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IMPLEMENTATION OF AUTHENTIC MEDIA TEXTS IN TEACHING LEXICAL SKILLS

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Abstract: Teaching foreign languages is a multi-step procedure that involves a variety of skills and abilities. Grammar and vocabulary are the foundation of any language, therefore developing lexical competency is crucial to the formation of a system. A lexical approach to learning fundamentally means that the priority is encouraging students in improving vocabulary. This article is devoted to the use of authentic media texts in the process of teaching a foreign language, especially materials from the English newspapers during English language lessons. Authentic texts were non-pedagogical materials designed to assist students enhance not just learners communication even so students' cultural competencies. The term authentic was established as a reaction to textbooks' predefined structures. The survey was conducted in order to define difficulties and problems in using authentic media texts in teaching lexical skills.The purpose of the article is to study the difficulties associated with the use authentic media texts in teaching lexical skills and give the recommendations to improve teaching process. This research examines the historical basis and evolution of perspectives on the investigation of authenticity to see how differences in methods to English language education affected the usage of authentic resources.

Key words: authenticity, foreign language, lexical skills, authentic media texts, reading, survey.

Introduction. The foundation for teaching a foreign language is lexical competency. Furthermore, while lexical skill is an important aspect of overall vocabulary knowledge, the development of lexical abilities is necessary in the learning of a foreign language. At the present stage educational institutions are concentrating their efforts on enhancing the overall quality of the educational process and the effectiveness of foreign language instruction. During the XX century, disciplines such as methodology and didactics, linguistics, and psychology have been devoted to tackling a variety of interrelated issues, the most pressing of which is the challenge of foreign language learning by students of various ages and educational levels. The challenge of learning new vocabulary is one of the most essential techniques of dilemmas. Learning vocabulary is a unique process, as some expressions and words are easier to remember than others, requiring the completion of special activities aimed at increasing the memorizing procedure. Students practice learning new

vocabulary with the use of exercises aimed at developing and improving lexical skills. Lexis is the most significant component of speech activity: listening, speaking, reading, and writing, which determines its place in every foreign language lesson, and the teacher's attention is continually drawn to the development and improvement of lexical abilities. The lexical units of the language, including the grammatical structure, are the required building material helps to structure speech activity is carried out, and so they are one of the most significant aspect of the language learning materials. The efficacy of lexical learning is determined by the following factors:

- The teacher's personality, as evidenced by his professional attributes, creativity, i.e. his ability to plan work on lexical units, is intriguing, as it will result in the students' complete assimilation of the program's lexical minimum and firm consolidation of active vocabulary in their memory at the middle and senior stages of learning;

- The student's active and passive vocabulary is determined by a variety of additional linguistic criteria, such as the students' degree of initial training, their talents, etc as well.

The development of lexical abilities sets out the requirements for achieving personal and subject-specific educational outcomes. The implementation of multiple exercises seems to be the most essential method of teaching vocabulary, and they are also the most common way of structuring activities. While educating, keep in mind that the effectiveness of the exercise is primarily dependent on matching the exercise's attributes to the subject, the desired aim, and the conditions for attaining it. All exercises relating to its structure can be divided into two categories: exercises aimed at memorizing words, their semantics in conjunction with phonetic and grammatical form, which results in the repetition of words from long-term memory, and activities aimed at strengthening syntagmatic and paradigmatic relationships between lexical units [1, p.34].

"Authentic materials" are reading texts that were written by native speakers and published in contexts designed specifically for native-speaker consumption, with no thought given to non-native accessibility. The topics, language, syntax, structure, etc., are all pitched at a target audience of native speakers and offered through media intended primarily for native speakers [2].

The authentic text was described as a work written for a social purpose in the linguistic community in which it was written. The term authentic was coined as a reaction to textbooks' predefined patterns. Authentic recourses, often known as realia, are recourses created for native speakers of a language that can be used in the classroom. It is now usually recognized as materials that incorporate words, phrases, ideas and expressions that are heard and read in real-life circumstances, due to transforming language barriers [3, p.88].

The use of authentic materials in the teaching of English as a second language is not a new term. This research examines the historical basis and evolution of perspectives on the investigation of authenticity to see how differences in methods to English language education affected the usage of authentic resources. According to Widdowson, "authenticity lies not in the text, but in how speakers and readers utilize it, notably in their responses". Considering that the relationship between a language and its social community can be fluid, we believe that cultural and communicative competency entails comprehending the target language speech community's social customs while maintaining one's own. Because the main purpose is to communicate rather than to behave like someone else, which would imply abandoning one's social and linguistic identity, learners might emulate the behavioral patterns of that society drawn from the authentic text to some extent [4, p.101]. The analysis of the terminology "authentic material" is marked by the several meanings used to convey the concept of authenticity. Numerous definitions of authentic resources in the field of language instruction emphasize the fact that they (authentic resources) are (1) not designed for specific linguistic teaching aims and (2) introduce pupils to a real language environment.

