9-10-2019

TEACHING FOREIGN LANGUAGE WITH AUTHENTIC TEXT MATERIALS

Sabokhon Abdullajanovna Sharipova
Senior teacher of Namangan state university

Recommended Citation

Sharipova, Sabokhon Abdullajanovna (2019) "TEACHING FOREIGN LANGUAGE WITH AUTHENTIC TEXT MATERIALS," *Scientific Bulletin of Namangan State University*: Vol. 1 : Iss. 8 , Article 59.
Available at: https://uzjournals.edu.uz/namdu/vol1/iss8/59

TEACHING FOREIGN LANGUAGE WITH AUTHENTIC TEXT MATERIALS

Cover Page Footnote

???????

Erratum

???????

TEACHING FOREIGN LANGUAGE WITH AUTHENTIC TEXT MATERIALS

Sharipova Sabokhon Abdullajanovna
Senior teacher of Namangan state university

Abstract: The relevance of the problem of this area is due to the need to choose effective ways of forming communicative competence in teaching a foreign language. In this regard, the purpose of the article is to consider authenticity as a property of organizing an effective educational process and authentic text materials, as a way to create authentic atmosphere. This article discusses the principles of formation of communicative competence, defines the concept of "authenticity" and "authentic materials", provides a classification of authenticity and authentic texts, discusses aspects of using authentic text materials and discloses the stages of organizing reading for each type of text. The materials of the article are of practical value for organizing work with authentic materials in a foreign language lesson and make a theoretical contribution to the study of the problem of authenticity.

Key words: authentic material, authentic textual material, authenticity, communicative competence, foreign language.

ОБУЧЕНИЕ ИНОСТРАННОМУ ЯЗЫКУ С АУТЕНТИЧНЫМИ ТЕКСТОВЫМИ МАТЕРИАЛАМИ

Шарипова Сабохон Абдиллажановна
Старшый преподаватель Наманганского государственного университета

Аннотация: *Актуальность исследуемой проблемы обусловлена необходимостью выбора эффективных способов формирования коммуникативной компетенции при обучении иностранному языку. В связи с этим, цель статьи заключается в рассмотрении аутентичности как свойства организации эффективного учебного процесса и аутентичных текстовых материалов, как способа создания аутентичной ситуативности. В данной статье рассмотрены принципы формирования коммуникативной компетенции, дано определение понятию «аутентичность» и «аутентичные материалы», приведена классификация аутентичности и аутентичных текстов, рассмотрены аспекты использования аутентичных текстовых материалов и раскрыты этапы организации чтения для каждого из видов текстов. Материалы статьи представляют практическую ценность для организации работы с аутентичными материалами на уроке иностранного языка и вносят теоретический вклад в изучение проблемы аутентичности.*

Ключевые слова: *аутентичный материал, аутентичный текстовый материал аутентичность, коммуникативная компетенция, иностранный язык.*

AUTENTIK MATNLI MANBAALAR ORQALI CHET TILINI O'QITISH

Sharipova Sabokhon Abdullajanovna
Namangan davlat universiteti kata o'qituvchisi

Annotatsiya: *Ushbu maqolada yoritilishi kerak bo'lgan mavzu muammosining dolzarbligi chet tilini o'qitishda kommunikativ kompetentsiyani shakllantirishning samarali usullarini tanlash zarurati bilan bog'liq. Shu munosabat bilan, maqolaning maqsadi haqiqiylikni samarali o'quv jarayonini tashkil qilishning asl mohiyati va asl matn materiallari, haqiqiy atmosferani yaratish usuli sifatida ko'rib chiqishdir. Mazkur maqolada kommunikativ kompetentsiyani shakllantirish tamoyillari ko'rib chiqiladi, "autentik" va "autentik manbaalar" tushunchalari aniqlanadi, haqiqiy va asl matnlarning tasnifi ta'minlanadi, asl matn materiallaridan foydalanish aspektlari muhokama qilinadi va har bir turdagi asl matnlar mohiyatini ochib beradi. Maqola materiallari chet tili darsida asl (autentik) materiallar bilan ishlashni tashkil qilishda amaliy ahamiyatga ega va asllikni tekshirish masalalariga nazariy hissa qo'shadi.*

