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CRITERIA FOR SELECTING AUTHENTIC MATERIAL FOR TEACHING ORAL SPEECH

***Abstract:** in the modern world, there are several approaches to determining the essence of authentic materials. Pragmatic materials should also be classified as audio and audiovisual materials, such as informational radio and television programs, news bulletins, weather forecasts, and radio announcements at airports and railway stations. The use of such materials becomes the most important for a modern foreign language and helps to create the illusion of participation in the daily life of the country, which serves as an additional incentive to increase the motivation of students.*

***Keywords:** authentic texts, foreign language, criteria, UMK, material, methodically or educationally authentic texts.*

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КРИТЕРИИ ОТБОРА АУТЕНТИЧНОГО МАТЕРИАЛА ДЛЯ ОБУЧЕНИЯ УСТНОЙ РЕЧИ

***Аннотация:** В современном мире существует несколько подходов для определения сущности аутентичных материалов. Прагматичные материалы также стоит отнести к аудио- и аудиовизуальным материалам, такие, как информационные радио- и телепрограммы, сводки новостей, прогноз погоды, информационные объявления по радио в аэропортах и на железнодорожных вокзалах. Применение таких материалов становится наиболее важным для современного иностранного языка и помогает создать иллюзию участия в повседневной жизни страны, что служит дополнительным стимулом для повышения мотивации учащихся.*

***Ключевые слова:** аутентичные тексты, иностранный язык, критерии, УМК, материал, методически- или учебно-аутентичные тексты.*

K.S. Krichevskaya allocates materials every day and of everyday life in an independent group: pragmatic materials availability and domestic use are quite important to create the illusion of initiation to the environment of native speakers and

believes that their role is much higher authentic texts from the textbook, although they can give them volume.

The classification proposed by E. S. Krichevskaya is similar to the authentic material proposed by G. I. voronino, in which authentic texts are defined as borrowed from the communicative practice of native speakers. Voronina presented two types of authentic texts, which were presented in different genre forms:

1. Functional texts that participated in everyday life and performed an instructive or warning function-signs, signs, diagrams, and so on.

2. Informative texts performed an informational function and contained information that was constantly updated-articles, interviews, reports, etc.

However, the classifications presented by E. S. Krichevskaya and G. I. Voronina were considered for General information and did not cover the entire range of authentic materials.

Subsequently, Nosonovich E.V. and Milrud O. P. presented a detailed set of criteria and parameters for authentic materials. In this regard, in his work “Criteria for meaningful authenticity of the educational text” Nosonovich E.V. and Milrud O.P., argue that it is preferable to teach the language on authentic materials that were taken from original sources and are not a textbook. But also in their arguments, there is an opinion that this material is quite complex in the language aspect and does not always meet the specific tasks and teaching methods, while singling out methodically or educationally authentic texts separately.

The authors developed a set of structural features of an authentic text that met the standards adopted by this native speaker. According to the authors, this text is an authentic discourse, characterK. S. krichevskaya allocates materials every day and of everyday life in an independent group: pragmatic materials availability and domestic use are quite important to create the illusion of initiation to the environment of native speakers and believes that their role is much higher authentic texts from the textbook, although they can give them volume.

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The authors developed a set of structural features of an authentic text that met the standards adopted by this native speaker. According to the authors, this text is an authentic discourse, characterized by the naturalness of lexical content and grammatical forms, as well as the situational adequacy of the language tools used, and illustrates cases of authentic word usage.

We would like to present the above criteria in a summary table:

Table 1-criteria for meaningful authenticity characterized by the naturalness of lexical content and grammatical forms, as well as the situational adequacy of the language tools used, and illustrates cases of authentic word usage.

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Table 1-criteria for meaningful authenticity

Cultural aspect	Informative aspect	The situational aspect	Aspect of national mentality	Design aspect	Aspect of the training task
The UMC contains a large amount of country-specific information that arouses great interest in the desire to learn the language	<p>The presence of video and audio material in each tutorial, which contains new material with interesting content.</p> <p>These materials are selected in accordance with the age characteristics of students.</p> <p>However, it is worth remembering that the use of these tools should not be for the sake of arousing interest, but for the desire to learn the language.</p>	<p>Assumes a description of a natural situation. The material contains a certain emotional charge.</p> <p>Situational authenticity helps to arouse students' interest and emotional response, which, in turn, creates a positive attitude to the subject.</p>	<p>The country's mentality and lifestyle are taken into account.</p> <p>Authentic material is not specific and contains information about different cultures.</p>	<p>It is used to give impressions to the available material.</p> <p>It uses sound effects, traffic noise, conversations of passers - by, phone calls, music, which helps you to immerse yourself in the situation and form skills of perception of foreign language speech.</p> <p>Working with text has the properties of real communication, which occurs in a specific situation and helps to establish a connection with reality.</p>	<p>There are tasks for stimulating influences to work with the text and is based on operations performed in an extracurricular environment, which helps you mentally immerse yourself in reality and perceive everything as reality.</p>

The main criterion for authenticity is to consider the criterion of functionality, which refers to the orientation of authentic materials to use and use in life as well as creating the illusion of initiation to the natural language nature, which is defined as a key factor to successful language acquisition. In this connection, it should be said that

working on functionally authentic material brings the learner closer and creates conditions for the reality of language use, as well as introduces him to a variety of linguistic means of independent authentic use of these means in speech.

To sum up, it is worth emphasizing that the process of teaching a natural, modern foreign language is possible only if the materials that are taken from the life of native speakers of this language are used during the training period, or are compiled taking into account all the features of their culture and mentality in accordance with accepted and used speech norms.

When using these authentic materials, which are a natural speech work created for methodological purposes, it is possible to achieve a greater effect from teaching all types of speech activity, namely, listening, imitating immersion in the natural speech environment in foreign language lessons.

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