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**АНГЛИС ТИЛИН АТАЙЫН МАКСАТТА ОКУТУУДА АУТЕНТИК
МАТЕРИАЛДАРДЫ КОЛДОНУУ
ИСПОЛЬЗОВАНИЕ АУТЕНТИЧНЫХ МАТЕРИАЛОВ В ПРЕПОДАВАНИИ
АНГЛИЙСКОГО ЯЗЫКА ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ
USING AUTHENTIC MATERIALS IN TEACHING ENGLISH FOR SPECIFIC
PURPOSES**

Аннотация: Бул макалада англис тилин үйрөтүүдө анык материалдарды белгилүү бир максаттарда колдонуунун маанилүүлүгү талкууланат. Келечектеги эл аралык мамилелер боюнча адистер келечектеги ишинде колдоно турган документтердин түп нускасы менен таанышып чыгышы өтө маанилүү. Мугалимдердин милдети - ылайыктуу материалдарды тандоо жана студенттердин натыйжалуу ишин уюштуруу. Бул макалада Адам Укуктары Декларациясын изилдөө аркылуу англис тилин адистиктер боюнча окутууда анык материалдарды кантип колдонсо болору көрсөтүлөт.

Аннотация: В этой статье обсуждается важность использования аутентичных материалов в преподавании английского языка для специальных целей. Для будущих специалистов по международным отношениям крайне важно ознакомиться с подлинными документами, которые они будут использовать в своей будущей работе. Задача преподавателей - выбрать подходящие материалы и организовать эффективную работу студентов. Эта статья демонстрирует, как использовать аутентичные материалы в преподавании английского для специализаций на примере изучения Декларации прав человека.

Annotation: This article discusses the importance of using authentic materials in teaching English for Specific Purposes. It is crucial for future specialists in international relations to get

acquainted with the authentic documents they will use in their future work. The task of teachers is to select appropriate materials and organize the effective work of students. This article demonstrates how to use authentic materials in ESP using the example of studying the Declaration of Human Rights.

Негизги сөздөр: атайын максаттар, анык материалдар, мотивация, эл аралык мамилелер, декларация, сынчыл ой жүгүртүү

Ключевые слова: специальные цели, аутентичные материалы, мотивация, международные отношения, декларация, критическое мышление

Keywords: specific purposes, authentic materials, motivation, international relations, declaration, critical thinking

Teaching English for Specific Purposes (ESP) has some differences from teaching general English. One of them is the necessity of studying the materials that give professional knowledge. The term ESP came to use “in the late 1960’s as English became the accepted international language of technology and commerce, it created a new generation of learners who knew specifically why they were learning a language – businessmen and –women who wanted to sell their products, mechanics who had to read instruction manuals, doctors who needed to keep up with developments in their field and a whole range of students whose course of study included textbooks and journals only available in English. All these and many others needed English and, most importantly, they knew why they needed it.” [1] Nowadays the need in ESP is even bigger in our Global world. “Context, situational practice, cross-cultural issues, authenticity of communication and materials, and needs analysis are terms that come up in various definitions of ESP. Its absolute characteristics are: - ESP is defined to meet specific needs of the learners; - ESP makes use of underlying methodology and activities of the discipline it serves;- ESP is centered on the language, study skills, discourse and genre appropriate for these activities; - ESP may be related to, or designed for, specific disciplines; - ESP may use, in specific teaching situations, a different methodology from that of general English; - ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation; - ESP is generally designed for intermediate or advanced level students. ” [2]

So we can say that the difference between English as a Foreign Language (EFL) and ESP is as follows: the first difference is the learners themselves, the second difference is their purposes of English Language learning and the third difference is the choice of materials for the lessons. The learners of ESP are usually adults who study a profession and who need English language to communicate in professional situations. Students’ knowledge of their professional field and their interest in it enhances their motivation and ability to study English language. Educator makes needs analysis and selects the materials appropriate to a special course.

Dudley-Evans and St John said “ESP requires the careful research and design of pedagogical materials and activities for an identifiable group of adult learners within a specific learning context.” [3] There is no doubt that a good textbook can help a lot. But at the same time, a great amount of professional knowledge may come from some authentic materials that may not be included into a textbook, especially the latest documents. What are authentic materials? “They are materials which have not been specifically produced for the purpose of language teaching.” [4] They are “texts produced by native speakers for non-pedagogical purpose. Sources for authentic materials: newspapers and magazines, radio, television/video, Internet, authentic story books.” [5]

In our ESP language classes for the students of the International Relations Faculty we have always had problems with selecting a proper textbook. The subjects that we teach are ‘Global and National Security’ and ‘Economic Diplomacy’. No textbooks on these exact subjects can be found, only textbooks on general notions in International Relations. So the only way out in this situation is to use authentic materials. What do professionals in the sphere of International Relations use? They use laws, documents, agreements, declarations, etc. The advantages of using authentic materials in teaching English for Specific Purposes are quite vivid. Teachers select the materials appropriate to the exact subject they teach. Authentic materials bridge the gap between classroom and real life, authentic materials help to develop critical thinking skills, students have an opportunity to read documents and laws that they will use in their future work; they have an opportunity to study and analyze the documents of past and present day.

