

THE USE OF AUTHENTIC MATERIALS IN NON –  
LINGUISTIC UNIVERSITIES

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**Abstract:** *the article is devoted to the necessity of using authentic materials in the process of requiring new language. Language in authentic texts is a means of real everyday communication, since it reproduces a really existing linguistic reality, it is he who reveals the features of the functioning of language as a communication tool in a natural setting. Thanks to the use of authentic materials, we reduce the risk of distorting foreign language reality, because these materials are evidence of the existence of modern civilization in the native country of the language being studied, they recreate judgments, ideas, culture, traditions and customs, literally all knowledge about foreign culture. The article highlights the wide possibilities of Internet resources that have a large informative database of free English online podcasts that create favorable conditions for improving skills all language skills. At each stage of learning a variety of types of tasks that ensure successful perception by students' foreign language speech and increase their motivation to learn a foreign language are offered.*

**Key words:** *materials, language skills, relevant, resources, comprehension, communication.*

Great changes taking place in the socio-economic and political spheres of our life, put society before the need to solve many important problems in higher education. In particular, a foreign language has become fully be recognized as an important source of information and a means of national and international communication. Its goal is not easy teaching of speech activity: speaking, reading, listening or writing, and teaching speech activity as a means of communication. [2]

The perception of foreign speech by ear is one of the most important and complex types of speech activity and, according to many scientists, should be quite well developed It is with listening that the mastery of oral communication begins, success which depends largely on how well the speech hearing of the person himself is developed, his ability to distinguish perceived sounds [1]. An important role in listening to speech also plays the memory of a person, his ability to retain information in memory, attention and the listener's interest in the topic. Naturally, when learning to perceive speech by ear, it is necessary, first of all, develop listening skills and speech

hearing based on the speech of native speakers. And in this case, it is authentic audio-video texts that allow students to hear the speech of native speakers, which reflects the living reality, features national culture. Most importantly, authentic material evokes cognitive interest of students, readiness to discuss problems, and therefore, contributes to the increase their motivation to learn a foreign language. Clearly, if the student perceives foreign speech, then he begins to realize that all his efforts spent on studying foreign language, were not in vain. Thus, the main task of the teacher at stage of working with authentic material is the selection of audio or video material, which be interesting, informative, understandable, consistent with modern reality of a foreign-speaking society and would create favorable conditions for mastering by students of new regional information, speech behavior native speakers, would contribute to their acquaintance with the life of the people, their culture The possibilities of Internet resources for improving listening skills on based on authentic audio and video texts when learning a foreign language are unlimited. [4]Authentic texts are necessary materials for students when learning a language, which they want to understand while traveling, studying abroad, participating in international conferences or other situations requiring the use of language.

*Material for teaching foreign languages must meet the following requirements:*

1. The content of relevant and interesting information for students, which can increase the level of motivation;
2. Compliance of the content of the material with the age and psychological characteristics of students, as well as their speech experience both in their native and in foreign languages;
3. Representation of different forms of speech;
4. The naturalness of the characters, situations and circumstances that are presented in authentic material;
5. The presence of redundant elements of information;
6. The ability of an authentic text to evoke a response;
7. Desirable presence of educational value.[3]

However, searching for and downloading resources from the Internet, especially with unlimited access to the network, are practically free and require only a temporary investment. Authentic materials allow students to use living spoken language in communication, rather than formal specially formulated phrasesThe Internet as a modern reality is accessible to most students and teachers and provides easy access to an infinite number of materials.

Besides, there are numerous podcasts that are aimed at developing learners' both speaking and listening skills.

They are following:

- *BBC World Service;*
- *YouTube;*
- *Voice of America;*
- *ESL.*

The BBC World Service provides an opportunity not only to read, but also listen to the news in English on the BBC website. And in addition to broadcasting, this service has the BBC Learning English project, which, being the most popular program, assists students in learning English, especially at the first stage of training. Moreover, there is a large database of interesting free English online podcasts (small audio or video recordings, made in the style of a radio broadcast), contributing to a significant improvement in the perception. English speech by ear. The podcast hosts are native speakers, so given the opportunity to listen to and learn a living language, in the form in which they used by ordinary residents of English-speaking countries.

Podcasts are divided into 3 levels: the first - for beginners (elementary), the second - for students with average knowledge of English language (lower intermediate and intermediate), the third - for students with higher knowledge medium (upper intermediate). The advantage of the BBC Learning English project is that the pace speech voiced dialogues - different, depending on the level of language training. At 6 Minute English contains inserts of conversations in English from correspondents The BBC also has explanations for new English words and expressions. Should be paid Please note that all explanations are given exclusively in English. There should be no worries about this, since scripts are attached to the podcasts (text version of the transmission). To podcasts such as British Council, Voice America, ESL, in addition to text versions (transcripts), attached tasks to test the understanding of speech. The Listen to English Learn English resource includes tasks for the use of words and expressions plus audio on regional themes. The site contains the articles themselves, which provide support for listeners.

