Interdependence of Psychological and Pedagogical Conditions for Creating Authentic Communication in the Classroom Based on Tandem Language Learning Method

Victoria Kytina[a], Dana Bartosh[b], Maria Kharlamova[c], [a]University Kuala Lumpur Malaysia Institute of Aviation Technology Dengkil, Selangor, Malaysia, [b,c]Moscow State Linguistic University Moscow, Russia, Email: [a]kytinavictoria@mail.ru, [b]d.bartosh@linguanet.ru, [c]m.harlamova@linguanet.ru

Objective: To clarify the concept of authenticity in relation to utterances of students, taking into account the meaning of the term in the basic Sciences for the methodology, determine the possibility and psychological and pedagogical conditions for creating and maintaining authentic communication in the classroom and demonstrate the interdependence of these conditions on the example of the tandem method. **Methods:** The study used a dialectical method aimed to determine the content of authenticity reflecting the latest development trends of the society and education and the specifics of foreign language teaching. Theoretical methods of analysis and synthesis were used to clarify the concept of authenticity in foreign language teaching. Based on empirical and statistical analysis methods of the obtained data, the conditions for creating authentic communication in the classroom were identified. **Results:** The authors proposed definitions of authenticity in relation to the utterances of students, identified conditions for creating authentic communication in the classroom, and the example of the tandem language learning method demonstrated that native speaker's participation is not enough for sufficient authenticity teaching and the all the identified conditions should be fulfilled. **Conclusions:** The definition of authenticity should be based on the psychological component of the term which is essential to create authentic communication in the classroom. Psychological and pedagogical conditions for creating and maintaining

authentic communication in the classroom inspire the students' motivation to use the foreign language for self-expression.

Key words: *Authenticity, authenticity of the educational components, authenticity of the utterance, tandem method, teaching foreign languages.*

Introduction

In recent years the problem of authenticity has again attracted the attention of researchers in the fields of philosophy, psychology, psychotherapy and aesthetics. To date, the practice of teaching authentic speech to various categories of native speakers, especially those whose professional activities involve active communication with people, has become widespread. This indicates that authenticity is a relevant quality of speech for successful communication, which marks or does not mark the speech of each person, regardless of whether the language in which the communication takes place is their native or foreign. The problem of teaching students authentic speech is also relevant for modern methods of teaching foreign languages. "Since the nature of the involvement of modern language education in the system of public relations is authentic, it is inherent in the implementation of productive activities by students" [Bartosh 2018, p. 30].

If in the recent past (until the end of the last century) the main meaning of education was to activate the teaching, absolutization and hyperbolization of the role of knowledge and social requirements for the behavior of the student, today the new system of values of education includes such concepts as: initiative and creativity, independence and critical thinking, self-realization and self-actualization [Bartosh 2017, p.13]. In this regard, the relevance is the development of students' skills and abilities of authentic speech, which Western Methodists M. Bludau, M. Breen, C. Edelhoff, F. Kainz, H. Piepho, etc. are characterized by the following: "...forming their thoughts, the speakers are guided by their own initiative, independently choose the subject-semantic content and language material, including the expressive means of the language" [Kainz 1995, S. 45].

The problem of authentic speech and the formation of students' skills and abilities to generate it is still not fully investigated in the methodology. The reason for this is the approximate interpretation of the term "authenticity", the lack of development of its conceptual apparatus, the discrepancy between its definitions and actual use.

Authenticity has a broader content than is traditionally assumed. Clarifying the concept of authenticity, taking into account the psychological component, should help to solve the question of the possibility of creating authentic communication in the classroom and teaching students the authenticity of speech, and determine the necessarily conditions. It is also

possible to answer the question whether the participation of just a native speaker in communication is sufficient reason for determining this communication as authentic and motivating students to authentic communication, as it is considered, for example, in relation to the tandem method.

The article aims to clarify the concept of authenticity in relation to utterances of students, taking into account the meaning of the term in the basic Sciences for the methodology, determine the possibility and psychological and pedagogical conditions for creating and maintaining authentic communication in the classroom and demonstrate the interdependence of these conditions on the example of the tandem method.

Materials and Methods

The conducted research is based on the dialectical method aimed to determine the content of authenticity reflecting the latest development trends of the society and education and the specifics of foreign language teaching. By means of theoretical and methodological analysis, scientific literature on the problem under consideration, requirements for the modern educational process, and the content of a number of concepts related to the subject under investigation were studied. By means of synthesis, definitions of authenticity were formulated in relation to certain utterances of students. On the basis of empirical methods (observation, questionnaires) and methods of statistical analysis of the obtained data, the conditions necessary for the implementation of full-fledged communication by students in the educational process were identified. The reaserch materials include the philosophical theory of authenticity (M. Heidegger); ideas of authenticity in humanistic psychology (A. Maslow); theoretical works devoted to the problem of speech and speech genres (M. M. Bakhtin, V. V. Vinogradov, Y. S. Maslov); theoretical provisions on authenticity in teaching foreign languages (E. S. Glazyrina, N. A. Gridneva, A. A. Rogaleva, H. W. Blasch, S. I. Ciornei, C. Edelhoff, D. Fiss, L. Lier, H. Widdowson, etc.); research on the tandem method (N. V. Bogdanova, M. O. Voloshko, A. L. Nazarenko, A. Y. Polenova).