During our lessons we used such documents as: The Constitution of Kyrgyz Republic, different international and local laws, Conception of National Security of Kyrgyz Republic, speeches of world leaders during the Summits or at the UN General Assemblies, Reports on Global Risks at annual World Economic Forums, the Universal Declaration of Human Rights, International Humanitarian Law, and etc. In this article we would like to share our experience in teaching the Universal Declaration of Human Rights. Further we’ll describe some activities that help to develop critical thinking skills. Critical thinking is “intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.” [6] Authentic materials can enable students to develop such skills as analyzing, synthesizing, evaluating information and applying it. All these skills are necessary for future specialists in International Relations.

Several of the activities designed especially for studying The Universal Declaration of Human Rights are described here. The objective of the suggested activities is to study the Universal Declaration of Human Rights and to give students an opportunity to analyze the document and the process of its adoption.

Sample activities for the study of the Universal Declaration of Human Rights:

Activity 1. Warming up. Asking a ‘Why’ question.

Why do people need the Universal Declaration of Human Rights?

- Students express their opinions on this, giving their reasons.

Activity 2. Eliciting information.

When and where do you think this Declaration was proclaimed?

- Students share their ideas on it.

(The right answer: The Declaration was proclaimed by the United Nations General Assembly in Paris on December 10, 1948.)

The question to discuss: Why do you think the Declaration was proclaimed this exact year?

- In small groups students discuss their ideas and then share their opinion in open class.

Activity 3. Discussing a question: How many articles do you think this document contains?

- First in small groups and then in open class students discuss and answer this question. While answering this question, students decide how many human rights people need. They should tell why they think this number of rights is enough for good life of people.

Activity 4. Working with document.

- a) Students get handouts with the simplified version of the Universal Declaration of Human Rights. Simplified version is used for better understanding. Later students see the full version of the document.
- Now students can see the document and compare their answers about the number of articles and the real number of articles in the declaration. (30 articles)
- b) Students are asked to read the Declaration and define the types of human rights given in it: Liberty Rights, Claim Rights, Power Rights, and Immunity Rights.
- In pairs students read the document and define the types of the rights every article contains.
- In open class students discuss the types of the rights in each article. They should give their reasons for defining this or that type of rights.

Activity 5. Discussion

- a) What 5 rights are the most important for you?
- Students work in pairs to write down the rights and the numbers of the corresponding articles. In open class they compare if they have the same or different results. Each pair tells their opinion on some of the rights and gives reasons why they think these exact rights are the most important ones.
- b) What articles speak about the security of people?
- Students find the articles with these exact rights and read them out in open class. They should tell what types of rights speak about security of people – Liberty Rights, Claim Rights, Power Rights or Immunity Rights.
- c) What new Articles would you include into the Declaration if you had an opportunity?
- Each student suggests his/her ideas about what rights they would add and why, if they think no new articles are necessary, again they give their reasons for this. (During the discussion students from other groups can ask their questions).

Activity 6. Discussing the adoption process of the declaration.

Why didn't all 58 members of the UN vote in favor?

Of the then 58 members of the United Nations, 48 voted in favor, none against, eight abstained, and two did not vote: Honduras and Yemen.

8 countries abstained:

Czechoslovakia, Poland, Saudi Arabia, Soviet Union, Byelorussian SSR, Ukrainian SSR, South Africa, Yugoslavia

- In small groups students express their opinions on this then they share their ideas in open class. (During the discussion students from other groups can ask their questions).

(The following is the information that is given in the Internet on this question:

The meeting record provides firsthand insight into the debate. South Africa's position can be seen as an attempt to protect its system of apartheid, which clearly violated several articles in the Declaration. The Saudi Arabian delegation's abstention was prompted primarily by two of the Declaration's articles: Article 18, which states that everyone has the right "to change his religion or belief"; and Article 16, on equal marriage rights. The six communist countries' abstentions centered around the view that the Declaration did not go far enough in condemning fascism and Nazism. Eleanor Roosevelt attributed the abstention of Soviet bloc countries to Article 13, which provided the right of citizens to leave their countries.) [7]

Students are given homework: they should read the full version of the declaration. They can find the document at <http://www.un.org/en/universal-declaration-human-rights/index.html> [8] One more

task that they should do is to read the Constitution of Kyrgyz Republic [9] and find the articles with the rights that correspond to the articles in the Declaration of Human Rights.

