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INTEGRATING AUTHENTIC PROFESSIONAL MATERIALS INTO TECHNICAL AND ECONOMICS TRAINING: METHODS, SELECTION CRITERIA, AND DIDACTIC APPROACHES

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Abstract. *The article examines a comprehensive approach to incorporating professionally oriented authentic materials into foreign-language instruction for students of technical and economic specializations. The study substantiates the significance of interdisciplinary, content-related, and communicative factors that determine the effectiveness of integrating authentic resources into the educational process. Particular attention is given to the role of the CLIL approach, within which authentic texts ensure an organic combination of linguistic and subject-specific content, fostering the development of professional reasoning, the ability to model real communicative situations, and to work with specialized genres.*

The paper outlines key criteria for selecting authentic materials – professional relevance, linguistic accessibility, and optimal cognitive load. It also presents a generalized classification of authentic sources (informational, instructional, and analytical), enabling differentiated task design depending on the stage and objectives of instruction. The possibilities of integrating such resources within modern educational approaches – task-based learning and problem-based learning – are highlighted, as these approaches activate inquiry-based work, critical thinking, and professional communication.

The findings demonstrate that authentic materials enhance student motivation, ensure the content relevance of the learning process, and contribute to the development of professional communicative competence necessary for participation in engineering, economic, and intercultural projects in a globalized environment.

Key words: *authentic materials, ESP, CLIL, interdisciplinary approach, selection criteria, technical and economics education, professional communicative competence.*

Introduction.

In the modern educational space, a foreign language is viewed not as an autonomous discipline but as an essential tool for the professional training of future specialists. This is particularly relevant for students of non-linguistic higher education institutions, especially those in economics-related fields, who operate within a globalized labor market and require the ability to interact effectively in an international environment, work with professional documentation, and engage in intercultural communication.

Despite the widespread use of CLIL and TBL, their effectiveness depends on the quality and relevance of learning content, which professionally oriented authentic materials can provide through realistic vocabulary, practical value, and interdisciplinary links. However, many Ukrainian higher education institutions still lack well-developed approaches to selecting, adapting, and integrating such materials, resulting in a formal rather than pedagogically grounded use of authenticity. Therefore, it is essential to justify their integration into technical and economic education by analyzing content and didactic parameters, developing appropriate integration models, and fostering interdisciplinary cooperation among educators, which will guide further discussion.

Analysis of publications. The use of professionally oriented authentic materials in foreign language instruction for technical and economics students is widely addressed by Ukrainian and international researchers, yet the academic discourse remains fragmented and requires further systematization. In Ukraine, scholars such as L. Dzhyzhora, N. Kaliberda, M. Shevchenko, O. Kushniruk, H. Hudyma, A. Nypadymka, and Ya. Solianik examine the necessity of authenticity, methodological principles of integrating authentic texts, and the interdisciplinary dimension of ESP and CLIL. International researchers including D. Nunan, A. Gilmore, J. Willis, M. Long, D. Coyle, P. Hood, and D. Marsh focus on the effectiveness, motivational value, and communicative benefits of authentic resources, as well as their role in creating realistic language environments within integrated learning frameworks.

The aim of the paper is to provide a theoretical justification and practical analysis of the use of professionally oriented authentic materials in teaching a foreign language to students of technical and economic specialities, as well as to identify the content-related, communicative, and interdisciplinary factors that influence the effectiveness of their integration into professional foreign language training.

Main material. Contemporary linguodidactic approaches emphasize the contextualization of foreign-language training in accordance with the challenges of global economic security, the instability of world markets, and the growing interdisciplinary demands placed on specialists. In this context, the use of

professionally oriented authentic materials is becoming increasingly significant, as they reflect real communicative situations, current trends in global economic development, and provide students with access to genuine foreign-language discourse.

Authentic materials created by native speakers for real professional use function as a content-rich resource relevant to issues of economic policy, global security, asymmetric development, and the scientific and applied aspects of economic activity. Their integration into the educational process contributes to the comprehensive formation of students' functional foreign-language communicative competence, ensuring practical orientation and enhancing the overall effectiveness of professional language acquisition [1].

