



Студенттер мен жас ғалымдардың
«ҒЫЛЫМ ЖӘНЕ БІЛІМ - 2018»
XIII Халықаралық ғылыми конференциясы

СБОРНИК МАТЕРИАЛОВ

XIII Международная научная конференция
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ - 2018»

The XIII International Scientific Conference
for Students and Young Scientists
«SCIENCE AND EDUCATION - 2018»



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The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

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USING AUTHENTIC TEXTS IN THE LANGUAGE CLASSROOM

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The term “authentic” was used as a reaction to prefabricated textbook samples whereas authentic texts werenot pedagogical texts used to help students, improve not only their communicative, but also cultural competencies.

The purpose of the article is to establish a link between the use of authentic texts andthe improvement of communicativeabilities and to identify types of authentic texts that facilitate academic performance of students and understandingtarget culture.

The choice of words in the teaching of a foreign language is limited by the context in which we use this language.

Context plays an important role in constructing meaning. The pedagogy of foreign languages protects the need for teach the language in context, although it is not always clear how teachers relate language to its social context.

The context is the general environment in which the language unfolds, that is, its fivethe dimensions of linguistic, situational, interactive, cultural and intertextual are formed by people in a dialogue, in a variety of roles and statuses.

Because of the complexity of the values, contexts are unstable; they constantly changing and recreating in accordance with the individual needs of students. Context can be formed through a foreign language, so that students learn, discover and exchange certain types of meanings, «the central code of another culture». Although the teaching of a foreign language is largely carried out by standardized texts, we accept that improvement of language skills can be performed in and outside the classroom through the use of authentic texts.

Language is a dynamic process that changes in accordance with the requirements of social migrations, mass culture and even technological innovation. If teachers rely on a traditional textbook for teaching materials, teachers will constantly providing obsolete information. Students who are trained to use the language as native speakers will find less.

Later, change your language using it in interactive mode. In addition, when providing the opportunity to travel to places where the target language is used, the student will not have so much difficulty in using it in different contexts.

The original text was defined as a text that was created to fulfill a social goal in the language community in which it was created. The term «authentic» was used as response to pre-fabricated samples of textbooks, while authentic texts were not used by pedagogical texts [1].

To help students improve not only their communicative, but also cultural competencies. Authentic materials - also known as realia, can be described as something created for native speakers, we can use for our educational purposes.

Replacing linguistic boundaries, it is now widely known as materials that include ideas, words, phrases and expressions that are heard and read in real situations.

According to Widdowson, the authenticity does not lie in the text, but in how speakers and readers use this, namely in their response. Bearing in mind also that the relationship between a particular language and its social the community can be very volatile, we believe that cultural and communicative competence means understanding social conventions of the speech community of the target language, while retaining their own. Pupils can mimic behavioral models of this community, derived from the authentic text, to a certain extent, since the first goal is to communicate and not behave like someone else, which means somehow to lose their social and linguistic identity [2].

A student can behave like an insider and an outsider of the target culture, if he understands the cultural situation. Consequently, teachers should be more concerned about the authentic learning of languages that require communication and metacommunication in language education.

Nostrand raised the issue of cultural competence, which to a certain extent includes an obligation behave in accordance with the social conventions of the given speech community. Students must imitate linguistic and the behavioral patterns observed in authentic texts as a good way to understand the culture of the goal language. In addition, recommend individual knowledge about culture and the experience of culture through what they call cultural competence and cultural characteristics [3].

Ultimately, Breen, speaking of the student's ability to behave both as an insider and as an outsider, an outsider of the speech community whose language he / she is studying, suggests that the student will redefine any text is against his own priorities, precisely because he is a student. This critical understanding becomes educational issue of pedagogical effectiveness, while he comes to the conclusion that perhaps all other issues of authenticity in language teaching can be allowed if the potential of the class is fully utilized [4].

Teachers and students are naturally attracted to authentic texts. Finding out that you can read something developed for native speakers motivates, and developing strategies for working with «real» texts allows students to read more confident and wide outside the class.

But teachers also need to consider how useful the authentic text that we choose is for our students. Authentic texts can be useful at any level. Beginners need simpler types of texts compared to advanced students who have previous knowledge.

That is why the teacher should be very critical and take into account issues such as difficulties, interests and topics. Many of the features of authentic texts are much more complex than we could have at first sight.

Widdowson noted that the language provided to students does not need to be simplified for easy access. He further stated that «at present there are recommendations that the presented language should be genuine».

Authentic materials gradually penetrated into the textbooks in the form of advertisements, brochures, menus, graphics, recipes, songs and other items used in everyday life. Other types include articles, in newspapers and magazines, films, movie trailers, photographs, documentaries, interviews, broadcasts of different types. But, literature was still not considered a suitable material for learning the language.

