

Literature

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THE ROLE OF AUTHENTIC MATERIALS IN ONLINE ENGLISH TEACHING BY VISUAL PERCEPTION IN SECONDARY SCHOOL

Islyamova Ainur Azamatovna

ainura.islyamova99@gmail.com

a 4-year student with a major in “Foreign Languages: Two Foreign Languages”
the L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan
Scientific supervisor – D.K. Anasheva

Teaching for a teenager is basically a process of perceiving and assimilating the information offered.

Depending on the characteristics of perception and processing of information, people can be conditionally divided into four categories:

- Visuals are people who perceive most of the information through their eyes.
- Audials – those who mainly receive information through the auditory canal.
- Kinesthetics – people who perceive most of the information through other sensations (smell, touch, etc.) and with the help of movements.
- Discretes – their perception of information occurs mainly through logical comprehension, with the help of numbers, signs, logical arguments. This category is perhaps the smallest in general among people.

Visuals perceive the world most often through the eyes. Of course, this does not mean that they do not perceive information through other organs of perception, it is just that visual images for them carry more information and are better perceived. They easily compose a story from a picture or describe what they saw. Usually they are great at organizing everything. To work, they need proven schemes and algorithms, without which it is difficult for them to get involved in the workflow. Visibility is everything for them.

Schools are sufficiently equipped for visuals: posters, graphs, rules drawn on paper – it is worth drawing the attention of students to these things. Also, more often to use various handouts, for example, you can distribute at the beginning of the lesson the main points of a new topic, displayed on a sheet of paper in diagrams and tables.

When teaching a foreign language for students with a visual type of perception, authentic material is ideal.

The concept of “authentic materials” is understood in the dictionary of methodological terms as “materials for language learners that are used in the real life of the country.” [1, p. 16].

Authors include personal letters, anecdotes, articles, excerpts from teenagers’ diaries, advertisements, culinary recipes, fairy tales, interviews, popular science and regional texts as authentic materials. They also emphasize the importance of preserving the genre’s authenticity and the fact that

genre-compositional diversity makes it possible to acquaint students with speech cliches, phraseology, vocabulary associated with a variety of spheres of life and belonging to different styles.

Authentic materials motivate learners because they are more interesting and stimulate language learning, and they bring readers closer to the target language culture, making learning more enjoyable [2, p. 54]. Working with authentic texts, students not only do what is expected of them in advance, not just work on vocabulary and grammar, but they enthusiastically discover some concepts, learn a lot about the lifestyle in foreign countries. Such texts foster tolerance for another culture.

In the linguistic aspect, authentic texts are characterized by the originality of vocabulary: they contain many pronouns, particles, interjections, words with emotional connotations, phrases designed for the emergence of associative links, phraseological units, idioms, speech clichés, slangs, fashionable words, brevity and lack of development of sentences, fragmentation, etc. [3, p. 78].

Benefits of using authentic material in the classroom:

- Authentic material arouses a “live” interest of students and stimulates them;
- Authentic material can be selected depending on the interests of students, or give the right to choose the students themselves;
- Authentic material reflects the actual use of the language in a cultural context.

Authentic materials used in English lessons for students with a visual type of perception give the following results:

- Students apply vocabulary quickly and easily.
- Students try to achieve accurate and authentic pronunciation.
- Learn grammatical structures faster.
- Students develop communication skills by reading and speaking authentic materials.

The experiment was carried out on the students of the Timiryazev Agrotechnical College, group 11C for 12 lessons. The group consists of 12 people. Knowledge level of all beginner students. 9 visual learners, 2 audials, 1 kinesthetic

The material of the lessons contained authentic and educational-authentic texts. In English lessons, we used various poems and rhymes. For example, the poem

