

The Role Of Authentic Teaching Materials In Teaching Foreign Languages

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Abstract: *In this article we analyzed the role of authentic teaching materials in teaching foreign languages especially in teaching reading. The practical aspect of teaching a foreign language as a whole involves mastering all forms of communication and all speech functions so that knowledge of a foreign language is a means of interpersonal communication and intercultural communication, enriching the spiritual world, upholding one's beliefs, economic and social progress. The effectiveness of students' independent speech activity, as is known, is largely determined by the presence of interest and motives for students to learn a foreign language.*

Key words: *information, speech activities, customs, gestures, authentic teaching materials, cognitive and humanistic relations.*

An aspect of the methodology of teaching foreign languages, which explores the methods of familiarizing students with a new culture for them, is called linguistic studies. Linguistic studies in teaching a foreign language are widely used in teaching foreigners in a natural language environment, for example, in the country of the language being studied. In high school, when teaching foreign languages, the possibility of learning a language while studying the national culture of the people, unfortunately, is not fully used.

Observations of the pedagogical process show that motivation becomes practically unsaturated if the mastery of foreign language communication is accompanied by the study of the culture of native speakers. Practice shows that schoolchildren with constant interest and curiosity relate to history, culture, art, mores, customs, traditions, the way of everyday life of the people, outlook on life, beliefs, forms of leisure, hobbies of peers, i.e. to everything that connected with the country of the language being studied.

The teacher's story about hobbies, behavioral features (gestures, speech etiquette), the superstitions of Americans and English is of great interest to high school students and the desire to remember information. The students enthusiastically discuss the message; compare what they have heard with the customs, gestures adopted, and the peculiarities of the behavior of the people of our country.

Analysis texts show that the typical phenomena of the reality of the country of the language being studied are not always reflected in educational texts, which are valuable in cognitive and humanistic relations. Insufficiently taken into account is the need to combine and distinguish information of a universal nature and national, as well as present facts of a foreign language and culture in comparison with similar facts of the native language and culture of students.

Meanwhile, reflecting the natural linguistic environment, such materials arouse interest among students, create and support the motivation of learning. Any samples of printed information brought from the countries of the language being studied (theater and bus tickets, guest cards in the hotel, telegram forms, theater programs, etc.) are attractive for students, as they reflect the current reality of the country of the language being studied.

Reading is not only a goal, but also a means of teaching English. Mastering the ability of students to read in a foreign language is one of the practical goals of learning English.

The practical aspect of teaching a foreign language as a whole involves mastering all forms of communication and all speech functions so that knowledge of a foreign language is a means of interpersonal communication and intercultural communication, enriching the spiritual world, upholding one's beliefs, economic and social progress. Accordingly, speaking of English, a specific goal in teaching reading is the ability to quickly read an article in a newspaper or magazine to oneself, a work of medium complexity to satisfy all the functions of reading as a

means of communication. *It is also known that learners' of all ages show great interest in life in foreign countries, in particular, in the countries of the language being studied. And with this, significant reserves are associated with increasing the effectiveness of educational and speech activities in a foreign language lesson.*

The purpose of reading is to develop the ability of students to read an unfamiliar, original text without outside help, with appropriate speed and adequate understanding, depending on the purpose of reading.

In the process of teaching reading, you can use partially adapted authentic texts of various functional orientations, among which texts from newspapers and magazines, non-fiction and fiction can be used. The specialist in any field needs the following types of reading: viewing, to find the necessary information in the text; fact-finding to get an idea of the text; learning to learn specific details and deal with all the information.

The communicative and sociocultural development of students by means of the subject “foreign language” is carried out to a greater extent due to the correct implementation of the linguistic and regional approach in the classroom. This approach ensures the assimilation of the language in close connection with the foreign language culture, which includes a variety of cognitive information about the history, literature, architecture, life, customs, lifestyle and traditions of the people of the country of the language being studied [3].

1. When viewing reading, the task is to get the most general idea about the subject of the text, the book, about the range of issues addressed in them; or find any information. To achieve this, it is enough to read headings, individual paragraphs or sentences. Based on the information received, the reader decides whether this text is needed for further study or not. Viewing reading requires the reader to have a fairly significant amount of language material.

2. In an introductory reading, the degree of completeness of understanding is at least 70%. Understanding of the basic information must be accurate, secondary -

undistorted. This type, as the most common in all areas of everyday life, is carried out on authentic materials that reflect the characteristics of everyday life, life, and culture of the countries of the language being studied. In this type of reading, the following skills are formed: determining the topic, the contents of the text by title; highlighting the main idea; selection of the main facts from the text, omitting secondary ones; establishing a logical sequence of basic facts of the text [5].

