

COPY RIGHT



ELSEVIER
SSRN

2021 IJIEMR. Personal use of this material is permitted. Permission from IJIEMR must be obtained for all other uses, in any current or future media, including reprinting/republishing this material for advertising or promotional purposes, creating new collective works, for resale or redistribution to servers or lists, or reuse of any copyrighted component of this work in other works. No Reprint should be done to this paper, all copy right is authenticated to Paper Authors

IJIEMR Transactions, online available on 15th March 2021. Link

<https://ijiemr.org/downloads/Volume-10/ISSUE-3>

DOI: 10.48047/IJIEMR/V10/I03/59

Title **ROLE AND USE OF AUTHENTIC MATERIALS IN TEACHING INTERCULTURAL COMPETENCE**

Volume 10, Issue 03, Pages: 319-321.

Paper Authors

Ataullayeva Dilfuza Azizovna



USE THIS BARCODE TO ACCESS YOUR ONLINE PAPER

To Secure Your Paper As Per **UGC Guidelines** We Are Providing A Electronic Bar Code

ROLE AND USE OF AUTHENTIC MATERIALS IN TEACHING INTERCULTURAL COMPETENCE

Ataullayeva Dilfuza Azizovna

Senior Lecturer, Samarkand State Institute of Foreign Languages

Abstract: This article is devoted to the teaching of intercultural competence through authentic documents that are both informative and original in their own way. The concepts of culture and intercultural competence in didactics and possible prospects for its use in teaching foreign languages, in this case French, are considered. Methods of using authentic cultural materials for linguistic purposes are described.

Keywords: language-culture, education, context, intercultural competence, authentic document.

Introduction

Currently, Uzbekistan is undergoing significant changes in the education system. The most important goal of modern education is the upbringing of a moral, proactive and competent person in all areas. As a response to new needs, ideas quickly emerged about teaching intercultural communication as one of the necessary goals of learning a foreign language, in this case French. When learning French, many students face certain difficulties because French in Uzbekistan is neither the mother tongue nor the state language. Learning French involves not only mastering linguistic skills, but also learning about the culture of the country of the target language. This, in turn, necessitates the formation of intercultural competence in students. As a basis for the formation of intercultural competence in teaching French, this study proposes authentic documents that have enormous linguistic potential. In addition, the use of authentic materials in the classroom increases the cognitive activity of students, their motivation to study the language and culture, and stimulates independent work on the language. Teachers are faced with the task of what authentic materials and how can they be used in foreign language classes?

What are authentic documents?

One of the main tasks in teaching a foreign language is the choice of effective means to achieve the set goals. Authentic

materials are one such learning tool. In modern domestic and foreign methods, the term "authentic material" is increasingly used instead of the term "original material". Translated from English, the word authentic means authentic. "Authentic" is often used synonymously with "real", "real". The concept of "authenticity" appeared in the methodology of teaching foreign languages in connection with the use of a communicative approach in order to maximally approximate the learning process to natural communication.

Moreover, authenticity is one of the main requirements of the communicative method of language teaching. In foreign studies, for example, in the work of J. Golden, authentic material is understood as material created for native speakers, these are the so-called "real texts" [Golden 2001: 54]. Authentic documents are materials that are not originally intended for "educational" purposes, but when teaching communicative competence, their importance plays a major role, because students find them more interesting than other methods used. There are several types of authentic documents: sound, visual, or text.

The CECR describes language as a social phenomenon, so language should be viewed as a socio-linguistic component. Authentic materials include an article from a newspaper or magazine, TV or radio broadcasts, photographs, a train or metro ticket, a city plan, advertising brochures and flyers, all kinds of

posters, French songs and advertisements. When choosing documents, it is worth relying on factors such as motivation, identification of common aspects and cultural differences, the richness of the material and its external presentation.

Is it possible to use authentic materials at the initial stage of language learning? Of course, yes, because their application is a great way of quick learner interaction with the language, which is sometimes not very clearly represented in the proposed methods. This makes it possible to analyze, decipher, find and understand the given document.

Most of the resources you need are available on the Internet. The teacher must carefully select his document, which has a real pedagogical interest. R.P. Milrud and E.V. Nosonovich believe that authentic material must meet the following requirements:

- compliance with the age characteristics of students and their speech experience in their native and foreign languages;
- content of new and interesting information for students;
- presentation of different forms of speech;
- the presence of redundant elements of information;
- the naturalness of the situation presented in it, characters and circumstances;
- the ability of the material to evoke a reciprocal emotional response; - the presence of educational value [Nosonovich, Milrud 1999: 10]

Before offering authentic material to students, you should:

- Indicate the source of the document
- Correct errors, if any
- Reprint the text and modify it if required
- Prepare various materials on this document

How can you work with these documents?

For example, an advertising brochure describing a city in France. Almost every city in France has a certain historical value, as well as many cities in Uzbekistan. Therefore, having fully studied the brochure from a historical and cultural point of view, we can give the opportunity to create identical brochures about the tourist cities of Uzbekistan.

Or another illustrative example using a train ticket. There are railway companies both in France and in Uzbekistan, but the system of their work differs markedly from ours. Therefore, we can consider the following aspects with students:

Cultural concepts

- Compost the ticket
- Names of stations in France
- The name of the railway company in France and their equivalent in Uzbekistan
- Names of different French regions versus Uzbek regions.

Linguistic concepts

- Speak time in French
- Expressions like train arrivals and departures
- Use of verbs and tenses
- Numerals
- Phone numbers
- Vocabulary related to train travel

It is proposed to consider communicative concepts

- How to ask the time
- How to ask for train arrival information
- Give orders
- Asking for a price

Thus, each authentic document can be used at different stages of the lesson:

- Comprehension (general understanding of the document)
- Analysis (eg vocabulary analysis)
- Anchoring
- Using acquired skills

Making conclusions, it should be noted that the use of authentic documents in foreign language classes allows students to move from one world to another, learn about the history, culture, values, thinking of another people and, returning back, realize the reality of their cultural roots and values.

The principles of constructing a methodology for the use of authentic materials is an effective means of forming all components of students' intercultural competence, but also an effective method of developing the ability to navigate in the information flow, developing the ability to think creatively and make independent decisions, stimulating them to actively participate in educational and cognitive activities.

Literature

1. Jean Michel Leclercq, *Figures de l'interculturel dans l'education*, Editions du Conseil de l'Europe, Strasbourg, 2002

2. Le Conseil de l'Europe, *Un Cadre européen commun de référence pour les langues*, Didier, Strasbourg, 2001

3. DEMORGON, Jacques, *Complexité des cultures et de l'interculturel*, Paris, Anthropos, 1996

4. Abdallah-Preteille, M. "Approche interculturelle". In: Porcher, L., *La civilization*. Paris: CLE International, 1986

5. Nosonovich E.V., Milrud R.P. *Parameters of an authentic educational text // IYASH*. - 1999. - No. 1. - P. 10.

6. I. V. Pinyuta *Fundamentals of intercultural communication: study guide*.

complex for linguist students. specialties / I.V. Pinuta. - Baranovichi: RIO BarSU, 2010.

7. Golden J. *Reading in the dark. Using Film as a Tool in the English classroom*. Grant High School Portland, Oregon, 2001 .-- 54 p.