Pedagogika
Universiteti



No6(1)
2026

- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

M

AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



MAKTABGACHA VA MAKTAB TA'LIMI



Elektron nashr. 284 sahifa,
1-iyun, 2026-yil.

BOSH MUHARRIR:

Karimova E'zoza Gapijanovna – O'zbekiston Respublikasi Maktabgacha va maktab ta'limi vaziri

BOSH MUHARRIR O'RINBOSARI:

Ibragimova Gulsanam Ne'matovna – Pedagogika fanlari doktori, professor

TAHRIRIYAT KENGASHI A'ZOLARI

Ibragimov X.I. – pedagogika fanlari doktori, akademik
Shoumarov G'.B. – psixologiya fanlari doktori, akademik
Qirg'izboyev A.K. – Tarix fanlari doktori, professor
Jamoldinova O.R. – pedagogika fanlari doktori, professor
Sharipov Sh.S. – pedagogika fanlari doktori, professor
Shermuhhammadov B.Sh. – pedagogika fanlari doktori, professor
Ma'murov B.B. – pedagogika fanlari doktori, professor
Madraximova F.R. – pedagogika fanlari doktori, professor
Kalonov M.B. – iqtisodiyot fanlari doktori, professor
Nabiyev D.X. – iqtisodiyot fanlari doktori, professor
Qo'ldoshev Q. M. – iqtisodiyot fanlari doktori, professor
Ikramxanova F.I. – filologiya fanlari doktori, professor
Ismagilova F.S. – psixologiya fanlari doktori, professor (Rossiya)
Stoyuxina N.Yu. – psixologiya fanlari nomzodi, dotsent (Rossiya)
Magauova A.S. – pedagogika fanlari doktori, professor (Qozog'iston)
Rejep O'zyurek – psixologiya fanlari doktori, professor (Turkiya)
Woogyu Cha – Koreya milliy ta'lim universiteti rektori (Koreya)
Polonnikov A.A. – psixologiya fanlari nomzodi, dotsent (Belarus)
Mizayeva F. O. – Pedagogika fanlari doktori, dotsent
Baybayeva M.X. – pedagogika fanlari doktori, professor
Muxsiyeva A.T. – pedagogika fanlari doktori, professor
Aliyev B. – falsafa fanlari doktori, professor
Abdullayeva N. Sh. – Pedagogika fanlari doktori (DSc), professor
Doniyorov S. M. – “Yangi O'zbekiston” va “Pravda Vostoka” gazetalari tahririyati DM bosh muharriri, O'zbekiston Respublikasida xizmat ko'rsatgan jurnalist, filologiya fanlari bo'yicha falsafa doktori (PhD), dotsent
G'afurov D. O. – falsafa fanlari doktori (Phd)
Shomurodov R.T. – iqtisodiyot fanlari nomzodi (PhD), dotsent
Mirzayeva F. O. – pedagogika fanlari doktori (DSc), dotsent
Jalilova S.X. – psixologiya fanlari nomzodi (PhD), dotsent
Bafayev M.M. – psixologiya fanlari bo'yicha falsafa doktori (PhD), dotsent
Usmonova D.I. – Samarqand iqtisodiyot va servis institute dotsenti
Saifnazarov I. – falsafa fanlari doktori, professor
Nematov Sh.E. – pedagogika fanlari nomzodi (PhD)
Tillashayxova X.A. – psixologiya fanlari nomzodi (PhD), dotsent
Yuldasheva F.I. – pedagogika fanlari bo'yicha falsafa doktori (PhD), dotsent
Yuldasheva D.B. – filologiya fanlari bo'yicha falsafa (PhD) doktori, dotsent
Tangriyev A. T. – Toshkent davlat iqtisodiyot universiteti kafedra professori
Ashurov R. R. – psixologiya fanlari bo'yicha falsafa doktori (PhD), dotsent
Panjiyev M. A. – Qashqadaryo viloyati Maktabgacha va maktab ta'limi boshqarmasi boshlig'ining birinchi o'rinbosari
Xudayberganov N. A. – Xorazm Ma'mun akademiyasi Tabiiy fanlar bo'limining katta ilmiy xodimi, biologiya fanlari bo'yicha falsafa doktori (PhD)
Vaxobov Anvar Abdusattor o'g'li – Pedagogika fanlari bo'yicha falsafa doktori, dotsent

Muassis: “Tadbirkor va ishbilarmon” MChJ

Hamkorlarimiz: O'zbekiston Respublikasi Maktabgacha va maktab ta'limi vazirligi, O'zbekiston milliy pedagogika universiteti

EDITOR-IN-CHIEF:

Karimova E'zoza Gapirzhanovna – Minister of Perschool and School Education of the Republic of Uzbekistan

DEPUTY EDITOR-IN-CHIEF:

Ibragimova Gulsanam Ne'matovna – Doctor of Pedagogical Sciences, Professor

EDITORIAL BOARD MEMBERS:

