



KASBIY YO'NALTIRILGAN KOMMUNIKATIV KOMPETENSIYANI RIVOJLANTIRISH VOSITASI SIFATIDA AUTENTIK MATERIALLAR AUTHENTIC MATERIALS AS TOOLS FOR THE DEVELOPMENT OF PROFESSIONALLY-ORIENTED COMMUNICATIVE COMPETENCE

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Annotatsiya. Maqolada ingliz tilini o'rganuvchilarda kasbiy yo'naltirilgan kommunikativ kompetensiyani (KYKK) rivojlantirishda autentik materiallarning, ayniqsa, video resurslarning o'rni tahlil qilinadi. Autentiklik matnning kelib chiqishigagina emas, balki o'quv jarayonidagi muloqot va topshiriq dizayni orqali shakllanishiga urg'u beriladi. Real hayotiy materiallar — maqolalar, eshittirishlar va kasbiy videolar—grammatik, sotsiolingvistik, diskursiv va strategik kompetensiyalarni rivojlantiradi. Video resurslar jonli muloqotni modellashtirib, talabalarni akademik va kasbiy muhitga tayyorlaydi. Ularni vazifa asosida qo'llash o'quvchilarning amaliy ko'nikmalarini mustahkamlaydi, o'qituvchi yordami esa o'zlashtirishni yengillashtiradi. Xulosa o'rnida, autentik video materiallar zamonaviy ingliz tili ta'limining ajralmas qismi ekani ta'kidlanadi.

Kalit so'zlar: autentik materiallar, video asosida o'qitish, Kasbga yo'naltirilgan holda til o'qitish, kommunikativ kompetensiya, vazifa asosidagi ta'lim, O'qituvchi vositachiligi, Oliy ta'lim.

Annotation. This article explores the role of authentic materials, particularly video resources, in developing professionally oriented communicative competence (POCC) among English learners. Authenticity is presented not only as the origin of texts but as a construction shaped by classroom interaction, teacher identity, and task design. Authentic resources such as professional articles, broadcasts, and videos expose learners to real-life discourse, enhancing grammatical, sociolinguistic, discourse, and strategic competences. Video materials are emphasized as especially effective because they combine verbal, paralinguistic, and visual cues, preparing students for academic and workplace communication. Task-based integration of such materials supports employability, while teacher mediation ensures accessibility. The study concludes that authentic video resources are indispensable for modern English language teaching and teacher training, bridging classroom practice with professional contexts.

Keywords. Authentic materials, Video-based learning, Communicative competence, professionally oriented language teaching, Task-based learning, Teacher mediation, Higher education.

Introduction

In the era of globalization, foreign language education is expected not only to ensure linguistic competence but also to prepare students for professional communication in their chosen fields. The concept of professionally-oriented communicative competence reflects the ability to use language effectively in professional settings, requiring fluency, accuracy, intercultural awareness, and the



ability to interpret discipline-specific discourse. To meet these requirements, educators increasingly emphasize the use of authentic material resources created by native speakers for real-life purposes rather than pedagogical simplification.

So, authenticity has become a central concept in contemporary pedagogy and applied linguistics, as it links classroom instruction with learners' real-world communication and experiences. Scholars across disciplines offer complementary perspectives on what it means for teaching and learning to be "authentic." These perspectives converge on the idea that authenticity is not a fixed property of texts or techniques but an enacted quality of the teaching–learning process, shaped by materials, tasks, contexts, and teacher identity.

Literature review

Although numerous attempts have been made to conceptualize authenticity, no universally accepted definition has yet been established. The Dictionary of Applied Linguistics defines the term as "the extent to which language teaching materials reflect the characteristics of natural speech or writing" [The Dictionary of Applied Linguistics 1987, p. 27]. In this view, texts such as newspaper articles, magazine excerpts, and recordings of spontaneous speech from radio or television are classified as authentic materials. As this definition remains largely technical and general in scope, it is important to consider additional interpretations of authenticity advanced by other scholars.

Early communicative approaches in language education emphasized the authenticity of learning materials. Widdowson distinguished between the genuineness of a text—its origin outside the classroom—and its authenticity of use in pedagogical practice [Widdowson 1978]. For him, authenticity was not merely about importing "real" texts into the classroom but about how learners engage with them for meaningful purposes. Building on this, Nunan defined authentic materials as those not originally designed for pedagogical purposes and advocated tasks that reflect the features of real-world communication [Nunan 1989]. Such a perspective laid the groundwork for communicative language teaching by prioritizing exposure to naturally occurring discourse.

Breen broadened the discussion by proposing four distinct forms of authenticity: (1) the authenticity of texts, (2) the authenticity of tasks, (3) the authenticity of the classroom situation, and (4) the authenticity of the learner's own interpretation [Breen, 1985]. This multi-layered view highlights that authenticity emerges through classroom interaction itself rather than being imported wholesale from the outside world. Later, Guariento and Morley echoed this position, arguing that authenticity is realized when learners engage with tasks "for a genuine purpose," cautioning that



materials must be scaffolded so learners can process them meaningfully [Guariento and Morley, 2001].

While authenticity in applied linguistics often focuses on materials and tasks, scholars in adult education and pedagogy approach authenticity as a dimension of teacher identity and practice. Palmer contends that good teaching flows from the “identity and integrity” of the teacher, stressing congruence between beliefs and classroom action [Palmer, 2007]. Likewise, Cranton and Carusetta conceptualize authenticity as a transformative process whereby teachers develop self-awareness, build authentic relationships with learners, and align values with instructional practices [Cranton and Carusetta 2004]. Brookfield also adds that teachers discover and sustain their authentic voice through critical reflection across multiple perspectives—those of students, colleagues, theory, and self [Brookfield, 2017]. Together, these perspectives underline that authenticity is as much about the teacher’s integrity and relational stance as it is about instructional techniques.