Kalit so'zlar: *autentik materiallar, autentik matnlar, haqiqiylik, kommunikativ kompetentsiya, chet tili.*

The formation of communicative competence is one of the central problems of modern linguodidactics. Along with mastering the basic means of the language, communicative competence includes the ability to work with information: transforming it in accordance with its own idea for the subsequent expression of a personal opinion to the accepted information when transmitting it to the interlocutor. At the same time, one of the goals of mastering the main educational program in a foreign language should be pointed out, namely, the formation of an active personal position in the perception of the world, including the development of national self-awareness through acquaintance with the main features of the life of the country and the language being studied.

First of all, it is worth noting that achieving the goal of forming communicative competence in foreign language lessons is impossible without observing a number of fundamental principles. Among them, the principle of individualization, which involves taking into account the individual characteristics, interests and needs of students in learning all types of speech during lesson and extracurricular learning activities; the principle of authentic situationality, that is, the requirement to create a real communication; the principle of speech-cognitive activity, manifested in the use of speech at the same time as a means and purpose of learning, and in the speech nature of the exercises used, in the presence of the communicative value of speech material (problematic). The principle of functionality, expressed in the predominance of the function of the speech unit over the linguistic form, and the principle of novelty, considered, on the one hand, as the use of various forms and ways of organizing the learning space, and on the other hand, as the development of new methods and ways of organizing educational activities.

The use of authentic materials may be one of the ways to build communicative competence in complying with these principles; however, the concept of "authentic materials" in connection with the novelty of considering this issue in modern linguodidactics has not yet acquired a clear definition. First of all, it is worth considering the concept of authenticity. Unfortunately, turning to the consideration of this concept leads to terminological confusion. In modern, both domestic and foreign methodological science, a clear definition of authenticity is not given, at the same time, the terminological boundary between the concepts of "authentic", "original" and "genuine" is not traced.

Due to this, we will try to define authenticity and find out the relationship between this concept and its related ones.

To begin the consideration with the fact that in translation from Greek authentic means the real, which corresponds with English - natural. According to the dictionary definitions of the concepts "authentic", "genuine", "original" as properties of authenticity, authenticity and originality in a broad sense fall into a number of synonyms. So, for example, in the New Dictionary of the Russian Language Efremova T.F.defines the concept of "authentic" as "Coming from the source, corresponding to the original-authentic". In this case, "genuine" means "being the original; not copied", but" original" is presented as "characteristic of the original, characteristic of it "or" not borrowed, not imitative, not translated, genuine "[2]. It is obvious that in the framework of linguodidactic science, the concepts "authenticity " and " authentic " acquired a different connotation of value, which allowed the methodologists to classify authenticity.

In the works of foreign and Russian methodologists, different classifications of authenticity are found. So, L. Lier identifies three types of authenticity [8]. Firstly, he emphasizes the authenticity of the material, which is manifested in the use of adapted texts specially processed for methodological purposes, while preserving their authentic properties, such as the use of natural language, coherence, etc. Secondly, pragmatic authenticity is highlighted. That is, the authenticity of the context and the communicative goal, the authenticity of speech of interaction. Thirdly, L. Lier speaks of the existence of personal authenticity, which means the subject clearly understands the causes and goals of performing communicative actions.

Anticipation of the result of these actions, the subsequent correction of language behavior depending on the specific communication atmosphere. Compared with L. Lier, M. Brin distinguishes not 3, but 4 types of authenticity: the authenticity of the texts used in the learning process; the authenticity of the perception of these texts; the authenticity of training tasks, as well as the authenticity of the social situation in the lesson [5, p. 60-70]. At the same time, the authenticity of the texts by M. Brin comes to the fore.