Ibragimov X.I. – Doctor of Pedagogical Sciences, Academician

Shoumarov G. B. – Doctor of Psychological Sciences, Academician

Qirg'izboyev A. K. – Doctor of Historical Sciences, Professor

Jamoldinova O.R. – Doctor of Pedagogical Sciences, Professor

Sharipov Sh.S. – Doctor of Pedagogical Sciences, Professor

Shermuhhammadov B.Sh. – Doctor of Pedagogical Sciences, Professor

Ma'murov B.B. – Doctor of Pedagogical Sciences, Professor

Madraximova F.R. – Doctor of Pedagogical Sciences, Professor

Kalonov M.B. – Doctor of Economic Sciences, Professor

Nabiyev D.X. – Doctor of Economic Sciences, Professor

Koldoshev K. M. – Doctor of Economic Sciences, Professor

Ikramxanova F.I. – Doctor of Philological Sciences, Professor

Ismagilova F.S. – Doctor of Psychological Sciences, Professor (Russia)

Stoyuxina N.Yu. – Candidate of Psychological Sciences (PhD), Associate Professor (Russia)

Magauova A.S. – Doctor of Pedagogical Sciences, Professor (Kazakhstan)

Rejep O'zyurek – Doctor of Psychological Sciences, Professor (Turkey)

Wookyu Cha – President of the National University of Education, Korea (South Korea)

Polonnikov A.A. – Candidate of Psychological Sciences (PhD), Associate Professor (Belarus)

Mizayeva F. O. – Doctor of Pedagogical Sciences, Professor

Baybayeva M.X. – Doctor of Pedagogical Sciences, Professor

Muxsiyeva A.T. – Doctor of Pedagogical Sciences, Professor

Aliyev B. – Doctor of philosophy, professor

Abdullayeva N. Sh. – Doctor of Pedagogical Sciences (DSc), Professor

Doniyorov S. M. – Editor-in-Chief of the DM Editorial Office of the newspapers “Yangi O'zbekiston” and “Pravda Vostoka”, Honored Journalist of the Republic of Uzbekistan, Doctor of Philosophy (PhD) in Philology, Associate Professor

Gafurov D. O. – Doctor of Philosophy (PhD)

Shomurodov R.T. – Candidate of Economic Sciences (PhD), Associate Professor

Mirzayeva F. O. – Doctor of Pedagogical Sciences (DSc), Associate Professor

Jalilova S.X. – Candidate of Psychological Sciences (PhD), Associate Professor

Bafayev M.M. – Doctor of Philosophy in Psychological Sciences (PhD), Associate Professor

Usmonova D.I. – Associate Professor, Samarkand Institute of Economics and Service

Saifnazarov I. – Doctor of philosophy, professor

Nematov Sh.E. – Candidate of Pedagogical Sciences (PhD)

Tillashayxova X.A. – Candidate of Psychological Sciences (PhD), Associate Professor

Yuldasheva F.I. – Doctor of Philosophy in Pedagogical Sciences (PhD), Associate Professor

Yuldasheva D.B. – Doctor of Philosophy (PhD) in Philological Sciences, Associate Professor

Tangriyev A.T. – is a professor of Tashkent State University of Economics

Ashurov R. R. – Doctor of Philosophy (PhD) in Psychology, Associate Professor

Panjiyev M. A. – First Deputy Head of the Department of Preschool and School Education of the Kashkadarya Region

Khudaiberganov N. A. – Senior Researcher of the Department of Natural Sciences of the Khorezm Mamun

Academy, Doctor of Philosophy (PhD) in Biological Sciences

Vakhobov Anvar Abdusattor oglu – Doctor of Philosophy in Pedagogical Sciences, Associate Professor

“Maktabgacha va maktab ta'limi” jurnali O'zbekiston Respublikasi Oliy attestatsiya komissiyasining quyidagi qarorlariga asosan pedagogika va psixologiya fanlari bo'yicha falsafa doktori (PhD) hamda fan doktori (DSc) ilmiy darajasiga talabgorlarning dissertatsiyalaridagi asosiy ilmiy natijalarni chop etish uchun milliy ilmiy nashrlar ro'yxatiga kiritilgan:

Pedagogika fanlari bo'yicha: OAK Kengashi tavsiyasi (26.08.2024-y., №11-05-4381/01) asosida:

- Ekspert kengashi (29.10.2024-y., №10)
- Rayosat qarori (31.10.2024-y., №363/5)

Psixologiya fanlari bo'yicha: Toshkent davlat pedagogika universiteti murojaatiga asosan OAK tavsiyasi (24.04.2025-y., №11-05-2566/01):

- Ekspert kengashi (25.05.2025-y., №10)
- Rayosat qarori (08.05.2025-y., №370/5)

“Maktabgacha va maktab ta'limi”
jurnali

26.09.2023-yildan

O'zbekiston Respublikasi Prezidenti
Administratsiyasi huzuridagi Axborot
va ommaviy kommunikatsiyalar
agentligi tomonidan **№C-5669363**
reyestr raqami tartibi bo'yicha
ro'yxatdan o'tkazilgan.

