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THE ROLE OF AUTHENTIC TEXTS IN FORMING FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE IN ECONOMICS STUDENTS

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Abstract. The article highlights the role of authentic texts in developing foreign language communicative competence and provides an overview of the different criteria of authenticity according to which educational materials should be selected. It examines how authentic texts expose students to real linguistic input, culturally grounded content, and genuine patterns of communication. In addition, the article outlines the main stages of working with an authentic text – pre-reading, while-reading, and post-reading – explaining the specific skills cultivated at each stage. It also discusses a range of exercises and interactive activities appropriate for these stages, including prediction tasks, comprehension checks, analytical tasks, role-plays, and creative follow-up activities. Together, these elements demonstrate how authentic materials support a comprehensive, skill-based, and culturally enriched approach to foreign language teaching and learning.

Keywords: authentic text, authenticity of educational materials, stages of working with an authentic text, foreign language communicative competence, linguistic competence, sociolinguistic competence, cross-cultural competence.

Introduction.

One of the main elements of mastering a foreign language is reading, an important type of speech activity, which, along with oral speech, contributes to the formation and development of foreign language communicative competence. Reading involves working with authentic texts of various topics, complexity, and orientation, which can be used in classroom or as additional material for independent study. Performing exercises based on authentic professional texts contributes to a deep understanding of what has been read, helps to obtain maximum information and update terminology in professionally oriented communication in a foreign language.

Authenticity in the methodology of teaching a foreign language is understood as the utilization of genuine speech and language materials within the learning process [5]. This quality is essential because it ensures that a text helps learners activate the same speech mechanisms they would use for natural communication in real-life settings. Authentic texts are profoundly valuable as they are characterized by their linguistic richness, presenting a wide range of vocabulary and accurate, idiomatic

grammatical forms of statements, which contrasts with materials specifically created for teaching. Crucially, the content side of these texts is paramount: it is responsible for conveying cultural information and reproducing the national specificity of the target country. By focusing on information that is interesting, meaningful, and corresponds to the students' professional orientations, needs, and interests, the text stimulates mental activity and elicits a genuine, communicative reaction. Furthermore, the inherent genre diversity of authentic material – including narratives, news broadcasts, lectures, interviews, announcements, songs, and poetry – allows students to practice comprehending information across the various spheres of real-life communication.

Therefore, the **purpose of the article** is to reveal the role of authentic texts and other authentic materials in the formation of foreign language communicative competence and describe the main stages and techniques that are involved in working with authentic texts.

Presentation of the main material. In recent years, interest in authentic texts as an important means of learning foreign languages has grown significantly. Working with authentic texts plays a leading role in learning the culture of the country whose language is being studied, in creating motivation, maintaining interest, and ensuring the connection of learning with life. Authentic materials are defined as any text or medium that was not originally created or adapted for the purposes of language instruction. Authentic texts are materials created by native speakers for native speakers. They reflect real linguistic reality and cultural context. These materials are selected directly from original sources and are characterized by the natural nature of their lexical content and grammatical forms, accurately reflecting the idioms, cultural nuances, and characteristics of the people whose language is being studied. This inherent quality makes them highly valuable for foreign language learning. These resources are typically categorized by their medium: Printed materials include literary works, newspapers, magazines, leaflets, brochures, advertising materials, and public announcements or advertisements; Audio materials encompass elements such as radio broadcasts, podcasts, advertisements, and songs; and Video materials cover a broad range, including films, cartoons, television series, interactive videos, TV shows, talk

shows, interviews, music videos (clips), advertising blocks, and movie trailers.

