

**Holovko I.O.**  
**PhD, Associate Professor**  
**Central Ukrainian National Technical University**  
**Kropyvnytskyi, Ukraine**

**AUTHENTIC MATERIALS IN THE FOREIGN LANGUAGE  
TRAINING OF ECONOMICS STUDENTS UNDER CONDITIONS OF  
GLOBAL INSTABILITY**

In the contemporary educational paradigm, a foreign language is regarded not as an isolated academic discipline but as a functional instrument of a specialist's professional development. This is particularly relevant for students of economics, who, within the globalized labor market, face the need to read economic documentation, participate in intercultural communication, engage in international projects, and work with scientific and economic texts in English.

Modern linguodidactic discourse is increasingly oriented toward contextualizing profession-oriented foreign language instruction in accordance with the challenges of global security and the asymmetric development of the world economy. The growing instability of economic systems and the intensification of interdisciplinary demands placed on specialists have drawn

heightened attention from researchers and practitioners to the integration of authentic materials into the educational process, as these materials reflect real communicative situations and current trends in the global economy. Within this paradigm, profession-oriented authentic materials are understood as language resources created by native speakers for real communicative use and containing content relevant to global economic security, developmental asymmetry, economic policy, engineering, or applied scientific domains, thus ensuring the holistic formation of students' functional foreign-language communicative competence across various specialties [1].

Given the above, we identify profession-oriented authentic materials as an effective instrument for implementing an interdisciplinary approach to instruction, one that integrates the development of linguistic, communicative, and professional competences. Accordingly, our analysis focuses on three key factors determining the effectiveness of implementing profession-oriented authentic materials: the interdisciplinary, the content-related, and the communicative dimensions.

The interdisciplinary factor encompasses the integration of linguistic and technical knowledge, which enables students to comprehend and interpret professional texts within their appropriate context [2].

In turn, the content-related factor involves the incorporation of real professional material — such as resources from the fields of management, trade, auditing, or marketing — as the basis for practicing linguistic structures [2].

Finally, the communicative factor is realized through a focus on the practical use of language: communication, explanation, participation in professional discussions, the creation of presentations, conducting negotiations, meetings, and similar activities [2].

A particularly significant component in this context is the CLIL approach (Content and Language Integrated Learning), which provides for the simultaneous acquisition of a foreign language and subject-matter content. According to the framework established in the collaborative works of D. Coyle, P. Hood, and D. Marsh [3], authentic materials serve as a key resource that enables an organic integration of language learning with professional training.

At the same time, the successful implementation of this approach requires not only selecting appropriate materials but also undertaking their methodologically grounded adaptation, which makes it possible to account for students' language proficiency levels, specialization, cognitive abilities, and the didactic objectives of the course. In this respect, the works of both Ukrainian [4, 5] and international scholars [6, 7] are significant, as they emphasize the relevance of

multilevel task structuring based on authentic texts, the application of interactive content-based learning methods, and the use of formative assessment.

The integration of authentic materials into the educational process also entails adherence to modern didactic approaches, most notably task-based learning (TBL) and problem-based learning (PBL). The TBL approach, proposed by J. Willis [8], involves structuring lessons around communicatively oriented tasks in which students search for, analyze, present, and discuss authentic information. For example, a task such as —prepare a product presentation for an international market activates both linguistic and professional competences simultaneously. PBL, according to the conceptualization of D. Nunan [9], focuses on solving real or simulated economic problems through the analysis of materials obtained from open sources (commercial forums, scientific digests, economic conferences, etc.), thereby stimulating reflective thinking and the development of interdisciplinary skills.

The analysis of the use of profession-oriented authentic materials in teaching a foreign language to economics students has led to the following conclusions. First, the integration of authentic materials into professionally oriented foreign-language instruction serves as an effective means of ensuring the content relevance of educational materials. This enables economics students to engage directly with the professional context and to develop skills for working with typical genres of economic discourse.

Second, the systematization of material selection based on students' language proficiency, cognitive load, and professional specificity creates a solid foundation for the effective methodological implementation of educational objectives—particularly the development of critical thinking, functional literacy, and the ability to engage in intercultural communication.

Third, the use of authentic resources in the educational process contributes to increasing students' motivation, enhancing their learning activity, and fostering an awareness of the practical value of foreign-language training and a multicultural professional environment. These factors determine its relevance, applicability, and predictive effectiveness in improving professional competence during the acquisition of the appropriate educational qualification by economics students—an aspect of particular importance in the context of a globalized economic market and the asymmetry of the world economy under conditions of unstable development of economic systems.

#### **References**

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