

THE USE OF AUTHENTIC MATERIALS IN INCREASING THE MOTIVATION TO THE STUDENTS' OF ENGLISH LANGUAGE

Nazarova Ziyoda

Senior Teacher TERSU, Uzbekistan

Abstract: The article examines the use of authentic audio/video materials at foreign language lessons that enhances motivation to learn English. Some characteristic features of authentic materials and main stages of the work with authentic audio/video materials are described, different exercises area also provided. Based on the results of the experiment it is revealed that the use of authentic materials helps to form positive motivation and to develop the communicative competence.

Key words: motivation, authentic materials, authentic audio/video materials.

Introduction

Currently, in the method of teaching foreign languages, special attention is paid to the search for active methods and forms of learning, with the help of which the high level of activity of students' training activities was achieved and the conditions were created to increase their motivation to the study of the English language. Good assistants to achieve this goal are modern technical means, a special place among which is occupied by authentic audio and video materials. They provide the ability to educate the skills of perception of speech speech of the language, which reflects the peculiarities of the national culture, lively real reality, which stimulates the cognitive interest of students, their willingness to discuss the problems, to enter into a discussion.

Methods

In the organization of the modern educational process, the motivation of students play a huge role. The problem of studying motivation is engaged in both domestic and foreign psychologists. The multiplicity of approaches to understanding the essence of motivation, its nature, structure, as well as the methods of studying, determines the complexity and many aspects of the problem of motivation. But, despite the diversity of approaches, the motivation is understood by many authors as a totality, a system of psychologically heterogeneous factors determining the behavior and human activity. The quality of activity and its results depend primarily from the prompting and needs of the individual, its motives. As motifs, the needs and interests, aspirations and emotions, installations and ideals are in relation to each other [Sub-clause 2013] contributed to the disclosure of the internal motivational potential of the student's personality.

Based on this, it is possible to consider the conditions for internal motivation of students. One of them is freedom to choose a student. A student, having the opportunity to choose an educational institution, specialty, training program, types of classes, the form of control is experiencing much greater responsibility for its results. It is also important if possible, relieve external control and minimize the application of awards and penalties for the results of learning, as this leads to the weakening of internal motivation. External awards and punishments, first of all, are not needed for

control, but in order for the study to know about the success of its activities, the level of its competence.

Similarly, pushing out of the requests, interests and aspirations of the student, should develop learning tasks. Complies with the needs of the learner and be significant for him, the results of his training. The student should have an idea that studying and its results is an important step in life path [Markova 2014].

It is equally important to organize classes so that the learning it is interesting from the process of the teachings and joyfully from communicating with the teacher, classmates. The use of interesting tasks with high motivational potential also increases internal motivation.

Results

The result of a similar learning strategy is to increase the attractiveness of success, confidence in their forces and, as a result, optimal motivation and successful study. Authentic video materials, in our opinion, are an effective means of improving motivation to the study of a foreign language. The problem of authentic materials used in training in foreign languages causes a lot of disagreements in itself. The concept of authentic materials in the technique appeared not so long ago. But by now, there are several approaches to determine the essence of authentic materials.

So, Krchevskaya gives a definition of authentic materials, calling them with genuine literary, folklore, visual, musical works, objects of real reality, such as clothing, furniture, dishes and their illustrative images, highlighting materials of everyday and domestic life in an independent group: Pragmatic materials (ads, questionnaires -Other, signs, labels, menu and accounts, cards, advertising prospectuses on tourism, recreation, goods, work vacancies, etc.), which, in accessibility and domestic application, are pretty significant to create an illusion of admission to the habitat of native speakers and consider that their role is an order of magnitude higher than authentic texts from the textbook, although they may give them in terms of [Krichevskaya 2016]. With the other side, this material is sometimes too complicated in the language aspect and does not always meet the specific tasks and conditions of learning. For training it is recommended Select methodologically or educational and authentic texts. Under educational and authentic texts are understood by the arts compiled by the authors, taking into account all the parameters of authentic educational production.

The main criterion of authenticity is the functionality criterion. Under functionality it is understood as the orientation of authentic materials on life use, to create an illusion of admission to a natural language environment, which is the main factor in successfully mastered by a foreign language. Work on a functionally authentic material brings closer to the real conditions for the use of the language, introduces it with a variety of linguistic means and prepares for independent authentic use of these funds in speech. Active penetration into the practice of educational institutions of new technical means allows to allocate and consider the use of video materials as a method of learning. The use of authentic video materials is not only for the presentation of knowledge, but also for their control, consolidation, repetition, generalizations, systematization, and, therefore, successfully performs all didactic functions.