Authentic materials include personal letters, anecdotes, articles, excerpts from teenagers' diaries, advertising, culinary recipes, fairy tales, interviews, popular science and regional studies texts. They also emphasize the importance of preserving the authenticity of the genre and the fact that genre-compositional diversity allows students to be introduced to language clichés, phraseology, vocabulary that are associated with different spheres of life and belong to different styles. Of particular interest is the concept of the presence of sound in authentic materials: traffic noise, conversations of passers-by, telephone calls, music, etc. This helps to better understand the nature of the proposed circumstances, forms the skill of perceiving a foreign language against the background of various obstacles. Systematic work with authentic materials takes the process of mastering a foreign language to a qualitatively new level, providing a number of critically important benefits for students. Authentic texts are more relevant and interesting than artificially created or adapted educational materials. They reflect current events, trends, and real-life situations that directly relate to students' interests. Such informational value and connection to the real world significantly increase intrinsic motivation to learn, transforming reading from a duty into an interested study.

Through authentic texts, students gain direct access to the culture and mentality of native speakers. They acquire not only vocabulary, but also understand the socio-cultural context, idiomatic expressions, jokes, social norms and values, which are key to effective and conflict-free intercultural communication. Thus, language is not learned in a vacuum, but as a living instrument of society. Authentic materials illustrate how language functions in real-life communication situations. Students learn to understand the difference between formal and informal styles, recognize slang, professional clichés, and grammatical structures that native speakers naturally use. This prepares them for real-life communication and reduces the shock of encountering inappropriate speech outside the classroom.

Practice demonstrates that students show a particular interest in using authentic scientific, popular science, and political materials for learning. This preference is driven by several key factors. First, much of this authentic content often takes the form

of interviews and discussions, relying on dialogue-based language. This presentation style facilitates the assimilation of new information through a more structured delivery, utilizing questions, opportunities for paraphrasing, explanations, and clarifications. Secondly, engaging with this material allows the student to become a participant in interpersonal communication not merely with a virtual author, but with real individuals. The student gains the opportunity to form conclusions based on oral language, which is inherently more expressive and emotional, thereby having a stronger impact on the learner. Thirdly, while access to Internet resources is now seamless due to technical advances, the perception and processing speed of written text, especially electronic text, is often incomparably slower than that of spoken discourse. For example, students studying a foreign language in the specialty "International Economics" go beyond the topics of politics and international relations and get acquainted with cultural, country studies, as well as media education topics that complement the course. Thus, the topic "Marketing and Advertising in English-Speaking Countries" focuses on the study and analysis of marketing campaigns and advertising strategies in the press, on television/radio. Each advertising message is considered as a media text. Group work is actively used, students come up with a "product" and create their own advertising, think through and implement an advertising campaign in the group. As can be seen from the examples given, the goals of using authentic materials are successfully integrated with the goal of learning a foreign language.

Authentic texts utilized in an English lesson are expected to perform several crucial functions. These include the informative function, which provides information about English-speaking countries and the English language; the stimulating function, which is aimed at developing students' cognitive activity and creativity; and the integrative function, which relies upon and connects to students' prior knowledge from other subjects and their life experience. Additionally, they serve an educational function by promoting the development of the student's personality and fostering genuine interest in the subject, and a controlling function used to check students' knowledge, skills, and abilities [1]. Expanding on this, methodologist V.P. Natalyn

highlights specific criteria crucial to the authenticity of an educational text: the cultural, informative, situational, national mentality, reactive, and design criteria, alongside the necessary authenticity of the educational tasks that accompany the texts [4].

Cultural authenticity is realized through texts that convey information about the history, capital, landmarks, traditions, and culture of the country whose language is being studied. Such texts serve to expand the student's worldview while simultaneously acting as an efficient means of language acquisition. By exposing students to real-world cultural context, these materials facilitate the development of Intercultural Communicative Competence (ICC), moving the student beyond mere linguistic skills to understand and navigate cultural differences. This exposure helps demystify the target culture, combat stereotypes, and promote a deeper, more empathetic understanding. Studying the culture of another people through their language is thus one of the most significant aspects of the dialogue of cultures in the modern world. Achieving cultural authenticity in educational materials allows educators to more effectively address two critical objectives for the student: mastering English for professional communication and gaining a deeper, nuanced understanding of the target culture.