Methodology. The purpose of this article is to study the features of the development of lexical skills with students through media texts in teaching a foreign language. Authentic texts are naturally appealing to both teachers and students. It's inspiring to discover that you can read something written for a native speaker, and learning how to interact with "real" literature allows learners to read more comfortably and widely outside of the classroom. However, teachers should evaluate how beneficial the original text we select is to our students. At a certain level, authentic texts can be beneficial. In comparison to advanced learners with prior knowledge, beginners require easier textbooks. As a result, teachers must be extremely analytical and assess factors such as difficulty, interest, and themes. Many aspects of original manuscripts are significantly more complicated than they appear at first inspection. Widdowson emphasized that the language used with students does not need to be simplified in order to understand and explain it. He said that "Nowadays, there are suggestions that the language provided should be authentic". In the format of advertising, brochures, menus, timetables, recipes, songs, and other items used in daily life, authentic materials eventually made their way into textbooks. Articles in newspapers and magazines, movies, trailers, photos, documentaries, interviews, and various sorts of broadcasts are among the other types. Literature, on the other hand, was still regarded as unsuitable material for language learning [5, p.103].

The authors of this paper invited teachers to participate in the study as most of them teach the English at schools or universities. This Questionnaire has been designed to collect data about English language teachers' opinions. The survey was conducted in order to determine whether teachers use

authentic media materials sufficiently in the English classes. A total of 15 teachers responded to the questionnaires. All the questions were evaluated after the participants had returned the surveys. The quantitative method was used for the result analysis. The quantitative method was implemented to analyze the results.

Results. As discussed in the previous section, we asked teachers feedback about the use of authentic materials in language classes. The results of the questionnaire are demonstrated in Diagrams.

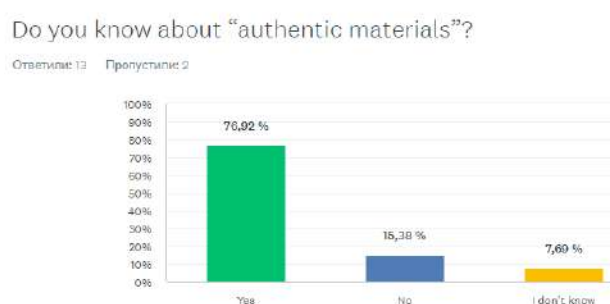We can observe from the results that many teachers are familiar with authentic media materials.

Figure 1. **The questionnaire's response**

The majority of participants mentioned that they use authentic materials because they expose students to the real world. According to more than half of respondents, authentic materials are an effective technique for enhancing learners' lexical skills. The findings of the study suggest that authentic materials increase learners' lexical skills significantly.
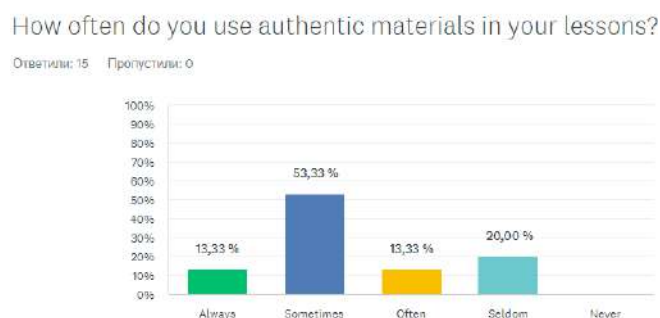

Figure 2. **The respondents answer**

On the report of few participants, authentic materials encourage students to learn. Authentic resources demonstrated to be a very significant source at all language levels, according to this

research, and some respondents consider that authentic materials can be implemented at different levels. The analysis of teachers' responses shows that 69,23 % of them use authentic materials from the Internet, while 23,08 % of the respondents use authentic materials from the newspapers or magazines.
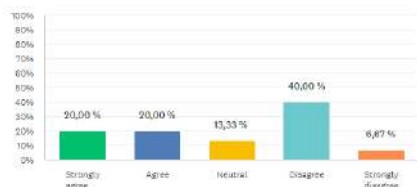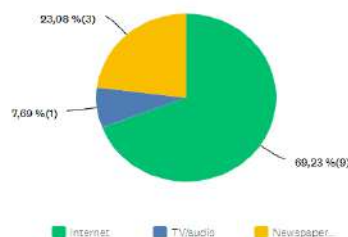

