INCORPORATING AUTHENTIC MATERIALS IN LANGUAGE TEACHING

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ABOUT ARTICLE

Abstract: The purpose of this work is to substantiate the importance of using authentic materials in teaching a foreign language in a non-linguistic university. The article describes the main elements included in the system of conditions required for the organization of the authenticity of the educational process. The author emphasizes the advantages of using authentic materials when learning a foreign language. As a result of the research, several main functions performed by authentic materials in the educational process were identified. The results obtained indicate the importance of using authentic materials when teaching a foreign language in a non-linguistic university.

INTRODUCTION

Modern society places very high demands on university graduates in terms of foreign language proficiency. Based on these requirements, it is possible to determine the goals of the educational process. It is obvious that the graduate should master not only the language units, but also understand the subtleties of the socio-cultural language environment and use these features depending on the specific situation of speech communication. It is not so easy to master them if you study a foreign language only in the classroom during the allocated seminar hours and outside the country of the language being studied. These problems pose a clear task for the teacher to create conditions and introduce into the learning process techniques and methods that will introduce and allow them to possess the necessary skills and abilities for further interaction with native speakers. When solving this problem, the necessary component of the educational process will be the authentic material, since it serves as an orientation and the main sample of a foreign language. The topic of using authentic materials in the process of teaching a foreign language generates many disagreements among methodologists. Foreign and domestic scientists have long used the definition of "original materials". The term "authentic materials" in the methodology appeared relatively recently due to changes in the goals and objectives of teaching a foreign language at the current stage of modernization of the

educational system. Determining the degree of authenticity of educational materials becomes a deep methodological problem for methodologists.

Currently, many researchers give different points of view on the use of authentic materials in teaching a foreign language. For example, G. Widdowson emphasizes that authenticity itself should not just be a criterion for a certain educational, methodological or didactic material, but should be an integral part of the educational process. In turn, he separates the concept of "authenticity" from "authenticity". Authenticity means the possibility of using language units not only in the classroom, but also outside the classroom, in the process of real language communication. And authenticity can only be a characteristic feature of the educational process. At the same time, the educational process itself includes not just the use of an article from a foreign magazine or newspaper in the lesson, but the organization of effective and pre-planned work with this material. Thus, the teacher will be able to achieve high motivation on the part of students by involving them in the natural process of speech communication. The use of a foreign language in its teaching is very specific. In a foreign language lesson, the presence of a certain condition is inevitable, determined by the fact that the native language is replaced by another. Foreign language lessons are characterized by unique features of educational activities and stand apart in the educational process. An integral and authentic basis of learning a foreign language is imagination, convention and game elements. A large number of domestic and foreign researchers note that a more thorough assimilation of educational material, increased motivation, and interaction of students with the English language outside the educational space can be achieved by including video content in the linguodidactic process. In addition to cultural peculiarities, video content may also reflect linguistic realities characteristic of a particular era. Video materials also help to make up for the lack of a language environment [11]. Thus, at the moment, video materials in a foreign language are one of the most popular types of authentic materials. Authenticity of video materials in teaching a foreign language. Since the use of authentic video materials is actively being introduced into the educational process, the question arises about the theoretical justification of this process. Video recordings are any fragments of both artistic and documentary films in a foreign language. They also include various interviews, television programs and shows, commercials and much more. These video recordings serve as didactic material for both practical classes and independent work of students, since they make it possible to reproduce a large number of times in case of difficulties in understanding speech by ear. universal reality in a multifaceted and diverse spectrum; while offering reproduction of society in the image in which it represents itself; for a person learning a foreign language, this is the most reliable way to get authentic information created for speakers of the studied language of all social circles of different ages.

• **Motivational.**

The use of video material in a foreign language lesson contributes to the development of two types of motivation: self-motivation, due to interest in the plot of the film, and motivation achieved by realizing to the student that he will see and understand the material through the language he is learning. As a result, students have a sense of satisfaction, self-belief and a desire for further learning. We see the task of the teacher in creating conditions so that the motivation of students increases not only due to an entertaining story, but also from the realization that the language of the video is understandable to them.

• **Modeling.**

When using video, various situations are simulated, imitating the conditions of real communication.

Authentic video materials implement a modeling function, since they are designed to replace the language environment in the classroom, creating "in the student's mind a language model that is optimal in terms of generating full-fledged speech in the language, and secondly, an image of the world specific to this culture" [4].

• **Integrative.**

The purpose of the integrative function is understood by us in the possibility of video material distributing information, combining educational material from other manuals and printed publications, while reflecting real facts from the life of society.

• **Illustrative.**

Demonstrating to students samples of the practical application of the studied language structures is the main task of the illustrative function. The combination of audio and video information in authentic materials indicates that they promptly, in comparison with other sources, reflect the latest changes and changes in the language, illustrating speech patterns, customs of their use and the structure of the studied language in real reality.

