THE USE OF AUTHENTIC MATERIALS IN TEACHING FOREIGN LANGUAGE AT A NON-LINGUISTIC UNIVERSITY

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Abstract. The purpose of this paper is to substantiate the importance of using authentic materials in teaching foreign language at a non-linguistic university. The article describes the main elements included in the system of conditions required for organizing the authenticity of the educational process. The authors emphasize the advantages of using authentic materials in teaching foreign language. As a result research revealed several key features, performed by authentic materials in educational process. The results obtained indicate the importance of using authentic materials when teaching foreign language in a non-linguistic university.

Introduction: Modern society makes very high requirements for university graduates in the field of foreign language proficiency. Proceeding from these requirements, it is possible to determine the goals of the educational process. It is obvious that the release must master not only linguistic units, but also understand the intricacies of 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 within the allocated seminar hours and outside the country of the language being studied[1]. The purpose of this work is to determine the effectiveness of using authentic texts in the classroom in the English language.The object of this study is the process of teaching English in high school, namely methodical authenticity and its properties. The subject of the research is the effective use of authentic materials in the process of learning foreign language in high school and authentic learning situation. To achieve this goal, the following tasks were set:

 -to study comprehensively the concept of "authenticity" and the limits of itsapplication in methodological science, to reveal the essence of the concept "methodical authenticity";

 -to study of pedagogical and methodological literature on the problem understudy;

-to determine the essence, significance, and necessity of the authenticity

-to point out the criteria for selecting original texts for the educational process; -to consider the methodological aspect of the text and its functions in learning based on research in the field of thetheory and methodology of teaching foreign languages;

During the survey we used such methods as: :

• theoretical are the following: analysis of the exploit of the authentic texts in English, method of informationalgeneralization and descriptive method.

• empirical methods are study and analysis of supreme practices of teaching speaking skills by the use of authentic texts, comparative method.

To solve this problemauthentic material is used as a necessary component of the educational process, since it is it that serves as a guide and the main sample of teaching foreign languages. Theme of using authentic materials in the process of teaching foreign language gives rise to many disagreements among methodologists. Foreign and domestic scientists have long used the definition of "original materials". The very term "authentic materials" appeared in the methodology relatively recently due to changes in the goals and objectives of teaching foreign language at the present stage modernization of the educational system[2]. Currently, many researchers give different points of view about the use of authentic materials in teaching foreign language. For example, Makhmatkulov emphasizes that authenticity itself should not only be a criterion for a certain educational or didactic material, and be an integral part of the learning process. 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. The use of a foreign language in its study is very specific. At the lesson of foreign language, the presence of a certain convention is inevitable, determined by the fact of replacing the native foreign language. Foreign language lessons are characterized by unique features of the educational activities and stand apart in the educational process. Imagination, convention and game elements are an integral and authentic basis for teaching foreign language.

A large number of domestic and foreign researchers note that more thorough assimilation of educational material, strengtheningmotivation, interaction of students with English outside the educational space can be achieved through the inclusion video content in the linguo-didactic process. In addition to cultural features, video content can also reflect the linguistic realities characteristic of a particular era. Video footage also help to fill the lack of language environment [3]. Thus, at the moment, one of the most popular types of authentic materials are video materials. Since the use of authentic video materials, the question arises about the theoretical substantiation of this process. Video recordings are any fragments of both feature films and documentaries in a foreign language. They also include various interviews, television programs and shows, commercials and more. These videos serve as didactic material both for practical classes and for 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.

In recent years, a lot of methodological literature has appeared on the problem of using audiovisual teaching aids, where methodologists list many functional purposes inherent in video materials whenteaching a foreign language. We have identified a number the following main functions performed by authentic materials in the educational process such as informational and motivational.

Video materials, acting as a source of information, affect a person with educative, emotional and intellectual

sides. Videos compared to others media, are more informative due to their ability to reflect real reality in a multifaceted and diverse spectrum, while offering the reproduction of society in the way in which it represents himself; for the person studying foreign language is the most reliable way get authentic information created for heterogeneous native speakers of the target language all social circles.

