

In conclusion, interactive methods play a pivotal role in transforming language education by promoting engagement, communication, and cultural competence among learners. Educators who embrace interactive approaches empower learners to become proficient, confident communicators in diverse linguistic and cultural contexts. By integrating interactive methods into language instruction, educators can create transformative learning experiences that prepare learners for meaningful interactions in a globalized world.

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SELECTION OF AUTHENTIC READING MATERIALS FOR EFL LEARNERS

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Abstract. *Reading authentic texts is not only challenging for language learners, but also teachers might face a number of complexities of selecting, adapting and designing relevant materials. This article discusses some views related to authentic material selection and task design for EFL university students.*

Key words. *Authentic text, readability, exploitability, material selection, material design*

It is clear to foreign language teachers that the process of selection and creation of assignments requires a long time and hard work. J. Howard and S. Matsuo propose that the process of selecting authentic materials and creating tasks should be organized in a cooperation with several teachers as the number of newspaper and magazine articles, pieces of fiction, various announcements, and Internet materials is increasing day by day [1].

If reading tasks are well developed, they are valuable resources, i.e., short stories, novels, poems, can be reused several times when they are selected as authentic materials. However, when dealing with texts about daily life news, they are not reusable, they quickly become useless and uninteresting material. From this point of view, there are several opinions that the authentic texts should be selected based on the goals of foreign language teaching/learning, appropriateness of assignments and exploitability of them. Western scholars express two different opinions about teaching authentic texts. In traditional teaching, the text is viewed “text as an object viewpoint”. In this case, the reader is the recipient of the information presented in the text. Such a reading process is like a one-way traffic. However, in recent years, as a result of the increasing number of foreign language teaching materials, reading skills have been considered not from the text as an object viewpoint, but from the “text as a process viewpoint”, and in this process, the reader and the text interact with each other [2]. Below we can see two schemes that reflect the approach to the text.

Table 1

Text as an object viewpoint

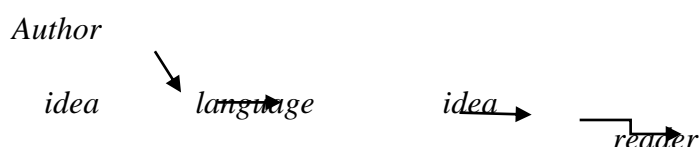
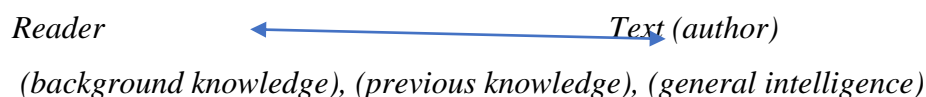


Table 2

Text as a process viewpoint



The above schemes show that authentic texts require the second approach, that is, the text as a process viewpoint approach, in which students interact with the information recorded in the text by activating the students' background knowledge, prior knowledge of the information in the text, and the general intellectual potential of the students. The information in the text is not completely unfamiliar to the reader, that is, the reader is not considered as an "empty vessel".

I.Kuznetsova and N.Kurkan among the scientists working in this field developed the principles of authentic material selection [3].

Table 3.

Selection principles of authentic reading materials

Selection principle	Key questions
Content suitability	Does the text meet the students' needs? Is the text interesting for students? Does the text contain information that students can use outside of the classroom?
Exploitability	Is the text suitable for use in the classroom? What purposes can the text be used for? What skills/strategies will be developed through this text?
Readability	Is the text too easy/difficult/appropriate for the students? Is the text structure difficult for the student? Does the text contain a large number of unfamiliar words? Are the words in the text relevant to the national environment?
Presentation	Does the presentation of the text conform to the principle of authenticity? Can the text display attract students' attention?

To conclude, it is clearly seen that the process of selecting the authentic texts by finding the answers to the selection principles and questions requires a serious attitude. Content suitability, exploitability, readability and presentation are key factors in selection process which contribute to teaching reading. Moreover, considering the text from the process viewpoint paying attention to background knowledge, previous experience, and general intelligence may lead to improvement of the reading comprehension of EFL learners.

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MODERN WAYS TO USE INFORMATION TECHNOLOGY IN TEACHING A FOREIGN LANGUAGE

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Annotation. *The article is about teaching foreign languages with the help of information technologies during the lessons. We suggested different kind of sources in teaching and internet sites for students. Teaching foreign languages is the teaching of free orientation in a foreign language environment and the ability to respond adequately in various situations, that is, communication.*

Key words. *Information technologies, video, Digital field, podcasts, web quest, blogging, feedback, message box, full-length.*

Using information technology in English classes, we can improve the process of learning a foreign language and make it more interesting for students. Information technology can offer endless resources on grammar rules, lesson plans, and other central topics. Computers can be a tool in learning English, offering interactive and motivating activities for students of all ages.

We offer 10 different ways that teachers can use in teaching English: