

THE IMPORTANCE OF AUTHENTIC MATERIALS IN FRENCH LANGUAGE LEARNING

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Jurayeva Shalolakhon Khusanboyevna

Fergana State University

Faculty of Foreign Languages

Lecturer of French Language

<https://orcid.org/0009-0005-3148-1403>

Abstract

This article highlights the role and importance of using authentic (original) materials in the process of learning the French language. It examines the opportunities for language learners to develop language competence using materials that are relevant to real-life situations, culturally rich, and have contextual information. It also analyzes the effectiveness of authentic materials - fiction, newspaper and magazine articles, audio and video recordings, films, and interactive media - in developing students' listening, reading, writing, and speaking skills. The article also provides recommendations for the effective use of authentic resources within the framework of modern language teaching methodologies.

Keywords

French language, authentic materials, language learning, language competence, interactive teaching, cultural context, listening and speaking skills, methodology, real communication.

In the current era of globalization, the need for excellent study of foreign languages, in particular, French, is increasing. In order to effectively master a language, it is not enough to limit yourself to grammar rules and textbooks. The use of authentic materials plays an important role in developing the listening, reading, speaking and writing skills of a language learner. Because, such materials reflect the real-life language environment and serve to form the learner's linguistic and cultural competence.

Authentic materials are texts and audio-videos that are not specifically designed for language learners, but are created for native speakers. Press materials are an important authentic source for learning French in a real communicative environment. Since the press contains language used in real life, it allows students to work with authentic sources.

So what is authentic material? The word “authentic” is derived from the ancient Greek language (authentikos) and means “original, real”. In the 1983 edition of the Russian-Uzbek dictionary, the translation of the word “authentic” was given as “true to the original, corresponding to the original, corresponding; the same, equal, real as the original”. In dictionaries published in subsequent years, this word was not given. Therefore, we preferred to call this concept, which is called “authentic” in English, “otantik” in Turkish, “шынай” in Kazakh, and “асли” in Tajik, “authentic”, as in many languages of the world. In language education, the concept of “authentic” means the property of language and speech material that ensures the implementation of speech communication in real life. However, in modern methods of foreign language teaching, it is considered possible to use materials and texts specifically created or processed by methodologists for language learners in classes. The well-known methodologist J. Harmer emphasizes that finding authentic materials that language learners can master is an important task of education. If this is not possible, he believes that it is better to use adapted, adapted materials than materials collected from different parts. Authentic material, whether it is text, video or audio material, is not created for the purpose of teaching a language. Therefore, an authentic text is understood as a text written for native speakers and not aimed at educational purposes. Today, the use of authentic materials in teaching foreign languages is an effective, but methodical method that requires experience. It is known that the lower the level of language learners' knowledge, the more difficult it is to introduce authentic material into classes and create a speech situation. But the use of only non-authentic, that is, “artificial” texts also distances learners from the language environment, and the likelihood of creating a real communication situation with the help of such texts is very low. Non-authentic texts are otherwise called “adapted” materials, and in most cases, in the process of working on reading comprehension, listening comprehension, writing and speaking skills, the language learner is required to master topics and lexical units that are not needed and are not used in real, living language. They also have their place in language education. Therefore, in language learning, along with authentic texts, non-authentic texts should also be used depending on the educational goal. However, it is important that all of them are selected in accordance with the speech competence of language learners, and that they provide them with understandable and well-structured models of the language being studied, both orally and in writing.

The concept of “authentic material” has a broad meaning, and this term refers to materials obtained from various sources. Therefore, the issue of classifying authentic materials is of great importance in methodology. Russian researchers

A.V. Perunova and M.V. Perunov classify authentic materials as follows: 1. Authentic audiovisual materials (television clips, reports, documentaries, advertising). 2. Authentic visual materials (slides, photographs, paintings, road signs, illustrations in magazines, postcards, picture books). 3. Authentic printed materials (newspaper articles, popular materials, song lyrics, restaurant and cafe menus, tourist information brochures, purchase receipts, travel tickets, theater, cinema, concert tickets, business cards, comics, public transport timetables, etc. 4. Realities (coins and currency, wall clocks, telephones, dolls, marionettes, etc.) They are used mainly as a visual aid or in role-playing situations in the educational process. Such a classification helps methodologists in selecting authentic materials and using them purposefully and effectively in the educational process. K.S. Krichevskaya includes the originals of artistic, visual, musical works, as well as objects found around us. In addition, she separates advertisements, billboards, purchase receipts, etc. that we see every day in everyday life into a separate group, calling them pragmatic materials. This group includes audio and audiovisual materials (radio announcements and broadcasts, TV shows). This group of pragmatic materials is useful in the educational process, as it reflects modern language patterns. Another important aspect of authentic materials is that they reflect the changes taking place in the language. Both the teacher and the language learners are aware of every innovation. Also, a certain part of authentic material can be used in different situations if the educational goals are different, which is explained by their universality. Books, articles, newspapers contain different texts and language styles, while textbook educational materials lack such features.

