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**AUTHENTIC LITERARY TEXTS AS A MEANS OF FORMING
FOREIGN LANGUAGE SPEAKING COMPETENCE
AT ENGLISH LESSONS**

Nowadays Ukraine is witnessing the implementation of an updated strategic course in the field of education, aimed at improving the professional training of future secondary school teachers, who not only have a perfect knowledge of a foreign language, but also know how to use it as a tool in the dialogue between cultures and civilizations of the modern world. Achieving this goal involves the formation of sociocultural competence as a component of the general foreign language communicative competence of students by means of a foreign language for their preparation to intercultural communication in various spheres of life: personal, professional, educational, public. The use of authentic texts, which are an important source of information, can contribute to the formation of sociocultural competence which is one of the components of the general foreign language communicative competence of secondary school students - real professionals and users of a foreign language.

Personality formation takes place in the communicative space of the language environment. Sometimes language is identified with the actual environment that surrounds our being, and without its participation nothing can happen in our life, which does not exist outside us as an objective reality, but is located in ourselves, in our consciousness, in our memory, changing its contours with each movement of thought, each manifestation of personality. In turn, a foreign language personality (secondary language personality) is a combination of a person's abilities to communicate in a foreign language at the intercultural

level, which involves adequate interaction with representatives of other cultures. It consists of mastering the verbal-semantic code of the language being studied, that is, the «linguistic picture of the world» of the speakers of this language and the «global» picture of the world, which allows a person to understand a new social reality for him. It is known that recently the problem of foreign language competence in education has become quite widespread in contrast to the traditional discourse of knowledge, skills, and abilities (A. Khutorskoi, A. Markova, V. Shadrykov, I. Zimnya etc.). This is connected, first of all, with the rapid dynamism of the modern world, the constant updating of requirements for specialists, who in the conditions of a foreign language environment also acquire the appropriate specificity. Among them, the approaches to teaching students of foreign languages are changing, so the formation of foreign language communicative competence in this process is an urgent theoretical problem and a practical task associated with intensive methods of influencing the student's semantic sphere, his creative characteristics, his creative self-expression and motives.

The formation of a foreign-language personality of a student gives him the opportunity to be an effective participant in intercultural communication, this is actually the strategic goal of foreign language learning. One of the effective ways of forming a foreign language personality of a student in foreign language classes is an authentic text, because as stated in the Recommendations of the European Council, an authentic text is the center of any act of speech communication, an external objective connecting link between the one who produces and the one who perceives, they communicate directly or at a distance.

The methodology distinguishes the following main content aspects of authentic educational texts (according to V. Natalin): cultural, informative, situational, national mentality text, reactive.

Cultural authenticity lies in the fact that these texts are the texts that tell about the history of the country which language is being studied, about its capital, places of interest, about its traditions, culture etc., and contribute to the expansion of the students' worldview and at the same time are a means of language learning. Studying the culture of another nation with the help of language is one of the important aspects of the dialogue of cultures in the modern world. Achieving the cultural authenticity of educational texts allows more effective implementation of the two most important tasks facing the students: language learning and culture learning.

Informative authenticity is determined by the fact that every natural text contains any new information that will interest the intended reader. This requirement is also relevant for the educational text: its content is selected in accordance with the age characteristics and interests of students; a variety of information is evaluated in terms of both its relevance and accessibility to high school students. A text can be recognized as informatively authentic if it arouses a natural interest in the reader or listener. It is worth noting that information is a means to increase the motivation of students to arouse their interest in

understanding the content of what they read. A careful selection of informational authentic texts and a variety of topics make it possible to make language a means of personality development and formation. Situational authenticity assumes the naturalness of the situation, which is offered as an educational illustration, interest in the proposed topic and natural emotional discussion of it by students. The text is composed in such a way that the reader or listener can recognize in it the type of the text familiar to them in everyday life. These are personal letters, anecdotes, jokes, newspaper or magazine articles, advertisements, culinary recipes, popular science and country studies texts. Such a genre-compositional variety of applied authentic materials allows students to be introduced to language clichés, phraseology, vocabulary, which are related to various spheres of life and belong to different styles and is also an excellent material for teaching natural speech behavior in the most diverse situations of everyday life, and also form a positive attitude towards the subject.

The authenticity of the national mentality is very important in selecting the necessary material. So finding an authentic text, one cannot forget about the national specifics of the country which language is being studied. An attempt to depict a typical situation in the life of native speakers may not always be adequately perceived by the reader or listener. This applies to those cases when the author of the text and the reader are representatives of completely different cultures, heterogeneous social stereotypes and values. In different cultures, forbidden topics can be religious beliefs, the amount of wages, sexual problems. In many nations, it is not customary to openly express one's feelings, to complain about problems and failures, to mention death. Therefore, it is necessary to teach the students not only how to say correctly, but also where and when it will be appropriate.

Reactive authenticity means that in real life any text we hear or read causes a certain reaction in us. Therefore, when selecting an educational text, it should be given the ability to evoke an authentic emotional, mental and linguistic response in students. Reactive authenticity is achieved by various means. Exclamatory sentences, exclamations, rhetorical questions, reinforcing constructions, evaluative words give the authentic text expressiveness, emotional coloring, arouse the interest of the reader or listener, stimulates the appropriate reaction of the student. The student's reaction can be outwardly unexpressed (surprise, interest etc.), expressed non-verbally (laughter, facial expressions) or verbally (agreement/disagreement with the author, expressing one's own opinion). Reactively authentic educational materials stimulate the relevant activity of the student, transform it from educational to personally meaningful.

Audio text is a very relevant technique for the formation of foreign language speaking competence at English lessons nowadays. In this situation, a series of sounds (so called «environmental clues») is important: traffic noise, conversations of passers-by, phone calls, music, etc. It helps to understand the nature of the circumstances that are offered better, forms the skill of perceiving a foreign language against the background of various obstacles that we inevitably

encounter in everyday life. Without the listed «trifles», working with the text loses the properties of the real communication, which always takes place in specific circumstances between specific people. Authentic design not only attracts the attention of students, but also facilitates understanding of the communicative task of the text, establishing its connections with reality.

Therefore, the use of authentic texts at English lessons creates a favorable basis for the formation of the foreign-language personality of students, ensures their activity and personal interest at the lesson, acquaintance with the values of the cultures of other peoples, promotes the education of a sense of tolerance for other cultures. It should be remembered that the use of authentic texts for the formation of a foreign-language personality of a student is not an end in itself, so the decisive success depends on the professional skills of the teacher.

Література

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