Main Features of Choosing Authentic Materials in Foreign Language Classess

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Abstract: The problem of using texts in teaching foreign languages is one of the priorities in modern linguodidactics and methodology. Most methodologists are inclined to believe that it is preferable to teach a foreign language on authentic material, that is, on the basis of texts taken from original sources, texts-products of the communicative practice of native speakers.

Key words: Text, authentic texts, individual language structures, natural human communication, initiative speech, personal letters, anecdotes, diaries, advertisements.

Authentic texts are distinguished by their informativeness, imagery of the language, dynamics, cognitive value, which, in turn, stimulates the language activity of students, their communicative readiness. Undoubtedly, an authentic speech work has a number of advantages in comparison with an educational synthetic text, in which the author's attention is directed to the representation of individual language structures. Such texts are often oversaturated with language units to be learned, to the detriment of the content of the text. It is worth recognizing that in the modern Russian methodology of teaching foreign languages, didactic texts are mainly used, created specifically for educational purposes, built on the studied lexical and grammatical material and of an informational nature. These texts allow teaching the rational extraction of specific factual information at the level of meanings. Supplementing the curriculum with authentic works will allow:

➤ to study the language at a deeper level of meanings;

➤ to increase the motivation for learning the language, because natural human communication occurs at the level of meanings;

➤ emotionally, personally involve students in the process of reading, and this is a necessary condition for turning on the mechanisms for generating initiative speech - speaking and writing;

➤ Identify and recognize intercultural differences.

The concept of "authenticity of the text" includes several levels and is irreducible only to the selection of vocabulary and the correct grammatical formulation of the statement. The language itself does not yet make the text authentic, so it is necessary to focus on its content side so that students can learn the language in the context of meaningful, meaningful communication.

The authenticity of the text in its content and formal aspects is the subject of research by many authors. Of interest are the authenticity criteria proposed by E.V. Nosovich, R.P. Milrud. They distinguish: cultural, informative and situational authenticity, the authenticity of the national mentality, the authenticity of design. Let us dwell briefly on their interpretation.

When revealing the phenomenon of culturological authenticity, it is important to point out that learning a language is inseparable from getting to know the culture of countries where this language is spoken, with the peculiarities of the life and mentality of their citizens. In this regard, it should be emphasized that modern textbooks contain a sufficient amount of country-specific information, and sometimes they are oversaturated with it. Realities, geographical names, names of famous people are introduced into the texts, traditional forms of communication are described, which, of course, broadens the horizons of students and at the same time serves as a means of teaching language and culture. Considering informative authenticity, it should be noted that any natural text carries some new information that should interest the listener. A text can be considered informatively authentic if it arouses natural interest in the reader or listener. The authentic text acts, first of all, as a means of transmitting information, and not as a way of interpreting new language units, therefore the informative aspect of authenticity is one of the determining factors in the selection of educational material. When selecting material, one should not forget about the national specifics of the country for which it is intended. An attempt to reflect a typical situation for the life of native speakers cannot always be adequately perceived by readers, since the author of the text and the reader in most cases are representatives of cultures that are different in their essence with dissimilar social stereotypes and values. When selecting material, one should not forget about the national specifics of the country for which it is I ntended. An attempt to reflect a typical situation for the life of native speakers cannot always be adequately perceived by readers, since the author of the text and the reader in most cases are representatives of cultures that are different in their essence with dissimilar social stereotypes and values. When organizing the educational process, it is necessary to take into

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account the peculiarities of the mentality. In accordance with this, speech taboos remain a serious problem - an unspoken ban on the discussion of certain issues. So in different cultures, religious beliefs, salaries, sexual problems can be taboo topics. It is not customary for many nations to openly express their feelings, complain about problems and failures, and mention death. It is therefore necessary to teach not only what to say, but also where and when it will be appropriate. Situational authenticity implies the naturalness of the situation offered as an educational illustration, interest in the stated topic, the naturalness of its discussion.

Actually, authentic texts include personal letters, anecdotes, excerpts from diaries, advertisements, country studies and popular science texts that allow students to get acquainted with speech clichés, phraseology, vocabulary associated with various spheres of life and belonging to different styles. Working with authentic text helps to increase communicative and cognitive motivation; forms regional and intercultural competence; provides the possibility of simultaneous appeal to language and culture; positively affects the personal-emotional state of students. Authentic material must meet the following requirements:

1. Compliance with the age characteristics of students and their level of knowledge in a foreign language.

2. The content of new and interesting information for students.

3. Representation of different forms of speech.

4. The naturalness of the situation, characters and circumstances presented in it.

5. The ability of the material to evoke an emotional response.

6. The presence of educational value.

When selecting materials, preference should be given to authentic materials that represent the conversational style of everyday communication. From written sources, you can use the texts of modern foreign textbooks, journalistic and regional studies texts, as well as monologues and dialogues of characters in works of art written in the style of colloquial speech. It is important that the text uses words and phrases that are typical for informal communication. It is also necessary to introduce students to samples of common genres / types of texts, showing the logical compositional and linguistic features of their implementation in the target language. These genres include: story, description, message, explanation, proof, review, conversation, interview, questioning, dispute, discussion. The limited life experience of schoolchildren should be taken into account when selecting literary texts that should be interesting and feasible for students. When selecting literary texts for classes at school, the teacher checks them according to the following criteria:

✓ do I personally like the text, why;

✓ what may be difficult for students (language, content, assessment). If there are too many difficulties, then the understanding of the value of the text decreases, therefore, it is necessary to use techniques for removing the difficulties of perceiving the text;

✓ whether students need prior knowledge to understand the text;

✓ whether there are points of contact with the life experience of students (similarities, differences) in the content of the text;

✓ what can interest them, excite them emotionally, etc.;

✓ whether the text is representative of a foreign language culture;

✓ whether the text reinforces existing traditional opinions about the country and people or destroys stereotypes.

Thus, teaching a natural foreign language is possible only if the 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 are used. The use of authentic and educational-authentic materials, created for methodological purposes, will make it possible to more effectively teach not only reading, but also other types of speech activity, imitate immersion in the natural speech environment in foreign language lessons.

But, despite all the positive aspects of authentic materials, they also have their drawbacks.

Authentic materials are ideally suited for the content of communicative learning tasks, but lexically and grammatically, they can present significant difficulties. When these materials cease to be difficult in terms of language, they lose their relevance in terms of content and do not fit into the problems of educational material. Authentic texts can be conductors of a certain ideology, which is not always acceptable to us. When working with such texts, it is necessary to form a critical understanding of what has been read.

Authentic texts do not provide the methodological apparatus that helps to interpret them and form the necessary skills and abilities that are vital for students for real communication in the modern world.

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