There is an almost unlimited amount of material available on the Internet that comes directly from targeted crops languages that we teach. These resources provide the linguistic contribution of «real life», as well as valuable cultural information for our students. Students study important topics using materials such as audio, video, books, magazines, magazines, newspapers and online resources.

In addition, multimedia technologies provide the learner with several ways to tilt the language from real life material. This is a powerful mixture of computers, video, photos and sound

Materials available on the Internet can meet all the requirements, in accordance with the level and interest in language education:

Music

The world of Mama Lisa's children and international culture: a neat site with children's songs, children's rhymes, stories and other materials from around the world. The site can be viewed in English, French and Spanish, but lyrics are available in many languages.

Online languages: a series of well-organized lessons, games, songs and other educational / training materials for starting ESL and other languages.

Youtube: a collection of songs and texts.

TV & Video

LangMedia: contains videos of interviews and discussions with people from different countries and many different ages and strata of society. Some interviews and discussions are conducted in English; more in the language(s) involved countries. Translations and / or transcripts are given for all videos other than English. Topics include family, food, education, religious and cultural customs, work, art, sports, travel and much more.

WWITV: A huge collection of free online television stations broadcast online. Portal for live and on-demand viewing

Telecasts from around the world.

Podcasts and radio

OMNI Radio: search for all live radio stations of the world by country. Foreign Internet radio: online radio, conversations, information programs and music programs with music in many languages.

It is known that the use of authentic texts in the class has the following advantages:

First, when authentic materials are available for students, they provide accurate examples of how language is used by its native speakers or the vast majority of users of the target language.

Secondly, students feel more confident using the language when they know what they are doing as expected. With authentic texts, students are given words and expressions used in real contexts. When students are faced with similar situations, they are better able to cope with informal personal conversation. Thirdly, real materials are more informal, socially-centered and widely used. They can be valuable material to complete the rules and sample textbooks.

Using authentic texts when teaching listening and reading skills gives students the idea that they are studying language and see «the relevance of classroom activities for their long-term communication goals» [5].

Growth suggests that when it comes to understanding the hearing, an understanding of the «true language» target audience of almost all language students. However, the use of authentic discourse texts may present a number of problems in since many texts specially designed for listening are often not and very difficult, suitable only for the highest levels. Richards offers another option for working with authentic (or any) listening texts: we can customize the task ourselves to focus on a particular area of listening skills that students need to work. Many other functions of the text itself may not be affected, but tasks can be developed (again with student needs and current skill) focus on a specific skill area.

It is currently accepted that literary and other authentic texts should not be simplified or altered in order to help students understand them. Rather, students should be given strategies and reading the selection. In turn, these strategies and actions will help students understand the authentic material.

As a rule, strategies, explanations and actions related to the choice of reading are divided into three categories during reading and after reading, depending on when they are used in relation to reading a choice that helps students understand the text and topic, review the vocabulary or grammar structure.

Estimation of grammar in the text is usually more difficult to define and easier to forget than to classify vocabulary. A good rule of thumb is that most of the grammar in the text should be what they have already learned, and more complex grammar should be on the same level and guess from the context.

With the influx of linguistic students, it is extremely important that teachers should use materials that are suitable for their interests and the level of knowledge of their students. One very

good reason for teachers genuine texts is its availability.

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METHODS OF TEACHING ADJECTIVES DENOTING COLORS

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To begin with there is a huge number of colors and shades in the world. But not each of them can be called by one word even in our native language not taking into consideration the foreign one. However it is not necessary to investigate all colors in order not to have any shortage of words denoting colors in English. It will be enough to know pairs of the main names most often used in speech.

Here are the ten basic colors, which are first introduced to children in the study of English:
yellow, green, blue, brown, white, red, orange, pink, gray, black.

The pronunciation of colors in English for children usually does not cause many difficulties, most colors are denoted by monosyllabic words and are easily remembered.

In addition to the name of the color sometimes you need to name the shade. The names of the shades can be indicated by adding to the main color certain adjectives. For example: bright, dark, light, etc. They will allow to show saturation of the described phenomenon's color. Here are words that will help us designate the desired color to more accurately:

light, dark, bright, dull, pale.

After you learned the names of all the colors in English, for better memorization and further training, you can try to name familiar objects that have or define the same color. For instance:

White snow, blue sea, green tree, red rose, yellow sun, pink pig, etc.

Next, I would like to proceed to the study of ways to designate a particular phenomenon. Thus, it seems interesting to me to study, by what parts of speech, designs can be expressed color in English.

Color can be expressed through nouns, verbs, adjectives, and also various kinds of descriptive constructions and comparative turns.

There is a huge number of words denoting red color and its shades, so below exactly this color is considered.

Phraseological units selected from "Harry Potter and the Philosopher's Stone" J.K. Rowling written in English have been used by us as the material of investigation. For instance in the studied work the author used the following verbs denoting a red color:

«Draco Malfoy didn't go red, but a pink tinge appeared on his pale cheeks» [1. C. 81].–