

AUTHENTIC MATERIALS MANAGEMENT SYSTEM IN THE PROCESS OF ENGLISH LANGUAGE TEACHING TO FUTURE ENGINEER-TEACHERS

© Zelenin H.I.

Ukrainian engineering pedagogics academy

Інформація про автора:

Зеленін Геннадій Іванович: ORCID: 0000-0003-1274-2311; zelenin_g@ukr.net; кандидат психологічних наук, завідувач кафедри іноземних мов; Українська інженерно-педагогічна академія; вул. Університетська, 16, м. Харків, 61003, Україна.

The article aims to consider the authentic materials using in the process of English language teaching to students of engineer-teachers specialties, the concept of "authentic materials" and concept of "training and authentic materials» have been defined. The main aspects of authentic materials using and working phases with authentic materials (preparatory stage, the stage of direct work with training material (text), the discussion stage and creative stage) have been presented in this article, the exercises for each stage are proposed and the requirements for the successful use of authentic materials in the classroom have been listed. The authentic materials using of future engineer-teachers training are considered as a means of all components development of foreign language communicative competence: language, speech, social and cultural, compensatory and training components. The article provides that selecting the authentic materials for English classes in higher engineer-pedagogical establishments require the necessarily taking into account the cross-subject links, the curriculum of student's specialty, the teacher's competence both to implement integrated approach and touse high-quality information sources. The implementation of authentic texts during the work on speaking topic provides fertile ground for communicative skills development of future engineer-teachers, provides their activity and personal motivation in English class. The using of these texts make the training process creative and interesting for students, but on the upside, it requires specialized methodology, other than traditional, based on the training materials. In other words, the use of authentic training materials, embracing both the written and spoken word, is helping to bridge the gap between classroom knowledge and the students' capacity to participate in real communication. Alongside this recognition of the need to develop effective skills and strategies for the real world, there has been a growing awareness of the importance of affective factors in learning, and the use of authentic texts is now considered to be one way of maintaining or increasing future engineer-teachers' motivation for learning a foreign language.

Key words: foreign-language communicative competence, future engineer-teachers, English language, authentic material, educational and authentic material, intercultural communication, cognitive competence, national-cultural, country specific overtone.

Зеленін Г.І. «Система роботи з автентичними матеріалами у процесі викладання англійської мови майбутнім інженерам-педагогам».

У статті зроблена спроба розглянути питання використання автентичних матеріалів у процесі навчання англійської мови студентів інженерно-педагогічних спеціальностей, дано визначення поняттю "автентичні матеріали" та "навчально-автентичні матеріали". У рамках статті представлені головні аспекти використання автентичних матеріалів й пропонуються етапи роботи з автентичними матеріалами (підготовчий етап, етап безпосередньої роботи з матеріалом (текстовий), етап обговорення та творчий етап), запропоновані вправи до кожного етапу та визначено умови результативного використання автентичних матеріалів на занятті. Використання автентичних матеріалів у процесі підготовки майбутніх інженерів - педагогів розглядається як засіб розвитку усіх компонентів іншомовної комунікативної компетенції: мовленого, мовленнєвого, соціокультурного, компенсаторного, академічного. У статті вказується, що відбір автентичного матеріалу для занять з професійного мови вимагає обов'язкового врахування міжпредметних взаємозв'язків навчального плану спеціальності студентів та здійснення інтегрованого підходу, прояви компетентності викладача та використання якісних джерел інформації. Використання автентичних текстів у процесі навчання англійській мові забезпечує благодатний ґрунт для розвитку комунікативних навичок майбутніх інженерів-педагогів, підтримує їх активність та особисту мотивацію на занятті. З одного боку, застосування таких текстів робить навчальний процес творчим та цікавим для студентів, але, з іншого боку, вимагає спеціальної методології, яка відрізняється від традиційної, заснованої на навчальних

матеріалах. Іншими словами, використання автентичних навчальних матеріалів, що охоплюють як письмову, так і усну комунікацію, допомагає подолати розрив між знаннями в аудиторії й здатністю студентів приймати участь у реальному спілкуванні. Разом з гострою необхідністю формування ефективних навичок й стратегій для реального світу зростає усвідомлення важливості результативних технологій у навчанні, й використання автентичних текстів сьогодні розглядається як один із засобів підтримання та підвищення мотивації майбутніх інженерів-педагогів до вивчення англійської мови.

