Telychko Nataliia Viktorivna Doctor of Sciences (Pedagogy), Professor, Professor of the Department of English Language, Literature with Teaching Methods, Mukachevo State University, Mukachevo, https://orcid.org/0000-0001-6776-8952

Fodor Kateryna Yosypivna Doctor of Philosophy, Associate Professor, Associate Professor of the Department of Philology at Ferenc Rákóczi II Transcarpathian Hungarian Institute, tel.: (066) 473-48-63, https://orcid.org/0000-0002-5086-0944

Bopko Ihor Zenoviiovych Associate Professor, Department of English Language, Literature with Methods of Study, Mukachevo State University, Mukachevo, tel.: (050) 282-86-14, https://orcid.org/0000-0003-0517-3771

Raikhel Anna Mykhaliivna Assistant of Department of English language, literature with methodology of teaching, Mukachevo State University, Mukachevo, tel.: (099) 736-55-14, https://orcid.org/0009-0002-6806-9330

Sadvari Vitalii Ivanovech holder of the second (master's) level of higher education, Mukachevo State University, Mukachevo, tel.: (068) 082-49-15, https://orcid.org/0009-0002-6525-8822

INTEGRATING AUTHENTIC MATERIALS TO DEVELOP ENGLISH LANGUAGE LEARNERS' COMMUNICATIVE COMPETENCE INACADEMIC SETTINGS

Abstract. It is well known that using genuine materials in English language teaching (ELT) can improve student motivation and engagement by giving them meaningful exposure to language from everyday situations. However, how relevant they are to the social and cultural surroundings of the learners greatly affects how effective they are. With an emphasis on the significance of local relevance, this article examines the definitions, advantages, and difficulties of utilizing authentic materials. It offers methods for choosing and modifying authentic materials to satisfy the needs of varied learners by drawing on theoretical viewpoints and real-world teaching experiences in Ukraine. Through the use of locally relevant resources, the article also offers useful applications and exercises intended to improve motivation, intercultural understanding, and communicative skills.

The article analyzes that the integration of locally relevant authentic materials in ELT has a solid scientific foundation based on pedagogical theories, motivation research, and cognitive psychology, as well as the practical experience of educators in various cultural contexts.

It is substantiated that strategies for selecting, adapting, and utilizing these materials are essential in creation of effective and meaningful lessons that connect classroom learning to real-world experiences.

The article emphasizes the effectiveness of using authentic materials in language teaching, as they enhance students' ability to process language in real-life situations. When materials are adapted to the local context, students are more likely to apply their knowledge practically, such as by learning terms and expressions used in their environment.

The article focuses on the integration of locally relevant authentic materials in English Language Teaching (ELT). It examines the significance of using such materials to enhance student engagement, cultural awareness, and communicative competence.

Keywords: locally relevant materials, authentic materials, English language teaching, student motivation, intercultural competence, globalization, local context, digital technologies in education, practical skills, cultural integration.

Теличко Наталія Вікторівна доктор педагогічних наук, професор, професор кафедри англійської мови, літератури з методиками навчання, Мукачівський державний університет, м. Мукачево, https://orcid.org/0000-0001-6776-8952

Фодор Катерина Йосипівна доктор філософії, доцент, доцент кафедри філології, Закарпатський угорський інститут імені Ференца Ракоці II, тел.: (066) 473-48-63, https://orcid.org/0000-0002-5086-0944

Бопко Ігор Зеновійович доцент кафедри англійської мови, літератури з методиками навчання, Мукачівський державний університет, 89600, м. Мукачево, тел.: (050) 282-86-14, https://orcid.org/0000-0003-0517-3771

Райхель Анна Михайлівна асистент кафедри англійської мови, літератури з методиками викладання, Мукачівський державний університет, м. Мукачево, тел.: (099) 736-55-14, https://orcid.org/0009-0002-6806-9330

