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AUTHENTIC VIDEO MATERIALS IN ESP TEACHING

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Abstract. The purpose of the article is to investigate the effectiveness of application authentic materials in ESP teaching at a higher school for enhancing future petroleum engineers' professional communication in English and improving their English proficiency.

Key words: *video materials, authentic, ESP*

Introduction. It is well known, that the oil and gas industry is the most international one, from geological exploration to chemical treatment and marketing, including high-tech processes. This business involves specialists from a wide variety of fields, with production spreading all over the world. It should be noted, that the basic international language of the oil and gas industry is still English.

Despite the different language training of specialists, there is a consensus that teaching a foreign language is based on four skills: reading, writing, speaking and listening.

Recent studies have used authentic video materials taken in the target language. Our method offers videos filmed in Russian, which is the native language of the students. In order to understand the level of authenticity of our material, we need to figure out what is an authentic linguistic text in general.

According to Adams, Thomas W., materials are authentic if they represent immutable language data and are created by native speakers and shared with native speakers and, and not for learners of that language as a second. (What Makes Materials Authentic. Adams, Thomas W.) On the other hand, the term "authenticity" is associated with a concept that came from the Greek language. This concept

indicates the correctness, authenticity, truthfulness of judgments, meanings, properties, views. This concept is interpreted in almost the same way by modern linguists. Authentic (adjective): valid, genuine, corresponding to genuine // ex. authenticity - and, well. Authenticity (noun) - from the Greek. [authentikos].

Authenticity, compliance with the original, the original source. The meaning of authenticity in the text, despite the similarity with the Greek original source, has certain significant differences.

The authenticity of the text can have a "narrowed" number of problems, for example: specific authorship, belonging to the genre in which the text is realized, the time frame of its creation and is related to such phenomena as the functional purpose of the text content, the meaning of the text as a means of linguo-cognitive knowledge of the world and the interpretation of the text by the recipient. (3)

In the theory of a speech act according to the classification of R.O. Jakobson, they distinguish the following basic options for the functions of using text to achieve certain goals: representative; directive; phatic; expressive; aesthetic. We will analyze two of them, since they directly perform their functions in our learning process. The peculiarity of this function lies in the fact that by means of representation, the presentation of one object is formed by means of another. The representative function dominates in authentic texts both in importance and in the scope of its use.

The phatic function plays the role of a bridge from one communication participant to another. In authentic texts, the choice of means that implement the phatic function is ambiguous. Much depends on which reader the text is addressed to. The author sometimes has to adjust to the level of perception, emotional state, intellectual capabilities of the addressee, and the text gets some consumer coloring. (3)

Thus, the authenticity of the situation filmed in the video by a specialist at production is not in doubt, and the great availability of this kind of information



makes this material useful in its implication in teaching a foreign language to specialists.

In the context of the presented two functions of authentic material, representative and phatic, we can talk about a bias towards the development of translation skills of this audience, namely, teaching students to translate educational video materials as a subspecies of audiovisual translation. Educational video material is understood as a holistic audiovisual work aimed at facilitating the assimilation and consolidation of subject concepts by combining text and image, noise and music series and other methods of influencing the viewer. (1)

Educational video materials as an object of translation. Educational video material can be defined as a holistic audiovisual work aimed at facilitating the assimilation and consolidation of subject concepts by combining text and image. In educational videos, it is allowed to use such methods of influencing the viewer as noise and music series.

However, unlike entertainment audio-visual materials, the task of controlling the viewer's emotions is secondary here, although no less urgent. The main goal of creating and using educational audiovisual works is didactic, and in the first place is the content, which includes scientific facts, concepts, concepts, statistical and other quantitative data, proper names, etc. Nevertheless, it is through the stimulation of interest and a positive emotional series due to the components accompanying information-factual content that a more effective assimilation of the material is achieved through audiovisual educational programs in comparison with traditional printed textbooks.

The curriculum of our university provides the following English textbooks for oil and gas engineers: Oil and gas, Oxford English for Carriers, parts 1,2; English for students of Petroleum Engineering, which provide excellent material for developing four basic skills. At the same time, in order to update and improve this material, we needed educational video material, which would be reliable information about the production process studied by our students.



Graduates and teachers of the university helped us in the preparation and collection of such video material. To create our lessons, we took as a basis short videos filmed at various stages of the production process, with comments by the authors in Russian. The tutorial program consists of 12 lessons starting with a video on a specific topic, relevant texts and subsequent exercises.

The purpose of the lesson is to reveal the topic and consolidate skills, the task is to master special vocabulary, develop critical thinking, communication and translation skills. In addition, the methodology has a psychological aspect in language learning - motivation by the professional success of yesterday's graduates and the consciousness of belonging to the profession.

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