Findings

To determine the essence of authenticity, it is important to analyze this concept in the social Sciences, from which this term was borrowed in the didactics of teaching foreign languages. The idea of authenticity first appeared in the philosophical theory of existentialism in the works of M. Heidegger [Heidegger 1983] and were primarily issues of self-determination of an individual, the nature of conditionality is committing election and the opportunity to be the author of his own life, its own existence. The philosophical concept of authenticity was further developed in the framework of humanistic psychology and psychotherapy [Maslow 2005]. The philosophical and psychological content of authenticity consists in the ability and

readiness to verbally and non-verbally express authentic thoughts, points of view, evaluative attitude, emotions and feelings corresponding to the internal state of the individual. Accordingly, the qualitative characteristics of speech that determine its authentic essence are motivation, independence, initiative, compliance of the content with communicative intentions, originality (the presence of properly formulated thoughts), authenticity of the emotions and feelings expressed. Authenticity as a qualitative characteristic of speech determines its authenticity and is a mandatory component of effective human communication. At the same time, the categorical nature of the generally accepted definition of authenticity in relation to texts created by native speakers for native speakers reveals its inconsistency in modern conditions of intensive development of the intercultural community, expansion of information means of communication, growth of immigration and labor migration. The research shows that for modern society, which is characterized by freedom in choosing a place of residence, education, citizenship, the problem of determining a native speaker is difficult to solve, moreover, it becomes irrelevant and develops into a problem of individual competence in a given language and culture. Taking into account the linguistic definition of the text as a product of speech activity, which refers to "speech" in its opposition to "language" and has a certain pragmatic attitude, genre and stylistic affiliation, specific internal and external relations [Bakhtin 1979], as well as the philosophical and psychological content of the concept of authenticity, we understand the authentic text as a product of speech activity of a subject competent in language and culture, in which he expresses his own thoughts, emotions and feelings.

In this study it is considered as the activity of speech communication, whose aim is primarily to establish contact relationships with other people (social group members), impact on knowledge, skills, social values, beliefs, emotional state of another person [Vinogradov 2009]. This investigation is based on research of Vinogradov, Leontiev, Bakhtin devoted to speech problems and speech communication [Vinogradov 2009; Leontiev 1969; Bakhtin 19794], and refined the definition of authentic text and define the authentic speech of the native speaker - as it is competent in the language and culture, in which the subject, having a personal need and self-determining subject-semantic content in accordance with the communicative-pragmatic situation, expressing real thoughts, feelings and emotions. Thus, authentic speech has the characteristics of authentic speech and additional psychological characteristics (Diagram 1).

Diagram 1. Indicators of authentic speech

In the educational environment, authentic speech of students in a foreign language seems to be a difficult, virtually unrealistic goal. At the same time, students' speech may contain different degrees of expressed characteristics of authentic utterances generated by native speakers. If students generate independent, proactive utterance in which they express their own formulated thoughts, true emotions and feelings in accordance with the pragmatic situation, then they produce authentic utterance. In this regard, we believe that teaching the authenticity of utterance should be one of the main practical tasks of teaching foreign languages.

When focusing on students as subjects of the educational process, we can talk about authentic interaction between teachers and students as authentic communication, which has the characteristics of the real, in the definition of A. A. Leontiev: personal character, orientation to personal goals, reflection of the motives and needs of the communicating person, its volitional manifestations and emotional state [Leontiev 1969]. If we understand real authentic communication in a foreign language solely as communication with representatives of a foreign culture, it is obvious that such communication in the classroom is mainly mediated by texts or is episodic. If we proceed from the psychological understanding of *authentic communication*, then such communication in the classroom is not only possible, but, from our

point of view, is mandatory, since it is as close as possible in psychological parameters to communication in extracurricular conditions. Authentic communication in this case differs from conventional, simulated communication, in which the student does not have a goal to encourage someone to commit certain actions. Student affects the teacher, but not with the content, but with the demonstration of the completed task. Student does not express his own thoughts but reproduces those of others.

In this regard, it is particularly important to create such psychological and pedagogical conditions in the classroom, where students, having a motive, desire and opportunity, express their true thoughts, emotions and feelings in a foreign language and at the same time, mastering the syllabus, acquire the skills and abilities necessary for adequate communication with representatives of another culture.

The empirical study was conducted. Its main purpose was to determine the conditions necessary for free full-fledged communication in a foreign language in practical classes.

The study involved 142 students with different levels of language training:
- 72 students of 1-4 semesters who have an advanced level of teaching German as the first foreign language;
- 70 students of 3-6 semesters studying German as a second foreign language for 2 and 3 years respectively.

The research was conducted in November 2019 – February 2020 at Russian Presidential Academy of National Economy and Public Administration and at Pushkin State Institute of the Russian language.

A survey was used as a research tool. A survey conducted among students to study the conditions for successful communication in a foreign language (German) in the classroom showed that students were interested in communicating in both their native and foreign languages. At the same time, the lack of a language environment, communication with native speakers, i.e. activities within the class, is not a factor that prevents communication in the classroom.

The dominant psychological conditions for successful communication in both foreign and native languages were identified (Scheme 2), factors that prevent students from successfully communicating in the classroom (Scheme 3), as well as students' wishes to organize communication in a foreign language in the classroom (Scheme 4). Since the responses of students who have an advanced level of training and have recently started learning a foreign language are poorly correlated, the diagrams show the total percentages of all those who answered the questions.

Diagram 2. Conditions for successful communication in foreign and native language

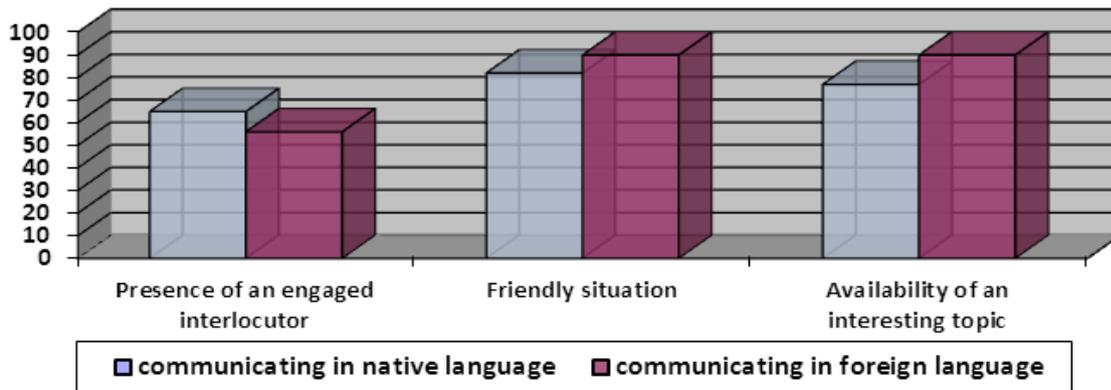**Conditions for successful communication in native and foreign languages**