Litsenziya raqami: **№136361**

MUNDARIJA

Milliy xarakter tushunchasining pedagogik va aksiologik talqini.....	10
Usmonova Muattar Bahadirjonovna	
Maktabgacha yoshdagi bolalarning o'zini o'zi anglashida muloqotning o'rni	14
Yaxshiboyeva Zuhra, Pardayeva Munisa	
Maktabgacha ta'lim tizimida sog'lom turmush tarzi ko'nikmalarini shakllantirishning zamonaviy usullari	17
Dilsora Shodmonova	
Педагогические предпосылки развития билингвизма у детей в дошкольных образовательных учреждениях	24
Истамова Нигора Азимжановна	
Maktabgacha ta'lim tashkilotlarida neyrogimnastika texnologiyalaridan foydalanishning pedagogik asoslari.....	29
Saidova Nigora Olimovna, G'ulomova Shaxnoza Abdusalom qizi	
Jismoniy tarbiya va sport: iqtidorli yoshlarni tanlash, saralash va ularni maqsadli tayyorlashning zamonaviy yo'llari.....	32
Muxamedjanov Shovkat Muxrumovich	
Yoshlar ma'naviy-axloqiy tarbiyasida tarixiy xotira, milliy meros va qadriyatlardan foydalanishning pedagogik asoslari.....	36
Nomozov Muhammadyusuf Meyliqul o'g'li	
Sport tashkilotlarida rahbarlik qilish va boshqarish.....	40
Artikov Xayrulla Baxtiyarovich	
Formation and Development Stages of Terminology as a Scientific Discipline	44
Lola Mannobova	
Lexicographic Features of Onomastic Units in English and Uzbek Dictionaries	48
Berdiyeva Mashhura Tulqin qizi	
Boshlang'ich sinf o'quvchilarining qobiliyat, qiziqish va o'rganish usullarini hisobga olgan pedagogik metodlar va dars rejaları	51
Abdullaeva Gulmira, Egamberganova Yorqinoy Ollobergan qizi	
Disputning ingliz romanlaridagi pragmatik va lingvokulturologik ko'rinishlari	55
Abdumalikova Diyoraxon Rafiqjon qizi	
O'yin texnologiyalarining aqliy rivojlanishida muammolari bo'lgan bolalar ijtimoiy ko'nikmalarini rivojlantirishdagi o'rni	59
Abdunazarov Abdumutal Olimovich	
Auditoriyada va auditoriyadan tashqari jarayonda talabalar ijtimoiylashuvini rivojlantirish mexanizmlari	64
Alimova Gulrux Farhod qizi	
Maktabgacha yoshdagi bolalarda kreativ fikrlashni rivojlantirishda interaktiv o'yin texnologiyalarining pedagogik imkoniyatlari	70
Axtamova Mohinur O'tkir qizi	
Oilaviy zo'ravonlikka uchragan ayollarni qo'llab-quvvatlashda mahalla va ijtimoiy xizmatlarning o'rni	74
Dumarova Gulfira Kozimbekovna, To'liqinova Muxlisaxon Jamshid qizi	
O'zbek milliy romanchiligida tarixiy haqiqat va badiiy talqin (Xayriddin Sultonning "Yaldo kechasi" romani misolida)	78
G'aybulloyeva Parvina Samandar qizi	
Aqli zaif bolalarda kommunikativ faoliyatning ontogeneza shakllanishi	82
Hamraqulova Durdona Dilshod qizi	
Neuroeducation va Phygital Learning asosida boshlang'ich sinf o'quvchilarining kognitiv faolligini rivojlantirish metodikasi	87
Hikmatova Yulduz Nuritdinovna	



