

Use Of Authentic Texts In Forming Intercultural Professionally-Oriented Communicative Competence Of Students In Technical Universities

Nilufar Nosirova

Bukhara Engineering-Technological Institute, Bukhara, Uzbekistan

Abstract: This article deals with the authentic texts in forming intercultural professionally oriented communicative competence of students in technical universities. Authentic materials are especially important for ESP trainees, since they reproduce an immersion environment and provide a realistic context for tasks that relate to learner's needs. Authentic materials increase learners' motivation but are difficult to adapt to the learners' level of language, especially at the beginning level. It is also important to note that preparing such materials can be very time-consuming.

Key words: authentic materials, intercultural communicative competence, professionally-oriented, teaching a foreign language, technical universities.

INTRODUCTION

Currently, as a result of globalization of all spheres of the life of modern society, the dialogue of cultures is considered by many foreign and domestic scientists (I.V. Kuttyreva, P.V. Sysoev, S.G Ter-Minasova, V.V. Safonova, T. P. Frolova, J. Lantolf, B. Shore, etc.) as an important and inalienable condition for peaceful coexistence and fruitful cooperation between different countries. This, in turn, determines the relevance of research related to the search for new ways and means of optimizing the process of teaching non-linguistic universities students a foreign language in close connection with the culture of the country of the language being studied.

The idea of reflecting culture in a language is not completely new either in linguistics or in teaching methods. The concept of culture occupies a key place in many modern approaches to teaching a foreign language (linguistic and cultural

approach, linguistic and regional approach, ethnographic approach, etc.). Studies of domestic and foreign scholars (L.V. Apakova, E.M. Vereshchagin, E.I. Passov, V.V.Safonova, P.V.Sysoev, S. G. Ter-Minasova, H. Antor, Ch. Hall, A. Knapp-Potthoff et al.). Studies of domestic and foreign scientists (L. V. Apakova, E. M. Vereshchagin, E. I. Passov, V. V. Safonov, P. V. Sysoev, S. G. Ter-Minasova, H. Antor, Ch. Hall, A. Knapp-Potthoff, etc.) are devoted to the problem of the inseparable connection of language and culture in the learning process.

MATERIALS AND METHODS

As rightly pointed out by S. G Ter-Minasova: “Language does not just reflect the human world and its culture. The most important function of a language is that it preserves the culture and passes it from generation to generation. That is why language plays such a significant role, not to say decisive, in the formation of personality, national character, ethnic community, people and nation”.

Thus, we believe that one of the most important conditions for effective intercultural communication, and, therefore, the purpose of training foreign language, is the formation of students of non-linguistic universities intercultural professionally-oriented communicative competence.

By intercultural professionally-oriented communicative competence we understand a special complex of knowledge, skills in the linguistic, cultural, professional fields, which ensures the individual’s ability to effective intercultural communication with representatives of another culture through a foreign language. The use of authentic texts and video materials containing a certain set of background knowledge about the culture of the country of the language being studied, which, according to V.P. Furmanova, “opens up great prospects in terms of the formation and development of non-linguistic universities students of intercultural professionally-oriented communicative competence” non-verbal component of communication, a national-specific indicator of intercultural communication”

In addition, due to the content of a peculiar vocabulary (phraseological units, emotionally colored words, collocations, slang, etc.), authentic materials allow you to demonstrate the functioning of the studied foreign language in a natural socio-cultural context and thereby contribute to teaching students the authenticity of sentences, i.e. the use of natural phrases, grammar, syntactic constructions, as native speakers do.

In the framework of our study, we consider it necessary to dwell in more detail on the main functions that perform authentic materials in the educational process in a foreign language. N. G. Novikova distinguishes the following functions: information function, which consists in the fact that authentic materials are an excellent source of information about the culture, customs, standards of life adopted in the country of the language being studied, including a source of information of a professional nature; modeling function is manifested in the fact that authentic materials clearly simulate situations and conditions of natural speech communication; the integrative function of authentic materials is realized through the multidisciplinary nature of their content. Combining information from various fields of science and life, they demonstrate a close relationship between the linguistic, cultural and professional competencies of a future specialist; illustrative function is to demonstrate to students examples of the practical use of the learned language material. In addition, authentic materials reflect all changes in the language, demonstrate relevant speech patterns and behavioral models currently used by native speakers in real-life communication situations; the developing function is realized in the fact that in the process of working with authentic materials students improve the skills and abilities of speech types of activity, cognitive activity, as well as their creative abilities; the motivational function of authentic materials allows us to develop not only external (interest in the content of authentic text or video material, that is, in the “picture” that students see on the screen), but also internal motivation to learn a foreign language. Students see the

practical significance of their knowledge, which manifests itself in their ability to understand the language they are learning; the educational function is realized in the education of students of a sense of respect for the people and culture of the country of the language being studied, a sense of pride in their own culture, as well as the ability and desire to participate in the dialogue of cultures.