Diagram 3. Factors that prevent students from communicating successfully in the classroom

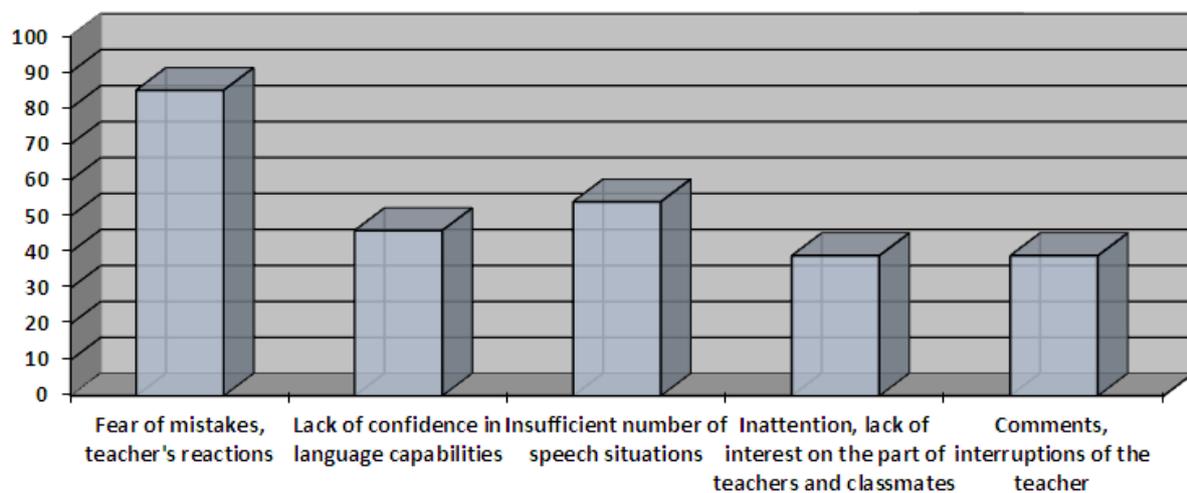**Factors that prevent students communicating successfully in the classroom**
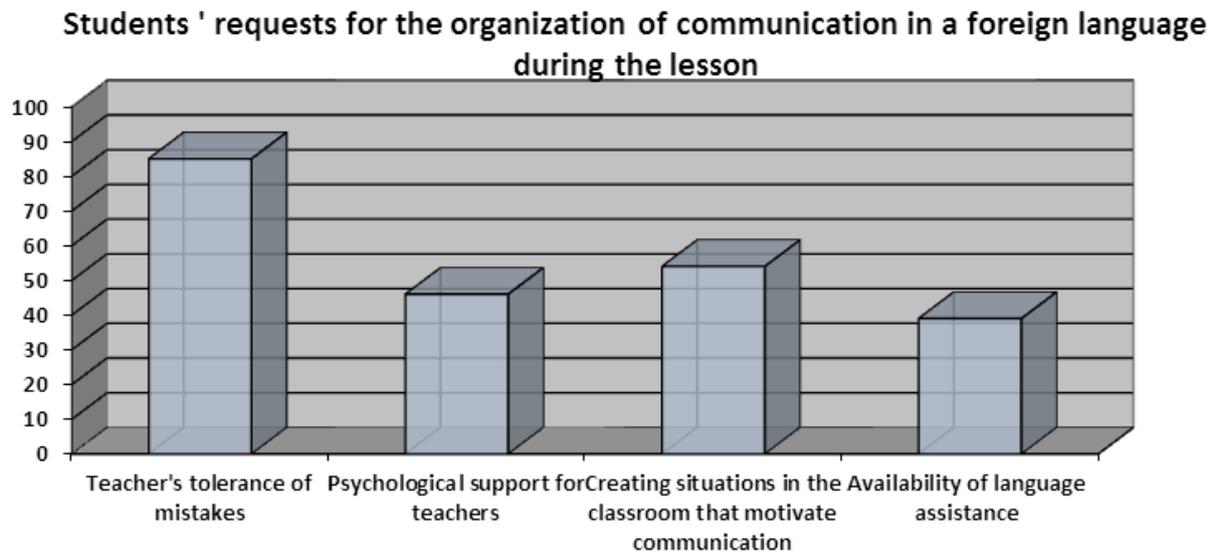
Diagram 4. Students ' requests for the organization of communication in a foreign language during the lesson

Students ' requests for the organization of communication in a foreign language during the lesson

The results of the survey allow us to draw the following conclusions:

1. One of the fundamental conditions for successful full-fledged communication in the classroom is the behavior of the teacher as an interested attentive interlocutor, tolerant, inspiring confidence.

2. Motivating students to communicate is possible through the use of interesting creative situations and tasks that unite the entire group, where everyone has the opportunity and time to express his own opinions and can be heard and positively evaluated.

3. The problem of *support* as psychological and language support that allow students to compensate or eliminate the fear of making mistakes, self-doubt and other complexes due to a clear orientation in their activities becomes urgent.

The conditions identified in the study for creating authentic communication at the lesson (Scheme 5) allow us to assert that a native speaker is not a prerequisite for organizing authentic communication at the lesson.

