

THE ROLE OF MATERIALS IN THE LANGUAGE CLASSROOM: FINDING THE BALANCE FOR B2 LEVEL

Kasimova Zulfiya Hamidullayevna

Head teacher of UzSWLU

Mirkomilova Madina Mirmahmud qizi

Master's student of UzSWLU

Annotation: The article talks about the role of different materials used in language classes, their stabilization and the study of the balance of B2 level materials.

Keywords: materials, language, class, object, B2, balance, classroom, discussion, learners, coursebook, specific group, teacher, skill, argument, educator.

Аннотация: В статье рассказывается о роли различных материалов, используемых на языковых занятиях, их стабилизации и изучении баланса материалов уровня B2.

Ключевые слова: материалы, язык, класс, объект, B2, баланс, класс, обсуждение, учащиеся, учебник, конкретная группа, учитель, умение, аргумент, воспитатель.

Teaching materials are definitely the most important factor in language learning. Being able to create a language learning environment in the room with special attention to the language learning room is also considered a special skill. If we pay attention to another important aspect, choosing the necessary and useful materials depends on the skill of the pedagogue. Currently, almost 50-60% of the world's population is interested in learning a language. But only interest in language learning is not enough, treating it as a serious activity increases the level of language learning in a person.

Foreign language study is all about learning how to truly communicate and connect with others an incredibly important life skill that can only be cultivated by interacting with people. When you master a foreign language, you can exercise your new superhuman power of being able to understand what someone is saying, recall the proper vocab and grammar, put that vocab and grammar into the proper context, and reply back all on the spot and in a timely manner. You've connected. And that is what it's all about.

Here also know the balance of materials for B2 levels, let's get an idea of what B2 level is, English level B2 is the fourth level of English in the Common European Framework of Reference (CEFR), a definition of different language levels written by the Council of Europe. In everyday speech, this level might be called “confident”, as in “I am a confident English speaker”.

Possibly the most useful tools there are for learning a language are writing implements, such as pens and pencils, and something to write on, such as paper or a notebook. You can use them not only to make notes and lists of vocabulary, phrases, etc, but also to practise writing in your L2.

The range of other materials and tools available to help you with your language studies is huge. From language courses and dictionaries, to mp3 players and portable translators. All of them can help you in different ways, and your language learning goals will determine, to some extent, which ones are most useful to you.

There appears to be very little research, however, on the exact role of textbooks in the language classroom. Allright suggests there are two key positions. The first - the deficiency view - sees the role of textbooks or published materials as being to compensate for teachers' deficiencies and ensure the syllabus is covered using well thought-out exercises. Underlying this view is the assumption that 'good' teachers always know what materials to use with a given class and have access to, or can create, these. They thus neither want, nor need, published materials.

During language learning, students are taught ways to improve their 4-way language skills: listening, speaking, reading, and writing. A student who has mastered all this well will have no difficulty in language exams. the student's listening ability is worked with more vocal exercises in the lessons, for example, it can be tested by listening to the student in the language he is learning, by playing recorded videos and mp3s on various topics.

By speaking, the student's ability to speak in that language is increased, and it is also useful to talk with him on various topics in that language.

Through reading, it is determined to what extent the student has mastered this language, because during the period of reading, the student's understanding of the meaning of complex sentences is improved.

In the period of writing, the student shows his creative ability, the ability of the student to apply the rules he has learned in his writings, and to make the content of the essay beautiful is also considered one of his abilities.

Based on the above 4 types of learning(fig 1) methods, it is necessary to be able to choose educational materials correctly.

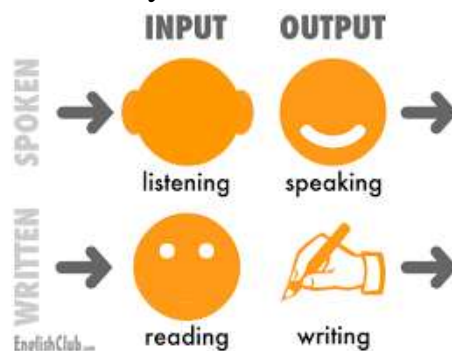


Fig 1

There are now so many online materials for language learning that it's easier to apply them to the classroom.

The difference view, on the other hand, sees materials as carriers of decisions best made by someone other than the teacher because of differences in expertise. This view was mentioned by several of the teachers participating in the TESL-L debate who argued for the use of published materials on the grounds that these are better - and cheaper in terms of cost and - than teachers can produce consistently in the time available to them. For many, however, both the difference and the deficit view challenge teachers' professionalism and reduce them to classroom managers, technicians, or implementers of others' ideas. This attitude is not limited to language teachers. Loewenberg-Ball and Feiman-Nemser , for example, found that preservice primary school teachers in two American universities were taught explicitly that textbooks should be used only as a resource, and that following a textbook is an undesirable way to teach. Such views seem problematic. Obviously teaching materials are not neutral and so will have a role to play in deciding what is learnt. For this reason, it is essential that materials writers be familiar with the learning and teaching styles and contexts of those likely to use their materials, and be able to exemplify a variety of good practice. In other words, teachers and their experience have a crucial role to play in materials production as well as in their critical classroom use, and the best writers are probably practising teachers.

The difference is thus not in terms of expertise, but in access to time and technology. We live in a multimedia age and educational materials need to be of an adequate level of sophistication if the language class and learner are not to be devalued. Desk top publishing facilitates the production of convincing print materials, but many teachers still have neither the time, nor access to adequate technology, to create 'authentic' audiovisual materials (videos, cassettes and computer programs which reflect the real-world products the learners encounter outside the classroom). Without such authenticity, however, it is difficult to provide culturally rich input, or to develop coping strategies that will enable students to take advantage of the extracurricular input to which they have access.

Conclusion

Learning a foreign language is of the utmost importance and the reasons to study a foreign language are innumerable. Studying (and ultimately fluently speaking) a foreign language helps break barriers and connects human beings on a deeper level of mutual understanding. Plus, reaching this mutual understanding will inevitably open a series of doors leading to a more interesting and satisfying personal and professional life!

In this article I have looked at the roles preplanned teaching materials can play, and argued that their contribution need not be debilitating to teachers and learners; they

can scaffold the work of both teachers and learners and even serve as agents of change, provided they act as guides and negotiating points, rather than straightjackets. In selecting materials, of course, practitioners need to look carefully at the principles underpinning such materials to ensure they contribute positively to the learning environment.

References

1. Allwright, R.L. 1981. What do we want teaching materials for? *ELT Journal* 36 (1).
2. Apple, M. W. 1992. The text and cultural politics. *Educational Researcher* 21 (7): 4 - 11.
3. Auerbach, E.R., and D. Burgess. 1985. The hidden curriculum of survival ESL. *TESOL Quarterly* 19: 475-496.
4. Block, D. 1994. A day in the life of a class: Teacher learner perceptions of task purpose in conflict. *System* 22 (4): 473-486.
5. Borg, S. 1994. Language awareness as methodology: Implications for teachers and teacher training. *Language Awareness* 3 (2): 61 - 71.
6. Clemens, J., and J. Crawford, eds. 1994. *Words Will Travel*. Sydney: ELS Pty Ltd.
7. Crawford, J. 1990. How authentic is the language in our classrooms? *Prospect* 6 (1): 47-54.
8. Cunningsworth, A. 1984. *Evaluating and Selecting EFL Teaching Materials*. London: Heineman Educational Books.
9. Donoghue, F. 1992. Teachers' guides: A review of their function. *CLCS Occasional Papers* (30).