

Authentic Materials In Upper Courses Of Language Faculties: Use Of Language Learning Programs As An Important Factor

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ABSTRACT

The article talks about the actual problem of recent times - the importance of using authentic materials - Language Learning Programs through learning the target language of native speakers. Communication skills in at least one foreign language are important among the skills of the 21st century, such as communication in one's mother tongue, digital skills, mathematical literacy, being knowledgeable in all areas, being able to express oneself, and constructive management of feelings. Training of specialists in the language taught in the upper courses of language faculties, formation of communicative skills in the target language in students is an important issue and places necessary demands on teachers. By effectively teaching the target language, for example, English, in response to the call of time, teachers develop skills such as language skills, critical and creative thinking, communication with native speakers, research and learning in senior language students. In this direction, the advantage of using Duolingo, Rosetta Stone, Memrise, Babbel and many other popular language programs according to their goals for learners is noted, and it is emphasized that it is useful to do this with an authentic material tool.

Keywords: authentic material, language learning programs, Duolingo, Rosetta Stone, Memrise, Babbel

Introduction

Communication skills in at least one foreign language are important among the skills of the 21st century, such as communication in one's mother tongue, digital skills, mathematical literacy, being knowledgeable in all areas, being able to express oneself, and constructive management of feelings. Training of specialists in the language taught in the upper courses of language faculties, formation of communicative skills in the target language in students is an important issue and places necessary demands on teachers. By effectively teaching the target language, for example, English, in response to the call of time, teachers develop skills such as language skills, critical and creative thinking, communication with native speakers, research and learning in senior language students. Language learning is essentially a process of transition from goal to result. This process aims to acquaint students with new means of communication, learn foreign culture and understand their ethnic-cultural origin, prepare them for dialogue and at the same time instill tolerance towards other languages and cultures[1].

Learning a foreign language is actually both a stressful and a fun process. But in our common thinking, we all find it difficult to learn English. Initially, everyone starts learning this language in the same ways. However, the environment changes from time to time, the methods change. Also, the upper-year students of language faculties approach the language in terms of different interests and goals. Students already realize that knowing foreign languages gives us many advantages for our personal and professional development. Job seekers are finding that foreign language is becoming a very important criterion among job requirements. Today, job announcements, travel, computer work process select personnel who know a foreign language. These personnel are trained in universities. In this sense, for the formation of language skills and teaching at the level of modern requirements, especially in the upper courses of language faculties it is very important to

organize teaching using authentic materials - various learning tools. It is one of the most urgent issues of foreign language teaching methodology to establish communication skills of students using various authentic films in the upper courses of language faculties of universities specializing in foreign languages. There are enough authentic materials-teaching methods related to foreign language teaching in upper courses. Nevertheless, it is useful to choose and use methods appropriate to teaching and the level of students. An approach that is effective for one teacher may certainly not be useful for another, as each method requires the use of different tools and techniques in achieving common educational goals. A group of language experts consider it preferable to organize foreign language teaching not result-oriented, but process-oriented [2].

Therefore, teachers in senior language faculties are tasked with incorporating their ideas into a digitally driven learning experience and benefiting from it without losing students' interest. For teachers, 10 effective methods of English language teaching are proposed to implement learning in the teaching process in upper courses:

- *Grammar-Translation Method
- *Direct Method
- *Audio-Lingual Method
- *Suggestopedia (suggestion)
- * General Physical Response
- *Community Language Learning
- * Teaching communicative language
- *Task based learning
- *Silent road
- *Lexical approach

In addition, for the teaching of English in the upper courses of language faculties.

There is experience in implementing 5 Applied Programs. A teacher can engage students in this program and even demonstrate that it is possible to learn multiple languages at the same time through these applications. The most popular of these programs is Duolingo. So, Duolingo is one of the most used language learning programs in the world with more than 100 million users. Through the Duolingo program, senior students can improve their daily speaking, listening, and new vocabulary skills, and it is also possible to learn several languages at the same time through the application. The function of creating language skills is not only to provide students with knowledge, but also to form language skills such as listening, speaking, reading and writing. These skills are valued as basic skills and play a key role in the formation of other skills [9].

In the upper courses of the language faculties, the teacher can use the HelloTalk program in the teaching process. At this time, students can connect with people from all over the world who want to learn languages with HelloTalk, and develop their language skills live by communicating with local people, either by voice or text.

Cambly language learning app has been operating since 2012 and Cambly is an online platform that connects local teachers and language learners. Through the Cambly program, teachers give students the chance to choose the teacher they want and start lessons according to their language level, and learn English freely with the Cambly application.

