

## The Role of Choosing Authentic Materials in Teaching English Language

*Pulatova Shakhzoda Khaydarovna, Tolibova Nodira Nosirovna*  
*Bukhara state university*

**Abstract:** *This work makes a theoretical contribution to the study of the relationship between the use of an authentic text, the process of forming a communicative competencies in teaching a foreign language, processes of adaptation of authentic materials.*

**Keywords:** *foreign language, communicative competence, intercultural communication, authentic materials.*

The socio-economic changes that have taken place and are taking place in our country have led to a decisive review of the place and role of a foreign language in the life of society. The change in the status of a foreign language in the school system has affected the reshuffling of priorities in the work of foreign language teachers. The problem of teaching a foreign language at school is currently relevant. It is known that the goal of teaching a foreign language is the formation of communicative competence, which includes both linguistic and socio-cultural competence. The study of a foreign language is intended to form a person who is able and willing to participate in intercultural communication.

In accordance with the new targets, the task of a foreign language teacher is to provide conditions for introducing the student's personality to a foreign language culture and preparing him for effective participation in the dialogue of cultures. Therefore, in a foreign language lesson, a special place should be given to such forms of classes that ensure the active participation of each student in the lesson, stimulate verbal communication, and contribute to the formation of interest and desire to learn a foreign language.

One way to solve these problems is to use authentic materials. Studies by a number of authors, such as Voronina G.I., Krichevskaya K.S., Nosovich E.V., Milrud O.P. and others, argue that working with various types of authentic materials contributes to an increase in communicative and cognitive motivation, forms linguistic and cultural and intercultural competence, positively affects the personal-emotional state of students, and provides the possibility of simultaneously addressing language and culture.

In recent years, much attention has been paid to the problem of authenticity in the methodology of teaching a foreign language. Translated from English, "authentic" means "natural". This term is most often used to characterize texts and other materials used in the classroom. However, the problem of authentic materials used in teaching foreign languages causes a lot of controversy.

Currently, there are several approaches to determining the essence of authentic materials. Authentic materials are materials created by native speakers for native speakers for non-teaching purposes.

So Krichevskaya K.S. [2] refers to authentic materials as authentic literary, folklore, visual, musical works, objects of real life, such as clothing, furniture, dishes and their illustrative images. It distinguishes the materials of everyday and everyday life into an independent group: pragmatic materials (advertisements, questionnaires, signs, labels, menus and bills, maps, brochures on tourism, recreation, goods, job vacancies, etc.), which, in terms of accessibility and the everyday nature of the application seem to be quite significant for creating the illusion of familiarizing with the environment of native speakers and believes that their role is an order of magnitude higher than authentic texts from the textbook, although they may be inferior to them in volume.

The concept of “pragmatic materials” should also include audio and audiovisual materials, such as informational radio and television programs, news reports, weather forecasts, information announcements on the radio at airports and railway stations. The use of such materials seems to us extremely important, since they are an example of a modern foreign language and create the illusion of participation in the everyday life of the country of the language being studied, which serves as an additional incentive to increase students' motivation. Pragmatic materials can belong to different areas depending on their use:

- 1) Educational and professional sphere of communication.
- 2) Socio-cultural environment of communication.
- 3) Household sphere of communication.
- 4) Trade and commercial sphere of communication.
- 5) Family and household sphere of communication.
- 6) Sports and recreation sphere of communication.

Voronina G.I. presented a slightly different point of view on authentic materials. [1], which defines authentic texts as texts borrowed from the communicative practice of native speakers. She identified two types of authentic texts, represented by different genre forms: functional, performing an instructive, explanatory, advertising function (pointers, road signs, signboards, diagrams, diagrams, drawings, theater programs, etc.), and informative, performing an informational function and containing constantly updating information (articles, interviews, opinion polls, letters from readers to print media, up-to-date sensational information, announcements, clarifications to statistics, advertising, commentary, reportage, etc.).

