# AUTHENTIC MATERIALS AS A FACTOR IN THE FORMATION OF STUDENTS' FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE IN CLT

**Dilrabo Ashurova Khalilovna**
**Navoi State University of Mining and Technologies, Navoi, Uzbekistan**

**Abstract:** As part of teaching a foreign language, the teacher constantly searches for effective ways and means of forming and developing communicative competences of students. One of the main parameters of the training content is the use of authentic material. Authentic materials such as oral and written texts, as well as other sources that are the real product of native speakers not intended for educational purposes. This article reveals the important features of authentic sources in improving the communicative competence of students through communicative methods.

**Key words:** communicative competences, authentic materials, educational purposes, important features of authentic sources, authentic listening materials.

**Аннотatsія:** В рамках обучения иностранному языку преподаватель постоянно ищет эффективные пути и средства формирования и развития коммуникативных компетенций студентов. Одним из основных параметров содержания обучения является использование аутентичного материала. Аутентичные материалы, такие как устные и письменные тексты, а также другие источники, которые являются реальным продуктом носителей языка, не предназначенные для образовательных целей. В данной статье раскрываются важные особенности аутентичных источников в совершенствовании коммуникативной компетенции студентов посредством коммуникативных методов.

**Ключевые слова:** коммуникативные компетенции, аутентичные материалы, учебные цели, важные особенности аутентичных источников, аутентичные материалы для аудирования,

**Annotatsiya:** Chet tilini o'qitish jarayonlarida o'qituvchi doimiy ravishda o'quvchilarning kommunikativ kompetentsiyalarini shakllantirish va rivojlantirishning samarali usullari va vositalarini izlaydi. Ta'lim mazmunining asosiy parametrlaridan biri bu autentik materialdan foydalanishdir. Og'zaki va yozma matnlar singari autentik manbalar va til sohiblarining asl mahsuloti bo'lgan boshqa manbalar ta'lim maqsadlari uchun mo'ljallanmagan. Ushbu maqolada kommunikativ usullar orqali talabalarning kommunikativ kompetensiyasini oshirishda autentik manbalarning muhim xususiyatlari ochib berilgan.

**Kalit so‘zlar:** kommunikativ qobiliyatlar, autentik materiallar, o‘quv maqsadlari, autentik manbalarning muhim xususiyatlari, tinglash uchun mo‘ljallangan autentik manbalar

**Introduction** The methodology of teaching foreign languages is constantly changing. There are discussions among experts about which of the methods for studying foreign languages is the most effective[1]. Adherents of the classical method prefer to study the language in the traditional way, since this develops basic linguistic skills: the ability to reproduce spoken language, listening comprehension, reading texts and writing skills. With this approach, vocabulary increases significantly and phonetics improves. Those who prefer the communicative method also notice that it has some disadvantages, namely: if you study the language comprehensively, there is practically no time left for oral practice, and in most cases, teachers are not native speakers of the language being studied.

However, at this historical stage and in modern conditions, our main goal is to develop students' communication skills aimed at understanding and independently reproducing information in a foreign language, based on a specific communication situation, as well as implementing communication that complies with the rules of communication, taking into account the national and cultural characteristics of the country of the language being studied.

The communicative methodology is based on the following principles:

1. Involvement of the foreign language teacher in the process of communication of students, creating the illusion of a life situation, and not a boring lesson. The teacher, within the framework of the lesson, creates conditions for immersion in a foreign language environment.

2. Using training exercises that maximally recreate communication situations, while allowing not to deviate from the didactic learning goals.

3. Directing the students' main attention to the final goal and the general content of the statement, which relieves mental tension and fear of making a mistake, thereby creating a favorable atmosphere in the classroom, provoking a desire to participate in the communication process.

**Literature review** Today, one of the main methods of forming students' communicative competence in the language they are learning is the use of authentic materials in educational processes.

The problem of authentic materials used in teaching foreign languages causes a lot of controversy in itself. The very concept of authentic materials appeared in the methodology not so long ago, which is connected with the modern setting of goals of teaching a foreign

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[1] Prus L.V., Berezovskaya L.G., Mlynar E.Sh., pnojournal. wordpress.com/archive18/18-02/
Publication date: 05/1/2018 No. 2 (32). pp. 109-112.

language. In modern foreign and domestic methodology, the term "authentic materials" has practically supplanted the term "original materials", which
was used earlier. At the same time, the degree of authenticity of educational materials is a serious methodological problem.

