

ANALYSIS OF THE USE OF AUTHENTIC AND NON-AUTHENTIC TEXTS IN THE RUSSIAN LANGUAGE LESSONS

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Abstract: *The article is dedicated to the use of text during the Russian language lessons for foreigners. The text is reviewed, not only just a learning material, but as a teaching unit. The article researches the problem of authentic and non-authentic text in the course of “Russian language as a foreign language”. The matter of text material choice is being decided.*

While preferring authentic texts, the author favors working with non-authentic texts during the beginning stages. However, relying on authentic texts and non-authentic material is accepted as one of the most successful approaches to creating a communicative competence.

Keywords: *communicative tasks of the text, speech patterns in foreigners, speech activity, authentic and unauthentic text.*

JEL Classification: P52, N30

The general overview of teaching Russian system

In the system of teaching Russian as a foreign language, an important role is given to the text. Correctly selected text makes it possible to work at different levels, to carry out different types of work. Based on the text, various grammar tasks are possible.

In the course of Russian as a foreign language, the text is considered not only as educational material, but also as an educational unit that plays an important role in the language. The use of texts in teaching the Russian language develops the ability to speak a foreign language.

It is believed that being a complete and finished speech work, in terms of content and form, the text represents a specific topic and act of communication, contains the studied lexical and grammatical material, and serves as a model for speech communication of native speakers. (Novikova, 2008).

The text, which is a unit of instruction in the methodology of teaching of the Russian language as a foreign, is accompanied by a system of exercises that allow mastering the necessary grammatical categories. Tasks for the text are aimed at consolidating previously acquired knowledge on acquired linguistic phenomena.

The text is the end product of speech activity. The degree to which a student is able to create it is an indicator of the level of mastery of the language being studied by him.

Text is not only a unit of learning. It can also become and is considered a source of information. Moreover, the text is able to act as an example of speech models and constructions. And speech patterns, as a rule, help students to solve communicative problems.

It is important to note that the work on the text should not consist of memorizing it. Memorizing a text, and consequently repeating it, is not the goal that the communicative method sets. A prerequisite for a communicative method of teaching Russian as a foreign language is the goal and its implementation by the speaker, meaning the latter must know what to say and to whom.

The speech situation itself, even artificially created, which is a learning speech situation, promotes the active assimilation of language material by incorporating the latter into the speech constructions.

Why are we discussing the need to incorporate the text in “Russian as a foreign language” lessons? The key point to consider is that we study certain grammatical categories and linguistic phenomena separately, often outside of the sentences at the level of words and phrases. However, when we work for with text, the very same grammatical categories are found in it no longer in isolation. The text does not focus on one grammatical phenomenon, but on several. Moreover, these grammatical phenomena cover different topics. Thus, the benefits of working on a text are obvious. The subject of discussion may be the issue of text selection. This is an issue between authentic versus non-authentic text. The advantages of the first are clear. But, if we are talking about the initial stage of training, it is still difficult to make an unambiguous choice in favor of an authentic text. However, according existing research, the availability of the text and cognitive interest are more important compare to the choice of the text and whether it was translated or not (Lyapidovskaya, 2014).

Therefore, it is proposed to highlight the necessary principles for selecting texts for the lessons of Russian as a foreign language. These principles are the following:

- 1) The principle of impact on the emotional and motivational sphere of the student’s personality,
- 2) The principle of methodological value for the development of all types of speech activity (listening, writing, speaking, reading),
- 3) The formation of language skills (phonetic, lexical, grammatical),
- 4) Thematic principle,
- 5) The principle of authenticity.

Thus, when forming a system of texts for working during the lessons, one has to rely on a very wide range of selection parameters. Along with linguistic, thematic and other principles of selection of textual material, linguodidactic value and its “methodological purpose” should be of no less importance (Нарочка, 1978).

The principles of text selection depend on the goal that the teacher sets. If the teacher determines the goal, for example, describing of the appearance, then the text will be with similar content. If the teacher focuses on the representation of the studied language units in the text, then it will be selected accordingly with this purpose in mind. Thus, in this case, the principle of appropriateness can be considered the basic principle of selecting texts and working with them, according to which those texts that most meet the goals and objectives are included in the educational process (Golub, 2015).

In the methodology of teaching Russian as a foreign language, texts that have been specially prepared for the study of a certain topic have long been used. However, preference is still given to authentic texts.