Figure 3. **The results of survey**

Figure 4. **The analysis of teacher's response**

The findings indicated that the majority of participants believed authentic resources will play a huge role in enhancing learners' language skills. Teachers have to choose authentic materials very forethought and carefully prepare projects for use in the classroom. One of the most important questions on the survey was the last question. Teachers were asked to write down kinds of issues/challenges which readers' commonly occurring when reading authentic media texts in English. According to the diagram below, it can be concluded that the majority of participants wrote that the huge number of tricky vocabularies in an authentic media texts are the largest problem students have when conducting reading activities in the classroom. It is indicated in the diagram that 47% of responders consider that the complicated part in learning and analyzing authentic media texts is the memorizing words within them.
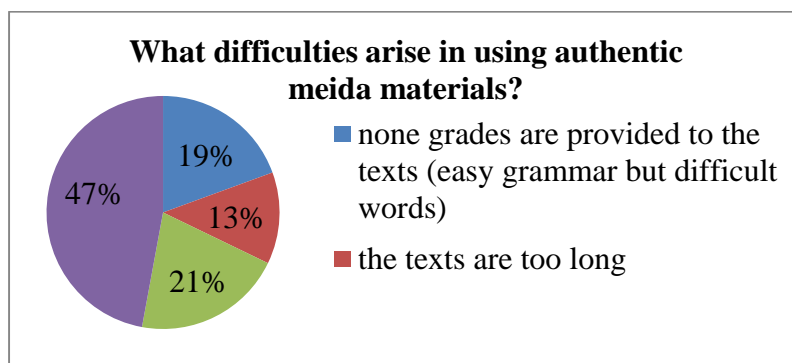

Figure 5. **The results of survey**

Discussion. The objective of the study was to determine the effect of authentic media texts in teaching lexical skills. One of the findings of the study, which was done to investigate the effects of authentic media materials use in demonstrating that authentic materials were effective in the development of reading abilities. This finding provides a significant contribution to the literature. According to Ulug, reading skills are the most significant means of achieving success at university or school and the most effective tools to acquire knowledge at the same time [6, p.32]. Additionally, reading skills are very effective in enhancing the overall performance of the educational process, increasing vocabulary, and developing learners' ability to comprehend the grammatical structure of the language [7, p.328]. To teach reading skills, according to Yasrida, Sutarsyah and Sukirlan, enhances the students' enthusiasm and understanding in generally while these types of resources bring new information for the students' [8, p.63]. Furthermore, Albilad who researched into the advantages and drawbacks utilizing authentic media texts in ESL reading classrooms observed that authentic texts may improve students' cultural understanding as well as provide a sense of reality and encourage them [9, p.67-77]. Authentic media materials help students to practice their language abilities in real-life situations and provide a variety of learning activities due to the wide variety of genre styles. Even if the classroom is not a "real-life" situation, authentic materials do have a very important place within it. Even though it is not a "real life" issue, authentic media sources play an important function in the lesson. It has been argued that by taking a text out of its original context, it loses its authenticity: "As soon as texts, whatever their original purpose, are brought into classrooms for pedagogic purposes they have, arguably, lost authenticity" [10, p.79]. Authentic media materials allow readers to get real information and keep up with what is going on in the world. Authentic materials also allow readers to get real information and keep up with what is going on in the world. They almost always have something to say, whether it's information or a review. They also give you a sense of success. Extraction of real information from a real text in a foreign context may be incredibly motivating, moreover introducing kids to "real" language can help them learn more effectively. The implementation of authentic media texts improved students' reading skills and encouraged them to read [11, p.60]. The criteria for selecting authentic resources are evaluated by the language level of the learners. All levels require students to be able to deal with a variety of situations that are likely to occur in practically every aspect of life; authentic materials are a valuable resource for achieving broad understanding of authentic English. The availability of huge variety of authentic materials makes it simple to find anything that will stimulate the students' attention and inspire them to further implement a real-life language situation. According to the findings of the study, authentic media texts typically contain several unfamiliar phrases that don't equal the level of

vocabulary knowledge of learners' or haven't been studied yet. Such type of barrier will make it tough for them to understand the texts they are reading. Berardo proposes a remedy to this dilemma by recommending professors, lectures or trainers to change the language used in the full texts [12, p.60-69]. Furthermore, before introducing authentic media texts, the teacher should introduce new words, idioms, and definitions to the students. Furthermore, teachers should use pre-reading activities. Pre-reading activities can also assist students in understanding the text's theme, vocabulary, and perhaps important grammar structures. It is always necessary to introduce key vocabulary in an ESL classroom so that students are not confused by unfamiliar words while reading. Introducing vocabulary doesn't have to be a difficult process; teachers can easily make a wordle with key words and see if students can tell something about them.

We believe that authentic resources are implemented successfully in the lessons by teachers, and that authentic media materials should be used in authentic ways by teachers.