Ключові слова: іншомовна комунікативна компетенція, інженер-педагог, англійська мова, автентичний матеріал, навчально-автентичний матеріал, міжкультурна комунікація, когнітивні вміння, національно-культурний, країнознавче забарвлення.

Зеленин Г.И. «Система работы с автентичными материалами в процессе преподавания английского языка будущим инженерам-педагогам».

В статье сделана попытка рассмотреть вопрос использования автентичных материалов в процессе обучения английскому языку студентов инженерно-педагогических специальностей, дано определение понятию "автентичные материалы" и "учебно-автентичные материалы". В рамках статьи представлены главные аспекты использования автентичных материалов и предлагаются этапы работы с автентичными материалами (подготовительный этап, этап непосредственной работы с материалом (текстовый), этап обсуждения и творческий этап), предложены упражнения к каждому этапу и определены условия результативного использования автентичных материалов на занятии. Использование автентичных материалов в процессе подготовки будущих инженеров - педагогов рассматривается как средство развития всех компонентов иноязычной коммуникативной компетенции: языкового, речевого, социокультурного, компенсаторного, академического. В статье указывается, что отбор автентичного материала для занятий по профессиональному языку требует обязательного учета межпредметных связей учебного плана специальности студентов и осуществления интегрированного подхода, проявления компетентности преподавателя и использования качественных источников информации. Использование автентичных текстов в процессе обучения английскому языку обеспечивает благодатную почву для развития коммуникативных навыков будущих инженеров-педагогов, поддерживает их активность и личную мотивацию на занятии. С одной стороны, применение таких текстов делает учебный процесс творческим и интересным для студентов, но, с другой стороны, требует специальной методологии, которая отличается от традиционной, основанной на учебных материалах. Другими словами, использование автентичных учебных материалов, охватывающих как письменную, так и устную коммуникацию, помогает преодолеть разрыв между знаниями в аудитории и способностью студентов принимать участие в реальном общении. Вместе с острой необходимостью формирования эффективных навыков и стратегий для реального мира возрастает осознание важности результативных технологий в обучении, и использование автентичных текстов в настоящее время рассматривается как один из способов поддержания и повышения мотивации будущих инженеров-педагогов к изучению английского языка.

Ключевые слова: иноязычная коммуникативная компетенция, инженер-педагог, английский язык, автентичный материал, учебно-автентичный материал, межкультурная коммуникация, когнитивные умения, национально-культурный, страноведческая окраска.

The statement of the problem. A foreign language occupies a prominent position in the process of gaining intellectual, cultural and highly professional perfection by the students of engineer-teacher specialties. The training of skilled professionals, which would respond to certain society demands, requires the ideal foreign-language knowledge. Today's society requires modern and innovative approaches to the training of future engineer-teachers. A future specialist should be not only proficient in his own professional sphere, be energetic and mobile, but also should demonstrate the sufficient level of English language exactly in his profession. Therefore, the aim of foreign language training of

future engineer-teachers is becoming to acquire the level, necessary for practical application of language in the process of future vocational activity.

Currently, the majority of technical higher educational establishments focuses on the reading, translation, retelling of professional-oriented texts and specific vocabulary in the process of foreign language learning. As a result, the graduates of technical higher educational establishments are aware of geographical location, cultural specificities of country where the language is spoken. However, they have difficulties initiating business discussions, writing business letter, if necessary. Some of young specialists have

difficulty with oral speech due to language barrier; there are many difficulties in the process of business conversation. Considering all factors, it is important to lay the foundations for intercultural foreign-language business communication during higher education receiving, because the mastering of these skills and abilities is a key component in professional-oriented training.