Informative authenticity is primarily defined by the requirement that a natural text must contain genuinely new information that captures the reader's or listener's interest. For an educational text, this requirement translates into a careful selection process where content is chosen based on the age characteristics, interests, and professional orientation of the students. Various information is rigorously evaluated for both its significance and its accessibility to the learners. A text is considered informatively authentic only if it successfully arouses natural curiosity and engagement in the student. The presence of compelling, novel information is a direct means of increasing student motivation, sustaining their interest in comprehending the material, and facilitating deeper processing. Furthermore, these texts provide opportunities for students to develop critical thinking skills as they must evaluate, interpret, and synthesize the new data presented. Through the careful selection of informatively authentic materials and a rich variety of topics, language instruction can be transformed

into a dynamic means of developing the cognitive abilities and shaping the professional identity of the future specialist.

Situational authenticity is grounded in the naturalness of the context presented as an educational illustration. It requires that the proposed topic generates genuine interest, leading to a natural and emotionally resonant discussion by the student during the English lesson. The texts themselves must be composed so that the reader or listener can easily recognize a type of text familiar to them in everyday life. These materials include, but are not limited to, personal letters, anecdotes, jokes, newspaper or magazine articles, advertisements, culinary recipes, and popular science or regional studies texts. Crucially, the use of these materials significantly boosts student motivation by bridging the gap between classroom learning and real-world application, making the language feel immediately relevant and useful. This genre and compositional diversity in authentic applied materials allows for the effective introduction of common language clichés, phraseology, and vocabulary associated with various styles and spheres of life. Furthermore, by focusing on authentic scenarios, situational authenticity is vital for the development of the student's pragmatic competence – the ability to use language appropriately to achieve communicative goals in diverse social contexts. Ultimately, it serves as essential material for teaching natural speech behavior across a wide range of daily life scenarios, thereby fostering a positive attitude towards the subject.

The authenticity of national mentality requires careful consideration of the national specificity of the country whose language is being studied during the selection of authentic texts. This is vital because an attempt to reflect a situation considered typical for native speakers may not be adequately perceived or interpreted by a reader or listener from a different background. This challenge is particularly acute when the author and the audience represent completely different cultures, social stereotypes, and values [3]. Therefore, achieving this type of authenticity demands texts that offer genuine insight into the native mindset without causing cultural misunderstanding or friction, fostering true cross-cultural awareness rather than misinterpretation.

Reactive authenticity addresses the fact that, in real life, any heard or read text

naturally elicits some form of reaction. Consequently, an educational text must be selected for its capacity to evoke an authentic emotional, mental, and linguistic response from the student. This type of authenticity is strategically achieved through various stylistic and rhetorical means. For instance, the use of exclamatory sentences, interjections, rhetorical questions, reinforcing constructions, and evaluative words imbues the text with expressiveness and emotional coloring, thereby sustaining the reader's or listener's interest and prompting a natural, communicative output. Reactively authentic educational materials stimulate the student's relevant activity, transforming it from educational to personally meaningful.

The authenticity of the text design plays a crucial role in replicating real-world communication within the learning environment. In modern foreign language instruction, this is often achieved through facsimile reproduction, where educational texts are visually presented as they would appear outside the classroom. For instance, an announcement might be visually depicted as a handwritten note affixed to a blackboard. Furthermore, enhancing texts with supplementary elements such as drawings, diagrams, geographical maps, or schematics brings them closer to the multimodal materials encountered in an extracurricular environment. The inclusion of photographs depicting characters in authentic settings – be it an apartment, on the street, at the post office, or in a library – lends persuasiveness and contextual authenticity to the educational material.

In the case of audio texts, the authenticity relies heavily on the sound sequence. The inclusion of ambient sounds – such as traffic noise, passers-by conversing, telephone rings, or background music – is essential. This element helps students better understand the nature of the circumstances being presented and, critically, develops the skill of perceiving a foreign language against the background of various auditory obstacles inevitably encountered in daily life. Without these listed "trifles" (or contextual details), working with the text loses the vital properties of real communication, which is always situated in specific circumstances between specific people [3]. This deliberate design ensures that the learning process prepares students not just linguistically, but contextually and pragmatically, for authentic interaction.