• **Developing.**

In addition to the development of mental processes: attention, thinking, memory, etc., it represents the improvement of personal qualities. In the process of learning a foreign language, the use of video materials leads not only to the formation of speech skills, but also to the development of creativity, determined by the ability of students to apply acquired skills in a new communication situation.

• **Educational.**

Through the use of authentic video materials in foreign language lessons, students comprehend a foreign culture, contributing to the unification and interaction of different societies and their active dialogue, thus ensuring the achievement of the global goal of teaching a foreign language.

Having studied the effectiveness of using video materials in teaching a foreign language, and the potential conditions for their use in order to form socio-cultural competence, we came to the conclusion that special effectiveness is manifested in teaching oral speech. Emotional empathy of what is happening on the screen contributes to the automatic assimilation of information; allows you to apply a variety of learning techniques, thus creating conditions for visual and auditory support when presenting new grammatical, phonetic and lexical information; is used to organize productive work of consolidating and repeating previously studied material. The presented list of the educational potential of using authentic materials in the educational process cannot be considered complete. But, thanks to him, the evidence of uniqueness and the need for their use for educational purposes, in comparison with other means of education, become indisputable. The success of using authentic material in practice depends on the skillful organization of work with them. It is more expedient to start the work by defining educational goals and tasks, using a particular material. It is also necessary to determine the choice of authentic information and the way it is presented. Domestic and foreign researchers pay great attention to the problem of selecting authentic materials. After analyzing the work of various authors on this topic, we have identified the following indicators for the selection of authentic materials:

– the linguistic content of the material should correspond to the level of language training of students;
– the modernity of the presented material;
– the quality of aesthetic and phonetic design;
– compliance of the content with educational goals, age characteristics and interests of students;
– selection of the material taking into account the country-specific features;

- the socio-cultural content of an authentic information should correspond to the goals of the restoration of socio-cultural competence;
- informative value;
- popularity among students;
- a variety of genre and compositional forms;
- the presence of a problem.

The functional approach gives a leading role to the criteria that come from the selection and presentation of the material, which prevail in the methodology of Russian authors, namely: communicative significance. Authentic materials are considered through a range of real-life circumstances and a variety of forms of communication that students will have to learn.

In our opinion, the selection of authentic materials should be carried out taking into account the above-mentioned criteria, choosing only the information that will contribute to the development of communicative communication skills in a foreign language, convey thematic orientation, socio-cultural elements, reflect the specifics of national communication and worldview. This activity-based approach to the construction of the educational process provides not only the introduction of linguistic information, but also its assimilation and consolidation, provided that the only essence and meaning of learning is the mastery of live foreign language speech. Applying authentic materials in the educational process, it is necessary to take into account the peculiarities of their genres and varieties. So, using authentic materials within the framework of the lesson, be it video, audio, books, booklets, it is advisable to consider the amount of time that can be spent working with them. As a rule, the time frames of information sources exceed the duration of the lesson, and even pairs, so it is better to select the most successful fragments (episodes) from the point of view of giving the material, without breaking the logical sequence, and build further work with each passage (part). In our understanding, a fragment is a limited plot and thematically completed excerpt from a video, audio or graphically illustrated work. Work with the full material of an authentic source can be organized at the final stage, as a homework assignment or as part of research and extracurricular activities. Following that, taking into account the set goals and objectives, the subject matter, linguistic and regional characteristics of the material, it is necessary to create a number of tasks for each passage. Such tasks can be conditionally summarized into three groups: tasks before working with the fragment, during work and after. A more detailed analysis of the stages of working with authentic materials, as well as a set of exercises and techniques, will be discussed in the third chapter of this work.

The use of authentic video materials in the educational process effectively affects the development of the phonetic side of speech: students get the opportunity to observe articulation, hear the pronunciation of native speakers and find differences in them, experience all genres of speech - from the babble of a child to dictation pronunciation; provide unmistakable monolingual semantics of vocabulary. The use of authentic materials has a positive effect on the development of various mental processes of students, and first of all, attention and memory. While working on an authentic source, a special educational environment is created in the classroom that promotes collective cooperation and communication. In such conditions, it is simply impossible to be inattentive, involuntary attention becomes arbitrary. The entire student body directs all its efforts to awareness and understanding of the content of what has been read (seen, heard). Such an intense load stimulates the processes of memory, and memorization of the material is brought to automatism. Due to the use of various channels of perception (hearing, vision, movement), all linguistic and regional studies material is assimilated quickly and firmly.