Autizm spektri buzilgan bolalarning ijtimoiy-pedagogik moslashuvining nazariy asoslari	91
<i>Shodmanxojiyeva Iroda Ne'matulla qizi</i>	
Maktabgacha yoshdagi bolalarda nutq rivojlanishini qo'llab-quvvatlashda o'yin texnikalarining roli	95
<i>Jamolova Farida Fatillo qizi</i>	
Ta'lim qardosh tillarga yo'naltirilgan mtt direktorining boshqaruv kompetentligini rivojlantirish mexanizmlari (Qoraqalpog'iston Respublikasi misolida)	98
<i>Jumagulova Gulziya Madiyarovna</i>	
Oliy ta'limda talabalarning raqamli taqdimot va ommaviy nutq ko'nikmalarini axborot texnologiyalari vositasida takomillashtirish	103
<i>Junaydullayev Oxunjon Kaxorjon o'g'li</i>	
Boshlang'ich sinf ona tili darslarida o'yin texnologiyalari orqali nutq malakalarini rivojlantirish	107
<i>Maqsuda Maxsudovna Murodova</i>	
O'zbek tilida "nur" so'zining ko'chma ma'nolari	113
<i>Maxbuba Axatova</i>	
Bo'lajak tarbiya fani o'qituvchilarini kasbiy tayyorlashda raqamli texnologiyalar va interfaol metodlardan foydalanishning o'ziga xos xususiyatlari	116
<i>Misirova Nodira Tovbayevna, Nosirova Dilfuza Sa'dullayevna</i>	
Boshlang'ich sinf o'quvchilarining ingliz tilida og'zaki nutqini shakllantirishdagi qiyinchiliklar	120
<i>Nabiyeva Xilola Abdulmuratovna</i>	
Maktabgacha yoshdagi bolalarning ma'naviy-ma'rifiy qiyofasini shakllantirishning o'ziga xos xususiyatlari... ..	123
<i>Niyozova Maftuna Normaxmat qizi</i>	
Boshlang'ich sinf o'quvchilarida "Tarbiya" fanini tabiiy fanlar bilan integratsiyalash asosida ekologik tafakkurni shakllantirish.....	126
<i>Norbo'tayeva Iroda Yunusovna</i>	
Suzish vositalari yordamida talabalarning qo'l va oyoq mushaklarini rivojlantirish metodikasi	130
<i>Nosirov Sardor To'lqinjon o'g'li</i>	
Bo'lajak pedagoglarning metakognitiv kompetensiyasini rivojlantirishning didaktik imkoniyatlari	134
<i>Nosirova Ra'no Xamidovna</i>	
Dual ta'limda oliy ta'lim va maktabgacha ta'lim tashkilotlari o'rtasidagi hamkorlikning mazmuni.....	137
<i>Qoraboyeva Zohidaxon To'lanboyevna, Tursunbayeva Sevara Abdullo qizi</i>	
Maktabgacha ta'lim yoshidagi bolalar nutqida noverbal vositalarning roli.....	142
<i>Qurbanova Surayyo Tuynazar qizi, Maqsudboyeva Dilbar Olimjon qizi</i>	
Texnologiya fanini o'qitishda integrativ yondashuvning pedagogik zarurati va nazariy asoslari	146
<i>Qurbonmurotov Eldor Abdusaidovich</i>	
O'zbekistonning zamonaviy ta'lim muhitida o'zbek-rus bilingvizmi sharoitida o'quvchilar nutqining psixolingvistik xususiyatlari.....	149
<i>Qurdasheva Bonu Bexzod qizi</i>	
Xorij olimlari tadqiqotlarida prosotsial xulq-atvor namoyon bo'lishining o'rganilishi	153
<i>Rahimova Sarvinoz Odilboy qizi</i>	
Musiqqa fanlarini o'qitishda inquire-based learning texnologiyasidan foydalanish metodlari.....	157
<i>Raximova Dilbar Rizakulovna</i>	
Maktab rahbarining qaror qabul qilish uslubi pedagogik jamoa ijtimoiy faolligini rivojlantirish omili sifatida..	161
<i>Raximova Maryam O'tkir qizi</i>	
Yosh sportchilarda yurak-qon tomir tizimining morfofunksional adaptatsiyasi va sportchi yuragi fenomeni..	173
<i>Alimova Nasiba Adxamovna</i>	
Mintaqaviy iqtisodiyotda turizm klasterlarini rivojlantirishning zamonaviy yo'nalishlari.....	179
<i>Kurbonova Kamola Ilxomovna</i>	
Nutq madaniyati va notiqlik san'ati	183
<i>Mamadaliyeva Lola Shailyasovna</i>	
Molekulyar fizikada klasster yondashuvi asosida masalalar yechish samaradorligini oshirish	188
<i>Mirzamuratov Baxodir Fayzullayevich</i>	
Oliy o'quv yurtlari, sport tashkilotlari va sport marketingi tashkilotlari o'rtasidagi hamkorlikning zarurati.....	192
<i>Samatov Javlonbek Abdukayumovich</i>	

