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## **THE ROLE OF AUTHENTIC MATERIALS IN TEACHING FOREIGN LANGUAGES IN TECHNICAL UNIVERSITIES**

### **SUMMARY**

This article is devoted to the role of authentic materials that are widely used in teaching foreign languages in technical universities. Authentic materials are printed, video and audio materials that students encounter in their daily lives. These materials are not specifically designed for use in the classroom, but because they are authentic, they play a key role in developing excellent teaching tools for students. There are two main categories of authentic materials - print and auditory. English as a second language (ESL), English teachers prefer to use authentic printed materials in technical universities, and students can benefit from it. Authentic materials help students overcome the gap between the classroom and the outside world. The main purpose of the authentic materials is often to determine how and why teachers use them [1, 216 ].

The use of these types of materials for teaching ESL in technical universities is seen as more interesting and motivating for students in the process of teaching foreign languages. The biggest role in using the authentic material is that these materials can be easily accessed and used everywhere. This is easy to find and simple for students to practice in their own time in English. The authentic materials, whereas contextualizing pedagogy, develop students' communication skills that address the requirements, expectations, and interests of their target languages. We can safely say that the authentic materials are books, magazines, journals, newspapers, TV, radio, the Internet, videos, audio cassettes, textbooks, CDs, rich libraries covering a wide range of areas. Most of these sources are easily found in all parts of the world, even in the most remote or poorest regions. Many of these materials are considered a potential source of material for learning English especially in technical universities [2, 18-20].

As a rule, using original materials directly helps each learner to develop the ability to understand and respond to authentic texts and communicative events. Mainly taking into account the linguistic nature of the original material and the skills of scientists, it can be concluded that the correct and effective use of the original

material in the process of teaching foreign languages in technical universities depends only on the relationship between the original materials and the teaching method. In general, authentic materials improve students' communication and expression skills sufficiently, thus making the learning process more interesting and lively. With the help of the development of science and technology, language teachers will simply access such materials on the Internet. They will make their lessons more interesting and colorful by getting all the materials they and their students need from the Internet within the language teaching process.

**Key words:** authentic material, print material, target language, learner, adaption, second language, practice, teaching process.

Today, there are a great number of teaching materials for English teachers: from textbooks to online tutorials. All teaching materials can be used in English lessons. They enrich the teaching process and make this process very interesting. In addition to these materials, many teachers prefer to use authentic materials in their lessons so that they can explain it in the language spoken by students in the real world. It is important to note that the authentic materials are texts that are read in native language, especially those that are intended to be used by non-native speakers. The use of authentic material by high school students, on the one hand, reduces students' dependence on teachers, and on the other hand, increases their independence. High school students often use original literature in their freelance work and presentation of their specialty [3,107].

Exactly high school students are required to read, understand and interpret the authentic material or article. Unlike other high school students, technical high school students should be able to do it freely. Proper use of the authentic material can be useful and beneficial to students in technical higher education both in the Master's and Doctoral degrees. Observations in the teaching of foreign languages show that students are very interested in using this material. They gain new, up-to-date, periodic information from this literature. It has a great impact on the development of their intellect as well.

Obviously, students take into account their own knowledge and skills when using authentic material. The student must be sure that he or she will be able to handle this material while working with the authentic material. Students at the Masters and Doctoral levels face absolute literary literature and the use of authentic material is very significant. Authentic materials are, of course, not only newspaper and magazine articles, but songs, television programs, films, radio, brochures, and everything written in English [4, 1-12].

When choosing authentic material the teacher must first take into account the students' knowledge and interest and the degree of difficulty of the material. Students should be provided with simpler and easier material when presenting material. It must be noted that choosing and using material is to adapt them to the needs of students. These materials should be regularly used by students in seminars. This means adjusting the volume of these materials and reducing them to a form of rehearsal in the classroom.

It ought to be noted that when using authentic material there are some advantages and disadvantages within the method of teaching. I would like to mention some of them as we face them in teaching foreign languages at technical universities. It's been proved that the utilization of authentic materials is often of great benefit to learners. The authentic materials give the students with the necessary supplies and the opportunity to use a lot of new material than the superannuated textbooks. The authentic materials are designed to further develop and improve students' writing and speaking skills. Authentic materials conjointly facilitate to boost students' verbal skills. Several linguists take into account the utilization of authentic materials as a valuable resource in developing students' language talent and skills in teaching process [5.249-254].

Authentic materials facilitate to increase students' enthusiasm and interest in learning foreign languages, which leads to the strengthening of students' communication skills. Another advantage of using authentic materials is that it is utilized by native languages that communicate with alternative native languages. It ought to be noted that the use of these materials is to provide students with daily language as seen in reality.

Another advantage of the authentic material is that it skilfully prepares created language materials and eliminates any gaps between category language and real-life language. One necessary side of the writing is that the ability to browse and repeat them over and over. Students usually face nice challenges once victimization authentic materials in teaching foreign languages. This can be very true for elementary level students. This is especially true for elementary level students. Thus, once victimization these materials for elementary level students, they face some difficulties. That's why authentic materials are harder for elementary students. The problem of teaching a distant language is that the undeniable fact that such materials don't seem to be terribly aware of complicated words and terms.

