PRODUCTIVITY OF USING AUTHENTIC MATERIALS IN TEACHING ENGLISH IN NON-PHILOLOGICAL FACULTIES

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ABSTRACT

In this article, we will talk about the methods of using authentic materials in English teaching lessons, besides the types of authentic materials, and the results that can be obtained from these lessons in order to enrich the lessons, especially in the teaching of non-philological faculty students, in order to plan interesting English lessons. It is said that the role of the resources used in the course of the lesson is important in increasing the interest of non-literary faculty students in foreign languages and increasing their motivation to learn the language.

Keywords: authentic, non-philological, increasing, motivation, resource.

ANNOTATSIYA

Ushbu maqolada autentic materiallarni ingliz tili darslarida qo'llash uslublarini, bundan tashqari autentik materiallar turlari va ularni nofilologik ta'lim yo'nalishlarida ingliz tili darslarini qiziqarli qilish maqsadida qo'llashda olinadigan samarali natijalar haqida so'z yuritiladi. Filologiya fakulteti bo'lmagan talabalarning xorijiy tillarga qiziqishini oshirish, til o'rganishga bo'lgan ishtiyoqini oshirishda dars jarayonida foydalanilgan manbalarning o'rni naqadar muhim ekani haqida muhokama qilinadi.

Kalit so'zlar: autentik, nofilologik, oshirish, motivatsiya, manbalar.

АННОТАЦИЯ

В данной статье рассматриваются методы использования аутентичных материалов на занятиях по английскому языку, а также виды аутентичных материалов и эффективные результаты, получаемые при их использовании для того, чтобы сделать занятия по английскому языку интересными в нефилологических образовательных областях. Будет рассмотрено, насколько важна роль используемых в ходе урока ресурсов в повышении интереса студентов, не имеющих филологического факультета, к иностранным языкам, в повышении их увлеченности изучением языка.

Ключевые слова: аутентичные, нефилологические, увеличение, мотивация, источники.

INTRODUCTION

To increase the quality level of personnel training in Uzbekistan, to create the necessary conditions for the training of highly qualified specialists based on international standards, to establish close cooperation relations of each higher education institution with the leading scientific and educational institutions of the world, to introduce advanced pedagogical technologies and curricula based on international educational standards into the educational process and wide introduction of educational and methodological materials, development of

modern professional knowledge and creative communication skills of students, scientific-pedagogical personnel, effective use of interactive methods in working with young audiences were identified as the main tasks of quality improvement and fundamental improvement of the level of higher education in accordance with the priorities of the action strategy[1].

In accordance with the requirements of the educational standards and curricula of the Republic of Uzbekistan for foreign languages, an important factor in improving language and speech competence is the development of cognitive activities such as the formation of a potential vocabulary reserve. From this point of view, it is necessary to modernize the content of modern professional education on the basis of advanced foreign experiences, to create an innovative educational environment based on competence, and to further improve pedagogical mechanisms related to the development of professional language competence of students based on the wide application of effective language technologies and a complex of exercises. In a number of educational documents adopted in the following years, it was emphasized that the basis of the country's development is, without a doubt, science and innovation, and in 2021 a proposal was made to set physics and learning foreign languages as a priority. From now on, it was determined that school, lyceum, college and university graduates must know at least 2 foreign languages perfectly[2].

In the experience of the world's leading developed countries, the use of English as the language of international communication is recognized as a guarantee of success in all fields. One of the priority tasks of the state policy on the pedagogy of foreign language teaching is determined by the teaching of the English language with the help of various motivational materials in non-philological directions. It is important to develop the content of teaching English to students in non-philological higher education institutions in accordance with the requirements of international standards.

METHODOLOGY

In Uzbekistan, foreign languages are taught in higher educational institutions for the purpose of continuous teaching of foreign languages, teaching and use of English in work activities, training foreign language specialists. Taking into account the purpose and characteristics of teaching English in higher educational institutions, they can be divided into 2 groups:

1. Universities, institutes, faculties that train specialists in foreign language - English: Philological field of study.

2. Foreign language – for universities, institutes, faculties that do not train specialists in English: Non-philological field of study.

In these 2 groups, English is taught for 2 purposes. In the higher educational institutions of the first group, English language is taught in depth, both theoretically and practically, in order to train English language specialists. The program is structured in depth. English is taught on the basis of special textbooks. Lectures on various topics are held in English. English is taught

[1] President of Republic of Uzbekistan "O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar stratgiyasi to'grisida"gi Farmoni. //O'zbekiston Respublikasi Qonun xujjatlari to'plami. – T., 2017 – P.39.