If printed text and audio materials are valuable for their informative, educational, educational and developmental capabilities, then video has the opportunity to combine various aspects of a speech act. The video conveys the meaningful side of communication, by means of visual information about the place of action, the appearance of the interlocutors, their behavior in this situation, depending on the age, gender and psychological characteristics of the participants in communication. It has been proven that if a person sees the source of speech, then the perception of information will occur much better than in the absence of any visualization. Visual observation of not only the facial expressions and gestures of the opponents of communication, but also lip movements and eye contact has an effective effect on the understanding of speech. Hence, it can be concluded that the correct methodically structured use of authentic materials in the classroom will allow students to be most productively prepared for communicative situations and will help to prevent possible problems. Authentic materials have a beneficial effect on the assimilation and consolidation of factual information and linguistic features of speech in a certain context. This means that their use in the educational process has a beneficial effect on the emotional sphere of students, stimulates and motivates them to participate in further educational, research and creative work. In order to make the English language learning process effective by using video content, it is necessary to gradually introduce, regulate and intelligently apply video in the learning process. The teacher must determine when and in what quantity to present the video material [9]. Incorporating authentic materials in language teaching is a valuable approach to enhance students' language skills and cultural understanding. Authentic materials are those created for native speakers in real-life situations, such as newspapers, magazines, videos, podcasts, interviews, advertisements, and more. Here are some strategies for effectively integrating authentic materials into language teaching:

Relevance to Real-life Situations

  - Choose materials that reflect authentic communication in real-world contexts. This helps students connect language learning to practical use.

Varied Text Types

  - Include a variety of authentic texts, such as articles, advertisements, dialogues, and social media posts. This exposes learners to different styles and registers of language.

Current and Up-to-date Content

  - Select materials that are current and relevant to the students' interests. This keeps them engaged and connected to contemporary language use.

Adaptation and Simplification

  - Depending on the proficiency level of your students, you may need to adapt or simplify authentic materials. This ensures that the content is challenging but still accessible.

Task-Based Learning

  - Design tasks or activities around the authentic materials to encourage active engagement. For example, students can analyze an article, create a presentation, or participate in a role-play based on a real-life situation.

Multimodal Approach

  - Incorporate various media formats, such as audio, video, images, and written text. This appeals to different learning styles and provides a richer language learning experience.

Cultural Awareness

  - Use authentic materials to expose students to cultural nuances embedded in language. This fosters cultural awareness and helps learners understand the context behind language use.

Interactive Discussions
  - Organize class discussions based on authentic materials to encourage students to express their opinions, share ideas, and develop critical thinking skills.
Authentic Language Practice
  - Encourage students to use language authentically by providing opportunities for them to write, speak, and interact with others using the newly acquired language skills.
Technology Integration
  - Leverage technology to access and share authentic materials. Online platforms, language learning apps, and social media can provide a wealth of authentic content.
Guest Speakers or Interviews
  - Bring in native speakers or conduct virtual interviews to provide students with exposure to authentic accents, dialects, and communication styles.
Assessment and Feedback
  - Evaluate students' understanding and language proficiency through assessments based on authentic materials. Provide constructive feedback to guide their learning.
By incorporating authentic materials into language teaching, educators can create a more dynamic and engaging learning environment, fostering not only linguistic proficiency but also cultural competence. In accordance with the recommendations of foreign methodologists, it is considered advisable to use video materials once every one to two weeks. It is mainly recommended to use short, short-lived video content: from 30 seconds to 5-10 minutes, while it is argued that the presentation of a video fragment lasting 4-5 minutes guarantees intensive activity of students throughout the whole period. According to the researchers, a text that sounds for more than 3 minutes can overload short-term memory, which complicates the process of perceiving further incoming information. This can be explained by the fact that the saturation and density of the displayed information are present in the video content. These characteristic features determine the effectiveness of using short videos or short films for intensive study, rather than a longer video fragment for extensive study. Proponents of the use of long-term video clips in the classroom consider it rational to show video materials lasting 20-60 minutes in groups of advanced or intermediate level, allowing the possibility of showing the entire video in the audience without violating the integrity of the artistic impression [5]. According to M.V. Baranova, the effectiveness of the use of video materials in the learning process is determined by the consistency of the plot of the material with the topic of a certain lesson. The video material should also be provided with a number of exercises and tasks (a number of questions for understanding the content, for thinking about the topic of the material, for using vocabulary, etc.) [1].
It can be concluded that it is quite difficult to find fault with a huge number of criteria and principles of selecting video materials for their use in teaching English at the same time, nevertheless, it is necessary to take them into account as much as possible. Most methodologists agree, defining the most basic criteria for the selection of video materials, which can be considered as follows: compliance with age and level of English language proficiency, compliance with the topic and objectives of the lesson, the presence of a problem in the video, the absence of offensive, immoral elements, high-quality and prepared organization of the lesson using video materials. As for the duration of the video clip being shown, as we found out, most methodologists adhere to the point of view that it is better to use short video clips lasting about five minutes. However, there are also adherents of using long video content in English lessons. An analysis of the methodological literature and our own experience indicate that such materials are a mainstay in teaching a foreign language, as well as a huge source of regional information.

Authentic materials have a positive effect on the assimilation and consolidation of factual information and language units in a given context, arouse great interest among students. This means that their use in the educational process will increase the motivation of students to learn a foreign language.

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