In case some school teachers read this article, it should be mentioned that this authentic document can be used even by school teachers during their lessons. As the Declaration of Human Rights Day is commemorated every year on December 10 and is known as Human Rights Day, it is possible for school teachers to have a lesson on this topic on this exact date. Schoolchildren can discuss the most important rights as it was described earlier in the activity 5. One more activity that can be used with schoolchildren is drawing pictures about human rights and organizing an exhibition of the drawings. Each drawing should contain a picture and the information from the corresponding article.

When choosing an authentic material for ESP classroom teachers should think about its usefulness in students' future profession. Authentic materials can bridge the gap between theoretical studies and future professional activity. The Declaration of Human Rights that was studied by our students is a document that any International Relations specialist should know. The activities described in this article gave students an opportunity to practice their reading, speaking, listening and critical thinking skills. Students read the document, listened to each other's opinions, analyzed information given in the Declaration, gave reasons for prioritizing the rights of people, discussed the historical facts, and compared the Declaration of Human Rights with the rights given in our Constitution.

To help students with lower level of English to better understand the content and not to be de-motivated and discouraged we suggest teachers to incorporate pre-teaching of vocabulary and to adapt the materials to the corresponding level of English of their students. Our experience has shown that despite difficulties in using authentic materials there are more advantages in using them in the ESP classroom. The usefulness of authentic texts is that they can serve as standalone lessons or be the starting point for a thematically focused unit.

Using authentic materials in ESP lessons provides teachers with a wide range of possibilities to make their lessons engaging, informative and true to life, gives students possibilities to study the materials necessary for their future work, use the language that they will face in real world and helps to motivate students to develop professionally.

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СОЗУЛМА ҮНДҮҮЛӨРДҮ ИЗИЛДӨӨНҮН ТЕОРИЯЛЫК НЕГИЗДЕРИ ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ИССЛЕДОВАНИЯ ДОЛГИХ ГЛАСНЫХ THEORETICAL FOUNDATIONS OF THE STUDY OF LONG VOWELS

Аннотация: Белгилүү болгондой, түрк тилдериндеги созулма үндүүлөр этимологиялык көз караштан алганда байыркы жана кийинки деп экиге бөлүп карашат. Ал эми функциялык жактан, б.а., маани ажыратуучу касиетине жараша фонологиялык жана фонетикалык болуп бөлүнүшөт. Түркологияда созулма үндүүлөрдүн келип чыгышы боюнча теориялык ойдун өнүгүшүндө негизги механизмдер катары төмөнкү ыкмалар көрсөтүлгөн: 1) интервокалдык үнсүздүн түшүп калышынан, 3) түпчүл ғ, г үнсүздөрүнүн спирантизашуусунан, 2) акценттик структуранын өзгөрүшүнөн, 3) сандык метатезадан келип чыккан созулмалар. Созулмалардын келип чыгышын мындайча чечмелөө өз учурунда түркологияда алдыга жасалган кадамдардан болгон. Бирок бул механизмдер созулмалардын пайда болушунун бардык учурларын түшүндүрүп бере албайт. Ошондуктан мындай сегменттик бирдиктердин келип чыгуу жолдору ар тараптан изилдөөнү талап кылат.

Аннотация: Как известно, в тюркских языках долгие гласные с этимологической точки зрения делятся на первичные и вторичные. С функциональной точки зрения тюркские долготы делятся на фонологические, то есть имеющие смысловозначительное значение, и фонетические, не имеющие такового. В развитии теоретической мысли о происхождении долгих гласных в качестве основных механизмов показаны следующие приемы: 1) выпадение интервокального согласного, 2) спирантизация заднеязычных согласных г, г, 3) изменение в акцентной структуры, 4) числовая метатеза. Такая интерпретация происхождения долгих гласных была одним из достижений тюркологии того времени. Однако эти механизмы не могут объяснить все случаи происхождения тюркских долгот. Поэтому механизмы возникновения таких сегментных единиц требуют комплексного исследования.

Annotation: As is known, in the Turkic languages, long vowels from an etymological point of view are divided into primary and secondary. From a functional point of view, Turkic longitudes are divided into phonological, that is, having a semantic difference, and phonetic, having no such meaning. In the development of theoretical thought on the origin of long vowels, the following techniques are shown as the main mechanisms: 1) dropping out of the intervocalic consonant, 2)