So, it is the authentic text that can convey the full depth and diversity of a foreign language. In the linguistic aspect, authentic texts are characterized by the originality of the vocabulary: they contain a lot of pronouns, particles, exclamations, words with emotional coloring, phraseological units, idioms, language clichés, etc. It should be noted that an absolutely necessary condition is the use of an informative authentic text that contains knowledge about reality and reflects the attitude towards it. Such material allows the teacher to expand the general horizons of the student, obtain certain background knowledge for understanding specific communication situations, form the necessary concepts for expressing their own thoughts in a foreign language, and familiarize students with possible ways of speech behavior. Authentic materials provide a socio-cultural orientation of learning, as such a text contains information about the culture of the country and reflects its national specificity.

Working with an authentic text is generally organized into three sequential stages: Pre-reading, While-reading, and Post-reading, each with a specific purpose in promoting comprehension and engagement. The Pre-reading stage serves to prepare students for the text by activating their prior knowledge, introducing essential vocabulary, and setting a clear purpose for reading. During this stage, students might discuss the topic, predict content based on headings or illustrations, and clarify unfamiliar words or concepts, which helps reduce comprehension difficulties and increases motivation. The While-reading stage focuses on active engagement with the text. Students read carefully to identify main ideas and supporting details, infer meaning from context, and employ reading strategies such as note-taking, highlighting, or completing graphic organizers. This stage encourages students to process the text deeply, monitor their understanding, and develop analytical skills. The Post-reading stage is aimed at consolidating comprehension, extending learning, and encouraging reflection. Students may summarize the text, discuss opinions, compare information with prior knowledge, or apply content to practical tasks such as role-plays, debates, or problem-solving activities. This stage reinforces understanding, promotes critical thinking, and helps students integrate new knowledge both linguistically and cognitively. By systematically guiding students through these stages, teachers can

ensure that authentic texts are used effectively to develop both language proficiency and content knowledge.

The Pre-reading stage is a crucial phase that prepares students for engaging effectively with an authentic text. Exercises at this stage are designed to activate prior knowledge, build interest, and equip students with the linguistic and cognitive tools they need to comprehend the text [2]. One common type of pre-reading exercise is discussion-based activities, where students share their experiences, opinions, or knowledge related to the topic. Such activities help connect the text to students' personal context and stimulate curiosity. Another important set of exercises focuses on prediction, where students examine the title, headings, subheadings, pictures, or diagrams and make hypotheses about the content. This encourages critical thinking and sets a purpose for reading. Vocabulary-focused exercises are also central to the pre-reading stage; students may be introduced to key words and phrases through matching tasks, flashcards, gap-fills, or sentence creation activities. These exercises reduce comprehension difficulties and increase confidence when encountering unfamiliar language in the text. Additionally, teachers may employ skimming or scanning previews, where students quickly review parts of the text to identify familiar elements or anticipate its structure. By combining these exercises, the pre-reading stage ensures that students are mentally and linguistically prepared, motivated, and focused, which lays a strong foundation for successful comprehension during the subsequent while-reading and post-reading stages.

The While-reading stage is the core phase of working with an authentic text, during which students actively engage with the material to construct meaning, identify key information, and develop reading strategies. Exercises at this stage are designed to promote close interaction with the text and to help students process and organize information effectively [2]. One common type of exercise is comprehension questions, which may range from simple factual queries to more complex inferential and evaluative questions. These questions encourage students to focus on main ideas, supporting details, and the relationships between different parts of the text. Comprehension questions play a crucial role in reading instruction because they help

