

Effective use of authentic materials in developing professional communicative skills

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Abstract: The article discusses the development of students' communicative competence through the use of authentic materials. It also provides examples of authentic tasks and activities applicable to all types of speech skills. Authentic sources enhance students' adaptation to real communicative situations and strengthen their ability to use the language in a natural context. Through such tasks, learners develop communication culture, fluency, and the ability to express their ideas effectively in professional settings.

Keywords: authentic materials, speech activity, communicative competence, natural language environment, professional communication, modern direction

INTRODUCTION. Successful communication in a foreign language in the modern educational process does not only imply a high level of knowledge of a foreign language. In this, an important role is played by such factors as adequate study of the culture of foreign languages, the ability to enter into professional communication and the establishment of professional cooperation.

Modern trends in teaching foreign languages provide for the progressive use of authentic materials in the educational process. The main reason for this is their multifunctionality, that is, such materials are as close as possible to the natural language environment. If we study the lexical meaning of the word "authentic", then it is derived from the Greek language and means "real".

LITERATURE ANALYSIS AND METHODOLOGY Studies by a number of scientists, such as G. I. Voronina, K. S. Krichevskaya, E. V. Nosovich, O. P. Milrud, show that working with various types of authentic materials helps to increase communicative and cognitive motivation in students, forms intercultural competence, has a positive effect on the personal and emotional state of students, and at the same time provides an opportunity to easily and effectively learn a foreign language and the culture of the country. In foreign literature, authentic materials are defined in various ways. For example, Brin identifies 4 priority features of authenticity: the authenticity of the texts used in the educational process; the authenticity of the perception of these texts; the authenticity of educational tasks, as well as the authenticity of the social environment in the lesson. [1] Russian scientists Nosonovich E.V. and Milrud R.P. They also promote the idea that authentic materials are an integral part of language didactics and point out a number of aspects of authenticity:

1. The cultural aspect of authentic material - the formation of ideas in learners about the main features of the life of the countries of the language being studied in all spheres of life;
2. The informative aspect of authentic material - the use of texts that correspond to the age characteristics of the students, contain relevant, important information;
3. The relevance of authentic material to the situation - the creation of a natural communication environment, the naturalness of the discussion on the topic being analyzed;
4. The aspect of authentic material specific to the national mentality - clarification of the appropriateness of the use of a particular expression in a foreign language to the situation or not.[2]

RESULTS. Although the positive aspects of using authentic materials in teaching foreign languages are significant, there are also a number of disadvantages in using such materials:

intercultural differences, different levels of language proficiency of learners, rapid obsolescence of information over time and, as a result, difficulty in understanding authentic texts, the need for careful selection of material, and the difficulties in understanding different dialects, especially when working with audio and audiovisual materials. Authentic materials include advertisements, dialogues, anecdotes, diagrams and tables, fairy tales, excerpts from personal diaries, songs, industry and scientific texts, television and radio programs. They are taken from original sources.

When selecting authentic materials, attention should be paid to such aspects as their relevance, relevance to the topic, and professional orientation. In non-philological education, in most cases, professionally oriented authentic texts are used. The main reason for this is that such texts are a linguistic resource for future specialists. J. Wilson suggests taking into account the following components when considering the effectiveness of authentic materials:

- Will this material be interesting for my students?
- Will my students understand the context and ideas?
- Will the vocabulary and grammar be suitable for my students?
- Do I need to cut part of the material because it is too long?
- Is the audio clear? Does background noise affect understanding?
- Are the speakers speaking too fast?
- Is the accent familiar? [3]

Authentic materials are divided into authentic and educational-authentic types. Authentic materials are materials taken from original sources, their lexical composition and grammatical forms are natural, the linguistic means used are appropriate to the situation, and are not specifically intended for educational purposes, but can be used in teaching a foreign language, while educational-authentic materials are specially developed educational materials, taking into account all the parameters and criteria of the educational process and designed to solve specific didactic problems.[4]

DISCUSSION. Authentic materials can be widely used in the development of all types of speech activity. Of course, it is necessary to take into account the level of knowledge of students.

When using authentic materials to develop listening skills, the following tasks and assignments can be used:

1. Listen to the text and determine the general information:
 - what is the main content of the text;
 - who wrote the text;
 - when and where was it published.
2. Listen to the text and determine the detailed information:
 - answer the questions;
 - complete the sentences;
 - fill in the blanks;
 - find the errors in the sentences.

BBC news, podcasts, BBC Learning English project materials, CCN Student News, songs can be used effectively as authentic audio material. Also, the presence of other sounds in the background of audio materials, i.e. passenger conversations, vehicle sounds, music, telephone calls, animal sounds, rain sounds, etc., can help the listener to better understand the situation.

Letters can serve as authentic material for developing writing skills. The following tasks are useful:

- How does a letter begin?
- What are the paragraphs in a letter?
- How does a letter end?

- What is the difference between formal and informal letters?
- Write a letter to a friend about your future plans based on the given outline?

Speaking is developed using tasks such as performing dialogues, describing pictures, video materials and films. Dialogues help to create a natural language environment, eliminate language barriers among students, and reduce excitement. After watching a film, it is proposed to complete the following tasks:

- How would you act if you were the main character?
- Tell the main idea of the film?
- How would you change the ending of the film?
- Describe the characters of the film using 3 adjectives.

As you know, reading is one of the most important types of speech activity, and it is also a means of learning a language. It is advisable to use professionally oriented texts to develop this skill. For example, read the text “Music is the soul of the nation” and complete the following tasks:

1. Answer the questions:

- What musical genres did you learn by reading the text?
- Explain the concept of “blue music”?
- What kind of music do you listen to most often?

2. Name the paragraphs of the text.

3. Find the adjectives in the text.

To avoid difficulties when using authentic materials in classes, it is good to use pre-reading, pre-writing, pre-listening and pre-speaking activities. For example, at the beginning of the class, students can listen to a presentation on the weather in London (for this we use websites) or students can be given the task of finding short and informative news from English newspapers and magazines in each lesson.

CONCLUSION. In conclusion, it can be said that the use of authentic materials in teaching foreign languages is one of the most effective tools for creating a natural language environment. From this point of view, this type of educational materials can be considered an excellent basis for the formation of all components of communicative competence, primarily sociolinguistic, socio-cultural, strategic and discursive competence. Although the use of authentic materials has its own difficulties, teachers should use various strategies to present them in a more accessible and interesting way for students. At the same time, authentic materials presented in a logical sequence and based on a correctly selected methodology create an opportunity to effectively develop all types of speech activity.

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