In foreign pedagogical practice, there are also various approaches to defining the concept of authenticity. The British linguist Henry Widdowson, widely known for his contribution to the field of teaching communicative language, considered methodological authenticity in teaching foreign languages[2]. As an authority on applied linguistics and language teaching, learning and teaching English in particular, Widdowson points to the need to view authenticity not only as a property of speech production but also as an integral part of the learning process. Authenticity is seen by him as a property of educational interaction. That is, authentic material itself, be it text, audio or video recording, does not carry any special methodological and didactic benefit; the process of working with this material is important. It plays a key role in the process of solving the goals and objectives of communicative learning. In other words, material taken out of context and intended by the author for native speakers, and not for language learners, cannot be considered methodologically authentic. According to Widdowson, authenticity is created in the learning process, in the course of interaction between students and the teacher and with each other in the process of working with this or that material.

**Research Methodology)** The concept of authentic material is interpreted differently in different sources. The concept of authentic material has been widely covered by foreign scholars, and according to N.A. Savinova, L.V. Mikhaleva, non-authentic texts are texts specially written for those learning a foreign language as their mother tongue, which cover a certain grammatical topic, lexical included in the educational process to strengthen the material[3].
K. Morrow considers the authentic text to be an example of a living language. According to him, an authentic text is a speech fragment created in oral and written speech in order to convey this or that information for a real listener[4]

Unlike D. Harmer and K. Morrow, D. Nunan investigates not only real texts, but also other materials and says that any material that is not created for the purpose of language learning can be called authentic

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[2] Widdowson H.G. Aspects of Language Teaching. Oxford: Oxford University Press, 1999.
[3] N.A. Savinova, L.V. Mikhaleva, authentic materials as an integral part of the formation of communicative competence, UDC 378.02:372, p. 118
[4] Morrow, K. Authentic Texts in ESP/ K. Morrow, S. Holden (Ed.) //English for specific purposes. London: Modern English Publications. 1977. PP. 13-16.

material[5]. In fact, in his lessons, he encourages his students to bring examples of authentic language data from "real world" contexts outside the classroom into the classroom. They practice listening and reading authentic language from a variety of sources, including television and radio broadcasts, taped interviews, meetings, interviews and announcements.

In addition, some researchers argue that there is need for more authentic materials in the classroom because of the huge gap between language learning materials and authentic materials in English language teaching.

In our opinion, authentic materials are texts written by native speakers and published in contexts specifically designed for native speakers, with themes, language, syntax, and various lexical and grammatical devices that are intended for native speakers and presented to their audience through mass media.

The ability to speak English competently is closely related to its teaching. The modern age requires a new approach, new methods of teaching foreign languages so as to awaken desire to learn new languages, to acquire new knowledge and activities, while building the further direction of their own education, is the main goal of the educational institutions. The students are tasked with independently studying, finding, analyzing materials, while the main task of the teacher is the right direction. The teacher needs to logically and correctly build a lesson so that students are interested in learning English, since the practice of the traditional method, forcing students to cram words, grammar in practice did not give the desired result. The search for new teaching methods is associated with a lack of motivation among students to learn English. Very often, there is no positive motivation, because when learning a foreign language, students encounter some difficulties and do not learn the material due to their psychological characteristics. Work experience shows that the use of various, modern, fresh sources and means provokes students' interest, increases their motivation to study.

**Analysis and results** Methodist scholars explain the difference between authentic and non-authentic material as follows:

1-graph

|  | Authentic materials | Non-authentic materials |
|---|---|---|
| The purpose of the text | Communication in a real foreign language | Educational purpose |
| Orientation | Development of | Strengthening |

5 Nunan, D. Designing tasks for the communicative classroom / D. Nunan. Cambridge: Cambridge University Press. 1989/2000. P.54

| | communication skills | language forms and structure |
|---|---|---|
| Language composition | Elliptical sentences, pauses, etc | It is precisely the sentences with the correct grammatical form that are adapted to language learning |
| Sources | Genuine foreign sources | Specially prepared materials |

There are two main types of authentic materials:

A) Printed

B) auditory[6]

The printed type of authentic materials includes:

| | |
|---|---|
| Utility bills | Traffic tickets |
| Greeting Cards | Packing Sheets |
| Calendars | Order forms |
| Report cards | ATM screens |
| TV shows | ATM receipts |
| Food Labeling | Websites |
| Magazines | Street signs |
| Newspapers | coupons |

**Authentic listening materials include:**

| | |
|---|---|
| Phone messages | Movies |
| Radio broadcasts | Video and DVD discs |
| Podcasts | Television programs |
| Electronic books | Songs |

We believe authentic materials help students bridge the gap between the classroom and the outside world.