The term "authentic" is very popular in the literature dedicated to the methodology. Много говорят об аутентичных текстах, аутентичных материалах. A lot of discussions revolve around the authentic texts and authentic materials. But at the same time, the issue of authentic materials and texts causes a lot of disagreements. So what is the concept of "authenticity"?

Translated from Greek, it means "genuine." It is believed that it is authentic material that can bring students closer to the natural cultural environment. Researchers of this issue refer real life objects, graphic works and works of literature to authentic material. This also includes announcements, signs, menus and accounts, and much more, that is, everything that occurs to students in the process of their life (Krichevskaya, 1996).

The authors argue that "in the classroom-lesson system, in the absence of real communicative situations, the formation of a foreign language communicative competence is possible only with the wide use of modern authentic materials." (Sulimova, 2014).

But can unauthentic texts make students good readers or listeners? We do not think so. Does it mean that during the “Russian as a foreign language” lessons, especially in the initial stages, should only authentic material be used? We think that in this case the answer is rather negative.

It is easy to imagine that students are offered to read an authentic text, with an excerpt from a work of art. Obviously, it will be difficult for students to understand what they have read.

In this case, we believe that adapted and specially created texts are necessary in the training environment, since the possibilities of using texts from the original sources are limited. As you can see, in the question of the

choice of authentic or unauthentic texts there is no single or extreme option. Both complicated and easy texts are equally inconvenient for students.

We believe that at the initial stage, unauthentic texts can be the right decision, which will gradually be replaced by authentic adapted texts, and then directly authentic texts, the advantages of which are obvious.

Why do we prefer unauthentic texts at the initial stage? That is explained by the fact that the degree of correspondence of the proposed texts to the studied grammatical phenomena is of key importance here. This is the moment when the grammatical concept just learned by the students continues its life in the texts. It is for these exact situations that the most convenient option is specially created dialogues, texts. Such dialogues came to be called the “educational-speech situation”, and the texts were called “educational”. In such texts, the author, knowing the speech competence of the audience, could select specific speech material where it would be possible to avoid encountering difficulties. However, then, with the acquisition of subsequent knowledge, the transition from unauthentic texts to authentic is carried out. Transition to adapted texts is possible, which is an interim step between the ones mentioned earlier. Compliance with these steps is considered correct. Indeed, at the initial stage we are talking about reading and working on the simplest texts. And for reading comprehension there must be reading skills in the language being studied. These skills are sometimes quite weak; we note the lack of fluent reading. And often, in order to understand what has been read, the student again has to return to the very beginning of the sentence and rethink it in order to understand the whole text in the future.

It is clear that the use of authentic texts, in this case, would have been an incorrect approach. Teaching a foreign language, and in our case Russian, using authentic texts seems quite difficult, especially at the initial stage. The complexity of assimilation, and further development of such texts, depends on many factors: vocabulary, grammatical forms, the style and imaging method chosen by the author. Here we define the authentic text in the following way: “Authentic text is an oral or written text, which is a real product of the speech activity of native speakers and not adapted for the needs of students, taking into account their level of language proficiency” (Azimov, Schukin, 2009). Adapted text is another matter. In accordance with the same source, it is a simplified, adapted, lightened, or even complicated text, taking into account the level of language competence of students.

Authentic texts are always contrasted with unauthentic, educational texts. Authors of such texts can be both native speakers and not. In such texts, as a rule, there are certain shortcomings:

1. Unnaturalness, primitive content;
2. The frequent repeatability of individual words, grammatical forms;

3. Artificial simplicity

It is important to understand that the use of authentic texts in a lesson cannot be and is not an end goal in itself. The use of such texts is only a learning tool. It is only relevant if students can actually understand the content of the text. However, an authentic text is not always an optimal means of teaching communication because of its linguistic complexity. The requirement or desire to use texts intended for non-educational purposes in training often seems methodically unrealistic. Therefore, a compromise in such cases in the methodology of teaching Russian as a foreign language, as in any other foreign language, may be texts that correspond to the concept of “methodological authenticity”.