In his work "Criteria for the content authenticity of the educational text" E.V. Nosonovich and O.P. Milrud [4] also express the opinion that it is preferable to teach the language on authentic materials, i.e. materials taken from original sources and not intended for educational purposes. On the other hand, they point out that such materials are sometimes too complex in terms of language and do not always meet specific tasks and learning conditions, while highlighting methodologically or educationally authentic texts separately. The latter are understood as texts compiled by the authors of the teaching materials, taking into account all the parameters of authentic educational production.

Authentic materials include personal letters, anecdotes, articles, excerpts from teenagers' diaries, advertisements, culinary recipes, fairy tales, interviews, popular science and country studies texts. They also emphasize the importance of preserving the authenticity of the genre and the fact that genre and compositional diversity allows students to get acquainted with speech clichés, phraseology, vocabulary associated with various spheres of life and belonging to different styles.

Particular interest is such a concept as the presence of a sound range in authentic materials: the noise of traffic, the conversations of passers-by, phone calls, music, and so on. This helps to better understand the nature of the proposed circumstances, forms the skill of perceiving foreign speech against the background of various interferences.

The main criterion of authenticity is the criterion of functionality, i.e. the orientation of authentic materials to life use, to create the illusion of familiarization with the natural language environment, which is the main factor in the successful mastery of a foreign language. Working on functionally authentic material brings the student closer to the real conditions of using the language, introduces him to a variety of linguistic means and prepares him for the independent use of these means in speech. In addition, the effective formation of culture-logical and communicative competence is facilitated by the use of authentic visual clarity in the lessons, i.e. items of everyday life that initially did not have an educational and methodological focus, but were created exclusively for use by native speakers.

Undoubtedly, the best result can be achieved through the use of audiovisual sources and, first of all, educational films. To understand the specifics of the behavior of native speakers, you need to see them, as well as the environment in which the act of communication takes place (shop, metro, airport, classroom, theater, etc.), since the specifics of the environment have a significant impact on the behavior of those who communicate. In addition, the film allows you to get acquainted with the characteristic features of the country and people's lives. Therefore, all possible uses of audiovisual sources should be used.

An important condition for the effectiveness of the introduction of these materials in the learning process is the observance of the principles of introducing cultural material that are relevant to this educational situation. Among the general principles of introduction of material R.P. Milrud considers it necessary to observe the principle of minimization (the thematic minimum should reflect the main areas of study of regional studies), as well as to select material that corresponds to the goals of learning a foreign language in a specific educational situation and involve students in pair and group work (work on projects, etc.). It is also necessary to take into account the individual psychological characteristics of students, their socio-cultural environment and interests.

Currently, the teacher has ample opportunities to use authentic materials from English textbooks, magazines and newspapers in his work, and the use of video and audio materials is also very important. A well-chosen text maximally stimulates the language activity of students and their communicative readiness.

Thus, teaching a natural, modern foreign language is possible on the condition of using materials taken from the life of native speakers or compiled taking into account the peculiarities of their culture and mentality in accordance with the 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, simulate immersion in the natural speech environment in foreign language lessons, and help increase motivation to learn a foreign language as subject.

#### REFERENCES:

1. Voronina, G.I. Organizatsiya raboti s autentichnimi tekstami molodejnoj pressy v starshix klassax shkol s uglublennim izucheniem nemetskogo yazika/ G.I. Voronina// Inostr. yaziki v shkole. – 1995. – № 5. – S. 56–60.
2. Krichevskaya, K.S. Pragmaticheskie materialy, znakomyashie uchenikov s kul`turoy i sredoy obitaniya jiteley strani izuchaemogo yazika/ K.S.