Conclusion. The theoretical considerations of implementing authentic materials in a foreign language classroom were analyzed in this article. Authentic materials are a highly beneficial and valuable "tool" to encourage learners to acquire a language of the real world, according to both the theoretical component and the analysis of the research. When authentic material is used correctly in the classroom, it brings the real world into the classroom. Furthermore, it educates students to cultural characteristics, which leads to a deeper comprehension of the subject. Teachers should carefully choose materials to help students improve their language abilities, such as reading, writing, speaking, and listening. Authentic resources should communicate a specific message to learners and are the most effective way to improve learners' vocabulary.

Use of authentic media recourses in the reading lesson has various problems yet, it is recommended that the teachers implement authentic media appropriate instructional strategies because they are successful in supporting students' in developing language skills via real-life language implement. Moreover, it is recommendable if the teacher revises some difficult vocabularies in the text. Teachers need to be very careful when selecting authentic resources at a certain level, keeping in mind the grammatical and textual complexity of the material.

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ЛЕКСИКАЛЫҚ ДАҒДЫЛАРДЫ ОҚЫТУ БАРЫСЫНДА АУТЕНТИКАЛЫҚ МЕДИАМӘТІНДЕРДІ ПАЙДАЛАНУ

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Аңдатпа: Шет тілдерін оқыту-бұл әртүрлі дағдылар мен дағдыларды қамтитын көп сатылы іс-әрекет болып есептеледі. Грамматика мен лексика кез-келген тілдің негізі болып табылады, сондықтан лексикалық құзіреттіліктің дамуы жүйесін қалыптастыру өте маңызды кезең болып табылады. Оқуға лексикалық көзқарас негізінен студенттердің сөздік қорын жақсартуға, дамытуға ынталандыру басымдылық екенін білдіреді. Бұл мақала шет тілін оқыту процесінде аутентикалық медиа мәтіндерін, әсіресе ағылшын тіліндегі сабақтарда ағылшын газеттерінен алынған материалдарды қолдануға арналған. Аутентикалық мәтіндер студенттерге қарым-қатынас дағдыларын ғана емес, сонымен бірге мәдени құзыреттіліктерін де жақсартуға көмектесетін педагогикалық емес материалдар болып табылады. «Аутентикалық» термині оқулықтардың алдын-ала анықталған құрылымына реакция ретінде енгізілді. Сауалнама лексикалық дағдыларды үйрету кезінде аутентикалық медиатекстерді пайдаланудағы қиындықтар мен мәселені шешуді анықтау мақсатында жүргізілді. Мақаланың мақсаты-лексикалық дағдыларды оқытуда аутентикалық медиатекстерді қолданумен байланысты қиындықтарды зерттеу және оқу процесін жетілдіру бойынша ұсыныстар ұсыну, сонымен қатар оқу барысында

кездесетін қиындықтарды шешу жолдарын айқындау. Бұл зерттеу ағылшын тілін оқыту әдістеріндегі айырмашылықтар аутентикалық ресурстарды пайдалануға қалай әсер еткенін көру үшін аутентикалық материалды зерттеудің тарихи негіздері мен көзқарастарының эволюциясын қарастырады.

Түйін сөздер: аутентикалық, шет тілі, лексикалық дағдылар, аутентикалық медиамәтіндер, оқу, сауалнама.

ИСПОЛЬЗОВАНИН АУТЕНТИЧНЫХ МЕДИАТЕКСТОВ В ОБУЧЕНИН ЛЕКСИЧЕСКИМ НАВЫКАМ

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Аннотация: Обучение иностранным языкам представляет собой несколько шагов, которая предполагает использование разнообразных навыков и умений. В то время как словарный запас, наряду с грамматикой, составляет основу любого языка, овладение лексической компетенцией имеет решающее значение для формирования системы. Лексический подход к обучению в основном означает, что приоритетом является поощрение учащихся к расширению словарного запаса. Данная статья посвящена применению аутентичных медиатекстов в процессе преподавания иностранного языка, в особенности материалов из английских газет на уроках английского языка. Аутентичные тексты были непедагогическими материалами, предуготовленными для того, чтобы оказать помощь учащимся усовершенствовать не только свои коммуникативные навыки, но и свои культурные компетенции. Термин «аутентичный» был введен как реакция на предопределенные структуры учебников. Опрос был проведен с целью определения сложностей и проблемных задач в применении аутентичных медиатекстов при обучении лексическим навыкам. Цель статьи исследовать сложности, связанные с применением аутентичных медиатекстов в обучении лексическим навыкам, и дать рекомендации по совершенствованию учебного процесса. В этом исследовании рассматриваются исторические основы и эволюция взглядов на изучение аутентичности, чтобы увидеть, как различия в методах обучения английскому языку повлияли на использование аутентичных ресурсов.

Ключевые слова: аутентичность, иностранный язык, лексические навыки, аутентичные медиатексты, чтение, опрос.