The use of video material in a foreign language lesson contributes to the development of two types of motivation: self-motivation, due to interest to the plot of the film, and the motivation achieved by the awareness of 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-confidence 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 thanks to an entertaining plot, but also from the realization that the

language of the video is clear to them. To reach the increased motivation of students following criteria should be used by teachers: motivational, modeling, integrative, developing.

When using video, a variety of situations are simulated that mimic the conditions real communication.

Authentic video materials are implemented modeling function, since they are designed to replace the language environment in the classroom, forming "in the mind of the student such a model of the language,

which is optimal from the point of view of generating full-fledged speech in the language, and secondly, the image world specific to a given culture" .

Demonstrating to students examples 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, display the latest changes and changes in the language, illustrating speech patterns, their customs usage and structure of the studied language in reality.

Represents, in addition to the development of mental processes: attention, thinking, memory etc., improvement of personal qualities. In the process of learning foreign language, the use of video materials leads not only to the formation of speech skills, but also to the development of creativity, determined

the ability of students to apply the acquired skills and skills in a new communication situation[4].

Discussion

Having studied the effectiveness of the use of video materials in teaching foreign language, and potential conditions for their use in order to form socio-cultural competence, we came to the conclusion that special effectiveness is manifested in the teaching of oral speech. Emotional empathy for what is happeningon the screen, promotes mechanical assimilation information; allows for multiple teaching methods, thus creating conditions for visual and auditory support when presenting a new grammatical, phonetic and lexical information; is used for organization of productive work and repetition of previously learned 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 the uniqueness and necessity of use for educational purposes, compared with other teaching aids. Success with authentic material in practice depends on skillful organizing work with them. It is more expedient to start work with the definition of educational goals and objectives, the use of this or that material. Next, you need to decide on the choice of authentic information and the method of its presentation.The fact that realistic images open the way for the integration of differentcultures, in other words, understanding another culture, is the global goal of learning. With the help of video recordings, we can achieve an opportunity to improve the effectiveness of teaching foreign language. At the same time, videos are used to form skills of socio-cultural competence. They are considered more effective in teaching oral speech. It is also possible to memorize the material involuntarily, easily, because it has an emotional reflection of what is happening on the screen; when introducing new material, creating a visual or visual-auditory support, and training allows you to use various techniques and is considered an effective tool for systematic repetition of the material. We cannot say that we are fully hungry for the learning opportunities of real video materials. However, this means that compared to other learning tools, their place is unique and unique, and the need for use is very high.

Domestic and foreign researchers pay great attention to the problem of selecting authentic materials. After analyzing the work different authors on this topic, we have identified the following indicators of the selection of authentic materials:

- the language 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 registration;

- compliance of the content with educational goals, age characteristics and interests of students;

– selection of material taking into account regional features;

In our opinion, the selection of authentic materials should be carried out taking into account the above criteria, choosing only the information that will contribute to the development communication skills in a foreign language, to convey thematic orientation, socio-cultural elements, reflect the specifics of national communication and worldview. Such an activity approach to building educational process provides not only the introduction of linguistic information, but also its assimilation and consolidation, provided that the only essence and the meaning of learning is to master the living foreign speech. Fragment, in our understanding, is a limited plot and thematically completed excerpt from a video, audio or graphic work. Work with the full material of an authentic source can be organized at the final stage, as homework or as part of research and extracurricular activities. Following that, taking into account the goals and objectives set, the subject, linguistic and regional features of the material, it is necessary to create a number of tasks for each excerpt. Such tasks can be conditionally generalized into three groups: tasks before working with the fragment, during and after work[5].

A more detailed analysis of the stages of working with authentic materials, as well as a set of exercises and techniques, will discussed in the third chapter of this work. Use of authentic video materials in the educational process effectively influences 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, feel all the genres of speech - from the babble of a child to an announcer's pronunciation; provide error-free monolingual semantization of vocabulary. Under such conditions it is simply impossible to be inattentive, involuntary attention becomes arbitrary. The entire student team sends all their efforts to comprehend and understand the content read (seen, heard). Suchintense load stimulates memory processes, and memorization of the material is brought to automatism. Through the use of various channels of perception (hearing, vision, movement) language and country studies material is absorbed quickly and firmly. If printed text and audio material is valuable its informative, educational, educational and developmental opportunities, then the video has the ability to combine the various aspects of the speech act.