students engage actively with a text rather than reading passively. By directing attention to main ideas, supporting details, and the overall structure, these questions guide students in understanding and retaining key information. They also encourage active reading by prompting students to think critically about the text while processing its content. Higher-order comprehension questions, such as those requiring inference, evaluation, or comparison, foster analytical thinking and the ability to draw conclusions beyond the literal meaning of the words. In addition, answering comprehension questions supports language development by providing opportunities to practice vocabulary, grammar, and sentence structures in context. Comprehension questions also serve as a valuable tool for feedback and assessment, allowing teachers to evaluate understanding, identify difficulties, and provide targeted guidance. Furthermore, they promote reflection and discussion, encouraging students to express opinions, compare ideas with prior knowledge, and engage in meaningful conversation about the text. Overall, comprehension questions are essential because they ensure that students process the text thoughtfully, develop critical thinking skills, and enhance both reading comprehension and language proficiency.

The use of comprehension questions can be tailored to the different stages of working with an authentic text: pre-reading, while-reading, and post-reading. During the pre-reading stage, questions are designed to activate prior knowledge and set a purpose for reading. For example, students might be asked, "What do you know about this topic?" or "Have you ever experienced a situation like this?" Such questions encourage students to connect the text to their own knowledge and experiences, stimulating interest and engagement. In the while-reading stage, comprehension questions focus on guiding students through the text and helping them identify main ideas, supporting details, and relationships between concepts. Examples include "What is the main point of this paragraph?" "What evidence does the author provide for this argument?" or "What can you infer from this sentence?" These questions encourage active reading, promote analytical thinking, and help students monitor their understanding as they work through the text. Finally, in the post-reading stage, questions aim to consolidate understanding, extend learning, and encourage reflection

or application of knowledge. Students might be asked, "How would you summarize the text in your own words?" "Do you agree with the author's opinion? Why or why not?" or "How could the ideas in the text be applied in real life?" Such questions promote discussion, critical thinking, and the integration of new knowledge with learners' prior experiences. By using comprehension questions strategically at each stage, teachers ensure that learners are actively processing the text, developing both language skills and cognitive abilities, and engaging meaningfully with content.

Highlighting, underlining, or annotating the text is another widely used strategy, helping students mark important information, unfamiliar vocabulary, or areas requiring further attention. Graphic organizers such as charts, tables, concept maps, or timelines provide visual support for organizing information, identifying cause-and-effect relationships, and summarizing content, which enhances understanding and memory retention. Students may also engage in vocabulary-in-context exercises, where they infer the meaning of unknown words from surrounding context or use them in sentences to reinforce understanding. Additionally, skimming and scanning tasks during this stage help learners locate specific information quickly or understand the overall structure and flow of the text. By combining these exercises, the While-reading stage ensures that students are not passive recipients of information but active participants in constructing meaning, analyzing content, and developing strategies that improve comprehension and critical thinking skills.

The Post-reading stage is designed to consolidate students' understanding of the text, encourage reflection, and extend learning beyond the immediate content. Exercises at this stage help learners synthesize information, express their opinions, and apply knowledge in meaningful ways. One common type of post-reading exercise is summarization, where students retell the text orally or in writing, focusing on main ideas and key details, which reinforces comprehension and memory retention [2]. Discussion and debate activities provide opportunities for students to share interpretations, compare perspectives, and critically evaluate the information presented, fostering both language development and higher-order thinking skills. Application-based exercises, such as role-plays, simulations, or problem-solving tasks,