Boshlang'ich sinf o'quvchilarini texnologiya darslarida turli materialdan amaliy ishlarni tashkil qilish metodikasi	195
<i>Sanakulov Xamrakul Rizakulovich, O'roqova Nigina Botirjon qizi, Xoliqulova Ozoda Shuxratovna</i>	
Modern Teaching Methods in English Language Learning.....	199
<i>Sarvinoz Abdulhakimova</i>	
Erkin Vohidov ijodining o'rganilishi	202
<i>Shahnoza Muhammadiyeva</i>	
Bo'lajak boshlang'ich sinf o'qituvchilarida nutqiy faoliyatni rivojlantirishning ilmiy-nazariy asoslari	205
<i>Shopulatova Nasiba Umirovna</i>	
Yuqori intensivlikdagi atsiklik yuklamalar ta'sirida futbolchilar organizmi funksional holatining yoshga oid xususiyatlari.....	208
<i>Shukurova Sayyora Sa'dullaevna, Kadirov Abdurashid</i>	
Talabalarda badiiy did va estetik tarbiyasini rivojlantirish pedagogik muammo sifatida	211
<i>Temirov Murodjon Anvarovich</i>	
The Role of Authentic Materials in Teaching English for Specific Purposes: Implications for Tourism Students.....	215
<i>Toshmamatova Marjona Olimjon kizi</i>	
Neyrokognitiv rivojlanish va bolalarning maktabga psixologik tayyorgarligi o'rtasidagi bog'liqlik	220
<i>Toshpo'latova Mahina Farxod qizi</i>	
Bo'lajak o'qituvchilarda terminologik tafakkurni rivojlantirishning nazariy asoslari	224
<i>Umaraliyeva Shahlo Sayfullo qizi</i>	
Artistic Pedagogy as a Basis for Developing Spiritual-Communicative Culture in Student Youth: Pedagogical Foundations	228
<i>Umarova Malika Khisabidinovna, Orifjonova Kamolabonu Kozimbek qizi</i>	
Pragmatic Competence and Cultural Adaptation in EFL Contexts: Challenges and Pedagogical Implications.....	232
<i>Veronica Khatamova</i>	
Ta'lim tojik tilida olib boriladigan maktablarda morfologiya o'qitish muammosi	236
<i>Xojiyeva Iroda Zokirjon qizi</i>	
Innovatsion yondashuv asosida "Maktabgacha yoshdagi bolalarni tabiat bilan tanishtirish" modulini o'qitish metodikasi muammo sifatida	240
<i>Zaxro Yo'ldashovna Shanasirova</i>	
Interaktiv topshiriqlar orqali boshlang'ich sinf o'quvchilarining chet tiliga bo'lgan qiziqishlarini individuallashtirish	246
<i>Nishonova Gulchehra Ravshanjon qizi</i>	
The Role of Project-Based Learning and Artificial Intelligence Technologies in Enhancing Foreign Language Students' Academic Achievement and Motivation.....	250
<i>Olimov Sh. Sh., Zaripov K. Ya.</i>	
Mechanisms for Assessing Academic Achievements in the Finnish Education System and the Possibility of their Adaptation In Schools In Uzbekistan	254
<i>Saytbekova Svetlana Saylaubaevna</i>	
Maktabgacha ta'limda bolalar bilan innovatsion texnologiyalar yordamida ekologik omillarni singdirish	257
<i>Xoldorova Mashxura G'ulomovna</i>	
Finlyandiya ta'lim tizimida o'quvchilarning o'zlashtirishini baholash mexanizmlari va ularni O'zbekiston maktablarida qo'llash istiqbollari.....	260
<i>Xudaybergenova Zuxra Isakovna</i>	
Jadidchilik harakati va uning pedagogik-ijtimoiy mohiyati hamda tamoyillari	263
<i>Yusupov Ma'mur Ma'rufovich</i>	
Проблемы нравственного воспитания личности в произведениях В. Распутина.....	269
<i>Рахимова Шахзода Равшановна</i>	
Boshlang'ich sinf o'quvchilarida matematik kompetensiyalarni shakllantirishning pedagogik omillari	273
<i>Imamova Nasiba Xurramovna</i>	



Bo'lajak biologiya o'qituvchilarida tolerantlik madaniyatini rivojlantirishning pedagogik asoslari	276
Xidirov Faxriddin Fozilovich	
Транслингвальные практики русскоязычных мигрантов в условиях многоязычной среды	280
Рахмонова Нилуфар Уткир кизи	



THE ROLE OF AUTHENTIC MATERIALS IN TEACHING ENGLISH FOR SPECIFIC PURPOSES: IMPLICATIONS FOR TOURISM STUDENTS

Toshmamatova Marjona Olimjon kizi
 Nordic International University, assistant teacher

<https://orcid.org/0009-0009-5099-9266>

Abstract: This article analyzes the importance of using authentic materials in the process of teaching English for Specific Purposes (ESP). It also discusses the effectiveness of using real-life learning materials for students studying tourism, as well as the advantages and procedures of utilizing authentic educational resources. The results of the study indicate that authentic materials help develop students' professional vocabulary, improve listening and speaking skills, and increase their motivation to read. Furthermore, such materials enable students to understand real communicative situations encountered in the tourism industry. In conclusion, it is emphasized that the use of authentic materials enhances the effectiveness of teaching English to students in the field of tourism.

Key words: authentic materials, ESP, tourism industry, communicative competence, receptive skills, English language teaching methodology, adaptation, motivation.

Annotatsiya: Mazkur maqolada ingliz tilini maxsus maqsadlarda o'qitish (ESP) jarayonida autentik materiallardan foydalanishning muhimligi tahlil qilinadi. Shuningdek, turizm yo'nalishida tahsil olayotgan talabalar uchun real hayotga yaqin o'quv materiallaridan foydalanishning samaradorligi hamda autentik o'quv materiallaridan foydalanishning afzalliklari va protseduralari yoritiladi. Tadqiqot natijalari autentik materiallar talabalarning kasbiy lug'at boyligini rivojlantirish, tinglab tushunish va og'zaki nutq ko'nikmalarini takomillashtirish hamda o'qishga bo'lgan motivatsiyasini oshirishga yordam berishini ko'rsatadi. Shuningdek, bunday materiallar talabalarga turizm sohasida qo'llaniladigan real kommunikativ vaziyatlarni tushunish imkonini beradi. Xulosa sifatida autentik materiallardan foydalanish turizm yo'nalishidagi talabalar uchun ingliz tilini o'qitish samaradorligini oshirishi ta'kidlanadi.

