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## The Use of Authentic Materials in Foreign Language Classrooms

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### ANNOTATION

Authentic materials provide real-life examples of language used in everyday situations and can be used to add more interest for the learner. Authentic materials can provide information about the target culture and provide that culture's perspective on an issue or event. The rich language found in authentic materials provides a source of input language learners need for acquisition. This article highlights the importance of using authentic materials in foreign language teaching.

**KEYWORDS:** authentic materials, foreign language teaching, native speaker, culture.

### Introduction

Authentic materials are materials created by native speakers for native speakers for non-teaching purposes. Authentic materials refer genuine literary, folklore, visual, musical works, objects of reality, such as clothing, furniture, dishes and their illustrative images. 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. 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.

### Materials and Methods

In foreign literature A. Martinez (2020) offers the following classification of authentic materials:

1. Authentic audiovisual materials: television commercials, feature films and documentaries, television shows, cartoons, music videos, news, etc.
2. Authentic audio materials: audio books, songs, advertising and radio broadcasts, etc.

3. Authentic visual materials: paintings, photographs, slides, road signs, illustrations, stamps, postcards, etc.
4. Authentic printed materials: newspaper articles, sports columns, lyrics, programs, telephone directories, brochures for tourists, comics, checks, tickets, etc.
5. Realities (objects): coins, cash, masks, toys, etc.

K.S. Krichevskaya (1996) separates 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 everyday use, seem to be quite significant to create the illusion of familiarization 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 "authentic 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. For example, Listen to the announcement and choose the right answer

- The flight number is... 46A/87C/86A.
- The current altitude is 32000 feet/33000 feet.
- The airspeed is 200 miles per hour/400 miles per hour.
- The time is 13:25/10:25.

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. Authentic 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.

The effective formation of cultural and communicative competence, as well as critical thinking is facilitated by the use of authentic visual clarity in the lessons, i.e. objects of everyday life that initially did not have an educational and methodological focus, but were created exclusively for use by native speakers.

According Nosonovich and Milrud (1999), 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.

## Results and Discussions

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.

An important condition for the effectiveness of the introduction of authentic 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 the introduction of material by Milrud (1999) 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 sociocultural 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 educational subject.

The experience of introducing technologies for the development of critical thinking makes it possible to substantiate the requirements for the organization of training: the teacher must predict the appropriateness of using technology when studying a particular topic; it should be taken into account what kind of knowledge, skills, abilities the students will master, what abilities and personal qualities are developed at the same time; the effectiveness of the development of critical thinking depends on the skill of the teacher, since by his actions he contributes to the independent activity of students and the formation of a creative style of activity in them, encouraging the manifestation of their creative features, organization, originality, insight, objectivity.

Practical experiences show that students to whom the technology of developing critical thinking was applied have deeper and more stable knowledge, they have mastered the methods of working with information and actively use them in independent work, that is, they are really self-learning. 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.

## Conclusion

To conclude, the use of authentic materials in foreign language lessons makes it possible to carry out training more efficiently, simulate immersion in the 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 language. With authentic materials in foreign language lessons, the teacher develops the personality of the student primarily through direct language teaching, resulting in the formation of communicative competence, which provides comfortable conditions for cognitive activity and self-improvement. The teacher motivates the

student, develops desire to put into practice the knowledge gained in the lesson, and show interest not only in the material being studied, but also in the learning process as well.

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