The especial place in the development of skills to realize intercultural communication, to engage the students in foreign language culture, to increase cognitive interest and autonomy in the process of English language learning certainly occupies the authentic materials using in class. Nowadays the authentic materials are applied in the process of foreign-language communicative competence development of future engineer-teachers more frequently. The conducting of a lesson only in English language, using the authentic materials allows creating a model of foreign-language environment, providing conditions for effective communication in English. The domestic and foreign methodologists indicate that various kinds of the authentic materials using in the training process increases the communicative-cognitive motivation, the development of country specific competency, is clearly related to students' emotional condition, provides the opportunity to synchronous using both language, and culture (N. V. Baryshnikov, M. V. Plekhanova, R. P. Milrud, E. V. Nasonovich, L. Lier, M.P. Breen, J. Harmer, H. Hofmann, R. Scarcella, G. Neuner, D.A. Wilkins).

Nowadays the English teachers actively apply the textbooks of foreign publishers and domestic training modules that have been created on the base of texts from foreign media, fiction and other original sources in the training process. There has been an increase in the number of audio and video materials, used in English class. However, during the process of foreign language training of future engineer-teachers the educational potentialities of the authentic materials remain insufficiently used, the working methods with them are not alternative, therefore the problem of holistic concept development of the authentic materials using in English class in higher technical school is relevant and compelling today.

The purpose of the article. The article deals with the question of the authentic materials using in the educational process in English class in higher technical school, the author has defined the concept «the authentic materials» and " the educational-authentic materials ". Under this article, the principal aspects of the authentic

materials using are introduced and the phases of the work are proposed, the author suggests concrete exercises applicable during each phase and certain conditions for the authentic materials efficient using in English class.

The statement of the main material. Notwithstanding the sufficient number of methodological works considering the question of originality, there is no universal definition of the concept of the authentic materials. Nosonovich E. V. and Milrud O. P. consider that the process of English teaching should be provided using the authentic materials, such as the materials which are from the original sources and are not intended to be used as educational ones. However, they indicate that these materials are not always up to the certain tasks and conditions of the training process, and sometimes are rather complex in speaking aspect. Therefore, the authentic material can be conditionally divided into training - authentic and authentic. The authentic materials are materials from the original sources, with natural lexical scope and grammatical forms, and are characterized by contextual appropriateness of used verbal means; they show the situations of authentic linguistic usage. These materials are not specifically designed for the training purposes; however, they can be applied in the process of English teaching. The educational- authentic materials are designed specifically, considering all of the characteristics of authentic training process and criteria of authenticity, the given materials are intended to address those issues associated with concrete educational tasks.

The using of the authentic materials in English class gets away the lexico-grammatical, intonational, pronouncing speech example ; renews the conditions of normal communication, representing the both real situations, and fictional situations ; presents the information regarding English-speaking countries, thereby helping most accurate to see the situation, presented in the text. The authentic materials also provide "presence effect " or "effect of engagement "; intensify oral activity, include great motivational opportunities. The authentic materials link the elements of classroom studies, can regulate and systematize the educational stages. In addition, they are output generation of visual, acoustical, verbal, situational- model, subject, graphic visualization; they work as a means of distant immersion in natural language environment at all stages of English language teaching. The extensive use of the authentic materials in English class in higher educational engineer-teacher establishments assists to intensify the students' cognitive activity,

expands the role of individual work, to develop the students' observation skills, imagination, concentration, ideation, speech memory; to develop the skills in all kinds of language activity; the students' creative activity, characterized by knowledge and skills contagion in a new situation.

It is necessary to take into account the requirements of authenticity, utility (various topics, and genres of materials, their content-related significance), methodological and cognitive value, by selecting the authentic materials for using in English class for future engineer-teachers. The authentic materials might include video and audio (audio books, songs , advertising texts and radio broadcasting), audiovideo materials (television advertising, films and documentaries, TV shows , cartoons , music video, news broadcast), travel brochures, public service announcements and others.

The work with the authentic material includes preparatory stage, the stage of direct work with material (textual), discussion stage and creative stage.