What is “methodological authenticity”? By "methodological authenticity" we mean the creation of educational materials, situations that are as close as possible to natural ones. In this case, the simplification of authentic texts is allowed, as well as the compilation of texts by textbook authors and teachers. However, the text should retain all the parameters of the natural speech product. Methodological authenticity implies the use of a training text appropriate to natural communication situations. A methodically authentic text corresponds to the learning objectives, speech standards adopted by native speakers. Methodologically authentic texts are a realistic model of natural texts, only aimed at specific learning objectives and the language level of students. Such text “represents an authentic discourse, i.e. text taken in the context of an event; it is a speech considered as a targeted social action, as a component involved in the interaction of people. Therefore, the discursive authenticity of the text implies its connection with an authentic pragmatic situation that determines its connectivity, the choice of language tools to solve the communication problem, structural features, and interpretation possibilities. A discursively authentic text is characterized by the naturalness of lexical content and grammatical forms, situational adequacy of the used language means, illustrates cases of authentic usage. Such a text is characterized by logical integrity and thematic unity” (Nosonovich, Milrud, 1999).

In general, it is vital to note the importance of the classification of authentic materials when discussing the authenticity of the texts in the Russian as a foreign language classes. Currently, there are several classifications of authentic materials.

Authentic materials include letters, articles (newspaper, magazine), advertising, recipes, announcements, jokes, interviews. Thanks to such a genre-compositional variety of such authentic materials, it is possible for students to get acquainted with vocabulary related to the most diverse areas of life.

For example, Krichevskaya K.S. understands as authentic materials authentic literary, folklore, visual, musical works, objects of real reality: clothes, furniture, utensils and their illustrative images. The author

distinguishes materials of everyday and everyday life into an independent group: pragmatic materials (announcements, questionnaires, signs, advertising brochures on tourism, leisure, goods, work vacancies) that help create the illusion of familiarization with native speakers and believes that their the role is higher than authentic texts from the textbook, although they may be inferior to them in volume (Krichevskaya, 1996).

You can also create the illusion of familiarizing with native speakers' habitat, as well as the illusion of participation in their daily lives and with the help of information announcements in metro, airports, train stations, as well as with the help of television and radio broadcasts, mainly broadcasting a news report.

Functionality can be considered an important criterion of authenticity. In this aspect, functionality should be understood as a focus on the use in life, in reality, on creating a sense of belonging to the natural language environment. This material brings the learner closer to the real conditions of language use. However, we must remember that only materials taken from the life of native speakers, as well as those compiled on the basis of their cultural values, traditions, can contribute to the acquisition of a foreign language. The use of authentic materials allows carrying out training in all types of speech activity with a greater degree of efficiency.

To understand speakers of the language students must listen to the speech of native speakers. It can be audio or video recordings; it can be snippets of conversations on the street, in transport.

We consider the observance of didactic principles to be an important condition, and the authentic material must comply with them. These principles are:

1. correspond to the age characteristics of students and their speech experience in the ability to use their native and foreign languages;
2. contain new and interesting information for students;
3. represent different forms of speech;
4. have educational and cognitive value.

Currently, the study of a foreign language is understood not as the assimilation of certain grammatical rules, not only as the acquisition of knowledge about linguistic structures and the rules for their use, but as the perception by students of the relationship between the substantive side of the language and the country and people who speak that language. Today, learning a language together with a knowledge of the culture of the people who speak it is considered an integral component of effective teaching of foreign languages.

It is believed that it is the authentic materials that contribute to the successful formation of communicative competence. That is why it is so important to correctly define the essence of the concept of authentic materials.

Conclusion

Authenticity in the lessons of Russian as a foreign language is undoubtedly an important element of learning. Therefore, in order to apply the authentic materials effectively, it is necessary to make the right selection of training material. However, there are a number of disadvantages of using authentic materials. Authentic materials often contain difficult language, complex lexical units. Often these lexical units go beyond the scope of the topic, which complicates the understanding of the material being studied. Therefore, in the educational process, polar positions should not be used. The training material should include both authentic and inauthentic texts. But at the same time, both types of text should be accessible, understandable to students, and should be at the level of their language and speech competence.

Thus, having analyzed different points of view regarding “authenticity”, we can conclude that all researchers of this issue are united in understanding the problem of authentic material, which is considered material taken from original sources, for which the naturalness of lexical content and grammatical forms is an important criterion, sociocultural richness, situational adequacy of the used language means. In addition to authenticity, another important criterion is accessibility, even age-related features, compliance with the interests of students, and information content.

It should also be noted that there is no generalized definition of authenticity in the methodology. It consists of a number of conditions.

Today, when borders are transparent, when languages and cultures mix, it is necessary for students to develop such knowledge and skills that would allow them to join the values of the country of the language being studied. These knowledge and skills form the communicative competence of students. In the learning environment, when students are out of a real communicative situation, the formation of a foreign language communicative competence is possible using authentic materials.

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