RESULTS AND DISCUSSION

The implementation of all the above functions requires a careful selection of authentic materials. As the main characteristics that should be inherent in authentic texts, domestic methodologists R. P. Milrud, E. V. Nosonovich consider the following:

- structural authenticity, expressed in the peculiarities of building a foreign language text, its logic, substantive and formal integrity, the presence of connectors, cause and effect and other logical connections;
- lexico-phraseological authenticity, characterized by the presence in the foreign language text of phraseological phrases that are of a national specificity and thereby contribute to the formation of authentic speech behavior in students, as well as increase interest and, as a result, intrinsic motivation to learn a foreign language;
- functional authenticity, consisting in the use in the text of the language tool that is optimal in a particular situation for expressing thoughts. Working with functionally authentic foreign language texts, students get acquainted with a variety of linguistic means, models of speech behavior that are used by native speakers in various life circumstances, and learn to independently use these means in speech;
- Grammatical authenticity is associated with the use of grammar structures characteristic of a given language in spoken and written language. In the process of working on grammatically authentic material, students develop an understanding of inter-lingual discrepancies, which subsequently avoids difficulties in understanding oral and written foreign language speech, as well as difficulties

associated with translating both from a foreign language into their native language and vice versa.

The use of authentic video materials in foreign language classes is based on one of the basic methodological principles - the principle of visibility, and helps not only to teach students the authenticity of foreign language utterances, but also to develop listening skills, which play a very important role in the process of intercultural communication. The analysis of educational literature allowed us to highlight.

The most important criteria for selecting authentic video materials as a means of forming and developing intercultural professionally-oriented communicative competence of students of non-linguistic universities:

- Authentic video material should correspond to the age characteristics and speech experience of students;
- the content of authentic material should be consistent with the current educational goals and interests of students, should be a professional and cultural value;
- authentic video material should contain an element of novelty, that is, new, interesting information;
- Authentic video material should have a rich language, include a variety of lexical units and language constructs used by native speakers of the studied language in real situations of interpersonal and professional communication;
- proportional ratio of visual and sound series, compliance with age and psychological characteristics of students, the duration of the used authentic video material;
- educational value of the content of authentic video material, which consists in developing students' respect for the people of another country, their traditions, customs and cultural characteristics.

CONCLUSION

A very important condition for the effective use of authentic materials in foreign language classes as a means of forming and developing intercultural professionally-oriented communicative competence is comprehensiveness, systematicity and consistency. Authentic materials should be part of the educational process, organically fit into the concept of the curriculum and be used in combination. Authentic printed texts activate students' mental and speech activity, while authentic video materials have a high informative value, thereby contributing to the development of communicative and cognitive activity. Summing up all of the above, we came to the conclusion that the use of authentic texts and video materials in foreign language classes is an effective means of forming and developing intercultural professionally-oriented communicative competence of students of non-linguistic universities. Being a valuable source of socially and professionally significant information, as well as an accurate model of discourse, authentic materials are an effective didactic tool for teaching all types of foreign language activity in close connection with the educational and professional activities of students.

References:

1. Furmanova, V.P. Intercultural communication and cultural-linguistic pragmatics in the theory and practice of teaching foreign languages: author. disc ... Dr. ped. sciences. [Text] / V.P. Furmanova. - M., 1994. - 58 p.
2. Milrud, R.P. Criteria of the content authenticity of the educational text [Text] / R.P. Milrud, E.V. Nosonovich // Foreign language at school. - 1999. - No. 2. - S.8-12.
3. Novikova, I.G. The use of authentic video materials in teaching monologic utterance in a foreign language of students of technical specialties [Text] / I.G. Novikova // Young scientist. - 2013. - No. 6. - S. 711-715.
4. Nosirova N.S. 2020. "The issue of artistic psychology to literary studies". Philadelphia, USA. Vol 82. 110-112.

5. N.S.Nosirova. 2019. “Modern integrations and their benefits in teaching process”, Достижения науки и образования, №8(49) 60-61
6. Ter-Minasova, S. G. Language and intercultural communication [Text] / S. G Ter-Minasova / М.: Slovo, 2008. - 264 p.
7. Yusupova Sh.B. Improvement of students’ technical thinking development technologies at English classes. International Journal of Advanced Science and Technology. Vol. 29, No. 5, (2020), pp. 1472-1478.