



DEVELOPING COMPETENCE OF STUDENTS BY USING AUTHENTIC MATERIALS IN TEACHING ENGLISH

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Abstract: The article is devoted to the actual problem of developing of professional competence of students by using authentic materials in the process of teaching a foreign language. The use of authentic materials is considered as one of the basic requirements of a communicative approach, a specific feature of which is the desire to bring the language learning process as close as possible to the process of real communication, as well as a necessary condition for the formation of the socio cultural component of communicative competence.

Keywords: criteria, authenticity, authentic materials, factor, authenticity, approach, learning, process, communication, specific, necessary.

INTRODUCTION

The concept of “authenticity” was included in the methodology of teaching a foreign language with the spread of a communicative approach in order to maximize the approximation of the learning process to natural communication.

Translated from Greek “authentic”, (gr.Authenticos) means authentic coming from the original source. Authentic educational materials are materials specially designed taking into account all the parameters of an authentic educational process and authenticity criteria and designed to solve specific educational problems. Authors refer to authentic video materials intended for native speakers of video recording (combining visual and sound series), which contain linguistic and extra linguistic information on areas of society related to the **professional** activities of future specialists, and show the functioning of the language as a means of professional communication in a natural environment.

The idea of using authentic material in language teaching is supported among references and many professionals in the field of language pedagogy .Authentic material provides the learners with many significant advantages and promotes them with high motivation and interest in language learning and lead to improving communicative competence .Communicative language teaching has considered a consistent need to develop students skills for the real world.

Definition of authentic materials -to learn authentic materials have been defined in different ways throughout the literature .Although the use of authentic materials in the classroom has become general practice during the previous 30 years; the issue authenticity has been one of the most debatable aspects in the ground.

One of the training tasks that can be solved using an authentic video is the presentation of new lexical units or a new lexical topic. For example, when studying the topic “Animals”, instead of using a translation or a picture, you can show animals in the zoo or in the wild, which will make a much more vivid impression and will contribute to better memorization. To repeat the vocabulary and expand the vocabulary, any passage is suitable in which objects, actions or characteristics are presented on the corresponding lexical topic. It is advisable that the passage be accompanied by music or a foreign language text.

No less important is the task of teaching listening comprehension. It should be noted that the use of video for teaching listening has its positive and negative sides.

This exercise, in addition to listening, includes developing reading skills. The teacher selects a video clip 1-2 minutes long, which consists of clearly spoken replicas, simple in form and content, writes each replica to a separate card, marking which character it belongs to, then splits the class into several groups and gives each group a complete set of cards, containing dialogue. The group should look at the passage without looking at the cards, and then put the replicas in the order they appeared on the record.

Repeated viewing allows you to check the correct order of replicas. If necessary, pause. After the students in the group practice reading the dialogue, the teacher starts recording without sound, and the students voice the dialogue on the screen (optional). This technique is one of the most interesting techniques for working with video.

The students were divided into two groups. The first group is watching the video, the second is listening. Then, “viewers” explain to “listeners” what they saw, or “listeners” ask questions to viewers to clarify what was happening on the screen. The task can be diversified as follows: first, “listeners” describe the events as they understood from what they heard, then “viewers” tell what they saw and understood. Then all students view the entire fragment with sound and image.

It is shown that with the help of authentic texts, students will be able to study the English language more fully and more extensively, to form a foreign language cultural competence. The necessity of using a newspaper article in English lessons has been identified and justified. It is emphasized that the educational process in such an audience should regularly give visible positive results that increase students' motivation. This study shows that with the help of a variety of authentic materials it is possible to create such conditions for training adult students already at the initial stage. For this, the teacher needs to use non-adapted relevant resources as an addition to the basic didactic materials, developing tasks based on the degree of formation of the students' language competence, as well as their educational needs and expectations.

The problem of creating modern system methods that serve the formation of the students professional competences seems to be very relevant. Issues of a professional competence systemic representation, its system structure and organization, as well as systematic approach to its formation remain insufficiently studied. As a phenomenon, professional competence is considered by us as a systematic education, as integrity, as a set of its constituent competencies, which manifest their properties and functions only within this integrity framework.

Thus, the psychological characteristics of the impact of video materials on younger students (the ability to control the attention of each student and the entire class, affect the amount of operational and long-term memory and increase the strength of memorization, have an emotional effect on students and increase learning motivation) contribute to the intensification of the educational process and create favorable conditions to enhance the cognitive activity of students.

In addition, teachers indicated that they would tend to use more authentic materials in reading rather than listening classes. Furthermore, the results indicated that the internet and TV would be the most used sources for obtaining authentic materials.

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