Unlike Harmer, Charlene Polio argues that teachers can easily and comfortably use authentic materials with advanced language learners, but that these materials are not available to low-language learners and even beginners[7].

The communicative method is based on the idea that language is used for communication and, therefore, the goal of language teaching should be communicative competence, which includes linguistic competence (possession of linguistic material for its use in the form of speech statements).

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[6] https://www.calpro-online.org/documents/AuthenticMaterialsFinal.pdf

[7] Charlene Polio, Using authentic materials in the beginning language classroom, Clear news, 18.1(2014): 1-7, http://clear.web.cal.msu.edu/wp-content/uploads/sites/22/2018/10/2014-Spring.pdf

In teaching a foreign language, game situations, paired forms of work, tasks for finding errors and other activities that contribute to an increase in vocabulary and the development of analytical thinking are widely used. In practical classes, students develop language skills in real situations of everyday communication, which allows them to use the correct lexical and grammatical forms for the verbal expression of their own thoughts. The use of modern technologies in the process of teaching foreign languages can be the basis for comprehensive development of the student's communicative competence. It is known that communicative competence means the ability to interact in social situations in one's native language and in any foreign language, to follow the culture of communication, social flexibility, and the ability to work effectively in a team in cooperation[8].

Game in pedagogy is a process in which a child imitates adults, studies their attitudes and learns to play certain roles[9]

Game technology is closely related to the technology of cooperation.

With their appropriate implementation, it is possible to achieve a positive pedagogical effect, which is one of the advantages of this type of training, since any interaction of students in groups gives each student the opportunity to control their behavior, focusing on the real or expected reactions of other people[10].

Role-playing games are language skills that allow you to achieve maximum communication goals with maximum strength and flexibility in using language material. Such games accurately restore the environment and atmosphere of communication. Participants are assigned a certain character, they are in a certain relationship, which presupposes a different language reaction, including emotional. The participants are assigned a certain character, they are in a certain relationship, which implies different linguistic reactions, including emotional ones. Children must express joy or sorrow, enthusiasm or resentment, and they must find the means to express their feelings. The game gives children the opportunity to communicate with each other and with the teacher, creates conditions for equality in speech partnership and destroys the traditional barrier between teacher and student. The game allows shy students to speak and thus overcome the barrier of self-doubt.

**Conclusion** It can be concluded that the effectiveness of the educational process largely depends on the ability of the teacher to

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[8] Collection of legal documents of the Republic of Uzbekistan, 2017, No. 14, Article 230, Annex 3 to the decision of the Cabinet of Ministers No. 187 dated April 6, 2017

[9] Solovova E. V. Methods of teaching foreign languages: a basic course of lectures. M., 2005.

[10] Nikitina G.A., Nosova E.A. Collaborative learning as a way to develop foreign language communicative competence // Foreign languages in the context of intercultural communication. Materials of reports of the VI International Internet Conference. Saratov, 2014. pp. 293-298.

organize a lesson correctly and correctly choose one or another form of conducting a lesson. Non-traditional forms of conducting lessons make it possible not only to raise students' interest in the subject being studied, but also to develop their creative independence, to teach how to work with various sources of knowledge. Such forms of conducting classes "remove" the traditional nature of the lesson, enliven the thought. [11]However, it should be noted that too frequent recourse to such forms of organization of the educational process is inappropriate, since the non-traditional can quickly become traditional, which, ultimately, will lead to a drop in students' interest in the subject.

In our opinion, the ultimate goal of communicative-oriented teaching is the most productive use of a foreign language in natural, rather than prepared contexts, under the guidance of a teacher.

It should also be noted that the basis of the communicative approach to teaching a foreign language is one goal - to develop communication skills for solving every day and professional problems. The main principle is the principle of active communication, which is based on tasks of various nature: from social and every day to problematic. These tasks are implemented through collective work in groups, observing the principles of personal orientation, in the learning process in a positive psychological atmosphere, where students feel comfortable and are in an atmosphere of mutual understanding and active interaction, share information and emotions. Which, in turn, increases the level of motivation in the process of learning foreign languages[12]

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