

Theoretical Basics Of Using Authentic Materials In The Process Of Teaching Listening

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Abstract: *The article analyzes issues related to theoretical basics of using authentic materials in the process of teaching listening. As we know, authentic materials are materials taken from original sources, which are characterized by the naturalness of lexical content and grammatical forms, situational adequacy of the used language tools, illustrates cases of authentic usage, and which, although not intended specifically for educational purposes, can be used in teaching foreign language.*

Key words: *students, authentic materials, listening, aspects, language skills, auditory material, interaction, framework of the lesson.*

The problem of teaching students to listen, that is, perceiving and understanding foreign language speech containing unfamiliar words, requires solving a number of issues, and, in particular, determining the nature of the auditory material on which training should be held, selection and methods of performing exercises in which all conditions ensuring an understanding of such messages shall be taken into account.

Educational authentic materials are materials specially developed taking into account all the parameters of an authentic educational process and authenticity criteria and designed to solve specific educational problems.

The main of the criteria of authenticity, we consider the criterion of functionality. Functionality is understood as the orientation of authentic materials to life use, to the creation of the illusion of familiarization with the natural language environment, which is the main factor in the successful mastery of a foreign language. Work on functionally authentic material brings the student closer to the real conditions of language use, introduces him to a variety of linguistic means and prepares them for independent authentic use of these means in speech.

The problem of authentic materials used in teaching foreign languages causes a lot of controversy in itself.

Classification of authentic materials proposed by G. Voronina [1]:

1) *Functional texts* of everyday life, performing instructing, explaining, advertising or warning functions. Signs, road signs, signs, diagrams, diagrams, drawings, theater programs, etc.

2) *Informative texts* that perform an information function and contain constantly updated information. Articles, interviews, opinion polls, letters from readers to print media, current sensational information, announcements, explanations of statistics, graphics, advertising, commentary, reporting, etc.

In their work, “Criteria for the Content Authenticity of the Study Text,” Nosonovich E.V. and Milrud O.P. [2] consider that it is preferable to learn the language by authentic materials, that is, materials taken from original sources and not intended for educational purposes. On the other hand, they point out that such materials are sometimes too complicated in the linguistic aspect and do not always meet specific tasks and learning conditions, while separately identifying methodically or educationally authentic texts.

The authors developed the following parameters for an authentic study text. They consider the totality of structural features of such a text that meets the standards adopted by native speakers. According to them, such a text is a text taken in an eventual aspect, which is characterized by the naturalness of the lexical content and grammatical forms, situational adequacy of the used language means, illustrates cases of authentic usage [3].

Types of authenticity:

1) *Functional authenticity*. A concept that implies the naturalness of the selection of linguistic means for solving a speech problem, work on a functionally authentic educational text brings the student closer to the real conditions of language use, introduces him to various and linguistic means, and prepares for independent functional-authentic use of these means in speech.

2) *Lexical and phraseological authenticity.* The authenticity of the educational text is largely determined by the correct selection of vocabulary and phraseology. The most important selection criteria in this case are the authenticity of a particular unit, its frequency, and usability in natural foreign speech.

3) *Grammatical authenticity.* This concept is associated with the use of grammar structures characteristic of a given language in oral and written speech.

4) *Structural authenticity.* The concept associated with the features of the construction of the text, its logic, substantive and formal integrity. Signs of the structural authenticity of the text are substantial and formal integrity, strong logical and grammatical relations between its components.

5) *Statistical characteristics of the authentic text.* This implies the allocation of a number of patterns and quantitative characteristics inherent in a speech product. Statistical characteristics, combined with other aspects of the authenticity of the text, allow the development of an optimal model of authentic text created for methodological purposes.

Criteria of substantial authenticity.

1) *Cultural aspect.* Large amount of regional geographic information, the elements of which contribute to a significant increase in interest and motivation to learn a foreign language.

2) *Informative aspect.* One of the determining factors in the selection of educational material. The presence in any educational material (text, video and audio recording of any new information that may be of interest to the intended recipient. Materials should be signed in accordance with the age characteristics and interests of students, information should be evaluated in terms of its significance and availability. But not it should be forgotten that in a foreign language lesson, information is not an end in itself, but a means to increase the motivation of students, to arouse interest in understanding the content of this material.

3) *The situational aspect.* It assumes the naturalness of the situation assumed as educational material, the presence of a certain emotional charge. Situational

authenticity helps to arouse interest and emotional response from students, which in turn forms a positive attitude towards the subject.