Busuu is a language learning app with more than 80 million users worldwide, and its app gives high school students the chance to learn 12 languages. Students who determine their language level by testing with the teacher's support can develop a daily plan according to their language level, increase their language skills, communicative communication skills, and continue to study enthusiastically.

Among the language learning programs, a platform that teachers can apply in advanced courses to develop language skills is Memrise, which offers more than 20 language learning opportunities. This program is useful for students to expand their vocabulary, learn everyday idioms, and develop thinking skills. The Memrise app also allows students to follow other language learners, compete with them for extra points, and see how far they've come.

To learn the language with authentic means in the upper courses of the language faculties, the teachers who teach the target language should master the ways of acquiring and improving language skills and the methodology of language teaching when using Language Learning Programs. The correct instructions and rules in the formation of language skills, the correct procedures and as a result of the students with the help of new technological and methodical solutions, i.e. using authentic materials, he realizes the acquisition of important skills in the target language:

In this direction, the teacher who teaches the target language first makes the Right Program Selection. This means creating a learning environment for learners that is tailored to their goals and with Duolingo, Rosetta Stone, Memrise, Babbel, and many other popular language programs we talked about above. After choosing the program, the teacher sets clear goals. These may vary and may have an impact on students' career development. Students should be clear why they are learning a foreign language? Is the target language needed for travel, work, academic purposes or personal enrichment? By finding answers to these questions, they determine their goals and work harder.

Having a continuous schedule in language learning is considered the key to language learning by making a sequence [5]. Students make a continuous schedule with the help of the teacher. Creating a regular lesson schedule creates a barrier in learning the target language. The time allocated to practice the program ensures students' consistency and ease of language learning. At this time, the teacher uses tasks covering greetings, basic vocabulary, and simple sentence structures in the main lessons. The teacher offers tasks involving listening, speaking, reading and writing through language learning programs to practice all aspects of the language in the upper courses of the language faculties, as a focus in the core classes. These tasks are also performed according to the interactive features of the program. Since the vocabulary building process is more efficient in the upper courses, teachers focus on increasing students' vocabulary. With the help of teachers, students take part in vocabulary lessons offered in language programs, make their own dictionary, regularly review and repeat new words they have noted in the dictionary, build simple and complex sentences with the help of words, engage in dialogue independently, organize debates. All these processes are carried out in parallel with the grammar lessons of the Program. It is important to understand the rules and structure of the language for effective communication in the upper courses of language faculties. Speaking exercises are useful to take advantage of these rules. By practicing pronunciation and speaking in the target language, it is possible to achieve proper communication in the business career.

In learning the target language, teachers pay attention to the formation of listening and understanding, reading and writing skills. They offer students to listen to dialogues, conversations and audio exercises. This way allows improving listening skills, understanding native speakers and imitating their pronunciation. At the same time, in order to strategize the strengthening of reading skills, teachers organize the reading of short stories, articles or dialogues, texts in the target language. In this process, students understand what they read better. When the organization of such readings is continued with writing exercises - writing tasks that require writing sentences or short paragraphs included in language learning programs - the language level of senior students is developed in a rising line. The text is used as an impulse to encourage students to discuss and express their opinions in the process of teaching speaking, listening and writing by creating a connection between the listener-student and the speaker-author [4].

Some language programs offer the use of flashcards and spaced repetition. Teachers recommend using flashcards and programs that incorporate spaced repetition systems (SRS) to help memorize vocabulary. These serve to strengthen students' vocabulary as an effective tool for long-term memory. Nowadays, people are more interested in learning in a fun way, through sight and hearing, so it is possible to develop language skills using games. Also, competition during games encourages students to overcome the language barrier to make learning more engaging.

In his recommendations for teachers to improve language skills for senior students, he recommends methods such as work with language communities, monitoring progress, real-life application, being patient and persistent, and reinforcing acquired skills. Some language programs have forums or communities to connect with other learners, where you can join to receive motivational and educational information to improve your native language communication skills in the target language. The path to development in every field is through progress. Most language learning programs provide progress tracking. Since students need to learn more and gain experience, they have plenty of opportunities and opportunities to make their performances successful by using authentic materials to identify these areas. With the teacher's support, they can speak the target language fluently, watch foreign language movies and have discussions, take part in debates, read books and work on texts, and go on trips by applying what they have learned in real-life situations.

Conclusion

In this way, Language Learning programs have an indispensable role as authentic tools in the upper courses of language faculties, and teachers can work with these valuable tools and use the teaching process as part of a comprehensive language learning strategy to achieve high impact. In this case, the authentic materials offered should be supplemented with other resources such as books, online courses, and interaction with native speakers for a comprehensive language learning experience.

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