

CONCEPT OF “AUTHENTIC MATERIALS” AND THEIR VARIETIES

Ziyadulloyeva Mokhidil Shovkat qizi

Teacher, English Department,
‘Tashkent Institute of Irrigation and Agricultural Mechanization Engineers’
National Research University, Tashkent, Uzbekistan

ABSTRACT

The purpose of the article is to analyze the concept of authentic material and use of their varieties in language teaching.

Key words: authentic material, educational interaction, illustrative image, reality, authentic text, aspect, task, emotional response.

INTRODUCTION

The concept of "authentic materials" appeared relatively recently, replacing the term "original materials". The degree of authenticity is a serious aspect of the teaching methodology. Authenticity itself is considered as a property of educational interaction. At the moment, there are many definitions of this term. For example, K.S. Krichevskaya (1996) believes that authentic materials are authentic literary, folklore, visual, musical works, objects of real reality (clothing, furniture, dishes) and their illustrative images.

METHODOLOGY

Based on the purpose of this scientific research, theoretical analysis method, identification method, and typology methods were chosen.

DATA COLLECTION AND ANALYSIS

Similarly, G.I. Voronina (1999) defines authentic materials as "texts borrowed from the communicative practice of native speakers". G.I. Voronina divides authentic texts into two types, which represent different genre forms:

- "*Functional*, performing instructive, explanatory, advertising or warning function (signs, road signs, signage, diagrams, diagrams, drawings, theater programs, etc.)";

- "*Informative*, fulfilling an informational function and containing constantly updated information (Articles, interviews, survey opinions, readers' letters to printed publications, up-to-date sensational information, announcements, explanations to statistics, graphics, advertising, commentary, reportage, etc.)".

In addition, E.V. Nosonovich and O.P. Milrud (1999) noted a number of substantive aspects that an authentic text used in teaching should correspond to:

- ❖ *Cultural aspect.* The text should contain country-specific information, which in turn will interest and motivate students to learn English;
- ❖ *Informative aspect.* Every educational text, including authentic ones, should contain some new and informative information. When selecting authentic texts, the age characteristics and interests of students should be taken into account. But with everything at the same time, we should not forget that information is not the main goal, just a means of increasing motivation.
- ❖ *Situational aspect.* The authentic text must contain a natural situation and some kind of emotional charge. Situational authenticity helps to evoke reciprocal emotions in students, which in turn contributes to the formation of a positive attitude towards a foreign language.
- ❖ *Aspect of national mentality.* An authentic text should have familiar and understandable information for students. She shouldn't be too specific and contradict the mentality of children.
- ❖ *Aspect of the design.* The authentic text must contain extraneous noise (conversations of passers-by, traffic noise, etc.). This helps students to better understand the nature of foreign language life.
- ❖ *Aspect of the training task.* Tasks for authentic texts should also bear the character of authenticity. They should definitely develop a guess, as this is one of the main skills used by students in everyday life.

RESULT AND DISCUSSION

When selecting authentic materials, it must be remembered that all authentic texts must meet the following requirements:

- Must correspond to the age of students and their experience in communicating in a foreign language;
- Authentic texts should contain new and interesting information;
- The content of new forms of speech;
- All information, situation and characters must be presented in natural conditions;
- Authentic material should elicit an emotional response from students;
- Authentic texts should be educational in nature.

It should be noted that the criterion of functionality remains the main criterion of authenticity. This criterion assumes that authentic texts should be oriented to the use of life, to introduce students to the natural environment of the studied language. Working with such a text brings students closer to life situations in which a foreign language is usually used.

Depending on the material on which the comic effect is based, jokes can be divided into two groups: referential and linguistic. Referential anecdotes are based on

the absurdity or absurdity of the situation, the inconsistency of ideas about the world with the behavior of the characters. According to J.B. Abildinova, (2010) linguistic ones are tied to the playing of a particular linguistic phenomenon. These can be such phenomena as the ambiguity of words, homonymy, stylistic differentiation of vocabulary (homophony or wordplay), etc. To understand anecdotes of this type, you need deep linguistic knowledge, which is why it is not recommended to use them as educational texts. Conversely, the texts of referential jokes can be successfully used as educational text material.

In support of this, there is given the following arguments:

- Acquaintance with anecdotes contributes to the formation and development of cognitive activity, as they carry information about the culture and lifestyle of the people.

- Such texts have a beneficial effect on mental activity, so how they affect the sphere of feelings and emotions, which cannot but contribute to the development of creative abilities, the formation of aesthetic taste.

- By reading humorous texts, students get acquainted with the "natural ideal" of the language norm, develop a sense of language, do your speech is brighter, more beautiful.

- These texts do not need to develop an additional system control of the correctness of understanding, since the main indicator the adequacy of perception is the reader's reaction (smile, laughter, bewilderment, etc.).

This type of authentic materials is an effective means of developing skills and abilities, as jokes often contain a large number of words and phrases common in everyday life.

CONCLUSION

Summing up from all of the above, it can be divided all authentic texts into authentic and educational-authentic ones.

Actual authentic texts are materials that are taken from original sources. They differ in colloquial and widely used vocabulary and grammatical forms, situational adequacy. Such texts were not created for educational purposes, but they can still be used when teaching a foreign language.

Educational and authentic texts are materials that have been developed taking into account all the requirements and criteria and are aimed at solving the set educational tasks.

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