The BBC World Service also offers interesting podcasts on science, technology and economics, programs about discoveries and achievements in various fields of science for advanced stage of education, programs about information and computer technologies, their impact on people's lives, designed for an advanced stage of learning. [1] Social service YouTube is widely used for the purpose of university education listening. This service, along with the BBC Learning English project, provides services for placement and storage of video information. Users can not only view and listen to and comment on the videos. By using the materials on this site, the teacher can arrange the listening work in a more interesting way, including various audio and video material (news, TV show, advertising, etc.).

CNN World News also provides information in multiple languages and dual classification of articles with audio and video accompaniment. News available for viewing and listening (podcasts), are divided into several sections by topic and alphabetically, which help users easily find the information they need. News programs They come out at different times and cover the events that happened in a week, a day or an hour. [1 ]For example, CNN Student News (news) is for students, Business program Update is designed for businessmen, News of the Absurd is absurd or fictional news is intended for a wide range of listeners. Thus, the selection of audio and video material on the Internet is huge. However only having access to Internet resources is not the success of quality education foreign language. Mastering foreign language communicative competence by students using the above sources is possible only with methodologically competent constructed work of the teacher. Methodical work with audio / video material is traditionally built teacher in three stages: preparatory, text or demonstration (direct work with video / audio material) and post-text or (post demo). The preparatory stage is the stage of psychological preparation learners for speech comprehension. Before listening to and watching audio/video material, it is important for the teacher to remove lexical and linguistic difficulties associated with understanding the speech of native speakers. To this end, it is possible to propose tasks aimed at to activate the vocabulary of students, restore and generalize already the knowledge they have in their memory on the topic of the audio/video text. These exercises provide a kind of introduction to the topic and are held in the form of a conversation. Responding to questions of the teacher, students determine what they already know about this problem. In other words, those issues that will be discussed in an authentic video are touched upon. text, and thus the discussion is directed in the right direction. At this stage, the teacher can offer such types of tasks as: determine what the movie will be about by the title; before watching the video, determine true or false statements, using common sense; view the list of new words and determine the theme of the film. [1] Undoubtedly, the presentation of audio / video text should include such a volume and pace, that matches the abilities of the students. Normally, the sound of the text is more than 3 minutes overloads short-term memory and complicates the process of perception. Generally, it is presented for listening twice. If students do not understand the text after a double presentation, it is advisable to view the text in fragments. On this stage, the "Frozen Frame" technique is widely used, which allows you to "Pause" once again review and listen to foreign language speech and answer the questions teacher questions [4]. You can use another technique "anticipation" on stage of re-watching the video film. The teacher stops the film any fragment and asks students to predict the further development of events. The next text (demo) stage includes exercises performed while listening (While Listening). Most often, these types of tasks are aimed at extraction of information of interest to us. The

teacher checks the skills of the students navigate the text, understand which part of the text contains the necessary information.

At this stage, the following types of tasks can be offered:

- correlate printed information with the voiced speech of a native speaker;
- listen to a fragment of the text u find the place of its gap in the corresponding graphic text;
- determine which of the given answer options is correct (given four - five options); arrange the numbers in a logical sequence audio/video text narration;
- complete the following sentences using different gap options:
  - a) there is a beginning of the sentence, but there is no completion of the text; b) skipped mid sentence; c) if there is no completion of the sentence its beginning;
- find English, Russian equivalents of words in a parallel column, listening to the text. And the last stage after the demonstration (After Watching) includes exercises, aimed at checking students' understanding of the content of the viewed fragment and are divided into three types: reproductive, partially productive and productive or creative [2]. Reproductive and partially productive types of tasks appropriate provides students with a low and medium level of language competence, for example: determine if the following sentences correspond to the plot of the movie or determine if which of the following statements do not correspond to the plot of the film; answer the following questions. The teacher offers general, dividing questions that require the answer "yes" or not". Then alternative, special questions may follow. Creative exercises are offered to students with a high level of language competence. To that type of tasks include retelling the plot, discussing the problems of the film in small groups, transformation of the material (television news - written presentation of news - story); text production (retelling, summary, description, etc.); problem solving (selection information with a specific purpose, analysis, argumentation, refutation, proof, highlighting the essential, the main); project assignments (reports, reports on topics and etc.). [3]

In conclusion, it is important to mention that authentic audio / video materials have great potential for solving educational, educational tasks with a properly organized lesson by a teacher. Possessing great information content of the material, they create an atmosphere of real language communication and are able to ensure the successful perception of foreign language speech by students, increase motivation of students to learn a foreign language.

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