3. When studying reading (reading with a full understanding of the content), it is necessary to understand both the main and secondary information, using all possible means of disclosing the meaning of unfamiliar language phenomena (analysis, selective translation, reference to the dictionary, etc.) When studying reading, the reader seeks to fully and accurately understand the information, critically interpret it. This is a rather slow reading, it is accompanied by stops and re-reading of individual places. The degree of completeness of understanding is - 100%, this is an accurate understanding of all information. In this type of reading, the following skills are formed: to fully and accurately understand the content of the text on the basis of its information processing; evaluate the information received, express your opinion; comment on certain facts described in the text. Learning reading involves using the contents of the text for subsequent retelling and discussion.

Reading as the goal of learning, and therefore as an independent type of speech activity, appears when we read in order to obtain the necessary information from the text. Thus, the tasks of teaching reading as an independent type of speech activity are as follows: to teach students to extract information from the text to the extent that is necessary to solve a particular speech problem using certain reading technologies.

Currently, the term “authenticity” is widely used. Authentic materials are considered to be those that are used in real life in those countries where this foreign language is spoken [4]. These include texts extracted from newspapers and

magazines, various kinds of announcements (announcements, posters, advertisements, signs, schedules, menus, etc.), letters, correspondence, news programs on radio and television, air and train tickets, art texts.

By nature, they are usually divided into:

- 1) pragmatic (signs, announcements, menus, transport schedules, etc.),
- 2) journalistic (newspaper and magazine articles), art, popular science.

Depending on the level of formation of communicative competence, different authentic texts are used at different stages of training. The degree of preparation of students determines the use of authentic text of varying degrees of complexity.

Let's look at some examples.

Authentic Newspaper Text Technique

Stage 1. Work with a newspaper

Students are encouraged to view the entire issue of the newspaper.

Tasks: look at the number and say:

- what headings does it contain
- which headings (articles) attracted your attention. To discuss the work done,

I use reference schemes.

2 stage. Introductory reading

At this stage, students look at the newspaper article that:

- attracted their attention;
- the teacher offers;
- corresponds to the topic being studied.

Exercises:

1) From the illustrations accompanying the article, determine what is being described in it.

2) Read the title and subtitle and say what (com) will be discussed in this article.

3) Read the first paragraph and tell me what information the entire article conveys.

4) Read the last paragraph and say what content may precede it.

5) Read the first sentences of the paragraphs and name those issues that will be considered in the text.

6) Find international words and use them to identify the subject of the text.

The task can be offered simultaneously to all students, differentiating them. For example: 1) and 2) - less prepared children; 3) and 6) - more prepared. To verify the completion of the assignment, I use reference schemes.

3 stage. Working with article text

Search reading.

Tasks:

1) Find the answer to the question:

- When did the event happen?
- Where did it happen?
- In which country...?
- Who are the main participants?

2) What paragraph contains the main idea of the text?

Authentic texts are used as an addition to those available with the aim of developing the actual reading skills, and also as the basis for the development of written and oral speech.

The use of authentic texts contributes to the formation of communicative competence, which is the main goal of teaching a foreign language. In this case, all its components are involved:

Linguistic competence, since the study of a different linguistic repertoire within the framework of different topics on the basis of really existing texts can significantly expand the active and passive vocabulary, enrich the vocabulary of schoolchildren, and introduce new grammatical constructions.

Sociolinguistic competence, i.e. the use of language forms depending on the specific situation of communication and context. Reading in this case plays the role of a learning tool, and an authentic text brings it as close as possible to a real situation in which students may find themselves in everyday life.

Discursive competence. It involves mastering the skills of speech organization, the ability to build it clearly, logically, consistently. An authentic text can help students develop the ability to perceive, understand and interpret a written source of information.

Sociocultural competence. The use of various authentic texts at different stages of training allows you to expand the children's understanding of culture, traditions, lifestyle, sets up a dialogue of cultures.

Social competence. This component of communicative competence is focused on the interpersonal nature of communication. The formation of this type of competency determines the organizational forms of work in the lesson. Work with authentic texts creates an atmosphere of common interest, mutual support, joint overcoming difficulties and joint solution of goals.

The use of authentic texts in teaching various types of reading contributes to the formation of truly communicative skills.

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