A number of studies have been conducted on the definition of authentic materials and the problem of their use by linguists and methodologists M.P. Breen, G.I. Voronina, E.V. Nosovich, R.P. Milrud, L. Van Lier, B. Tomalin, F. Mishan, Gebhard, and others. There are several approaches to understanding what authentic materials are. In the process of dealing with this type of materials, we encounter the concept of "Authentic text". W.Guariento and J.Morley have emphasized this concept as "Authentic text is a language produced in order to achieve some social goals in the society in which it is produced". According to F.Mishan, authentic materials are texts created for real communicative purposes. However, M.P. Breen has emphasized that authentic texts in the context of language learning mean any source of information that helps students develop real understanding.

Peacock highlighted the following main functions of authentic materials: – they have a positive effect on student motivation; – they provide authentic cultural information; – they are closely related to the desires and interests of language

learners. A.S. Rifat also highlighted the advantages of using authentic materials. These include: – students learn real speech by watching conversations of famous people through various videos. – Authentic materials inform students about what is happening in the world. – Students can find topics that are interesting to them. – Various types of texts can be found in books, articles and newspapers. Matsuta also highlighted the positive aspects of authentic materials: – Authentic materials have a positive effect on the motivation of language learners. – These materials provide authentic cultural information. – They are closely related to the desires and interests of language learners. – Authentic materials teach different texts. – Authentic materials are constantly updated compared to textbooks. – They have a positive effect on students' understanding and learning of a language. Despite the effectiveness of authentic materials in the teaching process, linguist and methodologist Richard also mentioned critical points. We can include the following: – Created materials can also motivate students. – Created materials can be more important than authentic materials. Because they are usually organized based on the level of learning of language learners. – Authentic materials are usually difficult to understand the language. – Using authentic materials in the teaching process is a burden for the teacher.

It is clear that there are both positive and negative aspects of using authentic materials. Despite the negative aspects of using authentic materials, lessons are more effective when organized using authentic materials. The great thing about using authentic materials is that such sources are available everywhere. For example, authentic materials are not limited to articles in newspapers and magazines, but also songs, TV programs, films, radio, podcasts, menus, anything written in French. This makes it easier for students to learn French. In addition, authentic materials also provide students with the opportunity to independently learn a foreign language. There are several advantages to using authentic materials in the learning process. For example, when using authentic materials in the lesson, students encounter words, phrases, or grammatical devices that they have never encountered before. When listening to authentic materials, they learn to pronounce sounds and letters and concentrate. The use of authentic materials or non-authentic materials in teaching French as a foreign language has been discussed by many linguists. One of them, Gilmore, has emphasized the difference between authentic materials and textbooks. According to Chavez and Monica, authentic materials are related to the motivation of students and this allows them to be motivated. They argue that authentic materials are more interesting, lively and more stimulating than non-authentic materials. These materials not only increase the interest of language learners in learning the language, but also teachers achieve good results

by using them. Jacobson, a linguist and methodologist, has also expressed his opinion about authentic materials. In his opinion, authentic materials are materials that are adapted to the context of language learners and are used in their daily lives. Therefore, lectures or messages developed by writers or speakers in connection with everyday life are authentic materials. It is clear that authentic materials are not a part of invention or discovery, but a form of communication based on real life. Bieber emphasizes that authentic materials have the following characteristics. First, they are objective, as opposed to intuitive. Second, when taken as a learning resource, authentic texts help develop communicative communication. Third, authentic materials as learning materials bring different learning styles to the lesson process and, in addition, serve to increase student motivation. In teaching sessions, teachers should choose an authentic text based on the following questions: – Can this text help students achieve their intended goal? (Instrumental) – Does this text provide information about rules that my students can follow? (Regulatory) – Does this text help students express their personal opinions?

– Will these texts help my students learn about the world? – Will this text help my students express or create something? – Will this text provide my students with the information they want or need? The use of authentic materials is supported by Firth, who argues that authentic materials should be used to learn language in authentic, real-world examples rather than in intuitive, invented, isolated sentences. Similar views are echoed by Stubbs, who argues that human intuitions about language are unique. In summary, there are several factors that shape written texts that require the use of authentic texts in teaching functional writing. These factors include the technical and technical vocabulary found in certain texts, the relationship between the writer and the readers, and the culture of the readers.

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