The words and terms of various and unrelated topics are focused in one material, that creates great difficulties. Students could face serious difficulties once victimization authentic material just for the aim of obtaining sensible grades or passing exams. The length of the material utilized in the schoolroom is typically not in keeping with the teachings and students' needs. In some cases, materials are too long for a few reason, as a result of the materials utilized in the lesson can't be

shortened, which may cause difficulties for students. As authentic materials don't seem to be designed for second language learners and are designed for language students this presents a challenge in teaching [6, 4-5].

Authentic materials are terribly effective and easily available. There are plenty of benefits of using authentic materials in English language lecture rooms. It is important to use the authentic materials in teaching and learning foreign languages in technical universities. Such materials are very necessary for his or her utility, importance, vitality, and for the learners' motivation. The authentic materials, whereas contextualizing pedagogy, develop students' communication skills that address the requirements, expectations, and interests of their target languages. Additionally, the utilization of authentic materials helps develop the power to grasp and reply to original texts and communicative events.

Given the linguistic nature of the authentic material and the skills of the scholars, it can be concluded that the right use of the authentic material in teaching foreign languages in technical universities depends only on the connection between the authentic materials and the teaching method provided by the college. Additionally, the effective use of authentic materials conjointly depends on the level and knowledge of the teacher, the teacher's support and help with the scholars in their teaching. A teacher who teaches authentic materials depends on his own experience and uses those materials on a daily basis. For this reason, the authentic materials utilized in language lessons have a positive result on the event of students' information, in accordance with their interests .

Studies show that there's still a desire for additional analysis to assist clarify a number of the problems within the effective use of authentic materials within the teaching of foreign languages. The utilization of authentic materials within the teaching of languages is one in all of the key factors in enhancing not solely the language skills and talents of scholars however conjointly their beliefs [7, 143].

So as to realize the goals and objectives of teaching foreign languages, foreign language teachers should initial use all the materials around them to form interest and motivation for his or her students. There are innumerable sources of authentic materials. They're accessible and effective all over and in any respect times. They're not solely interesting for students, they conjointly facilitate help develop language skills. Authentic materials promote artistic links between teachers and students and serve to encourage students. They supply students careful data concerning real-life information. These materials enhance students' translation skills. Such materials help to overcome students' self-confidence. It's unacceptable to use constant to check totally different subjects. Such materials are a motivating factor for students to browse.

Authentic materials enhance students' ability to communicate and express their ideas, thus making the learning process more interesting and lively. With the advancement of science and technology, and with the emergence of the web, teachers of language will simply access this kind of material on the web. They will create their lessons more interesting and colorful by obtaining all the materials they have for themselves and their students within the language teaching process on the net.

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**РАХИМА МАМЕДОВА**

**АЙВЕНИЗ ДАДАШОВА**

**РОЛЬ ОРИГИНАЛЬНЫХ (АУТЕНТИЧНЫХ МАТЕРИАЛОВ)  
В ОБУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ В ТЕХНИЧЕСКИХ  
ВУЗАХ  
РЕЗЮМЕ**

Данная статья посвящена роли оригинальных материалов, которые широко используются при преподавании иностранных языков в технических вузах. Оригинальные материалы – это печатные, видео- и аудиоматериалы, с которыми студенты сталкиваются в повседневной жизни. Эти материалы не предназначены специально для использования в классе, но, поскольку они аутентичны, они играют ключевую роль в разработке отличных учебных пособий для учащихся. Существует две основные категории аутентичных материалов – печатные и аудиальные. Английский как второй язык (ESL). Преподаватели английского языка в технических университетах предпочитают

использовать оригинальные печатные материалы, и студенты могут получить от этого пользу. Оригинальные материалы помогают учащимся преодолеть разрыв между классом и внешним миром. Основной целью аутентичных материалов часто является определение того, как и почему учителя их используют [1, 216].

Использование материалов такого типа для преподавания ESL в технических университетах видится более интересным и мотивирующим для студентов в процессе преподавания иностранных языков. Самая большая роль в использовании аутентичных материалов заключается в том, что к этим материалам можно легко получить доступ и использовать их повсюду. Его легко найти, и студентам легко попрактиковаться на английском языке в свободное время. Оригинальные материалы в сочетании с контекстуальной педагогикой развивают у учащихся коммуникативные навыки, соответствующие требованиям, ожиданиям и интересам их целевых языков. Можно смело сказать, что аутентичными материалами являются книги, журналы, газеты, телевидение, радио, Интернет, видео, аудиокассеты, учебники, компакт-диски, богатые библиотеки, охватывающие широкий спектр областей. Большинство этих источников легко найти во всех частях света, даже в самых отдаленных и бедных регионах. Многие из этих материалов считаются потенциальным источником материала для изучения английского языка, особенно в технических университетах [2, 18-20].