I can

I can skip and play football

Hockey, tennis, basketball,

I can run and I can jump

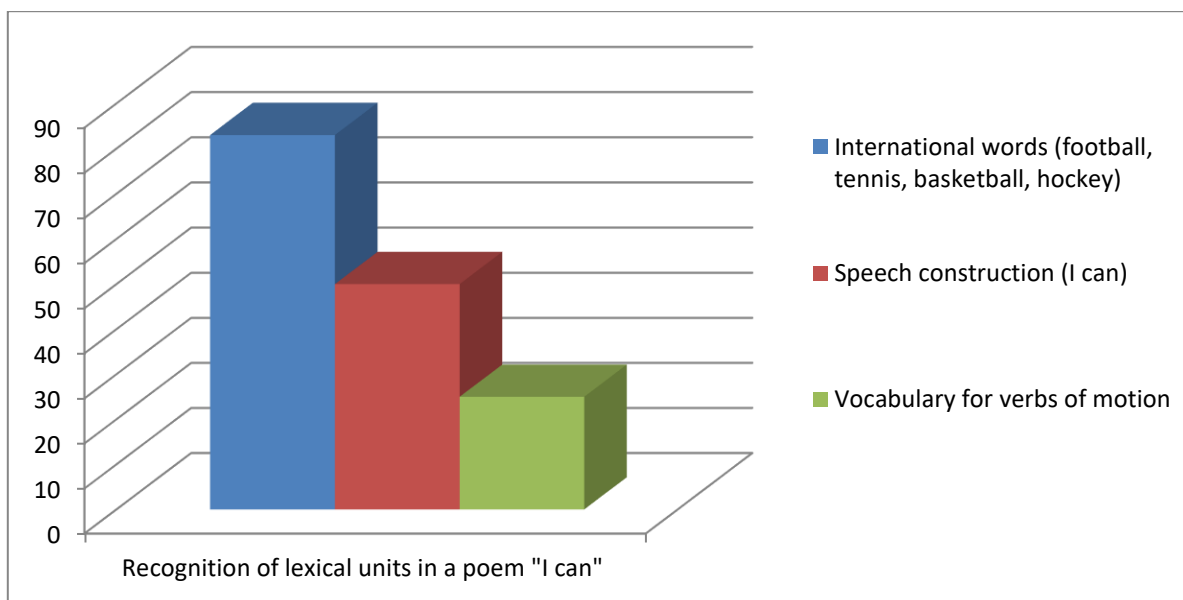
I have can a lot of fun.

allows you to consolidate the ability of students to correctly build an English sentence with the structure I can. Also, children learn and consolidate new vocabulary on the topic “Sports. Sports games”, “Movement verbs”. The fragment of the lesson, where the authentic text was included, contained the following steps:

- 1) Creation of an emotional mood. Announcement of the title of the poem;
- 2) Reading by the teacher of the authentic text;
- 3) General understanding of individual lexical units, the entire content of the text;
- 4) Joint learning of a poem;
- 5) Students’ reproduction of the authentic text.

After reading this poem, I found that international words such as football, hockey, tennis, basketball were learned by 10 students (83%), the speech structure I can – 6 (50%), lexical units on the topic “Verbs of movement” – 3 (25%). The results are shown in the diagram.

Diagram 1 Recognition of lexical units in a poem “I can”



After each reading, the number of students who could reproduce this poem increased, the data are presented in the table:

Number of plays	1	2	3
Number of student	2	6	11

One student was unable to repeat the poem

Authentic materials: films, commercials, advertisements, printed publications are some of the most attractive and effective means of teaching English in educational institutions. The use of these materials in the lesson enriches students' knowledge of the subject; improves listening, reading, speaking, writing skills; develops the socio-cultural competence of students.

The use of authentic films and videos arouses interest in the subject, contributes to the development of all types of speech activity in the lesson, students express their opinions, discuss what they have seen, discuss on a particular topic. In addition, they get acquainted with the peculiarities of the country of the target language, listen to the speech of native speakers.

Using authentic materials for visual learners is one of the best methods of learning English. Since studying brochures, booklets, letters and articles. Students are better at memorizing grammar, spelling, language constructs, and context in which words are used.

Summing up, I would like to note that authentic materials are not a panacea for learning foreign languages. But today they are an integral part of the learning process and an effective "tool" for the teacher.

Literature

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