Kalit so'zlar: autentik materiallar, ESP, turizm sohasi, kommunikativ kompetensiya, reseptiv ko'nikmalar, ingliz tilini o'qitish metodikasi, adaptatsiya, motivatsiya.

Аннотация: В данной статье анализируется важность использования аутентичных материалов в процессе преподавания английского языка для специальных целей (ESP). В статье также рассматриваются преимущества и процедуры использования аутентичных учебных материалов для студентов, обучающихся по направлению "Туризм", а также эффективность применения учебных материалов, приближённых к реальным условиям. Результаты исследования показывают, что аутентичные материалы способствуют развитию профессионального словарного запаса студентов, совершенствованию навыков аудирования и устной речи, а также повышению мотивации к чтению. Такие материалы также позволяют студентам понимать реальные коммуникативные ситуации, используемые в сфере туризма. В заключение подчёркивается, что использование аутентичных материалов повышает эффективность преподавания английского языка студентам, обучающимся по направлению "Туризм".

Ключевые слова: аутентичные материалы, ESP, туристическая индустрия, коммуникативная компетенция, рецептивные навыки, методика преподавания английского языка, адаптация, мотивация.

INTRODUCTION

In recent years, the tourism sector has become one of the fastest-growing sectors of the global economy. With the development of the tourism industry, knowledge of foreign languages, especially English, has become an essential requirement for professionals working in this field. As an international means of communication, English is widely used in tourism, the hotel industry, and service sectors. Students studying tourism-related disciplines are expected to communicate with tourists from different countries, use professional language in service interactions, and engage in intercultural communication. For this reason, it is not sufficient to limit instruction solely to theoretical knowledge. It is important that students participate in a learning process closely related to real professional activities.

English for Specific Purposes (ESP) is an approach to English language teaching that focuses on developing the language skills required for a particular profession or professional field. The selection of instructional materials is of great importance in ESP methodology. The use of authentic materials is particularly effective in practical and profession-oriented fields such as tourism. Authentic materials are texts, audio recordings, and video resources that are not specifically created for educational purposes but are used in real-life situations. For example, travel brochures, hotel websites, tourism promotional videos, travel blogs, and airport announcements are all examples of authentic materials. The main purpose of this article is to analyze the pedagogical significance of using authentic materials in teaching English to tourism students.

LITERATURE REVIEW

The issue of teaching English for Specific Purposes (ESP) and the use of authentic materials has been examined by many researchers. ESP methodology emerged as a distinct area of language teaching in the second half of the twentieth century. The primary goal of this approach is to develop language skills required for a particular profession or professional field. T. Hutchinson and A. Waters (1987) are considered the scholars who laid the theoretical foundation for ESP methodology. According to them, the ESP teaching process is based on identifying learners' needs and selecting instructional materials that correspond to those needs. The authors emphasize the importance of using materials that closely reflect real-life situations in the language learning process.

In his research on language teaching methodology, J. Harmer (2007) highlights the role of authentic materials in increasing student motivation. He argues that real-life texts and audiovisual resources enable students to learn language in a natural context. A. Gilmore (2007) examines the significance of authentic materials in foreign language learning and argues that such materials are an important tool for developing students' communicative competence. The researcher maintains that authentic materials reflect the realistic use of language and prepare learners for real communicative situations. The issue of teaching English in the field of tourism has also been the subject of numerous studies in recent years. Since professionals working in the tourism industry operate in an international environment, they are required to possess a high level of communicative competence. Therefore, the use of tourism-related authentic materials in the educational process is considered an important pedagogical approach.

The English language plays a crucial role in the tourism and hospitality sectors by facilitating effective communication with tourists and enhancing understanding of cultural differences (Sindik & Božinović, 2013; Leslie & Russell, 2006). Moreover, proficiency in foreign languages contributes significantly to the development of intercultural competence and cultural awareness.

RESEARCH METHODOLOGY

In this study, the method of theoretical analysis was employed. Existing scientific resources related to the methodology of teaching English for Specific Purposes and the use of authentic materials were reviewed and analyzed.

The following methods were used during the research process:

1. Analysis of scientific literature.
2. Review of pedagogical experiments.
3. Comparison of methodological approaches.
4. Analysis and results

The results of the study showed that the use of authentic materials has a positive effect on the language learning process of tourism-oriented students.

Figure 1 illustrates the effectiveness of authentic materials in English for Specific Purposes (ESP) instruction. These advantages are interconnected, as they collectively contribute to the development of learners' linguistic, cognitive, and professional competencies. One of the primary advantages of using authentic materials is the improvement of communicative competence. Authentic materials prepare learners for real-life communication in a foreign language rather than exposing them only to decontextualized or artificial language use. Such materials can reflect everyday situations related to the tourism industry. For example, situations such as hotel reservations, informing tourists about excursions, or explaining travel routes can be simulated during classroom activities. This approach effectively develops students' speaking skills.



