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## THE ROLE OF AUTHENTIC MATERIALS IN TEACHING ENGLISH.

**Annotation:** *This article describes in detail the role and place of authentic materials in foreign language and English teaching today, the main tasks facing foreign language teachers, and the analysis of the opinions expressed by the most famous authors about authentic materials.*

**Key words:** *authentic materials, concept, foreign language methodology, delegation, communicative motivation.*

### **Introduction:**

As an international language, English has spread rapidly in our country. Further expansion of international relations, the arrival of foreign delegations in our country, the organization of scientific conferences and seminars, sporting events in the international arena, the exchange of experience during professional activities and the establishment of friendly relations are impossible without knowing a foreign language.

### **Literature analysis and methodology:**

Many scientific works are devoted to revealing the concept of authentic materials and applying them in practice. Authors such as Voronina G.I., Nosovich E.V., Milrud R.P., Kolker J.M., Krichevskaya K.S., G. Vidowson, L. Van Lier, B. Tomalin, M. Brin and others worked in depth on the analysis of the concept and the use of authentic materials. Using the materials studied, it can be concluded that there is no concept of "authentic materials" in local and foreign language methodology and a separate definition of the approach to their classification. The authors agree that working with authentic materials in their works helps to form the communicative motivation of learning a foreign language and creates conditions for entering the natural state of communication of the studied language.

As an international language of communication, English has spread rapidly in our country. Expansion of international relations, arrival of foreign delegations, scientific conferences and seminars, holding international sports events, exchange of experience in professional activities and simply friendly communication is impossible without knowing and actively using a foreign language.

### **Results:**

The main tasks facing foreign language teachers today are to provide the necessary conditions for the introduction of the student's personality into the culture of a foreign language in order to form communicative competence; to prepare him for independent and active participation in intercultural communication, aimed at applying the knowledge acquired directly in his professional activity. The use of authentic materials in practical training in a foreign language will help to solve these problems.

There are many approaches today to understanding what authentic materials are. Let's take a look at the most popular expressed opinions about authentic materials together. For example, E.V. Nosonovich and R.P. Milrud believes that learning a foreign language should be based on authentic materials, that authentic materials are "materials derived from original data and not intended for educational purposes". At the same time, the authors divided the authentic materials into teaching and methodological materials. In the first case, the basis of the validity of education is the qualitative achievement of a specific educational goal, while methodological validity is aimed at creating tasks as close as possible to the state of natural language for didactic materials and educational purposes.

#### **Discussion:**

The authors include articles, interviews, advertisements, diaries and excerpts from biographical cases, fairy tales, scientific and regional texts as authentic material. In their work, the authors stressed the importance of maintaining the originality of the genre, which allows foreign language learners to become acquainted with vocabulary and speech clicks in different communication situations.

If authentic materials are used in foreign language teaching, they should be classified according to the purpose of the lesson. Teachers need to be aware of different types of materials, as some are specific to teaching reading or listening, and some are more qualitative and effective for teaching speaking or writing. Some of them have to teach and develop grammatical structures or vocabulary.

#### **Conclusion:**

In conclusion, it can be argued that the definition of authentic materials, while attempting to set ground for English teachers to develop their own criteria for choosing what is best to use, needs to become more flexible in a way that the changing environment of language use in the 21st century should be taken into account. The assumption of "native speakers" should be understood differently and all those who use English for authentic communication purposes should have the authority in creating materials that can be employed as "authentic" in the English classroom.

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