A parallel line of research on authentic learning environments provides design-oriented frameworks. Herrington and Oliver identify core principles of authenticity in instructional design, such as engaging students in ill-structured problems, promoting sustained inquiry, fostering collaboration, and situating tasks in contexts that mirror professional practice [Herrington and Oliver, 2000]. Their framework aligns authenticity with meaningful performance-based assessment, ensuring that learners are not only exposed to real-world content but also required to act as practitioners.

Taken together, these perspectives suggest that authenticity in teaching is best understood as a systemic alignment of materials, tasks, teacher identity, and learning environments. It is not a static property, but a relational and enacted quality negotiated between teachers and learners. In this sense, authentic video resources are uniquely positioned to develop not only linguistic proficiency but also professional readiness, which is central to the objectives of this study.

Discussion and Methodology

The development of professionally oriented communicative competence (POCC) is a key goal of English language education in higher education and professional training contexts. In today’s globalized labor market, English is not merely a medium of interpersonal interaction but a critical tool for academic exchange, professional collaboration, and workplace performance. To address these demands, English language teaching increasingly relies on the use of authentic materials, which provide learners with real-life linguistic input and situational contexts. Among the wide range of authentic resources, video-based materials are particularly valuable, as they combine linguistic authenticity with multimodal input,



thereby fostering both communicative skills and professional readiness.

1. *Defining Authentic Materials in Professional Language Learning.* Authentic materials refer to texts and media produced for genuine communicative purposes outside the classroom, including journal articles, workplace documents, interviews, podcasts, news broadcasts, and professional correspondence [Mishan & Timmis, 2015]. These materials expose learners to the complexity of real-life discourse, offering access to professional genres and registers that traditional textbooks often fail to capture. When carefully selected, authentic resources align language instruction with learners' future professional needs, thereby facilitating the development of POCC.

2. *The Role of Authenticity in Developing Professional Communicative Competence.* Authentic materials contribute to all components of communicative competence identified by Canale and Swain. They strengthen grammatical competence through exposure to real syntactic and lexical patterns; sociolinguistic competence by contextualizing language in workplace or academic norms; discourse competence through engagement with authentic organizational structures of texts such as reports, case studies, or presentations; strategic competence by preparing learners to navigate ambiguities, negotiate meaning, and adapt to professional contexts.

Thus, authentic materials help learners not only acquire English proficiency but also develop the ability to function effectively in professional environments.

3. *Video-Based Authentic Materials: A Bridge Between Classroom and Profession* Video-based Authentic materials have distinct advantages in fostering POCC because they simulate real-life communication more closely than written texts alone. Herron et al. and Sherman show that authentic videos provide learners with access to verbal, paralinguistic, and visual cues—such as tone, gesture, eye contact, and presentation style—that are critical in professional communication [Sherman, 2003]. For instance, watching TED Talks, conference presentations, or company training videos allows students to observe authentic professional discourse in action, preparing them for future participation in similar contexts. In addition, video-based materials facilitate listening comprehension and note-taking skills, which are essential in academic and professional life. Learners develop the ability to extract key information from lectures or meetings, summarize main points, and formulate responses—all of which are fundamental elements of professional communicative competence.

4. *Task-Based Integration of Video Authenticity.* The pedagogical effectiveness of authentic video resources increases when they are embedded in task-based learning frameworks. For example, students may be asked to: Watch an authentic company



presentation and design a follow-up proposal; Analyze a workplace training video and role-play similar professional interactions; Summarize a TED Talk on a relevant topic and lead a class discussion; Compare authentic professional interviews to develop discipline-specific vocabulary and discourse strategies.

These tasks not only improve language proficiency but also prepare learners to apply communicative skills in their specific professions, aligning language learning with employability.

5. *Challenges and Teacher Mediation.* Despite their benefits, authentic video materials may present linguistic complexity, cultural references, or specialized jargon that exceed learners' proficiency levels. Teacher mediation is therefore essential to scaffold comprehension and ensure accessibility [Mishan & Timmis, 2015]. Strategies include pre-teaching key terminology, using subtitles for scaffolding, designing comprehension checks, and gradually moving from guided to independent tasks. Such scaffolding ensures that learners benefit from authenticity without becoming overwhelmed.

6. *Implications for Teacher Education.* For video-based authentic materials to be successfully implemented, teachers must be trained in materials selection, adaptation, and pedagogical design. Teacher education programs should emphasize skills in evaluating authenticity, aligning resources with learners' professional goals, and creating structured tasks that integrate listening, speaking, and critical thinking. In addition, teachers should be prepared to foster learners' reflective awareness of professional genres and intercultural communication patterns, which often emerge vividly in authentic video discourse.

Findings and results

The findings of this study confirm that authentic materials, particularly video-based resources, play a significant role in developing professionally oriented communicative competence (POCC). Analysis showed that learners exposed to authentic video resources demonstrated notable progress in grammatical, sociolinguistic, discourse, and strategic competences. Authentic videos provided a rich multimodal input that supported listening comprehension, vocabulary acquisition, and the ability to interpret professional discourse. Furthermore, task-based integration of authentic video resources was found to strengthen learners' practical skills, including summarization, presentation, and negotiation. Students engaged more actively in classroom discussions when authentic materials were linked to real-life professional contexts. Teacher mediation proved essential in scaffolding comprehension, ensuring that students could overcome linguistic and cultural barriers while benefiting from exposure to authentic input.



Overall, the results suggest that embedding authentic video materials into English language teaching not only enhances communicative competence but also bridges the gap between classroom learning and professional practice. This integration prepares learners more effectively for academic and workplace environments, thereby improving employability and professional readiness.

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