Diagram 5. Conditions for creating authentic communication in the classroom
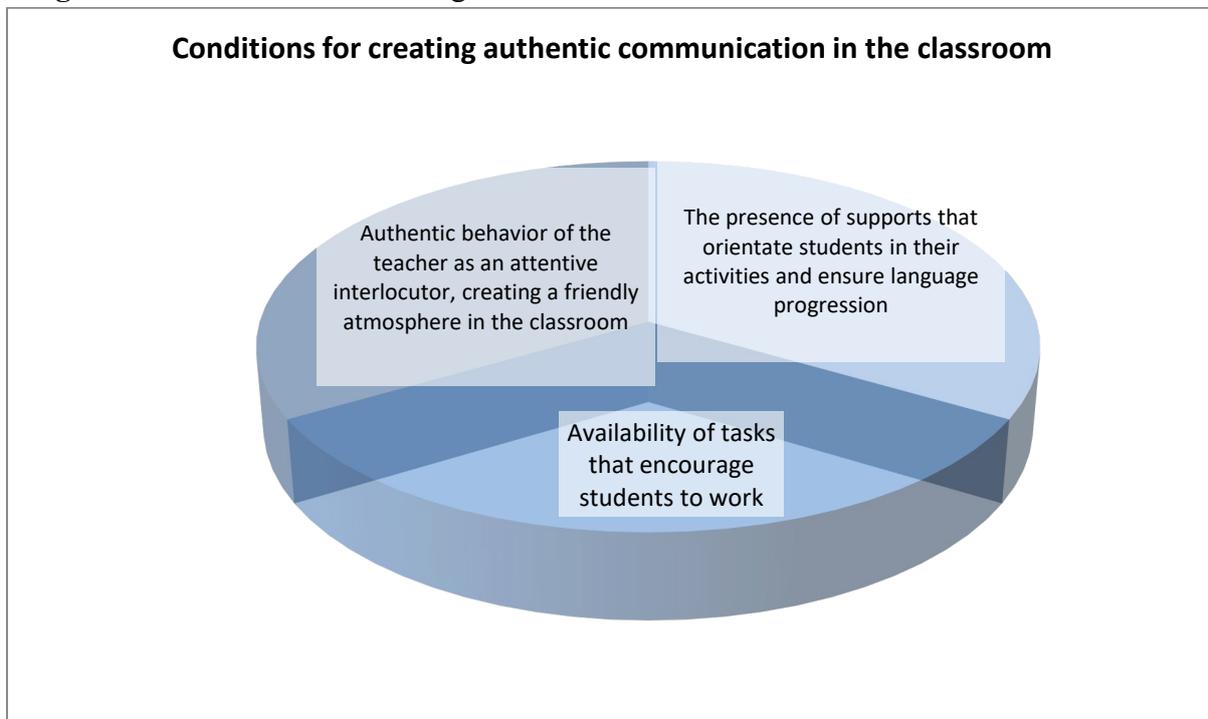
The tandem method as a form of partner training has a number of advantages for organizing authentic communication in comparison with other methods. These advantages are not only in the presence of a partner who is competent in the language being studied, but, above all, in the relationship between the participants of the educational process. When learning in tandem, the partner who acts as a language expert then becomes a student. The change of roles eliminates the negative consequences of asymmetry between more or less experienced interlocutors from the language point of view, which in the traditional context of learning can cause a sense of uncertainty, fear of mistakes, shyness, and contributes to the manifestation of cognitive or emotional support [Voloshko 2016, p.180]. Reciprocity as one of the principles of the tandem method is manifested in full equality and partnership, in equal interest in each other and in communicating in the language being studied. If the training material meets the interests and personal needs of the participants, then the interest and attention of the interlocutors to each other's utterances will be mandatory. Thus, the designated features of the tandem method initially provide one of the identified psychological and pedagogical conditions for organizing authentic communication - the presence of an attentive interlocutor, contributing to the creation of a friendly atmosphere and motivating a partner to work.

At the same time, to maintain and stimulate authentic communication in the learning environment, other psychological and pedagogical conditions are also necessary - the presence of tasks that motivate students to work, and the presence of support that orientates students in activities and ensure language progression. To implement these conditions, the

presence of only a native speaker is not enough, so we consider it is necessary to provide professional assistance from the teacher in the form of instruction and didactic materials.

In July 2018 the Russian-Austrian language school "Tandem" was held on the basis of the Pushkin State Institute of Russian language (Moscow, Russia) together with the University of Burgenland (Eisenstadt, Austria). 35 Austrian and 35 Russian students took part in the project. The program included co-living of students in the Institute's hostel, cultural and educational program, teaching Russian to Austrian students, and German to Russian students, as well as classes using the tandem method. In order to study and identify the most optimal conditions for conducting classes in tandem, a small empirical study was conducted. In the first two classes, students were offered complete independence in determining the topic and content of classes, choosing forms and types of educational work. In the following classes, students were offered didactic materials developed on the basis of a textbook by authors Frauke Bünde, Valerie Kunz, and Nicole Laudut for conducting a German-French tandem (1999, Verlag Max Hueber), and a briefing on methodological issues of mutual training was conducted. Note that in the first lesson without didactic materials, students were active and motivated, however, in the next lesson there was a decline in activity, difficulties in choosing a topic and asking questions. In classes with ready-made didactic materials, there was a constant energy and dynamism of the educational process, students were constantly active. Subsequent surveys of Austrian and Russian students revealed the general positive aspects of conducting classes in tandem: the presence of an attentive interested interlocutor, a sense of responsibility for the partner's learning, interest in communication, a high level of linguistic and cultural information, as well as positive and negative aspects of conducting classes with full independence of students and classes using didactic materials and methodological instruction (Table 1).