The main tasks of *preparatory stage* involve the exclusion of possible difficulties with the acquisition of the authentic materials (speech, stylistical and sociocultural, reading training, viewing and listening, generating incentives for certain activity (to provoke interest, to surprise), the stimulation of future engineer-teachers' mental abilities. This stage includes the skills development to forecast, to make the sentences with the assistance of illustrations, diagrams, language cliché. The preparation for work with the authentic material includes is possible to implement individually or together with a teacher, using the list of questions, worksheets or exercises, for an example: translate the heading of the text; determine the meaning of the words, using their definitions; fill the gaps; answer the question; test tasks and others. This stage includes implementation of the following methods: the introducing and revision of new vocabulary ; the test understanding of already-learned lexical units; the control of necessary grammatical material; the removal of possible difficulties with the understanding of the content; the analysis of authentic conversational formulas, the analysis of culture-specific elements ; the development of social-psychological context and content-related marks и for further understanding of audio and video material. Generally, the exercises of linguistic and conditionally- linguistic character dominate at the preparatory stage, aimed at developing of sociocultural competency. The following lexical exercises can be the examples:- match the expression that have sociocultural

character with their definitions;- choose the words, having sociocultural marking;- find synonyms and antonyms of sociocultural character; - fill the gaps in the sentences using the words in the box; -translate English sociocultural expressions into Ukrainian. The following exercises of conditionally- linguistic character can be used at this stage: answer the following questions, using already-learned vocabulary; explain the sociocultural dimension or phenomenon using already-learned lexical units; replace the expressions of sociocultural character by their synonyms or antonyms; make a dialogue based on proposed sample, replacing the used sightseeing by others; foresee the content in the name only.

The stage of *direct work with material* focuses on skills development of semantic processing of the information obtained (to understand the basic concept, to define the boundaries of the subtopics, to build the structure and plan of material), to distinguish the intricacies in linguistic / nonlinguistic behavior of English native speakers and behavior of Ukrainian native speakers. In developing the specifics of the stage, it should be taken into account the authentic material are used (the material should be watching, listening or reading) and tasks (fractional or full comprehension, reading for specific information or reading for detail and others). As possible tasks of this stage are the following: look through the text and define which words have national-cultural or country specific overtone; according to the extract title, suppose, which country specific / national-cultural information is reflected in it; look through the text and fill in the gaps; listen to the song and discuss your options in pairs, listen to the text once more and check your guesses; during the listening/ viewing of the recording, fill in the missing words in the sentences; during the listening/ viewing of the extract, write down the words, which in your opinion, represent cultural or country specific features of English-speaking countries; multiple choice exercises: look through the text of proposed recording, during the listening select the required options; checkup correctness during the second listening; replace the highlighted words in the text by the antonyms/synonyms; put the listened /viewed extract in the correct order, and so on..

After textual stage involves the following problem solution: to conduct the selection of general information or facts, to recall specific details, to monitor the material understanding. This stage is intended for the skills development of receptive character , that imply the most

important information obtaining, the content understanding, the development of cognitive skills (selecting, monitoring, forecasting, analyzing, comparison), the skills of procreation character (to give summary of the content, using aids and without them), the skills of language etiquette (e.g. how to start and finish a conversation). The following exercises should be used for this stage: discussion; to fill the gaps in the text; worksheets, test exercises, translation, to find the equivalents; to make a plan; to determine the basic idea; to answer the questions; to complete the table. The examples of exercises for the given stage are the following: answer the questions according to the content of listened/viewed material; write down the words and expressions, having/ in your opinion, national-cultural or country specific overtone during the listening or viewing of the material; what is new about this?; express your opinion regarding to listened/viewed material; compare social-cultural phenomena of English speaking countries with your country; act out the role-play, paying attention to typical models of native speakers' behavior; make a dialogue in pairs, copying the characters; nonverbal behavior; try to analyze the character's nonverbal behavior, and so on.

The *creative stage* includes the tasks of creative skills development of future engineer-teachers, the teaching of Independent search, sociocultural information using and its interpretation. This stage focuses on students' skills development of procreation character (text interpretation), the skills of productive character (the information application in various communicative situations), the skills to use sociocultural units regarding to communication tasks, the skills of language etiquette, and the skills to evaluate and integrate pieces of information. The following cognitive-searching and cognitive-research task should be used during this stage: material conversion (for example, after watching the TV news, the students should convey the content of the programme); reproducing the text (to convey, to resume, to describe the material etc.); the solution of challenging tasks (to retrieve information for a specific purpose, to carry out an analysis, to furnish with proofs or to confute the information, to highlight the principal or significant information) project tasks (project, substantive presentations and others).

