



TEACHING READING TO COLLEGE STUDENTS USING AUTHENTIC ENGLISH MATERIALS

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Abstract. This article examines the importance of using authentic texts in college reading instruction. Teaching reading in a foreign language is designed to ensure receptive mastery of language material and develop the cognitive competence of students, since, on the one hand, this is a type of speech activity, and on the other, the basis for the formation of information and academic skills. Based on these skills, a person is able to navigate modern information flows. The use of authentic materials, which represent a natural speech work created for methodological purposes, will make it possible to more effectively teach all types of speech activity, in particular reading, and simulate immersion in a natural speech environment in foreign language classes.

Keywords: reading, authenticity, authentic text, foreign language, cognitive competence, information, skill, language material, speech activity.

INTRODUCTION

Issues related to teaching reading have always occupied a special place in the methodology of teaching foreign languages. As a means of linguistic communication, reading dominates in prevalence, importance and accessibility. The following types of reading are taught in English lessons:

- 1) reading with a general coverage of the content (viewing, introductory);
- 2) reading for the purpose of detailed understanding of what was read (studying);
- 3) reading with the aim of extracting specific information (search) [1].

MATERIALS AND METHODS

At the college stage of education, reading increasingly acts as an independent type of speech activity, when a student reads not so much in order to complete an educational task, but in order to obtain the necessary information from the text and use it. One of the sources of content for teaching reading can and should be considered modern authentic texts.

Authentic text is traditionally considered to be text that was not originally intended for educational purposes. Authentic texts are materials borrowed from the communicative practice of native speakers. These include signs, diagrams, diagrams,



drawings, articles, interviews, opinion polls, letters from readers to printed publications, commentary, reportage, excerpts from teenagers' diaries, advertising, culinary recipes, fairy tales, interviews, popular science and regional studies texts.

Authenticity is considered as a property of educational interaction. It is not enough to bring a clipping from a foreign newspaper or magazine into the classroom, but you need to make the process of working on it authentic, teach students to perceive work on the text not as an exercise, but as an authentic communicative activity, and stimulate natural interaction in the classroom.

When selecting authentic texts, it is best to focus on one aspect. It is important to know where students are learning the language and to select authentic texts in their field of study. Working with texts related to their areas of expertise increases their passion for language learning or allows them to fully understand the language. Moreover, working with these texts also allows students to quickly learn the language. When choosing authentic texts, it is not advisable to use graphs and tables. This is because graphics and pictorial texts can make it difficult for students to read and repeat the text. When working with authentic texts, it is important that students work together on the text so that they do not have problems and can understand authentic texts more fully. During lessons, students are divided into groups. At the same time, students work diligently on the parts given to them and help each other understand the text. When the text is read among the groups, they discuss it with each other and each group tells the other groups they are reading. This way the groups will have complete knowledge of the text.

Another important aspect of authentic learning is that it saves time and helps each other understand the text. If a student is given a complete text, the student will have to analyze the text alone and this will take a lot of time. In addition, each student should work on the text alone and explain it with understanding. At the same time, each student understands the text itself and analyzes the text with understanding. This aspect of working with texts is not so bad, but all students have different backgrounds, and a weaker student may not be able to fully grasp the text, making language learning difficult.

If the authentic text chosen is relevant to the course subject, students will find it more relevant if they are told about the topic in advance. Because of the subject they have read, they can analyze it in their own language and analyze it fluently. Reading and describing it in a foreign language on this topic is not a problem.

Every teacher who teaches a language will have a positive impact on the language learning process for foreign language students, taking into account their



excellent level of understanding of the authentic texts they have chosen and the extent to which they fit into the field of foreign language learning as easily as possible. In addition, authentic texts provide more information about the country where the language of instruction is being studied.

RESULTS AND DISCUSSION

The ultimate goal of teaching foreign languages is the acquisition by students of skills and abilities to perceive and understand foreign language speech. However, since students do not have sufficient contact with native speakers, effectively achieving this goal is impossible without the use of authentic materials. Working on authentic texts leads to the activation and enrichment of students' vocabulary, expands the sociocultural component of their foreign language speech competence, and intensifies the process of mastering a foreign language by connecting additional motivation.

To effectively read authentic texts in a foreign language, the following basic skills are required: ignore unnecessary and isolate the necessary semantic information; read by keywords; work with a dictionary; use footnotes and comments found in the text; interpret and transform text [2].

CONCLUSION

In conclusion, it should be said that reading authentic texts forms linguistic and cultural competence, provides the opportunity to simultaneously address language and culture, and makes it possible to comprehensively and more effectively solve the problems facing universities and schools through a foreign language, using its educational, developmental and educational potential.

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