Table 1: The results of the survey of students

Results of a Survey of Students About the Identification of Positive and Negative Aspects when Conducting Classes in Tandem	
Conducting a tandem without didactic materials	**Conduct tandem with the use of didactic materials**
The difficulty in distributing time equally between partners	Clear time distribution between partners
"Jumping" from topic to topic, unsystematic recognition of individual lexical units and grammatical structures	Focusing on one topic with the solution of various communication situations within the framework of this topic, systematic assimilation of new vocabulary and grammar within the topic with the possibility of offering additional vocabulary
Consistent form of work: question-and-	Various forms of work: explanation,

answer	conversation, discussion, comparison, interpretation, etc.
High time spent on searching for educational materials that match the language capabilities of partners	Availability of ready-made texts, illustrative material and tasks that guide and guide partners in educational activities

Thus, it can be concluded that the tandem method as a form of mutual learning of partners who are competent in the studied languages has a great didactic potential for organizing authentic communication. This potential lies primarily in the relationship between participants in the educational process, But, as the study showed, just relationship, especially the presence of native speakers, is not enough to organize and maintain authentic communication in the classroom. Educational activities have their own specifics, principles and conditions of implementation. Autonomy is the principle of the tandem method and implies the manifestation of independence and responsibility for their educational process [Voloshko 2016, p. 180; Polenova 2018; Kudryavtseva 2017], but in an institutional tandem, it is advisable to offer partners a curriculum with didactic material and the designation of tasks that are most suitable for a particular stage of training, as well as supports that focus on the assimilation of specific structural and linguistic means of utterances of various genres. Partners can go beyond the limits of the proposed communicative situation, can offer additional speech tools necessary for the implementation of communicative intentions.

The use of the tandem method in the educational process, taking into account the designated psychological and pedagogical conditions for creating authentic communication and teaching students the authenticity of utterance, will allow the most fully realize didactic potential of this method.

Consideration of authenticity in relation to the educational components and utterances of students, taking into account the psychological content of the term, allows the possibility of producing authentic utterances by students, that is, independent, initiative utterances in which they, in accordance with the pragmatic situation, express properly formulated thoughts, genuine emotions and feelings. Accordingly, the lesson can create authentic communication without the presence of native speakers. The inclusion of the psychological aspect in the content of authenticity has the following practical significance for the educational process:

1) student does not just reproduce memorized speech patterns, but constructs his own utterances in accordance with the content of his own thoughts and communicative intentions;
2) students should always have a certain goal when speaking, which is the need to solve a certain speech problem;
3) it is important to teach students to speak with interest, sincerely, emotionally, affecting the partner with a word, gesture, content of what is said;

4) speech proficiency can only be achieved in the free expression of one's own thoughts, in the development of skills and abilities of authentic speech, which has a productive, creative, and not reproductive character.

Working on the authenticity of utterances is aimed at developing students' skills and abilities to generate utterances that have the characteristics of authentic, in the process of authentic interaction with each other, the text, and the teacher. One of the components of this work is the training of structural and linguistic means of utterances of various genres and their appropriate use, but the main focus is on the development of the ability and readiness to express their own thoughts, emotions and feelings.

Indicators of authenticity of utterance will be shown in the speech of students to an increasing extent, if special psychological and pedagogical conditions are created in the educational process that promote the involvement of students in an active thought process, achieve psychological freedom in communication, increase the motivation of students to use a foreign language for self-expression, and assume:

- creating a positive psychological atmosphere;
- full orientation in educational activities;
- co-creation of students with each other and the teacher;
- interactivity.

The tandem method is one of the most popular intensive methods of teaching foreign languages, as it has features that initially contribute to the creation of authentic communication, which is determined by the personal motives and activity goals of participants in communication and involves the expression of properly formulated thoughts, emotions and feelings. At the same time, targeted work is required to prepare and provide participants with didactic materials so that communication is implemented most effectively, taking into account educational goals.

Discussions

The analysis of methodological literature reveals isolated definitions of authenticity in relation to such components of the educational process as the text, the social context at the lesson, the task, as well as the personality – the subject of learning, his behavior. Thus, in relation to the text, the main attention in determining authenticity is paid to the linguistic and socio-cultural aspects, according to which authentic texts are created by native speakers for native speakers of the same language not for educational purposes [Glazyrina 2015; rogaleva 2019; Blasch 1985; Demiryay 2016; Fiss 1996; Hohmann 1996; Mutanen 2015], characterized by the naturalness of lexical content and grammatical forms, situational

adequacy of the language tools used, illustrates cases of authentic word usage, taking into account the peculiarities of their culture and mentality, in accordance with the accepted and used speech norms [Mutanen 2015; Prasad 2019; Gridneva 2017; rogaleva 2019; Ciornei 2015; Shvedak 2018; Weidner 2018]. Some researchers also highlight the authenticity of the social context, which is understood as communication for the purpose of learning the content of learning, discussing emerging language problems and ways to resolve them [Breen 1985], a set of conditions for real communication: real life circumstances, the interest of speakers in the content of the conversation, the need to conduct a conversation in a foreign language [Tsetlin 2000; Chudak 2013; Calenge 2015]. Accordingly, the authenticity of the task involves addressing the student himself, using his life experience [Tsetlin 2000; Calenge 2015], provides an opportunity for students to communicate on their own behalf [Edelhoff 1985]. The authenticity of a person is interpreted in the methodological literature as the ability to recognize responsibility for their actions, make choices, and adjust their behavior (including speech) depending on the situation [Lier 1996].

The study of the content of authenticity in relation to educational components reveals in many definitions the idea of developing students ' independence and individuality ("responsibility for their choice", "their own opinion", "using their life experience", "communication on their own behalf", "interest and need to conduct a conversation"). Thus, despite the fact that authenticity is defined in isolation for each component of the educational process, there is some consistency in the consideration of authenticity in relation to each of them, in particular, the presence in most definitions of the idea of personal authenticity, proposed by L. Lier [Lier 1996].

By the mid-80's, a common point of view was formed in the Western methodology of teaching foreign languages, according to which effective teaching of foreign languages is possible only on the basis of authentic texts. At the same time, there is a positive trend in modern methodology to consider the authenticity of texts used in teaching in relation to other educational components [Breen 1985; Edelhoff 1985; Lier 1996]. The content of the text and the situational context in which this text is presented to students are no less important than its language design. However, the analysis of most studies on the problem of authenticity reveals that the work with authentic materials is mainly aimed at preparing students for real communication in a foreign language, which is more or less likely to occur in the future, namely, the development of linguistic competence [Imo 2018; Gural 2015; Blieva 2017; Shvedak 2018; Weidner 2018; Abramovskaya 2017]. Accordingly, the social context at the lesson is perceived as a "rehearsal for the actual use of language", and authentic communication is considered possible only with the participation of native speakers.