4) *The aspect of national mentality.* When organizing the educational process in Russia, it is necessary to take into account the peculiarities of our mentality and the existing structure. Authentic material should not be too specific and contain information that would be incomprehensible due to the profound difference in national cultures.

5) *Aspect of design.* It is necessary to create the impression of a “real” material. In audio texts, the sound range is important: traffic noise, passers-by talking, phone calls, music. This helps to better understand the nature of the proposed circumstances and forms the skill of perceiving a foreign language life. Work with authentic materials should have the properties of real communication, which always occurs in specific circumstances between specific people. Authentic design makes it easier to understand the communicative tasks of the material, establishing relationships with reality.

6) *Aspect of the training assignment.* The authenticity of the training assignments to the material is very important. These include tasks that stimulate interaction with the text, based on operations that are performed in an extracurricular environment when working with information sources. It is necessary to focus on the tasks that develop the conjecture, since it is an authentic communicative action to which students resort in everyday communication; it also stimulates mental activity, serves as a further basis for subsequent authentic interaction in the framework of the lesson.

Authors include authentic materials: personal letters, jokes, articles, excerpts from adolescent diaries, advertisements, recipes, tales, interviews, popular science and regional texts. They also emphasize the importance of preserving the authenticity of the genre and the fact that genre-compositional diversity makes it possible to introduce students to speech cliches, phraseology, vocabulary related to the most diverse areas of life and belonging to different styles [3].

In accordance with the problem that we raised, in the aspect of listening to listening, such a concept as the presence of a sound line in authentic auditory materials is of particular interest: traffic noise, passers-by conversations, phone calls, music and so on.

Recognition of oral speech, or listening, in terms of teaching this type of speech activity, is a complex and far from solved problem. But it is listening (as domestic and foreign methodologists speak about this) that determines the further success or failure of all practical language training.

Features of listening as a type of speech activity.

Listening is the process of perceiving and understanding speech by ear during its generation. It is also an active process in which students should use various methods of extracting information from the text, depending on the goal or task.

Listening as a type of speech activity is carried out on the basis of authentic texts of various genres (interviews, exchange of opinions, dialogue conversation, etc.). Learning to listen indirectly is carried out in the work on the material of each block: when presenting vocabulary, grammatical phenomena, it is included as an integral component in the teaching of oral-speech communication, because without understanding the interlocutor you cannot build your own statement.

It is very important to help students master the listening technique. It is important to remember that listening requires a high degree of activity from the listener: while listening to the text, we compare the information received with our existing knowledge on this issue, highlight the main thing, analyze, try to guess what will be discussed later [4].

Before inviting students to listen to the text, preparatory work should be done to remove some of the difficulties. Each text intended for listening is preceded by tasks of the type:

- what do you know about this topic?
- what do you think, what is said in the text?

Difficulties in understanding also arise when students try to understand absolutely everything. This is difficult, especially if the text is large. Therefore, it is necessary to formulate the task before the students begin to listen to the text, and then the students' attention will be directed to a specific aspect.

It is important to remember that the complexity of the text for listening depends not only on the volume, but also on the task drawn up for each specific text, taking into account its complexity and type of listening.

In the learning process, listening acts as a goal and as a means. As a tool, it can be used as:

- a method of organizing the educational process;
- a method of introducing language material orally;
- learning tools for other types of speech activity;
- a means of monitoring and consolidating the acquired knowledge, skills.

The main difficulties of listening:

1) Difficulties related to language aspects. Difficulties associated with the features of the listening act and the speech activity of the listener (a wide range of topics, rich language material, faster pace of speech of native speakers).

2) The difficulties associated with the culture of the country.

a) Difficulties associated with the peculiarities of speech of native speakers (non-compliance of the materials of the majority of teaching materials with the criteria of authenticity; distinction between spoken and written speech, authentic texts and educational texts, familiar and literary styles).

b) The difficulties associated with the sociolinguistic and sociocultural component of communicative competence (language, being a phenomenon of a particular civilization, must be studied in the context of this civilization).

It should also be noted that, according to many leading methodologists, the use of authentic materials is necessary at all stages of teaching a foreign language in all types of speech activity, as authentic materials create the illusion of familiarization with the natural language environment, introduce students to the

culture and everyday life of the country studied language, and help to increase motivation to learn a foreign language as a subject.

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