Given the above, we have identified professionally oriented authentic materials as the direct focus of our review, treating them as an effective tool for implementing an interdisciplinary approach to learning – one that combines linguistic, communicative, and professional competences. Based on this, we concentrated on three key factors that determine the effectiveness of implementing professionally oriented authentic materials: the interdisciplinary, content-related, and communicative factors.

The interdisciplinary factor involves the integration of linguistic and technical knowledge, enabling students to understand and interpret professional texts. The content-related factor focuses on using real materials from the fields of management, trade, auditing, or marketing to practice linguistic structures. The communicative factor is oriented toward the practical application of language in professional contexts: discussions, presentations, negotiations, business meetings, etc. [1].

A significant role in this context is played by the CLIL approach (Content and Language Integrated Learning), which integrates foreign language instruction with professional content. According to the concept proposed by D. Coyle, P. Hood, and D. Marsh [2], authentic materials serve as a key resource ensuring an organic link between language learning and professional training. The use of such texts allows students not only to acquire vocabulary but also to understand the logic of professional discourse, features of communication style, and to model typical workplace situations.

The effectiveness of CLIL-based instruction depends on the proper selection and methodological adaptation of materials in accordance with students' proficiency level, specialization, and learning objectives. Ukrainian and international researchers [3; 4; 5; 6] emphasize the importance of multi-level task structuring, the use of interactive methods, and formative assessment practices.

Thus, professionally oriented authentic materials enhance student motivation and support the implementation of content-and-context-based learning principles, which is essential for preparing technical specialists to participate in international projects and professional communication.

In this context, there arises a need to determine criteria for selecting authentic materials that reflect both professional specificity and students' level of language competence. Authenticity ensures contact with real language but requires careful selection to avoid cognitive overload, particularly at the stage of developing professional communicative skills.

The basic selection criteria include: a) relevance to the professional field and topic (mechanical engineering, energy, telecommunications, etc.); b) linguistic accessibility corresponding to students' English proficiency level (from B1 to C1); c) optimal cognitive load.

These principles are consistent with A. Gilmore's approach, which highlights the importance of considering students' cognitive resources when working with authentic texts [7].

Authentic sources, depending on their functional purpose, can be conditionally divided into three groups. Informational materials (instructions, technical overviews, press releases, analytical reports) familiarize students with the current state of the field, relevant terminology, and technological trends. Instructive texts (manuals, testing protocols, technical regulations) are used to model professional situations and perform simulation-based tasks. Analytical materials (specialized articles, patent excerpts, case studies) support the development of critical thinking and professional problem-solving skills. This typology helps optimize course content and ensures a differentiated approach according to the stage of learning.

The integration of authentic resources aligns with modern didactic approaches – task-based learning (TBL) and problem-based learning (PBL). Within TBL, according to J. Willis [8], instruction is organized around practical communicative tasks that involve searching for, analyzing, and presenting authentic information. PBL, following D. Nunan [9], focuses on solving real or simulated problems through working with materials from open sources, which promotes reflection and interdisciplinary skills. For training future engineers and economists, it is essential to determine which authentic materials are the most effective. The most valuable resources include technical or economical documentation (instructions, project reports), patents, standards, technical specifications, presentations of technological solutions, as well as video materials from educational platforms, as they reproduce real patterns of professional discourse.

The analysis of the use of professionally oriented authentic materials in teaching a foreign language to students of technical and economics-related specialties allows several conclusions to be drawn. First, such materials ensure the content relevance of the educational process and immerse students in a real economic context. Second, a systematic selection of resources that takes into account language proficiency level, cognitive load, and professional specificity contributes to the development of critical thinking, functional literacy, and intercultural communication. Third, working with authentic texts increases motivation, activates learning engagement, and demonstrates the practical value of foreign-language training in the context of a globalized economy and the volatility of world markets.

In conclusion, the use of professionally oriented authentic materials represents a powerful methodological resource for enhancing the quality of foreign-language instruction in technical and economic education. Their systematic integration ensures meaningful learning, bridges linguistic and professional domains, and equips students with the communicative and analytical skills required in a globalized professional environment.

The findings presented in these theses may serve as a conceptual basis for further research on the development of methodological models, evaluation tools, and teacher

training strategies aimed at strengthening authentic resource use in ESP and CLIL contexts.

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