



THE CONCEPT OF AUTHENTICITY, COMMUNICATIVE COMPETENCE AND LINGUODIDACTICS

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Abstract: The present paper reports about the use of authentic texts in linguodidactics. A special emphasis is placed on studying authentic texts in reflection of features and facts of national culture. As a rule, students learn new values through the text, knowledge of native speakers of the language being studied. The reflection in the texts of living real life arouses the interest of language learners, the willingness to enter into a discussion, to discuss the material. This article highlights information about linguodidactic peculiarities of authentic texts. The materials development was carried out by using L.Liar, M.Brins framework as a model. Moreover, approaches and views of other researches on the same issue such as Nosonovich, R. P. Milrud, G. I. Voronina and others were widely discussed.

Key words: As a result of the study, the article proposes that the use of authentic materials can be considered as an excellent basis for the formation of all components of communicative competence, primarily sociolinguistic, sociocultural, strategic and discursive competence.

Introduction

The formation of communicative competence is one of the central problems of modern linguodidactics. Along with mastery of the basic means of the language, communicative competence includes the ability to work with information: its transformation in accordance with one's own representation for the subsequent expression of a personal opinion on the perceived information when it is transmitted to the interlocutor. At the same time, one of the goals of mastering the main educational program in a foreign language is the formation of an active personal position in perception of the world, including the development of national self-consciousness through familiarization with the main features of life of the country of studied language and samples of foreign literature in their genre diversity. Any teacher of foreign languages in a non-linguistic university knows that teaching students of non-linguistic specialties is a complex and time-consuming process. In modern linguodidactics, the concept of "language for specific purposes" (Language for Specific Purposes - LSP) has become widespread. This concept is usually used to refer to a functional variety of a language designed to provide adequate and effective communication of specialists in a particular subject area. The peculiarity of teaching a language for special purposes is to carry out certain transformations in educational process by disciplines, aimed at the fact that, along with the transfer of basic knowledge to students, they must also master skills that satisfy the goals and objectives of their main specialty.

I. Literature review.

One of the ways to form communicative competence can be the use of authentic materials; however, the concept of "authentic materials" due to the novelty of considering this issue in modern linguodidactics has not yet acquired a clear definition. First, it is worth considering the concept of authenticity as such. Unfortunately, turning to the consideration of this concept leads to terminological confusion. In modern, both domestic and foreign methodological science, there is no terminological boundary between the concepts of "authentic", "original" and "genuine". Because of this, we will try to define authenticity and find out the relationship between this concept and related ones.

Obviously, within the framework of linguodidactic science, the concepts of "authenticity" and "authentic" acquired a different shade of meaning, which allowed methodologists to classify authenticity. In the works of foreign, Russian and Uzbek methodologists, different classifications of authenticity are found. So, L. Lier distinguishes three types of authenticity. [1] First, he highlights the authenticity of the material, which is manifested in the use of adapted texts, specially processed for methodological purposes, while maintaining their inherent authentic properties, such as the use of natural language, coherence, etc. Secondly, pragmatic authenticity stands out, that is, the authenticity of the context and the communicative goal, the authenticity of speech interaction. Thirdly, L. Lier speaks of the existence of personal authenticity, which means a clear understanding by the subject of the reasons and goals for performing communicative actions, anticipation of the result of these actions, and subsequent correction of linguistic behavior depending on the specific situation of communication. In contrast to L. Lier, M. Brin distinguishes 4 types of authenticity: the authenticity of texts used in the learning process; authenticity of perception of these texts; the authenticity of learning tasks, as well as the authenticity of the social situation in the lesson. [2] At the same time, the authenticity of the texts by M. Brin comes to the fore.

Along with the difficulties of explaining the phenomenon of authenticity, in linguodidactics there is a problem of determining the essence of authentic material, in particular, what materials can be recognized as authentic, and most scientists, like E. V. Nosonovich and R. P. Milrud, speak mainly about authentic text materials. So, for example, G. I. Voronina, in considering authentic texts, defines them as texts borrowed from the communicative practice of native speakers. [3]

The use of authentic materials in teaching a foreign language is fully consistent with the above principles of the formation of communicative competence. They meet the principles of authentic situationality of verbal-cognitive activity, being a means of creating real situations of communication and achieving the authenticity of communication goals, which is manifested in students' awareness of the functionality of the language. Moreover, the variety of sources and forms of authentic materials correspond to the principles of individualization and novelty. In this regard, this type of teaching materials can be considered as an excellent basis for the formation of all components of communicative competence, primarily sociolinguistic, sociocultural, strategic and discursive competence.