[2] «Xalq so'zi» newspaper, № 96 (7876), 07.06.2021. Speech of the meeting of the selector On June 6 under the chairmanship of President of Republic of Uzbekistan Shavkat Mirziyoyev, on the measures to bring the activity of popularizing the study of foreign languages to a qualitatively new level.

in depth in aspects such as phonetics, grammar, analytical reading, independent reading, oral speech, working with press materials. It is required to be able to use the English language perfectly in future work activities. Phonetics, grammar, oral, written speech, reading are taught perfectly. It is required to be able to freely use oral speech, to communicate with foreigners.

Currently, the textbooks of higher educational institutions taught in Russian are being used. Taking into account the characteristics of higher educational institutions teaching in the Uzbek language, textbooks are partially written, but they are not fully used. In educational institutions of the 1st group, English is taught in all courses. In the higher educational institutions of the second group, the comprehensive purpose of the English language is envisaged. The goal of the student is to get general education in English based on 4 goals and to teach him to use the English language in his work in the future. You can learn to communicate by profession, learn words related to your specialty, read and translate texts. For this reason, the program and textbooks should be created separately for each specialty, but they are poorly written and should be created in the future.

Students also learn English independently in higher educational institutions. In higher educational institutions (educational institutions of the second group), English is taught for 2 years.

Around the world, a number of fundamental and applied projects in the framework of English language teaching for professions (ESP) focus on the development of rapid reading, speaking, is listening comprehension skills.

In order to do learning English easier, more interesting and handier especially for the students who study in non-philological faculties teachers always try to find and to make the right program of teaching. Authentic materials or authentic learning is becoming more and more engaging type of teaching and studying. Teachers have lots of opportunity to develop their skills and learn new things in developing authentic learning events. If you're a focused, motivated learner, and you're students observe this, and then you're modeling exactly what they need to become better students themselves.

RESULT AND DISCUSSION

Students love that genuine approach. Learning English with the help of authentic materials as learning is real life learning. It is a style of learning that encourages students to create a tangible, useful, quality product/outcome to be shared with their world. Once an educator provides a motivational challenge, or student selects their initiative, it is imperative to nurture and support the necessary criteria, planning, timelines, resources and support to accommodate student success. The teacher becomes a guide on the side or an event manager, a facilitator that co-creates with their students. Processes become the predominant forces while skills, knowledge and behaviors are activated in real-world, relevant contexts. Authentic learning engages all the senses allowing students to create a meaningful, useful, shared outcome. They are real life tasks, or simulated tasks, that provide the learner with opportunities to connect directly with a relevant world. Steve Revington was the first who devoted his life to investigate the benefits of authentic learning. He devoted his life for searching lot of pluses of authentic materials in teaching. He applied majority, various examples of authentic. As he said "From concept to completion, an authentic learning event takes good planning, a huge investment of time and lots of work. The good news is that once you've

experienced an authentic learning event from planning to performance you've learned a new process and it makes the next event a little easier to navigate. It's interesting, but in my experiences I've noticed that as my learning curve increases so does my student's engagement level. It's as if my excitement in learning and learning new things is directly transferred to my students. There is another advantage of teaching using this education model. Teachers have lots of opportunity to develop their skills and learn new things in developing authentic learning events. If you're a focused, motivated learner, and you're students observe this, then you're modeling exactly what they need to become better students themselves. Students love that genuine approach".

Steve's approach will be very useful to the students who study in non-philological faculties. If, an educator can apply as much as possible authentic materials in learning process in non-philological field of faculties then that's will be a fantastic lesson and give unique result. Students won't regret it and it won't be long until you're looking forward to starting your next.

CONCLUSION

There are different types of authentic materials in teaching events from simulations shared with language learners to complete, real world integrations. The aim is to produce a tangible material and significant outcome that can be shared effectively with the students. It can be medical information, the innovation of an original something, informative news or a design for a decoration but the result needs to be produced for a specific audience. Some students are eager to have their learning assessed in authentic ways. In foreign language teaching a variety of authentic materials can be used. The materials which can be obtained from different resources can involve students' attention and develop their interesting's to learning a foreign language. As these materials connect the students to the social world and gives opportunity them to put their theoretical knowledge into practice, they open a way for beneficial transfer of learning. So, authentic materials can improve the quality of foreign language teaching. But, these materials should be chosen and used taking the instructional objectives and student characteristics into account. For instance, having the beginner level language learners listen to English radio broadcast may decrease their motivation as they may have difficulty in understanding it. Similarly, asking the students who are not interested in medicine to examine an article on politics written in English may develop the negative feelings in them. In this step, foreign language teachers have essential roles for not using any authentic material randomly. Reproducing the task is a more meaningful way to assess learning hence it marks how the learner will perform the task in the real life.

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