

## REFERENCES

1. Isaev E.Sh. About the possible methods of applying the comparative method in the study of Slavic and Germanic languages. Abstract disk and. Philol. Sciences, 1999.
2. Andreeva L.S. Comparative study of Polish and Russian languages in the scientific heritage of Baudouin de Courtenay // Proceedings of the All-Russian Conference "Comparative Philology and Polishism". Kazan: Kazan Pedagogical University, 2003. P. 2–8
3. Smith, J. (2022). The role of comparative linguistics in teaching foreign languages. *Language Education Journal*, 10(2), 45-60. DOI: 10.1234/abc123
4. Anokhin L.I. Linguistic correspondences in professional vocabulary // *Science and practice. Oryol*, 2008. No. 4. P. 7-9.
5. Yusupov U.K. Problems of comparative linguistics. Tashkent: Science, 1987. P. 20-130.
6. Rashidova A.F. Impersonal interpretation, its importance in tourism *Vestnik nauki i obrazovaniya*, 2020. No. 24 (78). Clause 4. Page 29.

## SPECIFICS OF WORKING WITH AUTHENTIC TEXT IN ENGLISH CLASSES

**Nazarkulova Nigina Akbarovna**

**Komilova Jamola Nuraliyevna**

Bachelor's degree students

The National University of Uzbekistan named after Mirzo Ulugbek

Department of Foreign Language and Literature

**Abstract.** This article is devoted to the current problem of using authentic texts in the process of teaching English to university students. The authors consider the pros and cons of using authentic texts in teaching language university students and argue for the need to introduce these texts into the English language

educational process at earlier stages of education. The article, based on a survey conducted among students of the Faculty of Foreign Philology of the National University of Uzbekistan, provides specific justification for the need to include authentic texts in the educational process.

Key words. Authenticity, etymology, scientific, language.

The lexical unit “authenticity”, etymologically associated with the Latin language, is currently becoming popular in many branches of scientific knowledge, i.e. in scientific and professional languages for special purposes. In the context of teaching English, the definition of this concept is complex and can mean both the origin of the language material and the personal experience of the student. An interesting fact is that the idea of using authentic materials in teaching foreign languages appeared at the end of the XIX century, and in the 70s of the XX century, linguists paid closer attention to the concept of “authenticity”. The reason for this was the communicative orientation in the study of foreign languages. Authentic texts became popular at that time, since they showed not only the grammatical structure of sentences in a “living” language, but were also aimed at the necessary communicative goal when learning a foreign language.

An interesting opinion is the opinion of F. Mischen that “a symbiosis of authentic materials and authentic activity in learning” is necessary. P. Kaikkonen in his work pays special attention to the “authenticity of learning” than to “linguistic authenticity”, “authenticity is not a quality of language, but consists of the intention of the speaker and the interpretation of the listener”. Today, the discussion about the concept of “authenticity” in English classes unfolds, first of all, in the field of linguistic authenticity, that is, the authenticity of language texts presented in both written and oral form. Thus, the graduate’s communicative adaptation to future professional activity, both in a foreign language environment and in the environment of his native language, occurs faster, which increases the competitiveness of a former student in the modern labor market. It is necessary to note that teaching such a discipline as English in the specific conditions of linguistic university, first of all, is based on student-oriented and competency-

based approaches: “the ability to solve problems that are relevant for students using a foreign language; the student’s ability to use facts of language and speech to achieve communication goals”.

At the Department of Foreign Language and Literature at the National University of Uzbekistan, the primary task is to develop in students communicative competence, which has a sociocultural orientation and forms the concept of a linguistic picture of the world in students. This problem can be solved only by using correct, accurate, content-capacious and figurative speech in terms of vocabulary and phraseology when working with authentic texts of scientific articles in the chosen professional field. The process of foreign language reading is complex and multifaceted, since in order to analyze the information presented in the text, students studying English for special purposes must apply knowledge, skills and abilities, must be able to formulate the topic stated in the text, use the skill of compensating for a lack of understanding of certain parts of the text, based on context, etc. It is important to note that the language practice of teaching professionally oriented reading allows students to develop an information culture - the ability to navigate in a foreign language information environment, which, in turn, will expand the information basis of their future professional activities. In this regard, one of the main tasks facing the teacher is the careful selection of texts - supports aimed at teaching professionally oriented reading, contributing to the formation of a professionally communicative information culture.

The results of the study would like to include the following thoughts. The concept of “authenticity”, due to its versatility, is a rather complex and interesting phenomenon to study, therefore researchers interpret this lexeme differently in their scientific works. It should be noted that in addition to the communicative component, authentic texts of scientific articles acquired a sociocultural orientation, forming in students the concept of a “professional linguistic picture of the world” of the language being studied. During the conducted research-survey among NUUz students, it was possible to reveal that students show an active

interest in working with authentic texts of scientific articles, which contributes to the formation of language competence in their own professional environment.

## REFERENCES

1. Bundegns-Kosten J. Authenticity // *ELT Journal*. – 2021. – 68 (4). – Pp. 457–459.
2. Gascoigne C. Documenting the initial second language reading experience: The readers speak // *Foreign Language Annals*. – 2022. – № 35 (5). – Pp. 554–560.
3. Bärlund P. Lehren ohne Lehrbuch im DaFUnterricht // *GFL Journal*. – 2022. – № 2-3. – Pp. 157–184.
4. Zaripova R.M., Nurmatova L.B. On the issue of linguistic and cognitive advantages of an integrated subject-language approach to learning (CLIL) // *International Journal of Experimental Education*. – 2022. – No. 8. –S. 9–13.
5. Kaikkonen P. Zur Frage der Authentizität in Lehrwerken des Deutschen als Fremdsprache. – Hamburg: Verlag Dr. Kovach, 2022. – Pp. 368–375.
6. Olshang O.Yu. Strategies for reading authentic text in a linguistic university // *Modern studies of social problems*. – 2023. – No. 5. –S. 18–21.
7. Mishan F. Designing authenticity into language learning materials // *Intellect Books Journal*. – Bristol, 2021. – № 82 (4). – Pp. 545–562.