Some authentic materials frequently include lexical units that are not found in the subject being studied; also, they include a great amount of different visual, verbal and audio information, which can cause the difficulties in English class.

The selection of learning content under the above criteria would help manage thematic diversity of the authentic materials and facilitate the interaction with vocabulary of the subject being studied during this period. System work with the authentic materials in English class in higher educational technical establishments makes possible a significant increase in the time of speech practice of every student in class, the students' mental activity is activated, the motivation to the learning of English speaking country culture is increased, the communicative skills are developed, an ongoing exchange of knowledge and experience is provided. The skills of foreign language competence of future engineer-teachers are developed systematic, the amount of students' speaking in English language is increased, the learned lexical and grammar material is activated, and therefore, the teaching process of English language becomes more effective.

Accordingly, the authentic printed materials promote the students' mental and speaking activity can assist to develop phonetic skills and extend the students' vocabulary; they are aimed at effective understanding of English-speaking country's culture. The songs in English heighten the interest not only in English speaking country, but also in language, assist in developing of pronunciation skills, become more familiar with vocabulary, support a positive psychological microclimate in class and encourage the students to speak. The authentic audio materials assist in the developing of student's auditive skills and abilities, prepare them for the communication under natural conditions through their contextual character, actuality and communicative orientation of authentic tasks. The authentic video materials involve visual information about nonverbal behavior of native speakers, support the students' motivation and promote their academic and communicative activities. The authentic visual materials assist in increasing of cognitive motivation to foreign language learning; represent the lives of the people, provide conditions for interaction and students creative development.

The value of authentic texts in training process resulted from due to their characteristics:

1. In linguistic aspect, the authentic texts are characterized by vocabulary and syntax originality. They involve a lot of pronouns, interjection, emotional coloring words, word collocations, phraseological units, neologisms, providing associative links. They are characterized by laconism of syntactic constructions, fragmentariness and by the presence of structural depended sentences,

implied autonomously. The understatement is also possible, the sentence can be broken, the preference is given to simple sentences.

2. a socio-cultural background in authentic texts is realized through major lexical resource, which contains both the most communicative-significant lexical units, prevalent in typical communication situations, and appraisive vocabulary to express opinions; colloquialisms, backing vocabulary, the words with national cultural component (non-equivalent vocabulary, nationally biased units associated with recreation, leisure activities, daily routine). They allow a foreign student to get into different national culture, to master common vocabulary of native speakers.

3. In psychological aspect, the action-related structure of English speaking is reflected in the authentic texts. The text is a product of speaking, a method of linguistic manipulation and an object of notional processing, it creates necessary contents and communicative basis of speaking development. The authentic text has communicative sustainability, whereby the students' cognitive and emotional requirements are accomplished, their mental activity is intensified.

The above-mentioned training capacity of authentic texts demonstrates convincingly their uniqueness of its activities in comparison with other learning resources, their usefulness and the necessity of using in the training process of a foreign language of future engineer-teachers. Nevertheless it should be taken into consideration the prevailing in national and foreign studies the following selection criteria of authentic material as a conformity of language content with students' language training level; the relevance of the themes; the quality of audio and decoration; the accordance of genre peculiarities of authentic material content with academic goals and objectives of students; the consideration of cross-cultural specificities; the accordance of authentic material content with goal of building a sociocultural competence; genre - composition diversity; information and decoration value, and even the existence of conflict. In the selection of authentic material in accordance with abovementioned criteria, all linguistic information is being introduced, acquired and confirmed in the active forms, and live speech is

becoming a sense and a goal of a foreign language teaching. It is clear that selecting the authentic materials for English classes in higher engineer-pedagogical establishments requires the necessarily taking into account the cross-subject links, the curriculum of student's specialty, the teacher's competence both to implement integrated approach and to use high-quality information sources.