Video conveys the content side of communication, through visual information about the scene, the appearance of the interlocutors, their behavior in this situation, depending on age, gender and psychological characteristics of the participants in communication. It has been proven that if a person sees source of speech, then the perception of information will be much better than without any visualization. Visual observation effectively affects the understanding of speech not only facial expressions and gestures of communication opponents, but also the movements of the lips, the contact of their eyes[6]. From here you can conclude that the correct methodical use of authentic materials in the classroom will most productively prepare students for communicative situations and help prevent possible. Authentic materials have a positive effect on the assimilation and consolidation of factual information and language features of speech in a certain context. This means that their use in the educational process has a positive effect on the emotional sphere of students, stimulates and motivates them to participate in further educational, research and creative work.

The use of authentic materials at the initial and secondary stages of education is relatively limited due to a large number of lexical, grammatical and phonetic difficulties, and at the higher stage, students mainly have a sufficient knowledge base of language aspects.Thus, taking into account the specifics of using real materials and working with them in the learning process seems to us more appropriate and effective at the highest stage of Education.

The specificity of real materials as a means of Higher Learning provides a connection with real objects that stimulate almost real communication: students are also participants in all situations that are played with their help, play and solve certain roles, real" life problems. The influence of the studied language, its participation in the daily life of a country with a certain culture, serves not

only as a natural, living language for learning, but also as a powerful incentive to increase the motivation of students.

In order to make the English language learning process effective using video content, it is necessary to gradually introduce, regularly and intelligently use video in the learning process. The teacher must determine when and in what quantity to present video material . In accordance with the recommendations of foreign methodologists believe that it is advisable to use video materials once every one to two weeks. It is mainly recommended to use short, short video content: from 30 seconds to 5-10 minutes, while it is claimed that the presentation of a video fragment lasting 4-5 minutes guarantees an intensive student activities for an entire hour.

It is worth noting that teachers should not choose films that are too incomprehensible to students in terms of semantic or linguistic content. How teachers help students in learning English, they should carefully examine the language of the videos used in teaching, taking into account the pronunciation, intonation, authenticity and imitation. The non-standard English used by the characters in the video can have a negative impact for language acquisition. Obviously, videos that are above or below the level of English proficiency, will not provide proper motivation to students. Followingfor the Methodists, we believe that at the initial the stage of introducing video content into the learning process or in case of unforeseen difficulties, students can be helped by using subtitles. R. Burke, in turn, offers three groups criteria that must be taken into account when selecting video materials:

a) student characteristics;

b) the video is offensive;

c) video structure[7].

The first group of criteria affects the characteristic socio-demographic qualities: age or year of study, gender, race, language dominance. Teachers know their students and the listed qualities necessary to consider when selecting suitable video content. The second group of criteria concerns the possible offensive video according to the previously mentioned criteria, and in addition, content that is not suitable for video display. In the pictures below we can see that at the 1st stage of lessons they had definite number of mistakes. These observing tests were done by Socrativ online platform. Before providing the course, the students of experimental group often had the following mistakes: the students have difficulties in using grammar correctly, can not pronounce the words correctly, the students have problems in finding the appropriate words for certain situation, some studentsspeak with a lot of pauses and they translate theirideasdirectly from Kazakh, Russian languages.

Having known the results of the tests and the level of all students, we classified them into two different groups:controlling and experimental. Then we used to teach controlling group English language in traditional way but experimental group is used in non-traditional teaching way. We used different authentic materials and applications, websites such as BBC, TED TALKS, podcasts by BRITISH COUNCIL with which students could develop their vocabulary and pronunciation by listening and reading podcasts and their transcripts. Having used such materials, students of experimental group showed increased level of their listening abilities. In the table below shown that the huge number of students could get higher score than previous results that they showed in the first lesson.
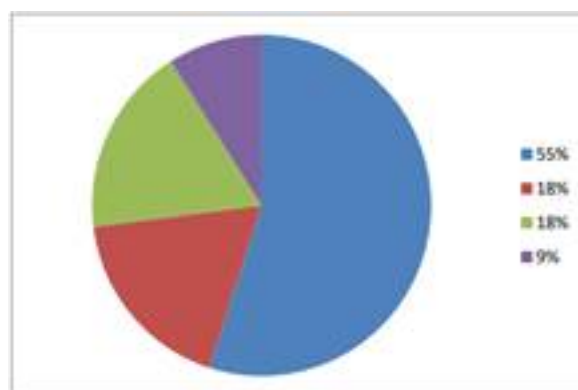
Table 1.