So, the tandem method is considered today one of the most productive methods of teaching foreign languages. Tandem-method as a method of self-study foreign language two working

together partners with different native languages [Polenov, 2018; Shchukin 2010; Nazarenko 2018; Kudryavtseva 2017] is defined by many researchers as authentic dialogue [Polenov, 2018], which "takes place in a natural, real, not artificially created communication" [Bogdanov 2017], "makes it possible to ensure the natural contact of their students with native speakers" [Nazarenko 2018]. Among the main advantages of this method, researchers highlight the improvement of spoken language skills, increasing the level of foreign language communicative competence (all types of speech activity) [Polenova 2018], the formation of intercultural competence [Nazarenko 2018], The tandem method is an effective way to form socio-cultural and sociolinguistic competencies [Bogdanova 2017]. At the same time, most of experts believe that "the fact of communication with a native speaker gives a certain incentive to develop the necessary language skills and communication skills" [Voloshko 2016].

According to the opposite point of view, authentic social context is understood as authentic interaction of students with the text, with the teacher and with each other in students, during which personal motives, activity goals and individual strategies in mastering and operating language material are formed when solving certain communicative tasks [Widdowson 1979]. During the lesson, it is possible to create authentic situations that are important for students and encourage them to communicate in a language that gives them pleasure [Authenticche Redeanlässe ... 2020], in which students ' activities are subordinated to authentic communication goals, such as informing someone or learning new information [Chudak 2013; Calenge 2015].

According to this position, to create authentic communication, it is important not to have native speakers, but certain conditions that promote students ' perception of a particular situation as authentic, and motivate students to solve communication problems that are personally significant to them, express their opinions, feelings, etc. Thus, German scientists T. Levis and X. Peters believes that communication in a learning environment, even if organized using the tandem method and involving communication with native speakers, will not be authentic if students do not have a personal interest in using the language and if the communication process is aimed at training certain language tools [Lewis 2019, p. 15].

Contradictions and inconsistencies of methodological definitions reflect two conceptually different approaches to the consideration of the quality of communication at the lesson: as a preparatory training and as a full-fledged communication, it is during which the necessary communication tools are learned. We think it is necessary to identify the essence of authenticity in relation to the social context and communication, identify the conditions necessary for creating authentic communication in the educational process, and analyze the tandem method in terms of its linguodidactic potential for implementing authentic communication.

Conclusion

Our research of the concept of authenticity in the field of generating utterances by students that have the characteristics of authentic ones is related to the current problems of foreign language teaching methods. These problems relate to teaching students independent initiative to produce their own utterances in a foreign language, identifying the conditions for the development of freedom and emancipation of students in expressing their thoughts and emotions, creating internal motivation for using a foreign language as a means of communication, and are associated with the problem of authenticity in the methodological literature.

The analysis of scientific philosophical and psychological literature allowed us to identify the qualitative characteristics of speech that determine its authentic essence: - motivation;

- Independence;
- Initiative;
- Compliance of the content with communicative intentions;
- Originality (the presence of properly formulated thoughts);
- Authenticity of the emotions and feelings expressed.

Authenticity as a qualitative characteristic of speech determines its authenticity and is mandatory component of effective human communication.

In our study, we consider authenticity as a qualitative characteristic of the authentic speech of a native speaker (a person who is competent in the language), in which he or she expresses genuine thoughts, emotions and feelings.

Observation and survey results of students in secondary schools and higher education institutions to identify factors that hinder them to express their thoughts and emotions in a foreign language at the lesson, showed that the main difficulties of students arising from the exercise of speech, are psychological in nature and are associated with a lack of personal needs, lack of confidence in their language abilities, a fear to make mistakes, to be uninteresting interlocutor. In order to achieve psychological freedom in communication in the classroom and create internal motivation for students to express themselves in a foreign language, it is advisable to teach them the authenticity of utterance, which involves the development of skills and abilities to generate independent, proactive utterances, in which they, in accordance with the pragmatic situation, express properly formulated thoughts, genuine emotions and feelings.

This analysis of the tandem method found that the participation of a native speaker in communication cannot be the only and sufficient reason for determining this communication as authentic and maintaining authentic communication.

To increase the authenticity of expression in the students' speech it is necessary to provide a special environment in which students have the motive, means, and opportunity to express their genuine thoughts, emotions and feelings in a foreign language and at the same time are able to master the curriculum, can also acquire skills needed for adequate communication with representatives of other cultures. The psychological and pedagogical conditions highlighted by us correspond to the activity-based nature of generating speech utterances and take into account the psychological essence of authenticity.

REFERENCES

Abramovskaya, F. – Abramovskaya N.U., Fedoruk S.V. (2017). Autentichnye teksty kak sredstvo obucheniya grammatike anglijskogo yazyka studentov medicinskogo kolledzha [Authentic texts as a means of teaching English grammar to medical College students]. Young scientist. 2017. no. 47. Pp. 195-197. URL: https://moluch.ru/archive/181/46721/ (accessed: 05.04.2020) [in Russian]

Authentische Texte,– Authentische Texte. (2020). URL: http://www.authentischetexte.at/authentische-texte/ (accessed: 14.03.2020) [in German]

Bakhtin, 1979 – Bakhtin M. M. (1979) Vyskazyvanie kak edinica rechevogo obshcheniya [Utterance as a unit of speech communication] Moscow: Art, 1979. [in Russian]

Bartosh, G., K. Bartosh D. K., Galskova N. D., Kharlamova M. V. (2017) Elektronnye tekhnologii v sisteme obucheniya inostrannym yazykam: teoriya i praktika: uchebnoe posobie [Electronic technologies in the system of teaching foreign languages: theory and practice: textbook.] Moscow: Moscow state pedagogical University, the Chancellor. [in Russian]

