

*AUTHENTIC MATERIALS AND LANGUAGE USED IN THE FIELD OF
ARCHITECTURE*

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Abstract: We should consider teaching a foreign language based on authentic materials as a simple solution to the tasks of fulfilling the above requirements and preparing the learner for real-life situations as the main means of communicative language education. In addition, authentic reading materials help in language teaching as an alternative representation of a real-life situation. In this article we have analyzed most important features of authentic materials which based on architecture and civil engineering field.

Key words: teaching a foreign language, authentic materials, real-life situations, communicative language, architecture and civil engineering field

Authentic materials provide real-life examples of language used in everyday situations. They can be used to add more interest for the learner. They can serve as a reminder to learners that there is an entire population who use the target language in their everyday lives. Authentic materials can provide information about the target culture and provide that culture's perspective on an issue or event. The rich language found in authentic materials provides a source of input language learners need for acquisition.

In this regard, we should consider teaching a foreign language based on authentic video materials as a simple solution to the tasks of fulfilling the above requirements and preparing the learner for real-life situations as the main means of communicative language education. In addition, authentic video materials help in language teaching as an alternative representation of a real-life situation. Russian scientist G. A. Vorobyov emphasizes that "the popularity of authentic audio-video materials lies in their ability to create an interactive language environment for language learners." At the same time, Russian scientists A. Ye. Chikunova, Yu. I. Verisokin, and others have conducted extensive research on this systematic method based on communicativeness, that is, on teaching methods based on authentic video or film materials. Foreign scientists S. Stempliski and B. Tomalin have created a number of publications on the methods of using video materials in teaching foreign languages. Linguist I. Baltova believes that information presented using audio video images, rather than information presented through sound, helps language learners to understand reality holistically.

According to Dr. Gareth Popkins, a renowned language teacher and polyglot, "Textbooks can sometimes become a boring and demotivating tool for students." In his opinion, in such a situation, using authentic materials as additional resources along with textbooks is a useful option. Authentic materials help to enrich the teaching process and further increase students' interest in learning a language. If authentic materials are selected according to the curricula presented in textbooks, then

there will be no problems in the process of searching and selecting them, only then will these materials have a coherent and logical sequence. When authentic materials are developed and presented to the public, it is assumed that the consumer can understand the language used at the level of his native speaker and is not specialized for any language learners, that is, without any special language learning or teaching structures. Its advantages lie precisely in this, that is, when using these materials, the language learner is exposed to the expressions, jargon, accents, academic words used by the native speakers in real life, even dialects, and in general, aspects of the real language. Real materials allow you to get acquainted with the original features of the language. When using authentic materials, first of all, the selection of materials to show the original, real form of speech and their connection to the topic being covered in the lesson makes the process effective. At the same time, it is also important to assess the level of knowledge of the student and know his age, as well as take into account his interests. As part of teaching a foreign language, the teacher is constantly looking for effective ways and means of forming and developing socio-cultural, as well as competences outside the language environment.

The most practical method in such a situation is to use authentic materials. E.N. Solovova defined authentic material as follows: "Authentic material is oral and written texts, as well as other cultural objects that are the real products of native speakers, not intended for educational purposes, not adapted to the needs of students with disabilities. Authentic materials are various announcements in a foreign language, radio news and television, various instructions and announcements, performances of actors, stories of interlocutors, telephone conversations, as well as films, songs and video clips. Authentic texts have a number of advantages over educational texts, since they include facts and features of national culture. Through authentic materials, students acquire new linguistic and cultural skills, sociolinguistic knowledge, cultural values, sociocultural competence of speakers of the target language are formed. In live texts, students arouse interest in real life, increase their willingness to discuss the material and increase their motivation to successfully understand it by participating in the discussion.

V. Nosovich and R.P. Milrud identify the following criteria for authenticity:

- cultural authenticity - includes familiarization with the culture of the country of the language being studied, with the peculiarities of the life and mentality of its citizens;
- information authenticity - assumes the presence of new information, information that interests the learner;
- situation authenticity - assumes the naturalness of the situation;
- interest of native speakers in the specified topic, the naturalness of its discussion;
- authenticity of the national mentality - reflects the nationality, the peculiarities of the country for which the material is intended;
- reactive authenticity - the ability of the text to evoke authentic emotions, mental, speech response. Reactive authenticity includes various means: exclamations, interjections, rhetorical questions, reinforcing structures;
- authenticity of design - in audio texts this sound range: noise transport, conversations of passers-by, telephone calls, without which, working with the text loses the properties of real communication.

The sources studied on the topic showed that the selection of authentic video materials is carried out on the basis of certain principles, based on the goals and objectives of the lesson being organized. In particular, the Russian scientist T. S. Malysheva, in her research on the formation of sociocultural competence in future foreign language teachers, proposed that the selection of authentic video materials should be carried out on the basis of the criteria of sociocultural competence, while G. G. Zhoglina's definition singles out the principles of communicative competence as the main criteria. American scholars Susan Stempliski and Barry Tomalin emphasize that when selecting authentic video material, more attention should be paid to its organizational part. (Tomalin B., Stempleski S. Cultural Awareness. – Oxford: Oxford University Press). According to the teachings of Ye. I. Passov, the ultimate goal of education is to develop the spiritual strength and abilities of the student as a person, to form him into a morally responsible and socially exemplary person - to educate. (E.I. Passov Technology of communicative learning in a foreign culture)

Therefore, today's demand requires not only the ability to translate, write, read, or communicate in a foreign language, but also the ability to correctly use the language being studied in specific situations, based on socio-cultural units. When studying teaching methods that directly affect the formation and development of a foreign language communicative competence in a student, we witness the support of language teaching based on vitality in the main part of the analyzed literature. When authentic video materials are used in the lesson process, their purposeful and systematic presentation and methodologically correct orientation are important. In which part of the lesson to use video materials is determined by the specific purpose of the lesson and the task of the video materials. Therefore, authentic video materials can be used at the beginning of the lesson to introduce the topic (based on the brainstorming method), work on the topic, or at the end of the lesson to consolidate the topic. A.G. Martinez emphasizes that the use of authentic materials helps language learners develop linguocultural knowledge and acquire and develop language skills in real-life communication situations. He believes that the diversity of genres and styles of authentic materials provides a variety of types of learning activities.

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