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USE OF AUTHENTIC TEXTS TO IMPROVE SPEAKING SKILLS OF NON-LINGUISTIC UNIVERSITY STUDENTS

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Today's level of societal growth necessitates a high standard of education. We know that there is a high quality only when we diligently search for efficient techniques of teaching a language. The use of authentic resources in teaching English occupies a particularly important place, according to a review of domestic and foreign methodological literature. As a result, the study topic must be relevant. The issue of sincerity in foreign language teaching approach has received a lot of attention in recent years. In terms of linguistics, original texts have a distinct lexical and syntactic personality, and short phrases are desired. Use of original content in a systematic and correct manner can be beneficial. Correct and systematic use of original material can be an effective tool for improving the quality of English Language Teaching [1].

As a result, they consider that activities such as quoting a foreign newspaper or watching a foreign language film are insufficient during the session. And, to be sufficient, the technique of dealing with authenticity must be made more realistic. It is thought that if children are trained to see a text not just as an exercise but also as an original, it might be considered a communicative action. This indicates that the teacher fosters spontaneous classroom engagement. To put it another way, the original isn't something that was brought in from the outside. Authenticity is a process that takes place during the learning process when students connect with one another, the text, and the teacher. As a

result, the resistance between the two parties has increased. He distinguishes between the concepts of "original "and "authentic". In his opinion, all cases where you do not use the language for educational purposes are considered true. And original education is considered as a property of interaction.

For this reason, they believe that things like quoting a foreign newspaper or watching a movie in the foreign language are not enough during the lesson. And to be enough, you need to make the process of working with authenticity more realistic [2]. It is believed that when working with a text, children are taught to perceive it not only as an exercise, but, most importantly, as an original, then it can be considered a communicative activity. This means that the teacher encourages natural interaction in the classroom. In other words, the original is not something brought from outside.

Authenticity is a process that occurs in the learning process, when students interact with each other, with the text, and with the teacher. As a result, the resistance between the language used in the lesson and the "real" language is removed. It all depends on how we use the training material.

Develops a system of conditions necessary for the process of originality – weaving from the pointof view of L. Lier. It divides authenticity into three types:

Authentic materials

Pragmatic authenticity

Personal authenticity [3].

The use of natural language, while taking into account the reader's requirements and interests, while keeping the features of the original text in the usage of specially prepared texts, focused on language learners, is considered authenticity of materials. Furthermore, the legitimacy of educational materials used in class must be considered.

The following important characteristics of pragmatic authenticity are included:

The availability of specific language tools in a given situation, i.e. the authenticity of the context in which the language is used;

The expected outcome of speech interaction, i.e. the authenticity of the goal;

Also known as interaction authenticity or interactive authenticity. It is not always compatible with the goal's genuineness. And working in this way undermines the authenticity of the interaction. Thus, in a true relationship, the goal is the process of this natural relationship itself [4].

Interaction authenticity or interactive authenticity are other terms for the same thing. It is not always compatible with the goal's genuineness. Rather than focusing on the meaning of remarks, the teacher frequently replies to students by emphasising on the faults they make, and spends more emphasis to rectifying these flaws. Working in this manner also the interaction's authenticity. As a result, the purpose of a meaningful partnership is the process of this natural relationship itself [4]. In terms of the educational task, we shall concentrate on the informational component. Any educational content, including text, video, and audio, must include some new information that may be of interest. It is critical to consider the age characteristics and interests while selecting resources. Situational aspect-presupposes the naturalness of the situation presented as educational material, the presence of a certain emotional charge. Situational originality helps to evoke the emotional response of students, which, in turn, opens the way to the formation of the correct positive attitude to the subject [5]. When organizing the educational process, it is necessary to take into account the peculiarities of our national mentality and the basis of life. The original material should not be too original.

The cultural aspect is influenced by the content of information in many countries, which significantly increases interest and motivation to learn a foreign language. Original materials include: personal letters, anecdotes, articles, excerpts from Teen Diaries, advertising, recipes, fairy tales, interviews, and scientific texts. They also allow students to familiarize themselves with speech cliches, phraseology, vocabulary related to different spheres of life and belonging to different styles.

However, despite the many advantages of original materials, they can not even be used in priority, that is, the use of single original materials is unacceptable. There is no consensus on this. The

use of original materials in the context of learning outside the language environment depends on the level of language proficiency of students.

Elukhina N. V. and Nosonovich E. V. noted obstacles to the use of original materials in teaching:

1) excessive content of various visual, verbal and audio information, which is difficult to solve within the framework of the lesson;

2)) is a thematic multilateralism that makes it difficult to coordinate materials with the lexical topic that is currently being worked out. Taking into account these obstacles, some authors allow methodological processing of the text without violating its authenticity, creating a text for educational purposes. In the works of foreign and domestic researchers, we find various terms for denoting such texts:

semi-authentic texts-semi-authentic texts:edited original texts-edited authentic texts:

adapted original texts-roughly-turned authentic texts;

texts close to the original-near-authentic texts;

reading-original texts [6];

Thus, we can conclude that there is no single definition of original materials in the domestic and foreign methodology, there isn't any opinion on their classification, as well as on their predominant use in teaching a foreign language. Learning a natural foreign language is possible only if you use materials taken from real life and created taking into account the peculiarities of your culture and mentality in accordance with speech norms.