Садварі Віталій Іванович здобувач другого (магістерського) рівня вищої освіти, Мукачівський державний університет, 89600, м. Мукачево, Україна, тел.: (068) 082-49-15, https://orcid.org/0009-0002-6525-8822
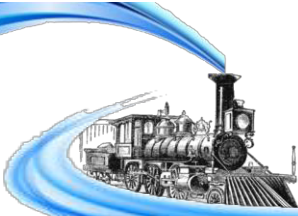
ВИКОРИСТАННЯ АВТЕНТИЧНИХ МАТЕРІАЛІВ ДЛЯ ФОРМУВАННЯ АНГЛОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ ЗДОБУВАЧІВ ОСВІТИ НА ЗАНЯТТЯХ АНГЛІЙСЬКОЇ МОВИ

Анотація. Інтеграція автентичних матеріалів у навчання англійської мови (ELT) є потужною стратегією для підвищення залученості учнів, розвитку культурної обізнаності та комунікативної компетентності. Однак ефективність цих матеріалів значною мірою залежить від їхньої релевантності соціальному та культурному контексту учнів. У цій статті розглядається важливість використання локально релевантних автентичних матеріалів у навчанні англійської мови, з акцентом на їх визначення, переваги та виклики. Спираючись на досвід роботи в аудиторії та педагогічні теорії, стаття пропонує стратегії добору, адаптації та використання таких матеріалів для створення змістовних і ефективних навчальних занять. Практичні приклади демонструють, як локально релевантні матеріали можуть слугувати мостом між навчанням у класі та реальним життям.

Обґрунтовано, що інтеграція локально релевантних автентичних матеріалів у навчання англійської мови має чітке наукове підґрунтя, яке спирається на педагогічні теорії, дослідження мотивації та когнітивної психології, а також практичний досвід викладачів у різних культурних контекстах.

Зосереджено увагу на ефективності використання автентичних матеріалів у навчанні , що сприяє покращенню здатності учнів сприймати мову в реальних життєвих ситуаціях. Коли матеріали адаптовані до локального контексту, учні можуть легше застосувати свої знання на практиці, наприклад, вивчаючи терміни, які використовуються у їхньому середовищі

У сучасному світі, де глобалізація та інтеграція культур стають невід'ємними аспектами освіти, використання локально релевантних автентичних матеріалів у викладанні англійської мови є надзвичайно актуальним. Цей підхід відповідає кільком ключовим потребам сучасної педагогіки.

Ключові слова: локально релевантні матеріали, автентичні матеріали, викладання англійської мови, мотивація учнів, міжкультурна компетенція, глобалізація, локальний контекст, цифрові технології в освіті, практичні навички, культурна інтеграція.

In ELT classrooms, materials are crucial in determining the nature of the learning process. Despite being the primary source for a long time, textbooks frequently need to consider the various cultural and contextual realities that students face. Standardized, globally centered content in many textbooks can alienate students since it does not relate to real-world experiences.

This article explores the role of authentic resources, which were first created for real-world applications rather than classroom instruction, in bridging this gap. It explains authentic materials, examines their benefits and drawbacks, and stresses the crucial role of using locally relevant materials to produce meaningful learning experiences. It also offers helpful recommendations for applying these resources to improve critical thinking, language, and cultural proficiency in ELT contexts.

Analysis of Recent Research and Publications. Several instructional approaches promote the use of natural and regionally relevant materials in ELT:

Constructivism: When materials are linked to students' social and cultural realities, they can better construct knowledge.

Authentic materials that emphasize contextualized language use and real-life conversation align with Communicative Language Teaching (CLT) tenets.

Sociocultural Theory: Vygotsky's emphasis on the significance of culture in learning supports the incorporation of local circumstances into language training. Authentic materials have been defined in several ways in academic literature. According to numerous authors, authentic materials are written or spoken texts whose primary purpose is meaning communication rather than language instruction. Similarly, authentic texts are "created to fulfill some social purpose in the language community in which it was produced"[2]. "An authentic text is produced in order to communicate rather than to teach"[5], highlighting the importance of communicative intent as the foundation of authenticity and enlightening the audience.

These definitions all agree that authentic materials, designed for real-world communication, are highly relevant to the field of language education and applied linguistics, keeping the audience engaged and interested.