In the field of linguodidactics, however, there is no consensus on the effectiveness of using authentic materials. Many researchers confirm the positive effect of using authentic materials, for example, A. Martinez highlights a number of advantages of these materials. [4] He argues that by using authentic materials, students acquire linguocultural knowledge, learn and improve language skills within the framework of an authentic communication situation. In addition, authentic materials provide variability in the types of educational activities due to their genre and style diversity. In doing so, he lists the main shortcomings usually attributed to authentic materials. The complexity of authentic texts for understanding is especially noted, associated with the difference in cultures, the discrepancy between the level of language proficiency and the authentic language units used, the rapid obsolescence of information, and as a result, the need for careful selection of material and the development of a process for working on it. The complexity of organizing work with a number of authentic materials, mainly audio and audiovisual materials, is explained by the existence of various

accents and dialects. The listed advantages and disadvantages of using authentic materials raise the question of choosing the most effective authentic materials. Authentic materials, as noted, may include audio, video and texts in a foreign language; they are created not to achieve an educational goal, but for real communication.

One of the above advantages of using authentic materials, namely the possibility of creating an authentic situation along with the authenticity of learning tasks, is completely inherent in the use of functional and informative texts. The latter, performing a pragmatic function and serving the everyday side of society, are characterized by relevance (change along with society), genre diversity of sources (which follows the principle of individualization), and situational conditionality and contain the basic language units necessary for everyday communication. When considering literary authentic texts from the point of view of relevance, content and the possibility of setting an authentic situation of communication, following G. Hofmann, [5] we can conclude that literary authentic texts not only represent uninteresting information divorced from the conditions of real communication, but also have difficult linguistic content and in most cases are not situationally determined.

Is it then effective to use literary authentic texts in teaching a foreign language? According to G. Hofmann, the use of authentic literary texts should take place in teaching a foreign language. The scientist demonstrates that the effectiveness of the use of these texts directly depends on the observance of methodological recommendations for working with them. He put forward following theses:

- Along with oral speech, written speech is part of the communication process. The text is a product of written speech that performs a number of functions, including the main one - communicative, manifested in the property of the text to be the most important means of information interaction of communication partners;
- Artistic texts are presented in a wide variety, which allows you to choose texts for learning that are related to the topic and communicative tasks;
- There is the possibility of expanding the communicative task, since literary texts provide a greater range of opportunities for the development of imagination, creativity of students;
- When choosing authentic literary texts, preference should be given to texts containing conflict resolution, updating social, cultural and other problems;
- Literary authentic texts should have a debatable character;
- The content of the selected authentic texts should have cultural and regional value; the texts themselves should be clearly structured and small in size, etc.

These theses represent ways to remove the problems of relevance and content when using authentic literary texts.

Authentic literary text, of course, is very difficult to understand, especially for an unprepared audience. Therefore, for rational work with a literary text, it is necessary to take into account various factors. The most important of these is the selection of works of art or their parts and fragments.

II. Results and discussions.

Authentic literary texts (when selecting texts for students with a high level of language proficiency) are considered difficult enough to remove all language difficulties. In this regard, reading can occur in several stages. So, for example, the first reading of an authentic literary text may be associated with understanding the basic information, defining an idea, topic, problem, searching for the main information, as well as establishing logical and semantic relationships by drawing up a plan, tables or diagrams. Rereading draws students' attention to details with subsequent assessment (content component), as well as a detailed analysis of grammatical and lexical difficulties (language component). At this stage, the aspect of situational authenticity is of primary importance, since

repeated reading of the same material takes away the communicative meaning from reading. Repeated reading of non-fiction texts is advisable only in the case of searching for additional, clarifying information, for example, with the simultaneous filling of various tables, diagrams, etc. The last post-text stage of work with all types of authentic text materials is characterized by communicativeness, as exercises of a reproductive-productive and productive type prevail here, and the organization of post-text activity can be presented orally (be of a debatable nature, expression of personal opinion) and in writing (for example, writing personal letter, letter of complaint or official request). Thus, we can conclude that consistent prepared work with an authentic text at all stages of reading guarantees not only the necessary level of motivation, reduction of the level of possible language and speech difficulties and the formation of skills in this type of speech activity, but also contributes to the integrated development communicative competence. The selected literary authentic text often needs some processing: adaptation, reduction or compression. Thus, complex texts are subjected to adaptation in terms of linguistic form and semantic content. Adaptation consists in excluding unfamiliar linguistic phenomena from the text or replacing them with the most familiar ones; conveying the author's thoughts in a form more accessible to the reader. Complex syntactic constructions are simplified, or the text is provided with a translation or explanation of incomprehensible words and expressions. If the text is understandable for students, but too long in volume, then it requires reduction: exclusion from the text of fragments that are not essential for the main content and lines parallel to the main plot. The most complex type of text processing is compression. Literary texts containing redundant information in the form of repetitions, clarifications or details are subjected to compression. This method of text processing consists of two stages: establishing the number of facts that are essential for reading comprehension, establishing the number of repetitions, clarifications, explanations. [6]

III. Conclusion

According to the given classifications of authenticity, it seems possible to conclude that authenticity within the framework of linguodidactics and methods of teaching a foreign language can be defined as the correspondence of the content, organizational and individual aspects of teaching a foreign language to the natural way of functioning of a foreign language in a foreign language society.

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