 Methodists Nosonovich E.V. and Milrud R.P. similarly to M. Brin, preference is given to the consideration of authentic texts and a number of aspects of the authenticity of the educational text are distinguished, among them [4, p.10-14]:

1) Culturological authenticity - the use of texts that form ideas about the basic features of the life of the speakers of the studied language in all areas of the functioning of this language;

2) Informative authenticity - the use of texts containing relevant, relevant information that corresponds to the age characteristics of students;

3) Situational authenticity - the creation of a natural situation of communication, proposed, for example, in the form of an educational illustration, possession of the declared topic of interest to native speakers, the naturalness of the discussion of the specified topic;

4) Authenticity of national mentality - an explanation of the relevance or lack thereof in the use of a particular phrase of a foreign language.

5) Reactive authenticity - the ability of a text to evoke in students an authentic emotional, mental and verbal response;

6) Authenticity of design - the correspondence of the design of the text in the textbook and its design in the original, resulting in attracting the attention of students, facilitating understanding of the communicative task of the text;

7) Authenticity of educational tasks to texts - the ability of tasks to stimulate the interaction of students with the text, in particular, they should be based on operations performed outside the classroom when working with various sources of information.

Based on the above classifications of authenticity, it seems possible to conclude that authenticity within the framework of linguodidactics and methods of teaching a foreign language can be defined as the correspondence of the substantial, organizational and individual aspects of teaching a foreign language to the natural way of functioning of a foreign language in a foreign language society.

Along with difficulties in explaining the phenomenon of authenticity, in linguodidactics there is a problem of determining the essence of authentic material, in particular, what materials can be considered authentic, and most scientists, like Nosonovich E.V. and Milrud R.P.,say the advantage about authentic text materials.So, for example,G.I.Voronin, when considering authentic texts, defines them as texts borrowed from the communicative practice of native speakers [1, p. 23-25].

In contrast to G.I. Voronina, K. S. Krichevskaya, considering events of knowledge of a foreign language culture, includes authentic works of literature, music, folklore, and works of fine art among authentic materials [3, p. 13-17]. She is also allocated a separate group of pragmatic materials serving the everyday side of society (announcements, questionnaires, signs, labels, menus, bills, cards, handouts, etc.), they can include various audio-visual materials, including informational television and radio programs, weather forecasts, announcements in public places (stations, airports).

According to foreign linguists, such as D. Harmer, authentic text refers to the text originally written for native speakers by native speakers of this language [6, p. 146]. At the same time, K. Morrow considers an authentic text as an example of a living language; an authentic text represents a passage of speech created in oral or written speech for a real recipient with the aim of transmitting this or that information [10, p.13]. Unlike D. Harmer and C. Morrow, D. Noonan considers not only authentic texts, but also other materials, arguing that "any material created not with the aim of learning a language can be considered authentic" [11,p. 54].

The use of authentic materials in teaching a foreign language fully complies with the above-described principles for the formation of communicative competence. They meet the principles of authentic co-situationalism of speech-cognitive activity, being a means of creating real situations of communication and achieving authenticity of communication goals, which is manifested in the students' awareness of the language functionality. Moreover, the variety of sources and forms of authentic materials comply with the principles of individualization and novelty. In this regard, this type of training materials can be considered as an excellent formation of all the components of communicative competence, primarily sociolinguistic, sociocultural, strategic and discursive competence. In the field of linguodidactics, however, there is no consensus on the effectiveness of using authentic materials. The positive effect of using authentic materials is confirmed by many researchers, for example, A. Martinez identifies a number of advantages of these materials

[9].He claims that through the use of authentic materials, students acquire linguistic-cultural knowledge,acquire and improve language skills within the framework of an authentic communication situation. In addition, authentic materials provide variability in the types of educational activities due to their genre and style diversity. At the same time, he lists the main shortcomings, usually attributed to authentic materials. The complexity of authentic texts for understanding is especially noted, related to the difference in cultures, the discrepancy between the level of language proficiency and the used authentic language units, the rapid obsolescence of information, and as a result, the need for careful selection of material and the development of a process for working on it. The complexity of organizing work with a number of authentic materials, mainly audio and audiovisual materials, is explained by the existence of various accents and dialects. The listed advantages and disadvantages of using authentic materials raise the question of choosing the most effective authentic materials. Authentic materials, as noted, can include audio, video materials and texts in a foreign language, created not to achieve an educational goal, but for real communication.