Как правило, использование оригинальных материалов напрямую помогает каждому обучающемуся развить способность понимать оригинальные тексты и коммуникативные события и реагировать на них. Принимая во внимание главным образом языковую природу исходного материала и квалификацию ученых, можно сделать вывод, что правильное и эффективное использование исходного материала в процессе обучения иностранным языкам в технических вузах зависит только от соотношения между исходными материалами и методом обучения. В целом оригинальные материалы в достаточной степени улучшают коммуникативные и выразительные навыки учащихся, делая процесс обучения более интересным и живым. Благодаря развитию науки и технологий учителя языка смогут просто получить доступ к таким материалам в Интернете. Они сделают свои уроки более интересными и красочными, получая все необходимые им и их ученикам материалы из Интернета в процессе преподавания языка.

**Ключевые слова:** оригинальный (аутентичный) материал, печатный материал, изучаемый язык, обучаемый, адаптация, второй язык, практика, учебный процесс.

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**XÜLASƏ**

Bu məqalə texniki universitetlərdə xarici dillərin tədrisində geniş istifadə olunan orijinal materialların roluna həsr edilmişdir. Orijinal materiallar tələbələrin gündəlik həyatlarında qarşılaşdıqları çap, video və audio materiallardır. Bu materiallar xüsusi olaraq yalnız sinifdə istifadə üçün nəzərdə tutulmayıb, lakin onlar orijinal olduqları üçün tələbələr üçün mükəmməl tədris vasitələrinin hazırlanmasında əsas rol oynayır. Orijinal materialların iki əsas kateqoriyası var - çap və eşitmə. İngilis dili ikinci dil olaraq (ESL) ingilis dili müəllimləri texniki universitetlərdə orijinal çap materiallarından istifadə etməyə üstünlük verirlər və tələbələr bundan yararlanma bilirlər. Orijinal materiallar tələbələrə aydın və xarici dünya arasındakı boşluğu aradan qaldırmağa kömək edir. Orijinal materialların əsas məqsədi çox vaxt müəllimlərin onlardan necə və nə üçün istifadə etdiyini müəyyən etməkdir [1, 216].

Texniki universitetlərdə ESL-nin tədrisi üçün bu tip materiallardan istifadə xarici dillərin tədrisi prosesində tələbələr üçün daha maraqlı və həvəsləndirici hesab olunur. Orijinal materialdan istifadədə ən böyük rol bu materiallara asanlıqla daxil olmaq və hər yerdə istifadə etməkdir. Bunu tapmaq asandır və tələbələrin ingilis dilində öz vaxtlarında məşğul olmaları sadədir. Orijinal materiallar, pedaqogikanı kontekstləşdirməklə yanaşı, tələbələrin hədəf dillərinin tələblərinə, gözləntilərinə və maraqlarına cavab verən ünsiyyət bacarıqlarını inkişaf etdirir. Əminliklə deyə bilərik ki, orijinal materiallar kitablar, jurnallar, qəzetlər, televiziya, radio, internet, videolar, audiokasetlər, dərsliklər, CD-lər, geniş sahələri əhatə edən zəngin kitabxanalardır. Bu mənbələrin əksəriyyəti dünyanın hər yerində, hətta ən ucqar və ya ən yoxsul bölgələrdə də asanlıqla tapılır. Bu materialların çoxu xüsusilə texniki universitetlərdə ingilis dilini öyrənmək üçün potensial material mənbəyi hesab olunur [2, 18-20].

Bir qayda olaraq, orijinal materiallardan istifadə birbaşa hər bir tələbəyə orijinal mətnləri və kommunikativ hadisələri başa düşmək və onlara cavab vermək bacarığını inkişaf etdirməyə kömək edir. Əsasən orijinal materialın dil xarakterini və alimlərin bacarıqlarını nəzərə alaraq belə nəticəyə gəlmək olar ki, texniki universitetlərdə xarici dillərin tədrisi prosesində orijinal materialdan düzgün və səmərəli istifadə yalnız orijinal materiallar arasındakı əlaqədən və tədris metodundan asılıdır. Ümumiyyətlə, orijinal materiallar tələbələrin ünsiyyət və ifadə bacarıqlarını kifayət qədər təkmilləşdirir, beləliklə də təlim prosesini daha maraqlı və canlı edir. Elm və texnologiyanın inkişafının köməyi ilə dil müəllimləri bu cür materialları İnternetdən çox asanlıqla əldə edə bilirlər. Onlar xarici dilin tədrisi prosesində özlərinə və

tələbələrində lazım olan bütün materialları internetdən əldə etməklə dərslərini daha maraqlı və rəngarəng edə bilərlər.

**Açar sözlər:** orijinal material, çap materialı, hədəf dil, öyrənmə, uyğunlaşma, ikinci dil, təcrübə, tədris prosesi.

**Rəyçi:** fil.ü. f. Dok., dosent Gülnarə Əhmədova