The use of authentic video materials is based primarily at the visual perception of information. It assumes both inductive and deductive ways to absorb knowledge, various degree of independence and cognitive activity of students, allows one-personal ways to manage the cognitive process. In essence, it is already about the complex didactic technology [Lonergan 2014].

As a rule, mastering foreign language as a means

Intercultural communication occurs in the absence of a natural communication environment, so it is important to note that authentic video materials can help increase the motivation of students, being an effective means of forming the necessary skills and skills, mainly because they show integral scenarios, clearly represent sociocultural reality, context and communication situation . Work with authentic video materials contributes to the intensification of learning, stimulates the read-honored, educational, creative activity of students, allows individualization of training. It is important to choose such a material that will correspond to the level of knowledge of students, goals and tasks of training.

Methodical work with audio and video material traditionally

consists of three stages: preparatory, textual or Demonstration and after the demonstration.

In the first, preparatory stage, the purpose of the teacher to facilitate

The perception of foreign language speech for students, having prepared certain tasks, for example, exercises for an exercise on the content of the fragment on pictures or title, or the choice of faithful / wrong statements, defining the topic of audio / video fragment on the proposed list of words.

Such tasks help the student intensifying their vocabulary.

reserve, collect sociocultural and background knowledge according to a specific topic, decrease both language difficulties and psychological stress.

Tasks that are performed directly during listening, at the demo stage, are directed to extract

necessary information. Through such exercises, as, for example, to correlate printed information with the voice speech by the speech, insert skips, determine the correct answer from several above options, you can check the skills of learning to navigate the text of the audio and video material, find the necessary information.

After the demonstration stage, the degree of understanding is checked and

Penetration into the content of the fragment as a whole and its individual parts.

Here you can highlight three types of exercises: reproductive, partially

Reproductive and productive or creative.

Reproductive and partially productive types of tasks better offer learning with low and medium levels of language competence. This, for example, such tasks where students should determine which of the proposed statements correspond, and which do not correspond to the film's plot; Answer specific questions, most often these are common questions requiring the answer "Yes" or "No" or dividing questions. Then there may be alternative and special questions.

Creative tasks can be offered with a higher level of language competence. These include the retelling of the plot, discussing the problems of the film in small groups, the transformation of the material (televisionality - a written representation of the news is a story); Production of text (retelling, summary, description, etc.); solving problem tasks (selection of information with a specific purpose, analysis, argument, refutation, proof, allocation of the essential, main); Project tasks (reports, reports on topics, etc.).It is worth noting several well-known series of authentic training

video that can be widely used in addition to the study

Material for students on the middle stage: "Window on Britain", "This IS BRITAIN, "" Wizadora "," Top Show ". For practical confirmation of theoretical conclusions, an experiment was carried

out, the purpose of which was to identify the effectiveness of the use of authentic audiovisual materials in English classes.

At the beginning of the experiment, test control was conducted in

Two groups to verify the perception and understanding of the English speech on the hearing available from the student skills and skills. Following the test, it turned out that the quality of knowledge among students is about the same. This is due to the fact that the performance in classes is approximately the same, and they operate according to a single program. The most typical errors for students when activating the skills and skills of auditing.

There were lack of words within a certain topic, misunderstanding of the main content and basic facts contained in the text, inability to find

Text or some texts of the desired or specified information.

Learning in all groups lasted 6 weeks, which was 18

lessons. In the control group, classes took place on the usual technique. Only those texts and tasks that suggested The program, and in the experimental group, classes were carried out with the introduction Authentic audiovisual materials. Excerpts were selected from

Authentic video phrases from the video courses "Window on Britain", "TOP Show ", " This Is Britain ", " Easy English ", " Real English ". Training S.

Application of authentic materials on a developed complex

exercises took place 2 times a week, from 10 to 25 minutes of each

lesson. At each lesson, the disciples performed tasks aimed at

Formation of phonetic, lexical and grammatical skills when auditing.

According to the results of the experiment, quality improvement was noted

Knowledge in the experimental group by 9.75% compared with the control group.

Conclusion

So, the analysis of these experimental and experienced learning allows argue that the use of authentic audio / video materials at

Properly built working with them allows you to effectively form the skills of perception and understanding of the text on the rumor, promotes the rapid and easy learning learning material, develops the memory of the students, sets them on active work in the classroom. The use of authentic video materials helps to form a positive sustainable motivation to study activities, which encourages them to stubborn systematic academic work. Studying middle school age master social reality interpersonal relations are aware of the standards of public consciousness,

Compare yourself with them through opinions and evaluations of other people.

It follows from this that at this stage of training it is especially important to create real situations of communicating in English, using materials taken from the life of native speakers or compiled by the features of their culture and mentality in accordance with accepted and used speech standards. The use of such authentic materials, which is a natural speech product, will make it possible to teach all types of speech activities with greater efficiency.

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