The aim of the article is to explore how English language teaching (ELT) might integrate authentic and regionally relevant materials to bridge the gap between classroom instruction and real-world language use. This method produces meaningful learning experiences that greatly enhance students' language skills while giving teachers a sense of achievement.

This article covers in detail the advantages of using locally relevant and authentic resources in English language teaching (ELT). These resources create a sense of connection for students, leading to meaningful learning experiences that improve their linguistic ability, cultural awareness, and critical thinking abilities. By bridging the gap between classroom instruction and real-world language use, these materials also prepare students for everyday language use, keeping them engaged and motivated.

Outlining the Key Research Findings. Several researchers "suggest that authentic materials can offer meaningful exposure to the language as it is used, motivate learners and help them develop a range of communicative competencies and enhance positive attitudes towards learning a language" [5]. One could argue that
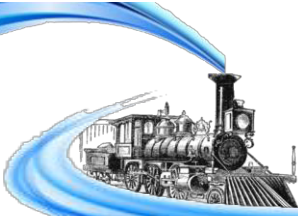
authentic materials are advantageous because they: • introduce students to language that has a valuable purpose; • offer a welcome diversion from the textbook; • concentrate more intently on the needs and interests of the students; • impart knowledge on a range of subjects; • boost students' motivation; and • establish a connection between the classroom and the outside world.

Using actual materials presents challenges.

"Authenticity does not necessarily mean good, just as contrivance does not necessarily mean bad"[1] .It is challenging to "accurately measure learners' motivation in classroom-based studies,"[1]. In order to overcome the difficulties that may arise when using authentic materials, Gilmore also cautions that "rating a text's difficulty is not an exact science and is, to some extent, dependent on the learning context in which it is used" and suggests "careful planning, selection, and sequencing of materials and tasks"[1]. The difficulties in using authentic materials are enumerated below:

• The cultural content can appear too foreign and might become outdated too soon.

• The wording can be overly complex.

• The vocabulary can be overly specific.

• The grammatical constructions could be overly intricate.

• It can take too long to prepare.

Is it possible to overcome these obstacles? Absolutely. By navigating these challenges, you'll not only enhance your teaching skills but also inspire your students to overcome difficulties in their language learning journey.

As an educator, your role in adapting materials to fit your students' needs is crucial. By doing so, you demonstrate adaptability and resourcefulness, making the learning process more engaging and effective for students.

First, you can decide to select locally relevant authentic materials in order to avoid materials with unfamiliar cultural content. Next, you can adapt authentic texts in order to match students' proficiency, showcasing your flexibility and resourcefulness as an educator. Additionally, you can establish a productive method of organization that will enable you to build a portfolio of reusable products progressively. Additionally, you will become more adept at locating and preparing natural materials for use in the classroom as you gain experience. Ultimately, you might find innovative methods to enable your students to perform more work for you and, eventually, for themselves.

Notwithstanding the difficulties, using well-chosen, accurate materials in the classroom can greatly improve EFL instruction. Although every local setting is unique, and what works in one classroom might not work in another, any topic about food has the potential to be entertaining and exciting. Focus on surface culture topics like the arts, customs, cuisine, holidays, locations, circumstances, and traditions that are pertinent to your local context when choosing authentic materials that are locally

relevant. At the same time, add deep cultural topics like attitudes, perceptions, and values to provide your students with opportunities to practice critical thinking and cross-cultural nuance. The six types of authentic materials pertinent to the local context are listed below, along with helpful advice on how to use them in the classroom.

Practical Implementations of Materials with Local Relevance

Examples of successfully incorporating locally relevant resources into ELT include the following:

1. Dining establishments

Students can participate in comprehension exercises, role plays, and vocabulary bingo using resources like menus and customer feedback. For instance, they could analyze the feedback to understand the language used in expressing satisfaction or complaints, which can be a valuable lesson in customer service language.

Recipes provide a platform for teaching descriptive language, measures, and imperative verbs. Students can actively participate by classifying components by type and quantity, composing their own recipes, or discussing their favorite foods. This interactive approach keeps students engaged and involved in their learning process.

3. Articles from newspapers, blogs, or travel websites might start conversations about local problems or current affairs, such as environmental issues or community events. Activities could include arguments based on the substance of articles, comprehension questions, and fill-in-the-blank tasks.