Bartosh, G., Koptelov, K. 8 – Bartosh, D. K., Galskova N. D., Koptelov A.V., Kharlamova M. V. (2018). Tekhnologii elektronnogo obucheniya inostrannym yazykam: sostoyanie i perspektivy [Technologies of e-learning in foreign languages: state and prospects.] Moscow: Moscow state pedagogical University. [in Russian]

Blasch H.W. A. Blasch, H. W. Authentizität, C. (1985).Edelhoff. Authentische Texte im Deutschunterricht [Authentic texts in German teaching] Ismaning. [in German]

Blieva, B. Z. M. (2017) Formirovanie i razvitie lingvisticheskoj kompetencii studentov nelingvisticheskih special'nostej cherez autentichnyj pesennyj material [Formation and development of linguistic competence of students of non-linguistic specialties through authentic song material] Baltic humanitarian journal. 2017. Vol. 6. No. 4 (21). Pp. 29-31. URL: https://cyberleninka.ru/article/n/formirovanie-ekspressivnoy-kompetentnosti-kak-sposoba-pridaniya-rechi-studentov-nelingvisticheskih-fakultetov-osoboy-vyrazitelnosti/viewer (accessed: 10.03.2020). [in Russian]

Bogdanova, B. N. V. (2017). Formirovanie mezhkul'turnoj kompetencii v ramkah tandem-proektov [Formation of intercultural competence within the framework of tandem projects] Scientific and technical Bulletin of SPBGU. Humanities and social Sciences. Vol. 8. No. 1. 2017. Pp. 152-162. URL: https://cyberleninka.ru/article/n/formirovanie-mezhkulturnoy-kompetentsii-v-ramkah-tandem-proektov (accessed: 02.04.2020). [in Russian]

Breen, B. M.P. (1985). Authenticity in the language classroom. Applied Linguistics. Vol.6. Pp.60-70.

Calenge, C. B. (2015). Authentische kommunikation im sprachunterricht – Was ist das? [Authentic communication in language classes – what is it?] Sprachinstitut Vive. Lebendiges Französisch. https://www.vive-sprachtraining.de/authentische-kommunikation-im-sprachunterricht-was-ist-das?doing_wp_cron=1586098186.4310910701751708984375 (accessed: 10.03.2020). [in German]

Chudak, N. Chudak, S., Nardi A. (2015). Dimensionen der Authentizität im DaF – und DaZ-Unterricht [Dimensions of authenticity in DaF and DaZ teaching] Medien in Kommunikation und Unterricht. Band 6. 2013. Pp. 39-51. https://www.academia.edu/28245144/IDT_2013_Medien_in_Kommunikation_und_Unterricht_Dimensionen_der_Authentizit%C3%A4t_im_DaF-_und_DaZ-_Unterricht (accessed: 14.03.2020). [in German]

Ciornei, D. Ciornei, S.I., Dina T.A. (2015). Authentic texts in teaching English. Procedia. Social and Behavioral Sciences.

Demiryay, 2016 – Demiryay, N. (2016). Materialien aus der perspektive von fremdsprachendidaktik: Überlegungen zur Anwendbarkeit [Authentic materials from the perspective of foreign language didactics: Reflections on the applicability] ZFWT Vol. 8 No. 1 (2016) P. 239-253. URL: http://oaji.net/articles/2016/569-1461324279.pdf (accessed: 20.02.2020) [in German]

Edelhoff, E. C. (1985). Authentizität im Fremdsprachenunterricht [Authenticity in Foreign Language Teaching] Einführung und Unterrichtsmodelle I. München: Hueber Verlag. [in German]

Glazyrina, Glazyrina E. S. (2015). Autentichnost' yazykovogo materiala kak faktor povysheniya motivacii studentov pri obuchenii inostrannomu yazyku dlya special'nyh celej [Authenticity of language material as a factor of increasing students ' motivation when teaching a foreign language for special purposes] Humanities research. 2015. no. 3 (7). Pp. 135-137. URL: https://cyberleninka.ru/article/n/autentichnost-yazykovogo-materiala-kak-faktor-povysheniya-motivatsii-studentov-pri-obuchenii-inostrannomu-yazyku-dlya-spetsialnyh/viewer (accessed: 14.03.2020) [in Russian]

Gridneva, G. N. A. (2017). Ispol'zovanie autentichnyh materialov v obuchenii inostrannomu yazyku na urovne A1 [Use of authentic materials in teaching a foreign language at the A1 level] Samara scientific Bulletin. 2017. Vol. 6 No. 4 (21). P. 1-5 URL:

https://cyberleninka.ru/article/n/ispolzovanie-autentichnyh-materialov-v-obuchenii-inostrannomu-yazyku-na-urovne-a1/viewer (accessed: 14.03.2020) [in Russian]

Gural, M.Gural S. K., Mitchell L. A. (2015). O svojstve grammaticheskoj autentichnosti rechi obuchaemyh [Quality of grammatical authenticity of students ' speech] Pp. 173-181 https://cyberleninka.ru/article/n/o-svoystve-grammaticheskoy-autentichnosti-rechi-obuchaemyh (accessed: 10.03.2020) [in Russian]

Heidegger, H. M. (1983). Begegnungen mit O. Ders. [Encounters with O. Ders.] Denkerfahrungen. Frankfurt/M. [in German]

Hohmann, H. H. (1996). Authentische texte beim spracherwerb. Reiz und Risiko. [Authentic texts during language acquisition. Stimulus and risk. Target Language English] Zielsprache Englisch. Stauffenburg Verlag. [in German]

Imo, W. Imo, W., Weidner, B. (2018). Mündliche Korpora im DaF- und DaZ-Unterricht [Oral corpora in DAF and Daz classes] Corpus linguistics, 2018. pp.231-252. URL: https://www.researchgate.net/publication/326599537_10_Mundliche_Korpora_im_DaF_und_DaZ_Unterricht (Дата обращения: 10.04.2020). [in German]

