



THE ISSUE OF AUTHENTICITY IN TEACHING FOREIGN LANGUAGES

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Annotation. *With the development of political, social, educational, and economic ties, people have increasing opportunities to communicate in a foreign language, to travel outside the Russian Federation to establish business relationships, or to vacation in a foreign country. When we travel abroad, or rather, when we return from a business trip, a tourist trip, or after studying abroad, we try to bring back something that will long remind us of the time spent in another country. This could be a souvenir, clothing or footwear, a printed publication, or audiovisual material in the language of the country we were fortunate enough to visit. And everything we bring back "from there" we proudly call "real" and "original".*

Key words: *authenticity, foreign language, educational process, communicative situation, learning goal.*

Recently, the educational process has increasingly focused on the issue of originality or authenticity. In English, "authentic" means "genuine." A text is considered authentic if it was not originally intended for educational purposes. The term "authenticity," however, applies not only to texts but also to other aspects of the learning process. There are many approaches to describing all aspects of authenticity. H. Widowsson views authenticity as a characteristic of the learning process rather than as a property inherent in a speech production. Furthermore, the author distinguishes between the concepts of "authenticity" and "authenticity." Widowsson considers authentic language use to be that which is used for extracurricular purposes. As for authenticity, the author characterizes it as a property of learning interaction. When students perceive the process of working on a text as an authentic communicative activity, rather than as a form of exercise, natural interaction is activated in the classroom. Authenticity, then, is something painstakingly created collaboratively as students work with the text, with the teacher, and with each other, rather than being introduced into the educational process as a single text [6].

L. Lier developed a system of conditions necessary for an authentic educational process and identified three types of authenticity:

- Authenticity of materials;
- Pragmatic authenticity;



- Personal authenticity.

From the author's perspective, authenticity of materials does not preclude the use of texts created by methodology specialists and aimed at foreign language learners; it (authenticity) takes into account the preservation of the properties of an authentic text by the materials.

The properties of an authentic text include:

- Coherence;
- Informational richness;
- Emotional intensity;
- Consideration of the interests and needs of the individual reader;
- Use of natural language;
- Authenticity of the use of materials in the classroom;
- With regard to pragmatic authenticity, the following aspects can be identified;
- Authenticity of the context in which the language is used: here, it is important to note the adequacy of certain linguistic means for each specific communicative situation;
- Authenticity of the expected result (goal) of verbal interaction;
- Authenticity of the interaction itself (interactive authenticity) [5].

According to L. Lier, interactive authenticity may be incompatible with the authenticity of the expected result if pedagogical goals are implied.

During communicative interaction, the teacher, as a rule, does not consider what the student is saying (the content), but rather pays close attention to the student's errors, devoting almost all their attention to correcting the student's inaccuracies, presenting, and then having the student repeat the correct version. Such interactions undermine the authenticity of the communicative process itself. At the same time, it is worth noting a certain kind of conventionality of educational interaction, since in the educational process all the efforts of the teacher are directed at achieving the set goals, and not at the communication process itself, the naturalness (authenticity) of which can be violated for the reasons indicated earlier.

However, as the author notes, the process of correcting speech errors can be carried out in the form of informal communication. This can take the form of repeated questions or support with the reformulation of the learner's thoughts in the correct form. For the purpose of further correction, recording the learner's errors can also be productive [5]. Personal authenticity is closely linked to the individual characteristics of learners: if a person possesses such a characteristic as personal authenticity, they should clearly understand why and how they perform a particular action, what goal they are pursuing in the process of performing this action, what



results and what responsibility await them for the implementation of these actions. If necessary, a person characterized by personal authenticity will be able (if necessary) to adjust their behavior depending on the specific situation. In this sense, speech behavior is no exception.

In his research, M. Brin identifies four types of authenticity:

- 1) Authenticity of texts used in the educational process;
- 2) Authenticity of the perception of these texts by learners;
- 3) Authenticity of learning tasks;
- 4) Authenticity of the social situation in the classroom.

Authenticity of the text is particularly important here [4]. It is worth noting that there is no single definition of authenticity, as it encompasses not only specific conditions but also different types of authenticity. The presence of one or another type of authenticity may vary in each specific communicative situation [2, p. 800]. Therefore, it is often quite difficult to determine which text can be considered authentic. This is precisely why this issue is so controversial.

On the one hand, the pedagogical process can be implemented using authentic material, that is, teaching a foreign language using texts borrowed from original sources and not intended for educational purposes. On the other hand, texts of this type are quite complex and do not always correspond to the stated objectives and conditions of learning.

In this regard, according to E. V. Nosonovich and R. P. Milrud, a compromise solution would be for texts to be compiled by authors of educational publications, taking into account all aspects of an authentic speech work and, at the same time, the methodological requirements for it. It is precisely such texts, designed to achieve the stated educational goals and as close as possible to natural examples, that can be considered authentic [1]. Such texts appear in the environment of foreign-language educational interaction and correspond to.

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