4. Films

Using locally relevant films and the accompanying materials (such as reviews and summaries) can facilitate discussions, role plays, and critical thinking exercises. Including video snippets increases engagement by adding an audiovisual element.

5. Literature and the Arts

Local poetry, music, or artwork is a treasure trove of rich cultural substance. By engaging in activities like thematic analysis, artist biographies, and creative writing influenced by these pieces, students can gain a deeper understanding of their culture. This approach enriches the learning experience and inspires cultural appreciation.

6. Images and Reality

For "Show and Tell" activities, students can bring commonplace items or pictures to class. These resources support the growth of intercultural communication abilities and promote cultural reflection.

Conclusion. When regionally relevant authentic resources are incorporated into ELT, a dynamic learning environment that honors and reflects students' experiences is produced. Teachers encourage motivation, participation, and cultural pride by tying classroom activities to students' cultural backgrounds. Even though obstacles like complexity and preparation time exist, they can be lessened with careful selection, modification, and student cooperation. In the end, authentic materials enhance the educational process and promote meaningful communication by acting as a link between language acquisition and practical application.
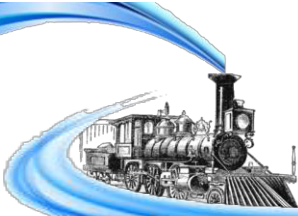
References:

1.Gilmore, A. (2007). Avtentychni materialy ta avtentychnist u vyvchenni inozemnykh mov [Authentic materials and authenticity in foreign language learning]. Language Teaching, 40(2), 97–118 [in Ukrainian].

2.Guariento, W., & Morley, J. (2001). Avtentychnist tekstiv i zavdan u klasi EFL [Text and task authenticity in the EFL classroom]. ELT Journal, 55(4), 347–353 [in Ukrainian].

3. Ellis, R. (2008). Pryntsypy navchannia druhoi movy. CALdigests [Principles of instructed second language acquisition. CALdigests]. Washington, DC: Center for Applied Linguistics [in Ukrainian].

4. Mallapiang, Y. (2014). Vykorystannia avtentychnykh materialiv dlia pokrashchennia navychok slukhannia studentiv [Using authentic material to improve the students'listening] [in Ukrainian].

5.Tomlinson, B. (2012). Rozrobka materialiv dlia vyvchennia i vykladannia mov [Materials development for language learning and teaching]. Language Teaching, 45(2), 143–179 [in Ukrainian].

Література:

1.Gilmore, A. (2007). Avtentychni materialy ta avtentychnist u vyvchenni inozemnykh mov [Authentic materials and authenticity in foreign language learning]. Language Teaching, 40(2), 97–118 [in Ukrainian].

2.Guariento, W., & Morley, J. (2001). Avtentychnist tekstiv i zavdan u klasi EFL [Text and task authenticity in the EFL classroom]. ELT Journal, 55(4), 347–353 [in Ukrainian].

3. Ellis, R. (2008). Pryntsypy navchannia druhoi movy. CALdigests [Principles of instructed second language acquisition. CALdigests]. Washington, DC: Center for Applied Linguistics [in Ukrainian].

4. Mallapiang, Y. (2014). Vykorystannia avtentychnykh materialiv dlia pokrashchennia navychok slukhannia studentiv [Using authentic material to improve the students'listening] [in Ukrainian].

5.Tomlinson, B. (2012). Rozrobka materialiv dlia vyvchennia i vykladannia mov [Materials development for language learning and teaching]. Language Teaching, 45(2), 143–179 [in Ukrainian].

МУКАЧІВСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ

89600, м. Мукачево, вул. Ужгородська, 26
тел./факс +380-3131-21109
Веб-сайт університету: **www.msu.edu.ua**
E-mail: **info@msu.edu.ua**, **pr@mail.msu.edu.ua**
Веб-сайт Інституційного репозитарію Наукової бібліотеки МДУ: **http://dspace.msu.edu.ua:8080**
Веб-сайт Наукової бібліотеки МДУ: **http://msu.edu.ua/library/**