

## AUTHENTIC MATERIALS AS A TOOL FOR DEVELOPING LEARNER TO LEARN LANGUAGES

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**Abstract:** The method of teaching foreign languages based on authentic materials in the context of communicative-oriented learning is considered; the role of authentic materials in the process of formation of communicative competence and cognitive activity of students is revealed.

**Key words:** socio-cultural component, educational process, communicative competence, project method, authentic material, language environment, dialogue of cultures.

At the present stage of development of society, it is impossible to teach a foreign language without paying attention to the processes of globalization that have engulfed the world community. When teaching a foreign language, it is very important to form students' sociocultural competence - the ability to use knowledge about the country of the language being studied and its sociocultural features in the course of communication in a foreign language.

The search for effective methods and techniques for the formation of socio-cultural competence attracts the close attention of many scientists, methodologists and teachers. One of these effective techniques - the use of authentic materials in foreign language classes [1, 35].

It should be emphasized that the most effective means of developing sociocultural competence is staying in the country of the language being studied, immersing yourself in the very atmosphere of its culture, traditions, customs and sociocultural norms. However, due to the fact that not all students and teachers have such an opportunity, it is necessary to find effective ways to develop sociocultural competencies in a non-linguistic environment. This is the presence everywhere in the classroom of authentic newspapers, magazines, household items, such as all kinds of tickets, packages, checks, etc.; creation of a stylized educational environment, for example, a reading room can be stylized as an English parliament; the presence in the office of mass media, constantly tuned to receive authentic radio and television programs, video materials, video clips,

advertising. The creation of a language para environment in a real educational process is able to initiate the formation of a picture of the world inherent in the foreign language being studied, to help learn how to build one's behavior, verbal and non-verbal, according to its laws, to ensure the formation of sociocultural competence, and therefore communicative competence as a whole. Thus, the creation of a language para environment acts as a decisive condition for the formation of communicative competence. The use of authentic materials in foreign language lessons creates the illusion of familiarization with the natural language environment, which, according to many leading experts in the field of methodology, is the main factor in the successful acquisition of a foreign language.

Most scientists (E.M. Vereshchagin, V.G. Kostomarov, V.P. Furmanova, V.V. Vorobyov, Yu.E. Prokhorov, V.V. Safonova, P.V. Sysoev, S.G. Ter - Minasova, GV Elizarova) in their works note the importance of the socio-cultural component in the process of forming students' intercultural picture of the world, determining their place in the global world with a great diversity of cultures. It is impossible to teach modern students a foreign language without socio-cultural information about the country of the language being studied, people, customs and customs, and social phenomena that are taking place [2].

Among the huge abundance of teaching materials and educational tools that are available in the arsenal of a modern teacher, I would like to draw attention to authentic feature films, the use of which can serve as an auxiliary tool for the formation of socio-cultural competence and the ability to conduct a discussion on a specific topic. The beginning of this century is characterized by the all-consuming influence of visual media, such as television, cinema, and the Internet. The younger generation perceives visual information better than any other. O.V. Kochukova notes that "the use of feature films not only models the language situation and forms the speech competence of students, but in the light of the latest approaches to learning a foreign language, it helps to form their

understanding and understanding foreign language culture and, as a result, forms harmoniously developed personality in the global intercultural space" [3, p.18]. L.G. Ionin speaks of cinema "as an important element of the international information order" [4, p. 431]. Working with a video film in teaching English consists of three stages: pre-viewing stage, viewing and post-viewing stages. For each stage, a set of tasks should be developed and exercises. At the pre-viewing stage, work can be organized as follows: offer students a series of questions that initiate discussion of upcoming viewing. After listening and after discussing the answers, the viewing stage can be anticipated with a brief information about the director film, its sociocultural and historical orientation.

At the pre-screening stage, it is important provide students with information to facilitate understanding of the meaning of the film, as well as a more accurate perception of the details of the episodes. It also needs to be done to increase student motivation. Information can be presented in the form recommendations, comments, as well as links to find more information. The viewing stage includes directly viewing the film or episode in English to extract various information: descriptions of the characters, names of interesting places for discussing the plot of the film, features of the director's work and the meaning of the tape as a whole. In the process of watching, students are asked to complete a series of tasks: fill in the gaps, mark the characters mentioned, or build a sequence of episodes. These types of work allow you to accumulate visual and auditory perception for maximum results.

At this stage, students can be given worksheets with tasks that they must complete during the review and which will help them in the subsequent discussion. At the end of the first passage film needs to be discussed. The type of work will allow not only to find out the level understanding and the degree of perception by students of the presented authentic video discourse, but also will serve as the basis for a deeper interpretation of the characters of the main characters, their interpersonal relations.

Thus, the formation and development of socio-cultural competence is one of the goals of modern education. The sociocultural component in the content of teaching English contains a huge potential in achieving tangible qualitative results in mastering foreign language communication, in realizing the strategic goal of teaching a foreign language as the development of students' ability to intercultural communication, and the ability to be adequate participants in intercultural communication. And the deepening of the role of the sociocultural component in the development of communicative competence in teaching a foreign language is coming to the fore.

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