Kainz, Kainz F. (1995) Psychologie der Sprache [Psychology of language] Vol.3. Stuttgart, 1995. Pp. 21-183. [in German]

Kudryavtseva, B. Kudryavtseva E. L., Bubekova L. B. (2017). Onlajn-tandem v postiterkul'turnom soobshchestve: samoobrazovanie v kooperacii [Online tandem in the post-cultural community: self-education in cooperation] Bulletin of the peoples ' friendship University of Russia. Series: education Issues: languages and specialty. 2017. Vol. 14. No. 1. Pp. 18-27. URL: https://cyberleninka.ru/article/n/onlayn-tandem-v-postinterkulturnom-soobschestve-samoobrazovanie-v-kooperatsii (accessed: 03.04.2020) [in Russian]

Leontiev, Leontiev A. A. (1969). Yazyk, rech', rechevaya deyatel'nost'. [Language, speech, speech activity.] Moscow: Enlightenment. [in Russian]

Lewis, P. Lewis T., Peters, H. (2019). Sprachen lernen im Tandem: Prinzipien & Kompetenzerwerb [Learning languages in Tandem: principles & competence acquisition] Learning processes in Tandem-enable, accompany, research. GIF on: Giessener Fremdsprachendidaktik (13). Giessen: University of Giessen. 2019. Pp. 11-32. [in German]

Lier, L. L. (1996). Interaction in the language curriculum. Awareness, Autonomy and Authenticity. London.

Maslow, 2005 – Maslow A. (2005) Ekzistencial'naya psihologiya [Existential psychology] Institute of General humanitarian research, Initiative. [in Russian]

Mutanen, Mutanen A. (2015) Authentizität in Lehrwerken: eine Analyse von vier Lehrwerken für Deutsch- und Schwedischunterricht [Authenticity in textbooks: an analysis of four textbooks for German and Swedish lessons] Universität Jyväskylä. URL: https://jyx.jyu.fi/bitstream/handle/123456789/48379/1/URN%3ANBN%3Afi%3Ajyu-201601191167.pdf (accessed: 09.03.2020) [in German]

Nazarenko, Nazarenko A. L. (2018). Didakticheskij potencial teletandemnogo metoda izucheniya inostrannyh yazykov dlya razvitiya inoyazychnoj i mezhkul'turnoj kompetencij obuchayushchihsya [Didactic potential of the teletandem method of foreign language learning for the development of foreign language and intercultural competence of students] Language and culture. 2018. Pp. 187-197. URL: https://cyberleninka.ru/article/n/didakticheskiy-potentsial-teletandemnogo-metoda-izucheniya-inostrannyh-yazykov-dlya-razvitiya-inoyazychnoy-i-mezhkulturnoy (accessed: 03.04.2020). [in Russian]

Polenova Polenova A. Y. (2018). Potencial tendem metoda pri obuchenii inostrannomu yazyku v vuze [Potential of the tandem method in teaching a foreign language at University] World of science. Pedagogy and psychology. 2018. URL: https://cyberleninka.ru/article/n/potentsial-tandem-metoda-pri-obuchenii-inostrannomu-yazyku-v-vuze (accessed: 14.03.2020) [in Russian]

Prasad, A. Md. Shakil, Prasad, D. Vishwa, A. Md. Shakil. (2019). Use of authentic materials in the English language classrooms of secondary schools: A qualitative study. Fortell. A Journal of Teaching English Language and Literature. https://www.fortell.org/content/use-authentic-materials-english-language-classrooms-secondary-schools-qualitative-study (accessed: 10.01.2020)

Rogaleva, R. A. A. (2019). Koncepciya autentichnosti uchebnogo yazykovogo teksta [Concept of authenticity of the educational language text] Baltic humanitarian journal. 2019. Vol. 8. No. 1(26). Pp. 136-138. URL: https://cyberleninka.ru/article/n/kontseptsiya-autentichnosti-uchebnogo-yazykovogo-teksta (accessed: 14.03.2020). [in Russian]

Shchukin, S. A. N. (2010). Sovremennye intensivnye metody i tekhnologii obucheniya inostrannym yazykam: uchebnoe posobie [Modern intensive methods and technologies of teaching foreign languages: textbook.] Moscow: Filomatis. [in Russian]

Shvedak, S. A. I. (2018). Sushchnost' ponyatiya «autentichnye materialy» v kontekste obucheniya inostrannomu yazyku [Essence of the concept of "authentic materials" in the context of teaching a foreign language] Young scientist. 2018. no. 22. Pp. 360-363. URL https://moluch.ru/archive/208/50892/ (accessed: 05.04.2020) [in Russian]

Tomashuk, T. N. V. (2016). Rol' autentichnyh materialov v obuchenii inostrannomu yazyku [Role of authentic materials in teaching a foreign language] Eurasian scientific journal. 2016. # 10. URL: http://journalpro.ru/articles/rol-autentichnykh-materialov-v-obuchenii-inostrannomu-yazyku/ (accessed: 10.02.2020) [in Russian]

Tsetlin, T. V. S. (2000). Real'nye situacii obshcheniya na uroke [Real situations of communication in the classroom.] Moscow: Foreign languages at school. 2000. No. 3. Pp. 24-26. [in Russian]

Vinogradov, V. S. I. (2009). Kul'tura russkoj rechi [Culture of Russian speech] Moscow: Infra-M. [in Russian]

Weidner, W. B. (2018). Gesprochene sprache als unterrichtsgegenstand [Spoken language as subject of instruction] Zeynep Kalkavan-Aydin (Ed.), Daz / DaF-Didaktik-Praxishandbuch für die SEC. I and II, Berlin: Cornelsen, 2018. P. 152-170. [in German]

Widdowson, W. H.G. (1079). Explorations in applied linguistics. Oxford: Oxford University Press.