allow students to connect the text to real-life situations, practice practical language use, and explore the relevance of the content to their own experiences. Additionally, teachers may employ creative follow-up tasks, such as writing essays, designing posters, or producing presentations based on the text, which encourage students to engage imaginatively and analytically with the material. Reflection exercises, including personal responses or opinion polls, help students internalize the content and relate it to broader themes or their own knowledge. By integrating these varied exercises, the Post-reading stage ensures that students not only consolidate comprehension but also develop critical thinking, language skills, and the ability to apply new knowledge in diverse contexts. Creative follow-up tasks in the Post-reading stage are designed to extend students' engagement with the text beyond basic comprehension, fostering imagination, critical thinking, and personal expression. These tasks encourage students to interact with the content in innovative ways, transforming understanding into active production. For example, students might be asked to write essays, stories, or opinion pieces inspired by the text, which allows them to explore themes, characters, or events more deeply while practicing written expression. Another common activity is designing posters, infographics, or visual summaries, which helps learners synthesize information, identify key points, and communicate ideas visually, enhancing both comprehension and creativity. Presentations or multimedia projects – such as slideshows, short videos, or digital storytelling – encourage students to articulate their understanding to an audience, integrate research or supplementary material, and develop skills in organization, public speaking, and digital literacy. Role-plays, simulations, or dramatizations also serve as creative follow-ups, enabling students to embody characters or scenarios from the text, experiment with language in authentic contexts, and develop empathy and critical awareness. This method allows students to embody characters, explore real-life contexts, and experiment with language in a safe and structured environment. One of the main advantages of role-plays is that they promote active learning, as students must think, speak, and respond spontaneously, which enhances both comprehension and language production. Role-plays also develop communication skills, including

pronunciation, intonation, vocabulary usage, and the ability to construct coherent sentences in context. Additionally, they encourage empathy and perspective-taking, since students experience situations from another person's point of view, helping them understand different attitudes, motivations, and cultural perspectives. Role-plays further stimulate critical thinking and problem-solving, as students often have to negotiate, make decisions, or respond to unexpected challenges during the activity. Finally, these exercises increase motivation and engagement, making learning enjoyable and memorable, and they help consolidate knowledge from the text by applying it in realistic, interactive scenarios. Overall, role-plays are a highly effective method for reinforcing comprehension, practicing language skills, and developing cognitive and social abilities in a meaningful and participatory way. Additionally, students may engage in debates, discussions, or problem-solving projects that extend the text's themes into real-world applications, prompting analytical thinking and collaborative skills. By incorporating these creative follow-up tasks, the Post-reading stage transforms reading from a passive activity into an active, dynamic process, helping students consolidate comprehension, deepen engagement, and develop both cognitive and communicative competencies in meaningful and memorable ways.

For example, after reading a text about international trade negotiations, students could take on the roles of representatives from different countries and simulate a trade meeting. Each student or group would present their country's interests, propose agreements, and respond to other participants' suggestions. This type of role-play encourages students to use relevant vocabulary, practice persuasive language, and develop negotiation skills.

Conclusions.

Working with authentic texts significantly enhances students' interest in studying a foreign language, as such materials create a natural and meaningful connection between classroom content and real-life communication. Authentic texts expose students to genuine language use, allowing them to encounter natural vocabulary, grammar, and cultural references exactly as they appear in the target-language community. This exposure activates associative memory, stimulates cognitive activity,

and encourages deeper processing of information, making learning more memorable and effective. The use of authentic materials plays a crucial role in the development of students' communicative competence because it exposes learners to the language as it is genuinely used by native speakers in various social and cultural contexts. Communicative competence involves not only the ability to produce grammatically correct sentences but also the capacity to understand meaning, interpret intentions, and respond appropriately in real-life situations. Authentic texts support this development by presenting natural patterns of interaction, pragmatic cues, and cultural norms that cannot be fully replicated by artificially simplified materials. Through regular engagement with such texts, students develop linguistic competence – expanding their vocabulary, mastering idiomatic expressions, and recognizing complex grammatical structures. At the same time, they build sociolinguistic competence as they learn to adapt their speech to different social settings, levels of formality, and communication purposes. Authentic materials also strengthen discourse competence, helping students understand how ideas are logically organized in the target language, how arguments are constructed, and how cohesion is maintained. In addition, authentic materials foster intercultural awareness: they help students develop respect for another culture's values, traditions, and worldview, while simultaneously strengthening their own cultural identity, pride, and self-understanding. Finally, by encouraging active interpretation and discussion, authentic texts promote strategic competence, enabling students to compensate for gaps in understanding, clarify meaning, negotiate, and maintain communication even under challenging circumstances. Altogether, the integration of authentic texts creates a learning environment that prepares students for genuine communication beyond the classroom.

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