When selecting didactic video material clear standards should be defined for classes. The teacher needs to understand how the content is acceptable, and whether it corresponds to educational purposes. If this does not happen, then one must be prepared for the fact that the student refuses to complete the assignments, this can confuse him, put him in an awkward position and even spoil the relationship between the teacher and the student. It is necessary to follow generally accepted values and beliefs, choose material, which will not be offensive to students.

There are three main stages of working with video texts: the preliminary stage (preview), the text stage (when viewing), and the post-text stage (subsequent viewing). At the pre-text stage, it is necessary to motivate students, eliminate possible difficulties in perceiving the text, and prepare students for the successful completion of the task through questions that predict the content of the text. You can complete a series of lessons on a topic or problem by watching videos. Students receive a task to study a certain material in advance, which logically prepares them for watching the video.

At the third stage, speech and creative activity of students is organized. Students describe the footage of the film (without sound) along the snowball sequence, ask questions about the content of the footage, and describe the footage of the film in which new information is presented. As a homework assignment, students can be asked to create small projects based on data from the videos they watch. When learning to listen, it should be taken into account that the use of film fragments has a number of advantages over the use of audio recordings, since the video sequence complements the audio and contains important information that is not gestures, articulationor vocabulary. the study of listening processes shows that even when listening to a text twice without visual supports, the level of understanding is significantly lower compared to one-time perception of a video document.

An important role in the organization of training to listening is a comment that should combine explanation cultural and regional geographic backgrounds, motive of communication and communicative tasks. Detailed commentary makes the listening process is personally important communicative orientation and creates conditions for success in overcoming the difficulties of perception and understanding texts of book and conversational style. Proper organization pre-textual stage, textual and post-textual tasks is to prepare students to overcome difficulties of text, the perception of social and cultural information will allow adequately and effectively manage the process of listening, which greatly intensifies the listening training as a form of speech activity.

Teachers can choose a particular story based on different aspects of communication. This can be a presentation of grammatical materials presented by a native speaker, a funny cartoon, or a song in which students read and memorize the material well. With the help of such video materials, you can prepare students for presentations at conferences, since some stories are not told by the announcers, but the text is on the screen, and students have the opportunity to read the text independently and voice the video (for example, the volcano project).

For non-linguistic university students , video clips on their specialty have been prepared, with which they can listen and see a description of their future profession, the company in which they

can work, as well as the process of working with their future profession. In addition to the use of video clips in the lesson, laboratory work on the basic and professional language was prepared on the basis of video clips. The work, presented with videos and video stories, will not only create communication situations for teachers that are close to real communication situations, but also introduce students to the accepted norms of verbal interaction and features of communicative behavior of language speakers. This allows you to make the lesson informative, impressive, informative and interesting.With an emphasis on getting closer to the identity and culture of native English speakers, teachers often use authentic materials. Realistic video materials are an effective method of teaching English.

Conclusion

Authentic text affects the perception and understanding of audiotext. In real life, there is no text, not related to a specific style. Therefore, in the learning process, students should learn to understand texts of different styles. Analysis of theoretical authentic audio material taken from textbooks of English and foreign aids for teaching listening, shows that listening has the features peculiar only sounding text. Among them are the linguistic, paralinguistic, extralinguistic characteristics and certain characteristics for natural- sounding English language and to be very important for understanding the speech of native speakers.

As a result of the diagnostic cut-off has been established that:

a) the most easily perceived by the ear text is bookish style;

b) The second place is occupied difficulties text in monologue formconversational style;

c) the most difficult students audited texts in dialogue form conversationalstyle.

As a result of analyzing the selection at communication-directed learningaudiotexts and organization of educational audio material revealed that authentic audiotexts focuses on communicative skills adequate perception, interpretation, meaning, expression of thought in certain situations, communication, statements of exchange. Audio materials include different kinds of texts, using which students develop their communicative competence.

