

THE ROLE OF THE AUTHENTIC MATERIALS IN IMPROVING COMMUNICATIVE COMPETENCE OF ESP LEARNERS

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Abstract: One of the main elements of the lesson is listening of a new material, which includes the meaning of the text or dialogue envisaged by the curriculum for this discipline. The main requirement for the lessons of explanation of the new material is the conscious assimilation of the material. In order to achieve this and to help students to take the next step in learning a foreign language, it is necessary to carefully explain the terms and concepts. For this, the teacher must use modern innovativetechnologies. One of the most important factors in today's pandemic situation is to provide students with listening comprehension in the distance learning process.

Key words: contribute, focus on, comprehend, distance learning, approach, highlights,, differentiate, student motivation.

INTRODUCTION.

We have adopted the Higher Education System Development Program for 2017-2021 and are committed to addressing the challenges in this area and bringing the higher education system to a new level.

Sh.M.Mirziyoyev

This article is devoted to the introduction of new methodology of teaching listening and using effective innovative technologies in the process of teaching English. Today, the goal of ESP training is not only to read and translate

professional texts, but also to develop listening, the ability to express thoughts and ideas. Innovative methods contribute to better mastering such skills as listening and speaking.

When people learn a foreign language, they usually want to make use of that language to communicate with people who speak the same language. In real life, listening is always in integration, so teachers should teach this skill in an interacted way. Although the students may know how to listen and speak in the language, they may still not be able to communicate in this language mainly because these skills are not used in integration. Use of authentic materials and real life situations could naturally lead to the integration of skills since this is the case in real life.

The aim of the article is to prove that listening in practice phase in the classroom and in real communication situations entail unique features that result in real contributions to overall language learning. It is the teacher's task to comprehend and make use of how closely listening is related to the speaking skill and how listening can be integrated with speaking through authentic materials. This article focuses on applying authentic materials in developing communicative competence via integration listening and speaking skills.

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Integration of skills exposes English language learners to authentic language and challenges them to interact naturally in the language. By this way, English becomes a real means of interaction and sharing among people. In addition to this, it allows the teacher to color his/her lesson with varieties because the range of tasks is wider. Real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom.

Taking all mentioned matters into consideration, this article aims at answering the question whether teaching listening skill in integration improves oral communicative competence of the students.

The principles of teaching and developing listening and speaking comprehension

Listening is the receptive skill that we use the most in everyday and professional life. In fact, listening accounts for about 40 per cent of the time we spend communicating, which is significantly more than we do speaking (35%), reading (16%), or writing (9%) . Moreover, listening is the underlying skill that helps master a foreign language and thus require proper attention in the teaching practice.

The main difficulty with developing good listening skills is the fact that it involves understanding spoken language, which is different from written

language in many ways. First of all, spoken language disappears as soon as the speaker finishes talking, and it is often impossible to ask for repeat. Also, spoken language is typically not very well organized, containing incomplete sentences, single words, frequent changes of topic, and so on. Finally, we might need to listen to a wide range of text types, for example, lectures, announcements, interviews, news reports, all being produced at a different speed and in various accents. As a result, one should rely a lot on intonation, gestures and facial expression of the speaker as well as on the context of interaction to get a better comprehension of the spoken language. For that reason, it is essential to differentiate between a number of listening sub-skills, and concern yourself with both top-down and bottom-up listening practice.

Why students have problems with listening comprehension

They are trying to understand every word.

They get left behind trying to work out what a previous word meant.

They just don't know the most important words.

They don't recognise the words that they know.

They have problems with different accents.

They lack listening stamina/ they get tired.

They may have a lot of problems and in order to get rid of these difficiencies, speaking and listening barriers in communication process. Teachers should sweep away the boundaries and create a safe stress-free environment to encourage and motivate the students to speak. An information-gap task is a task where learners have the lack of the needed information to complete a task and they are in need of listening or speaking to each other in order to complete the task as in real- life. Information gap tasks are beneficial in a foreign language setting for various reasons . To start with, they both enhance the opportunity of speaking practice and highlight the real communication, therefore; the motivation of the students is high. One of the challenges that teachers meet in the classroom is motivating the students

As I mentioned in the previous chapter that listening comprehension has a great role in our lives which several strategies and materials are used to improve it. One of the most useful materials used by ESL or EFL learners is authentic materials. And we teachers should create various types of activities to improve listening activities. . Listening is usually an interactive process. The listener does not always just listen to, but she or he also reacts to the speaker or asks questions for clarification. The most essential issue for the students should be to understand what they are listening to and to be able to give appropriate responses orally. This aim brings us to the integration of listening and speaking while teaching, as our main consideration should be not only learning the grammar of the target language but also communicating in that language, which highlights the importance of the integration of these two skills. As a result, it may be said that the more the skills are taught individually, the less communication will take place in the classroom. To avoid this, the skills should be taught in integration to guide learners to develop their oral communicative competencies.

Technology "Debates". This technology can be used in the second and third stages of training using the "competence-based approach". It can be a lesson aimed at repeating and actualizing the module passed; organizing students' independent work in selection of material; and also a form of students' certification and testing. The didactic functions of using the "Debates" technology are connected with the tasks of the content plan - mastering the vocabulary of the studied topic and its use, as well as knowledge of the subject and ability to argue in a foreign language. Using this technology, a foreign language teacher can achieve the following results: the ability to express their point of view in a foreign language, to defend it, the ability to ask questions, the ability to critically reflect on the oral statement, the ability to work in a team.

In conclusion, according to Pittman, who(1963) summarizes the teachers responsibilities as dealing with,

- 1.timing;
- 2.orall practice;
- 3.revision;
- 4.adjustment to special needs of individuals;
- 5.testing;
- 6.developing language activities other than those arising from textbooks;

The teacher is essential to the success of the method,, since the textbook is only able to describe for the teacher to carry out in class. In conclusion, it can be noted that the best results in teaching engineering students foreign

languages can be obtained with the integrated use of communicative methods and grammar and translation method. During training the sequence of methodical steps offered by the teacher assumes transition from mastering language means to formation students' speech skills and development of speech skills, both receptive, and productive.

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