After using artificial, simplified6 adapted texts, it can be difficult to understand them when moving on to understanding texts taken from "real life". Such simplified texts lose the characteristic features of the text, in particular, become devoid of both authorship and national identity. Since the original texts differ in style and subject matter, it will be very interesting for students to work with them. Original texts are considered the most remarkable and indispensable means of teaching the culture of the country of the language in which they are taught [7].

Although the original texts describe their use in a natural social context, the use of texts is problematic due to the variety of lexical and grammatical forms, individual features of the author's style, and so on. An example is an adult's conversation with a child; tourist booklets, instructions, and advertising texts are written in a simplified language. Although some scientists do not agree with this, the text can be methodically edited. When you do this, it does not violate its authenticity.

One of the most important things in achieving the authenticity of text

perception is its design. Design means that an article or news item is presented in textbooks in the form of an excerpt from a newspaper, a greeting card or the text of a diary in handwritten form, and so on.

Real or authentic classroom tasks are almost identical to real life situations that resemble the communication experience that students receive outside of school. In real tasks, students should not only learn the grammatical structure of certain words, but also achieve a certain goal through language, through speech. For example, in a real task, students ask each other a question about how they spent the weekend. Or what he does after graduation. Here, students take advantage of the present tense and share their real life plans with each other. In the first case, students use the past tense, and in the second case, they use the future tense and express their thoughts from real life [8].

Teachers often focus on creating realistic speech or listening tasks for classroom practice, but they tend to ignore them without paying much attention to homework. Why is this happening? Giving or assigning original tasks to perform these extracurricular activities is not an easy task, but a complex one, because we treat "original" as interactive. In addition, it is likely that students will not be able to stay behind after class to conduct a dialogue, so they can use the most common forms of communication outside the academic environment to bring them closer to what they do in real life. For

example, voice mail, pre-recorded phone surveys, and video logs. This will help you do your homework regularly.

The authors of modern textbooks and training to audition confront students aim to master not only the spoken language, but also the language system in the aggregate of its subsystems - phonological, lexical-semantic, grammatical. Conscious systematization of linguistic phenomena involves the realization of paradigmatic relations of words, the mastery of the stylistic stratification of vocabulary, focusing on students' grammatical forms and functions of language units, etc. The following selection criteria are allocated authentic:

Consideration of the needs, the interest of students (an element of novelty, entertaining, turning tothe individual student);

Correlation with the studied topic and focused on the specific communicative tasks;

Compliance with the standards of the modern language;

Socio-cultural realities that reflect the characteristics of verbal behavior, ethical and aesthetic standards [9].

During the work it found that the use of the proper-authentic texts (materials) to ensure the development of communicative skills provided if available texts students meet the criteria of normativity, frequency, ethical and aesthetic standards. Using the teaching and authentic texts is an effective learning tool, if the texts preserved the content, composition, register, correspondence language norms. Using the properly-authentic and educational texts authentic content that reflects the realities of life in the country of studied language, it is one of the ways of formation of speech skills; the formation of social competence; serve as a stimulus for learning communication and provide factual and speech material for the formation of the valuable relation to language as a phenomenon of culture.

An important role in the organization of training to listening is a comment that should combine explanation cultural and regional geographic backgrounds, motive of communication and communicative tasks. Detailed commentary makes the listening process is personally important communicative orientation and creates conditions for success in overcoming the difficulties of perception and understanding texts of book and conversational style. Proper organization pre- textual stage, textual and post-textual tasks is to prepare students to overcome difficulties of text, the perception of social and cultural information will allow adequately and effectively manage the process of listening, which greatly intensifies the listening training as a form of speech activity.

The main results of experiential learning can be summarized as follows:

tested in practice methodological feasibility of using authentic texts when teaching listening junior students of language faculties of pedagogical universities. The efficiency of the proposed method, which provides a consistent work on authentic texts;

It determined that work with authentic audio texts favorable effect on the motivation for listening, increases productivity, promotes cognitive and communicative speech activity of students;

experiential learning results confirmed the assumption that authentic Audio Texts are a source of valuable information and can be a good basis for the organization of communication mediated by different texts.

Through experiential learning confirmed the correctness of the hypothesis. This means that we can talk about the prospects of the proposed methodology, which aims to:

help undergraduates learn to listen and understand authentic Audio Texts;

extract from texts valuable, practically significant information and facts, accumulate knowledge, linking them with past experience;

Develop the ability to critically analyze messages, ability to eliminate the difficulties of language and content of the plan and to use new means of communication in authentic situations.

Literature

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