

THE SIGNIFICANCE OF MATERIALS FOR ENGLISH LANGUAGE LEARNERS

Rakhmonova Dildora Bahodir qizi

Uzbekistan

ABSTRACT: This article deals with valuable information about the importance of materials for learning the English language and the types of materials.

KEYWORDS: Materials, selection, adaptation, course book, videogames, flashcards.

INTRODUCTION

It is clear that material development is one of the crucial parts for any researcher. Materials are anything that has been used during the lesson. The production, assessment, modification, and exploitation of resources aimed at facilitating language learning and development constitute the practical task known as materials development. It is also a subject of scholarly research that looks into the fundamentals. design, writing, implementation, assessment, and analytic processes of educational resources. Practitioners of materials development and materials. Through conferences, development researchers communicate and exchange information on publications and joint projects. Previously, materials development professionals were either applied linguists or teachers who had minimal knowledge of applied linguistics. without much knowledge about teaching and learning. There are various materials available today. Development professionals with extensive experience and expertise as educators, as well as scholars and practitioners in the field of materials development. Tomlinson stated that materials development can be anything such as various games, course books, flashcards and etc.

Material development requires a number of skills from the instructor. For example, if we use any kind of course book for our learners, it should meet the needs of the learners. It means that the instructor can adapt or supplement the chosen course book. As well as any course book should contain experiential activity, readiness activity, and input and output activities. The resources chosen for use in the classroom were evaluated, modified, replaced, or supplemented, and effective implementation strategies were developed. This is more true now than ever because the economics of publication require that the majority of the available textbooks are still universal textbooks for all English language learners. whereas today's majority of English language learners are doing this in unique circumstances for recognizable purposes. Therefore, the development of materials must be at the heart of any course must be created to train, educate, or develop new or practicing teachers. be given weight by the applied linguists and teacher educators running such courses and/or writing books, chapters, and articles to be used in them. Additionally, As a "way of helping," the clear practical purpose of educating teachers about the reality of classroom teaching materials development can also be very helpful for teachers to comprehend and

implement language learning theories in order to attain development on both a personal and professional level. According to Haycraft (1978), the learner level should be one factor that influences how much of the teaching is based on a course book. He claims that while beginners have predictable similar needs that can be met by a course book, clear differences start to emerge at the intermediate level that cannot be adequately addressed by a single book, and even more differentiation is required at the advanced level. While this supports the idea of relying less on course books at higher levels and appears to support the case for greater selectivity, it's important to consider how learners will react when activities or exercises are frequently rejected and entire lessons are skipped, especially if they bought the book themselves. The degree to which teachers and students feel comfortable with materials is another issue; Tomlinson (2013) states that "many teachers resist materials They lack the face validity provided by similarity to the standard. Publishers' unwillingness to deviate too far from the norm may be influenced by this resistance. They use conventional methods in their texts. Market analysis fuels development decisions for many commercial goods, possibly taking precedence over pedagogic at times. Because of this essential conservatism on the side of publishers, institutes and ministries of education frequently develop more innovative resources than traditional publishing businesses. Definitions of adaptation might be overly general and useless. For instance, Madsen and Bowen assert that "every teacher is in a very real sense an adapter of the material." He does so by using one or more of the following techniques: supplementing, editing, expanding, personalizing, simplifying, modernizing, localizing, or altering cultural/situational content," as stated in 1978: ix; Ellis makes reference to the processes. 'retaining, rejecting, re-ordering, and modifying' (1986: 47); and Tomlinson 'Reducing, adding, omitting, altering, and augmenting' is meant. As mentioned above, there are two basic types of adaptation that will be covered in this chapter: both adaptation as change and adaptation as an addition (in a narrow sense).

CONCLUSION

In conclusion, it is clear that materials development plays a really crucial role, especially in selecting and adapting the chosen materials.

REFERENCES

1. Bunting, J. D. (2018). Second language writing materials development. The TESOL encyclopedia of English language teaching pp. 1–6.
2. McGrath, I. (2016). Materials evaluation and design for language teaching. Edinburgh University Press. Pp.63-80.
3. Tomlinson, B. (20016). The importance of materials development for language learning. Volume.8. pp.1-9.