Figure 1: Advantages of Using Authentic Materials in ESP Courses

Secondly, working with real-life materials that are directly related to learners' future professional needs enhances their motivation and makes classroom instruction more meaningful and goal-oriented. Another significant benefit of authentic materials is the acquisition of domain-specific vocabulary, including tourism-related terminology, which is essential for effective workplace communication in real-world contexts. Moreover, authentic materials enhance receptive skills because they expose learners to natural, unadapted language, authentic accents in listening activities, and genuine sentence structures in reading texts. With the help of authentic materials, students become better prepared for future workplace situations. While practicing language, they simultaneously develop professional communication skills and become familiar with the vocabulary of the tourism industry. Research suggests that students who are taught using authentic materials demonstrate higher communicative competence, adapt more easily to professional environments, and perform better in workplace simulations. Authentic materials also help tourism students develop cultural awareness by exposing them to real-life intercultural communication. Through videos, brochures, customer interactions, and tourism websites, students learn about different communication styles, politeness strategies, cultural etiquette, and customer expectations. These materials also introduce learners to international hospitality standards, tourism traditions, and cross-cultural behavior. As a result, students become more sensitive to gestures, tone of voice, acceptable topics of conversation, and service expectations across different cultures.

Furthermore, authentic materials help bridge the gap between theoretical classroom learning and real workplace communication in ESP courses. Unlike traditional textbooks, which often contain simplified language and artificial dialogues, authentic resources expose students to natural speech, various accents, spontaneous conversations, and realistic tourism-related situations. In addition, authentic materials provide access to current tourism trends, contemporary vocabulary, and digital communication practices commonly used in the industry. Authentic materials play an important role in building students' confidence. When learners successfully understand real hotel conversations, tourism videos, booking websites, and customer interactions, they feel more prepared for actual workplace situations. Students become familiar with different English accents and gain confidence in responding to unexpected questions. The results indicate that the use of authentic materials significantly increases the effectiveness of ESP classes. Learners improve their language skills while simultaneously preparing for real workplace environments. This is particularly important for tourism students, whose future careers require them to operate effectively in international and multicultural settings.

There are numerous definitions of the term authentic. In the context of language teaching, it generally refers to real-life texts, audio recordings, and videos that were created for genuine communication rather than for educational purposes. In ESP courses, authentic materials help students learn the language that is actually used in their future professions.

In the tourism context, authentic materials may include:

- hotel brochures;
- airline tickets;
- restaurant menus;
- travel guides and maps;
- tourism advertisements;
- airport announcements;
- hotel reservation calls;
- tour guide explanations;
- travel vlogs;
- Booking.com pages;
- TripAdvisor reviews.

Although authentic materials are highly effective in language teaching, instructors should be aware of how to implement them appropriately in the classroom, since these materials are designed for real-life communication rather than educational purposes. Consequently, they may present difficulties for lower-level learners.