Let us further consider the prerequisites for the effectiveness of using authentic textual materials.According to G.I. Voronina, functional and informative texts are among authentic texts [1, p. 23-25].Functional texts are understood to mean texts that perform the function of explanations, instructions, warnings or advertisements (road signs and signs, signs, diagrams, diagrams, handouts,theater programs, etc.). As for informative texts, they are represented by news notes, articles, interviews, surveys, announcements, comments, reports, etc. K.S. Krichevskaya, referring to authentic texts, also refers to them texts of literature [3, from. 13-17].Based on the foregoing, we determine that functional, informative and artistic authentic texts stand out.

Summarizing all the above definitions of authentic materials, we can say that authentic materials are materials produced by native speakers for native speakers, presented in native language in text, video and audio format, as well as in the form of illustrations. One of the above advantages of using authentic materials, namely the possibility of creating an authentic situation along with the authenticity of educational tasks, is completely inherent in the use of functional and informative texts. The latter, performing a pragmatic function and serving the everyday side of society, are characterized by relevance (changing together with society), genre diversity of sources (which follows the principle of individualization), situational conditioning and contain the basic units of the language necessary for everyday communication.

References

1. Voronina G. I. Organizatsiya raboty s autentichnymi tekstami molodejnoy pressy v starshix klassax shkol s uglublennym izucheniem ino- strannogo yazyka / G.I. Voronina // Inostrannye yazyki v shkole.1999.№ 2. S. 23–25.
2. Efremova T. F. Novyy slovar russkogo yazyka. Tolkovo-slovoobrazovatel-nyy / T. F.Efremova. VII. M.:Russkiy yazyk. 2000.С.1213.
3. Krichevskaya K. S. Pragmaticheskie materialy, znakomyaщie uchenikov s

kulturoy i sredoy obitaniya jiteley strany izuchaemogo yazyka / K. S. Krichevskaya// Inostrannыe yazыki v shkole. 1996.№ 1.S. 13-17.

4. Nosonovich E.V. Milrud G. P. Kriterii soderjatelnoy autentichnosti

uchebnogo teksta / E. V. Nosonovich, G. P. Milrud// Inostrannыe yazыki v shkole. 2008. № 2. S. 10-14.

5. Breen M. P Authenticity in the Classroom / M. P. Breen // Applied Linguistics. 1985. № 6/1. R. 60–70.

6. Harmer J. How to teach English / J. Harmer. 6th impression. London: Pearson. 2010. PP. 290.

7. Hofmann H. Zur Integration von literarischen Texten in einem kommunikativen Sprachunterricht. In: Authentische Texte im DU / H. Hofmann.München: Hueber Verlag. 1985. PP. 200.

8. Lier L. V. The Classroom and the Language Learner / L. V. Lier. N.Y: Longman. 1988. PP.

9. Martinez A. Authentic Materials: An Overview [online] / A. Martinez // Karen's Linguistic Issues. 2002. Available at www.3.telus.net/linguisticsissues/ authenticmate-rials.html (retrieved November 5, 2003).

10. Morrow, K. Authentic Texts in ESP/ K. Morrow, S. Holden (Ed.) //English for spe-cific purposes. London: Modern English Publications. 1977. PP. 13-16.

11. Nunan, D. Designing tasks for the communicative classroom / D. Nunan. Cam-bridge: Cambridge University Press. 1989/2000.PP.215.