

TEACHING FOREIGN LANGUAGE SPEECH BASED ON AUTHENTIC MATERIALS

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ANNOTATION

The article is devoted to the actual problem of using authentic materials in the process of teaching a foreign language. The use of authentic materials is considered one of the basic requirements of the communicative approach, a specific feature of which is the desire to bring the process of language learning as close as possible to the process of real communication, as well as a necessary condition for the formation of the sociocultural component of communicative competence. The problem of insufficient language accessibility for students is considered the main difficulty associated with the use of authentic materials.

Keywords: *authentic materials, the role of authentic materials, social development, motivation, sociocultural competence, audio, video materials.*

The role of language in the modern world is invaluable. Language is a key part of any family, society, culture and human race. Without language, the world would be very different today. The successes that people have achieved in the field of language are wonderful and inspiring. The ability to speak, read, write and understand more than one language is also remarkable and expands freedom in life, especially for young people.

The teaching of a foreign language is aimed at helping its learners to lay a solid language foundation, master good teaching methods, cultivate their cultural awareness in order to meet the needs of social development and economic order. A foreign language, as the leading medium of international communication, is now called upon to become an intermediary in the implementation of a number of cultural and intercultural concepts, thanks to which it will play a potentially more important role than ever before.

One of the most important reasons for learning a foreign language is the stimulation it offers to the mind of the learner. Like a child learning a language for the first time, you gain knowledge and your curiosity leaves its mark every step of the way. Acquaintance becomes exciting, and your mind is open to new ways of approaching even the simplest areas of life. According to the research of M. Brook, R. Lambert and D. Tucker, children studying in foreign language courses demonstrate stronger cognitive skills, especially in the field of creativity. An added bonus: those who have competence (not necessarily fluency) in more than one language have higher intelligence scores on standardized tests [3, 53]

The purpose of teaching a foreign language is to achieve intercultural communication.

As you know, mastering vocabulary and memorizing grammatical rules are not sufficient to master communicative competence. A huge number of people have the opportunity to travel abroad, cooperate with foreign companies, use Internet resources, and read literature in English. Therefore, at the present stage, the goal is set for English language teachers: teaching a foreign language culture, which includes both the development of linguistic abilities, mental processes and personality traits of the student, and [2, 58]:

- knowledge of the culture of the countries of the language being studied;
- education of the student's personality through the assimilation of universal values;
- mastery of a foreign language as a means of communication and awareness of the system of the language being studied.

- Knowledge of the culture of the countries of the studied language and awareness of its system is possible only if authentic material is used.

Translated from English, "authentic" means "natural". This term is most often used to characterize the texts used in the lesson. Authentic is traditionally considered to be a text that was not originally intended for educational purposes.

Authentic materials include: personal letters, articles, excerpts from the diaries of teenagers, advertisements, recipes, interviews, popular science and regional studies texts.

The use of authentic materials increases interest in learning a foreign language, helps to activate all types of speech activity, introduces the countries of the language being studied to the culture, and develops socio-cultural competencies.

More and more often foreign language teachers use texts from newspapers and magazines in their work. This is explained by the fact that [4, 113]:

- 1) the texts of periodicals reflect the real language and, therefore, represent a great linguistic and thematic diversity.
- 2) the texts of periodicals make it possible to use up-to-date information for teaching.
- 3) in newspapers and magazines you can find a variety of material that is of interest to the lesson: articles, interviews, biographies, opinion polls, ads, comics, photographs, advertisements, cartoons, etc.
- 4) the press is one of the sources of studying public life.

The use of authentic pragmatic materials in English lessons helps to increase motivation to learn English and is an effective means of forming foreign language cultural competence.

When selecting these materials, as well as in the process of organizing them, one should be guided by general didactic and proper methodological principles of teaching a foreign language.

Scientists have developed requirements for the selection of materials for the formation of socio-cultural competence. These requirements are the following [6, 86]:

- the authenticity of the materials used;
- information richness;
- novelty of information for the addressee;
- modernity and actual historicism;
- taking into account the interests of students (including professional ones), as well as hobbies, preferences;
- compliance of speech statements with the literary norm of the studied foreign language;
- the regional and lingua-cultural significance of materials;
- selection and use of educational materials in accordance with the levels of foreign language proficiency of students (taking into account the principle of accessibility and feasibility);
- organization of selected materials in accordance with the principles of thematic and increasing complexity.

Regardless of your reasons for wanting to learn a new language, you should always allow yourself to explore new linguistic frontiers. Learning more than one language will always improve the quality of life, and even if you never use that language for practical purposes, you will almost certainly enjoy the time spent learning.

When learning a foreign language, students face the question of how to learn a language. How to achieve the highest percentage of efficiency? Is it worth using authentic texts or should they be adjusted according to the level of language proficiency of the students.

Linguists have long been divided into two categories. Some advocate the use of simplified texts, while others advocate authentic texts in the process of teaching foreign languages. According to the characteristics of both categories, there are many exaggerated evidence and theories about their effectiveness. Supporters of simplified texts present a picture of what should come first, and not the structural component of the language itself. For supporters of the use of authentic texts, the main thing is the quality of the language used by a native speaker, therefore, what students should learn.

This comparison can be applied in deciding whether the teacher should use authentic texts in a foreign language or not. Students explore core topics through materials such as audio and video materials, books, magazines, newspapers, and online resources. It is well known that with the use of reading and listening, the effectiveness of learning a foreign language increases. The modern teacher is inherent in the use of many strategies to increase the level of knowledge of students. Unfortunately, under the conditions of modern reality, not all students studying a foreign language have the opportunity to immerse themselves in the atmosphere of native speakers of a foreign language. One of the popular strategies for simulating immersion in the language of another culture is the use of authentic materials as part of the study of a foreign language. [5, 76]

Today we can observe a picture where there is a large influx of foreign language learners. Every day, teachers should improve, and try to use materials that are interesting for students and suitable for their level of knowledge. One of the very good reasons why teachers may use authentic texts is its accessibility. It is very easy to find and select important information for students, which they could later study while searching the Internet, reading the newspaper, or spending time in front of the TV. In most cases, it is easier to notice and extract an interesting topic from a bank of authentic materials than from a textbook used in foreign language lessons. This would not only be a source of language conventions, but also a source of broadening the horizons of students and mastering information about what is happening around them, outside the classroom.

Many students focus more on their personal relationships and current state than on their education or future. Some students prefer to be passive and not to participate in any activity or discussion, that is, to participate not actively in the development of their education. To some extent, this reflects both the culture of adolescents and culture in general. [1, 16]

Although a relatively small percentage of students continue to be guided by their natural curiosity about science, while applying the right learning strategies and staying motivated, they still find science interesting, especially if it may be related to their future professional activities. Students who were not particularly successful in high school can improve their educational level with the help of an appropriately competent leader and an attractive curriculum for them. And here a huge role is played by the means and materials that will be used by the teacher in the framework of teaching a foreign language.

Thus, working with authentic material opens up great opportunities for foreign language teachers. It is a rich source of up-to-date information, allowing you to study real life and events. This is a great linguistic diversity, revealing the modern language. By correctly setting tasks and defining tasks, you can get good results with students of any level of training.

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