Conclusion. The authentic materials, using in the training process of foreign language of future engineer-teachers is being considered as a means of all components of foreign language communicative competence development: linguistic component (rapid sayings, proverbs, folk sayings, poems, authentic texts, audio and video materials), speaking component (songs, audio and video materials, visual material), sociocultural component (the authentic visual material, video materials), academic component (the published authentic audio and video material). The authentic materials enable to develop the relevant, spontaneous situations of intercultural communication, to imitate the immersion in natural speaking environment. The implementation of authentic texts during the work on speaking topic provides fertile ground for communicative skills development of future engineer-teachers, provides their activity and personal motivation in English class. The using of these texts make the training process creative and interesting for students, but on the upside, it requires specialized methodology, other than traditional, based on the training materials. In other words, the use of authentic training materials, embracing both the written and spoken word, is helping to bridge the gap between classroom knowledge and the students' capacity to participate in real communication. Alongside this recognition of the need to develop effective skills and strategies for the real world, there has been a growing awareness of the importance of affective factors in learning, and the use of authentic texts is now considered to be one way of maintaining or increasing future engineer-teachers' motivation for learning a foreign language. They give the student the feeling that he or she is learning the colloquial language; that they are in touch with a living entity, the target language as the community that speaks it uses it.

Список використаних джерел.

1. Барабанова Г.В. Когнитивно-коммуникативные аспекты обучения профессионально-ориентированному чтению в неязыковом вузе: монография / Г.В. Барабанова. – Симферополь: Таврия, 2003. – 256 с.

2. Каргина Е.М. Особенности профильного обучения иностранному языку в контексте современных дидактических подходов / Е.М. Каргина // Гуманитарные научные исследования. – 2014. – № 6 (34). – С. 21.

3. Кузнецова С.А. Программа курса иностранного языка для не языковых специальностей [Электронный ресурс] / С.А.Кузнецова, Е.В.Мусницкая, К.Г.Павлова. – М. , 2004. – Режим доступа :<http://www.pomorsu.ru/doc/sin/prog.pdf>. – Дата звернення: 23.01.2019р.

4. Тарнопольський О.В. Методика навчання іншомовної мовленнєвої діяльності у вищому мовному закладі освіти: навч. посіб. / О.В. Тарнопольський. – Київ:Юнкос, 2006. – 248 с.

5. Хохлушина Е.В. Подкастинг в обучении: дидактические свойства и функции / Е. В. Хохлушина // Вестник МГУ. Серия 19. Лингвистика и межкультурная коммуникация. – 2011. – № 4. – С. 123-129.

6. Хуторской А. В. Методика обучения навыкам обращения с аутентичными текстами / А. В. Хуторской. – М. : ВЛАДОС-ПРЕСС, 2005. – 383 с.

References.

1. Varabanova, GV 2003, *Kognitivno-komunikativnye aspekty obucheniya profesionalno-orientovannomu chteniju v nejazikovom vuze* [Cognitive-communicative aspects of teaching professional-oriented reading in a non-linguistic university], Tavrija, Simferopol.

2. Kargina, EM 2014, 'Osobennosti profilnogo obuchenija inostrannomu jazyku v kontekste sovremennyh didakticheskikh podhodov', [Features of specialized foreign language teaching in the context of modern didactic approaches] *Gumanitarnye nauchnye issledovaniya*, no. 6 (34), pp. 21.

3. Kuznecova, SA, Musnickaja, EV & Pavlova, KG, 2004, *Programma kursa inostrannogo jazyka dlja nejazikovyh specialnostej* [Foreign language course program for non-language specialties], Moskovskij gosudarstvennyj lingvisticheskij universitet, Moskva, viewed 23 January 2019 :<http://www.pomorsu.ru/_doc/sin/prog.pdf>.

4. Tarnopolskyi, OV 2006, *Metodyka navchannia inshomovnoi movlennievoi diialnosti u vyshchomu movnomu zakladi osvity* [Methodology of teaching foreign language speech activity in a higher linguistic institution of education], Yunkos, Kyiv.

5. Hohlushina, AB 2011, 'Didakticheskie svojstva I funkcii podkastinga' [Podcasting in education: didactic properties and functions], *Vestnik Moskovskogo universiteta*, Serija 19. Lingvistika I mezhkulturnaja kommunikacija, Moskva ,no. 4, pp. 123-129.

6. Hutorskoj, AV 2005, *Metodyka obuchenija navykam obrashhenija s autentichnymi tekstami* [Methods of teaching the skills of handling authentic texts], VLADOS-PRESS, Moskva.

Стаття надійшла до редакції 30.01.2019р.