3. Krichevskaya// Inostr. yaziki v shkole. – 1996. – № 1. – S. 13–17.  
Nosonovich YE.V., Parametri autentichnogo uchebnogo teksta/ YE.V. Nosonovich,
4. R.P. Mil`rud// Inostr. yaziki v shkole. – 1999. – № 1. – S. 11–18.  
Nosonovich YE.V., Kriterii sodержatel`noy autentichnosti uchebnogo teksta/  
YE.V. Nosonovich, R.P. Mil`rud// Inostr. yaziki v shkole. – 1999. – № 2. – S. 6–12.
5. Pulatova Shakhzoda Khaydarovna, & Tolibova Nodira Nosirovna. (2022). Some Necessary Options of Learning English Comparing with Other Foreign Languages. *Eurasian Research Bulletin*, 4, 108–113. Retrieved from <https://geniusjournals.org/index.php/erb/article/view/436>.
6. Tolibova, N. N., & Pulatova, S. K. (2021). THE CONCEPT OF TRANSLATION AND PRAGMATICS. *Scientific reports of Bukhara State University*, 5(1), 101-111. <https://uzjournals.edu.uz/buxdu/vol5/iss1/8/>.
7. Sayitova, K. H. (2019). THE ADVANTAGES OF TEACHING GRAMMAR THROUGH GAMES Sayitova KH, Narziyeva N. 2. *Достижения науки и образования*, 30. <https://staff.tiiame.uz/storage/users/85/articles/WR4kpbreVVXtEFSxD7lx8f7paIUkE0jbpZP6sqkI.pdf#page=31>.
8. Choshovna, F. M. (2022). The notion of family loyalty in literary works. Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes, 107-109. <http://conferenceseries.info/index.php/online/article/download/58/42>.
9. Nazarova, N. (2022). Antroponimlarning o`rganilishi. Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes, 110-112. <http://conferenceseries.info/index.php/online/article/view/59..>
10. Ahrorovna, N. N. (2022). STUDY OF ANTHROPONYMS AND THEIR PLACES IN THE LEXICAL SYSTEM. *Web of Scientist: International Scientific Research Journal*, 3(1), 90-96. <https://wos.academiascience.org/index.php/wos/article/download/619/575/>.
11. Khudoyberdievna, S. Z. (2021, November). Language Expressing Psychoemotional State of Human. In *INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY RESEARCH AND INNOVATIVE TECHNOLOGIES* (Vol. 2, pp. 108-113). <https://mrit.academiascience.org/index.php/mrit/article/view/102>.
12. Khudoyberdievna, S. Z. (2022). Modern Methods of Translating Phraseological Units. *Eurasian Research Bulletin*, 4, 153-158. <https://geniusjournals.org/index.php/erb/article/view/516>.
13. Askarovich, H. A., & zulfizar Khudoyberdiyevna, S. (2021). EMOTIONAL CONCEPTS IN ENGLISH AND RUSSIAN PHRASEOLOGY. *Conferencious Online*, 33-37. <https://conferencious.com/index.php/conferences/article/view/55>.
14. Ruzieva Nafisa Zarifovna. "The importance of using games in teaching English as a second language." *Достижения науки и образования* 5 (18) (2017). <https://cyberleninka.ru/article/n/the-importance-of-using-games-in-teaching-english-as-a-second-language>.
15. Ruziyeva Nafisa Zarifovna. "THE SIGNIFICANCE OF USING EUPHEMISMS IN DIFFERENT FIELDS OF SOCIETY." *E-Conference Globe*. Vol. 3. No. 1. 2021. <https://papers.econferenceglobe.com/index.php/ecg/article/download/341/339>.

16. Botir E., Muxtarovna B. D. THE IMPORTANCE OF DISTANCE LEARNING IN THE PROCESS OF TEACHING FOREIGN LANGUAGES //Gospodarka i Innowacje. – 2022. – T. 22. – C. 148-151.
17. Abdullayeva, Gulnora; ,GRAMMATICAL DISPROPORTION BETWEEN UZBEK AND ENGLISH AS A MAIN PROBLEM IN SIMULTANEOUS INTERPRETATION OF THE LANGUAGES,EPRA International Journal of Research and Development (IJRD),5,9,409-412,2020,EPRA Publishing <https://eprajournals.com/viewjournal.php?jid=3438>.