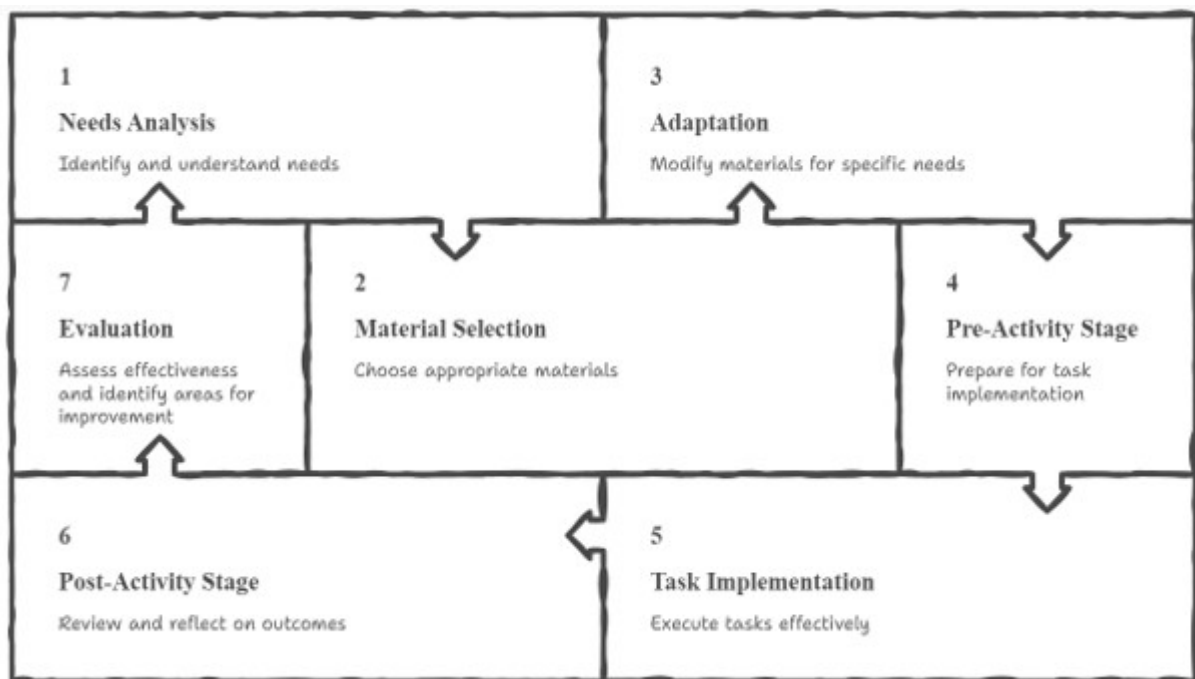


Figure 2: Process of Implementing Authentic Materials in an ESP Class

In the first stage, teachers should conduct a needs analysis to identify students' language-learning needs, determine which language skills require improvement, and understand the learners' future professional contexts. This information can be collected through surveys, interviews, or questionnaires. Based on the results, appropriate materials can then be selected. At the selection and adaptation stage, authentic materials should be chosen according to students' language proficiency levels, professional fields, learning objectives, and cultural backgrounds. However, the authenticity of the materials should be preserved. Rather than modifying the materials themselves, teachers should adapt the accompanying tasks to suit learners' language levels.

During the pre-task stage, activities should be designed to activate learners' background knowledge and familiarize them with the topic. This may involve introducing key vocabulary, discussing relevant concepts, or asking guiding questions. The while-task stage involves direct interaction with the authentic material through listening, reading, speaking, or writing activities. At this stage, learners develop both language and professional skills by identifying main ideas, extracting specific information, and analyzing language features within



authentic contexts. To assess students' comprehension and practical knowledge, teachers should conduct post-task activities. These activities allow learners to apply and reinforce the language and skills acquired from the authentic materials. Post-task activities contribute to the development of speaking skills, critical thinking, and professional confidence. Finally, the evaluation stage is crucial because it enables teachers to determine whether students have achieved the intended learning objectives after working with authentic materials. Evaluation also helps instructors assess whether the materials were appropriately challenging, engaging, and relevant to learners' needs.

CONCLUSION

In conclusion, authentic materials are an important pedagogical tool in teaching English to students majoring in Tourism. They contribute to the development of students' professional language skills, prepare them for real-life communicative situations, and increase their engagement in the learning process. The results of the study demonstrated that the use of authentic materials enhances the effectiveness of ESP (English for Specific Purposes) classes. Therefore, it is recommended that such materials be widely incorporated into the educational process in Tourism-related programs. Furthermore, future research should investigate the effectiveness of authentic materials in practical training through experimental methods.

However, several challenges are associated with the use of authentic materials. For example, the language level of some materials may be too complex for students. Therefore, teachers should carefully select materials that correspond to students' language proficiency levels. In addition, to effectively implement authentic materials, teachers should employ modern pedagogical approaches and technologies, such as the communicative method, role-playing activities, and project-based learning. These methods further enhance the effectiveness of authentic materials and support the development of learners' communicative competence.

References:

1. Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th ed.). Pearson Education.
2. Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for Specific Purposes: A Multi-Disciplinary Approach*. Cambridge University Press.
3. Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40(2), 97-118. <https://doi.org/10.1017/S0261444807004144>
4. Harmer, J. (2007). *How to Teach English* (2nd ed.). Pearson Longman.
5. Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A Learning-Centered Approach*. Cambridge University Press.
6. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press.
7. Tomlinson, B. (2011). *Materials Development in Language Teaching* (2nd ed.). Cambridge University Press.
8. Sindik, J., & Božinović, N. (2013); Leslie, D., & Russell, H. (2006).
9. Toshmamatova, M. (2024). Hududiy turizm xizmatlarining mohiyati, zaruriyati va ahamiyati. *Green Economy and Development*, 2(5).
10. Toshmamatova, M. (2025). Features, trends and ways of further development of the digital economy. *Raqamli iqtisodiyot va axborot texnologiyalari*, 5(1), 266-273.

- 
- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



MAKTABGACHA VA MAKTAB TA'LIMI

Mas'ul muharrir: Ramzidin Ashurov

Ingliz tili muharriri: Murod Xoliyorov

Musahhih: Alibek Zokirov

Sahifalovchi va dizayner: Iskandar Islomov

2026. №6(1)

© Materiallar ko'chirib bosilganda "Maktabgacha va maktab ta'limi" jurnali manba sifatida ko'rsatilishi shart. Jurnalda bosilgan material va reklamalardagi dalillarning aniqligiga mualliflar ma'sul. Tahririyat fikri har vaqt ham mualliflar fikriga mos kelamasligi mumkin. Tahririyatga yuborilgan materiallar qaytarilmaydi.

"Maktabgacha va maktab ta'limi" jurnali 26.09.2023-yildan O'zbekiston Respublikasi Prezidenti Adminstratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №C-5669363 reyestr raqami tartibi bo'yicha ro'yxatdan o'tkazilgan.
Litsenziya raqami: № 136361.

Manzirimiz: Toshkent shahar, Yunusobod tumani
19-mavze, 17-uy.