

# Role of Authentic Materials in Teaching a Foreign Language for Students of a Technical University

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**Abstract:** *The article is devoted to the issue of using authentic materials in teaching a foreign language. Various approaches to the definition of authentic materials are considered, as well as the role and functions of authentic materials in teaching a foreign language for students of a technical university.*

**Keywords:** foreign language, students, role, authentic, teaching, modern, education

## I. INTRODUCTION

The goal of teaching a foreign language at the present stage is the formation of a student's multicultural personality, who owns a body of knowledge about the country of the target language, national and cultural characteristics of the social. Speech behaviour of native speakers and is able to use such knowledge in the process of communication, following customs, rules of behaviour, norms of etiquette, social conditions and behaviour stereotypes of native speakers.

## II. METHODS

The modern concept of foreign language education is based on integrated teaching of language and culture, dialogue between native and foreign cultures. The purpose of such education is to teach language through culture, culture through language. It is becoming increasingly important to attract cultural materials into the learning process, which acquaint students with the history, traditions, and culture of the country of the language being studied. Therefore, the so-called authentic materials are becoming increasingly important in teaching foreign languages as an important means of teaching foreign languages.

In modern language, the word "authentic" corresponds to the adjectives "real", "true", "real", "close to the origins." Various cultural materials are reflected in such sources of information as genuine literary, folklore, visual, musical works, objects of reality (clothes, furniture, and dishes) and their illustrative images. " in an independent group also materials of everyday and everyday life - announcements, questionnaires, signs, labels, menus and accounts, cards, brochures on tourism, recreation, goods, job vacancies.

Traditionally, "authenticity" is understood as the quality of linguistic and speech material, which ensures the implementation of speech communication in the natural conditions of modern life. However, in the modern methodology of teaching foreign languages, it is allowed to use teaching materials or texts specially created or revised by methodologists with a focus on language learners in the classroom. If it were possible to find authentic materials that students can handle, this would be helpful; if this is not possible, then adapted materials should be used rather than specially designed ones.

## III. RESULTS

In foreign studies on this issue, the following terms can be found to denote materials of this kind:

- semi-authentic texts, that is, based on the original material, but lexically or syntactically adapted for the training program;
- partially edited authentic texts (roughly-tuned authentic texts), in which the level of grammatical material slightly exceeds the level of the students;
- texts that look authentic (authentic-looking texts);
- learner authentic texts.

The existence of the categories described above in foreign methodological practice proves that the authenticity of the material and its methodical processing are not mutually exclusive, provided that the text retains the properties of the authentic material.

Authentic materials used in the educational process have the following important functions.

The informational and educational function of authentic materials is expressed in the fact that they recreate the conditions of natural speech communication, convey information about the country of the target language, allowing a clearer picture of the communication situation.

The organizing-controlling or motivating function is manifested in the fact that authentic materials provide a "presence" or "participation effect", stimulates speech activity.

The integrative function is expressed in the fact that authentic materials serve as a link between parts of the lesson, contribute to the organization and systematization of educational stages.

The illustrative and visual function is manifested in the fact that authentic materials are a synthesis of all types of visualization, serve as a means of distant immersion in the natural environment at all stages of learning, thereby partially

compensating for its absence.

The developing function is expressed in the development of such personality qualities as observation, imagination, attention, thinking, language memory, the development of skills in all types of speech and creative activity.

The educational-heuristic function is implemented in the upbringing of a sense of respect for the people and culture of the country of the target language, awareness of the unknown and the alien, the inducement to compare the characteristics of the culture of the country of the target language and the native culture.

#### **IV. DISCUSSION**

Thus, the use of authentic materials in foreign language lessons makes it possible to carry out teaching with greater efficiency, imitate immersion in a natural speech environment and form the ability of students to carry out the communication process in accordance with the national and cultural specifics of the country of the target language.

#### **V. CONCLUSION**

It should be emphasized that teaching a natural, modern foreign language for students of a technical university is possible only if materials taken from the life of native speakers are used or compiled taking into account the peculiarities of their culture and mentality in accordance with accepted and used speech norms. The use of such authentic and educational-authentic materials, which are a natural speech work created for methodological purposes, will make it possible to more effectively teach all types of speech activity to imitate immersion in the natural speech environment in foreign language lessons.

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