Analysis of authentic audio materials allowed us to determine the function of authentic texts:

- authentic materials for teaching to listening to recreate the conditions of real communication;

The main results of experiential learning can be summarized as follows:

- tested in practice methodological feasibility of using authentic texts when teaching listening junior students of language faculties of pedagogical universities. The efficiency of the proposed method, which provides a consistent work on authentic texts;

- It determined that work with authentic audio texts favorable effect on the motivation for listening, increases productivity, promotes cognitive and communicative speech activity of students;

- experiential learning results confirmed the assumption that authentic Audio Texts are a source of valuable information and can be a good basis for the organization of communication mediated by different texts.

The following selection criteria are allocated as authentic:

- Consideration of the needs, the interest of students (an element of novelty, entertaining, turning to the individual student);

- Correlation with the studied topic and focused on the specific communicative tasks;

- Compliance with the standards of the modern language;

- Socio-cultural realities that reflect the characteristics of verbal behavior, ethical and aesthetic standards.

Although the original texts describe their use in a natural social context, the use of texts isproblematic due to the variety of lexical and grammatical forms, individual features of the author'sstyle, and so on. An example is an adult's conversation with a child; tourist booklets, instructions,and advertising texts are written in a simplified language. Although some scientists do not agreewiththis,thetextcanbemethodicallyedited. Whenyoudothis,itdoesnotviolateitsauthenticity.

Oneofthemostimportant thingsinachievingtheauthenticityoftextperception is its design. Design means that an article or news item is presented in textbooks in theform of an excerpt from a newspaper, a greeting card or the text of a diary in handwritten form, andsoon.

Real or authentic classroom tasks are almost identical to real life situations that resemble thecommunication experience that students receive outside of school. In real tasks, students should notonly learn the grammatical structure of certain words, but alsoachieve a certain goal throughlanguage, through speech. For example, in a real task, students ask each other a question about howthey spent the weekend. Or what he does after graduation. Here, students take advantage of thepresent tense and share their real life plans with each other. In the first case, students use the past tense, and in the second case, they use the future tense and express their thoughts from real life.

Teachers often focus on creating realistic speech or listening tasks for classroom practice, butthey tend to ignore them without paying much attention to homework. Why is this happening? Giving or assigning original task stoper form the se extracurricular activities is not an easy task, but a complex one, because we treat "original" as interactive. In addition, it is likely that students willnot be able tostay behind after class to conduct a dialogue, so they can use the most common formsof communication outside the academic environment to bring them closer to what they do in reallife. For example, voice mail, pre-recorded phone surveys, and video logs. This will help you doyourhomeworkregularly.

During the work it found that the use of the proper-authentic texts (materials) to ensure the development of communicative skills provided if available texts students meet the criteria of normativity, frequency, ethical and aesthetic standards. Using the teaching and authentic texts is an effective learning tool, if the texts preserved the content, composition, register, correspondence language norms. Using the properly-authentic and educational texts authentic content that reflects the realities of life in the country of studied language, it is one of the ways of formation of speech skills; the formation of social competence; serve as a stimulus for learning communication and provide factual and speech material for the formation of the valuable relation to language as a phenomenon of culture.

An important role in the organization of training to listening is a comment that should combine explanation cultural and regional geographic backgrounds, motive of communication and communicative tasks. Detailed commentary makes the listening process is personally important communicative orientation and creates conditions for success in overcoming the difficulties of perception and understanding texts of book and conversational style. Proper organization pre-textual stage, textual and post-textual tasks is to prepare students to overcome difficulties of text, the perception of social and cultural information will allow adequately and effectively manage the process of listening, which greatly intensifies the listening training as a form of speech activity.

Through experiential learning confirmed the correctness of the hypothesis. This means that we can talk about the prospects of the proposed methodology, which aims to:

1) help undergraduates learn to listen and understand authentic Audio Texts;

2) extract from texts valuable, practically significant information and facts, accumulate knowledge, linking them with past experience;

3) Develop the ability to critically analyze messages, ability to eliminate the difficulties of language and content of the plan and to use new means of communication in authentic situations.

As for the duration of the video fragment being shown, as we found out, most Methodists adhere to the pointview 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 support in teaching a foreign language, as well as a colossal source of regional information. Authentic materials have a positive effect on the assimilation and fixing factual information and language units in a given context, are of great interest to 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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