



**International Science Group**

**ISG-KONF.COM**

**||**

**INTERNATIONAL SCIENTIFIC  
AND PRACTICAL CONFERENCE  
"INNOVATIONS IN EDUCATION: PROSPECTS AND  
CHALLENGES OF TODAY"**

**Sofia, Bulgaria**

**January 16 - 19, 2024**

**ISBN 979-8-89292-753-6**

**DOI 10.46299/ISG.2024.1.2**

38.	Pylaieva T. ENHANCING MILITARY ENGLISH LEARNING THROUGH MULTIMODAL MEMORY APPROACHES	200
39.	Pylypenko I. THE ROLE OF AUTHENTIC MATERIALS FOR PHILOLOGY STUDENTS IN ENGLISH CLASSES	204
40.	Бандура Л.Р. ОСОБЛИВОСТІ ЗАСТОСУВАННЯ ІННОВАЦІЙНИХ ТЕХНОЛОГІЙ У ПІДГОТОВЦІ ВЧИТЕЛІВ ПОЧАТКОВИХ КЛАСІВ У ПРАЦЯХ УКРАЇНСЬКИХ НАУКОВЦІВ (2017- 2023РР)	207
41.	Бутенко Н.С., Щербина О.А. ЯК НАВЧИТИСЬ РОЗВ'ЯЗУВАТИ ЗАДАЧІ З ВИЩОЇ МАТЕМАТИКИ	210
42.	Кавицька Т.І., Дроботун В.М., Драгінда О.В. ВИКОРИСТАННЯ ОНЛАЙН ПЛАТФОРМ У НАВЧАННІ ПИСЬМА В ЕКСТРЕНИХ УМОВАХ	213
43.	Казачінер О.С., Бойчук Ю.Д. ВИКОРИСТАННЯ КІНЕЗІОЛОГІЧНИХ М'ЯЧИКІВ-МІШЕЧКІВ У КОРЕКЦІЙНІЙ РОБОТІ З ПОДОЛАННЯ СДУГ, ДИСЛЕКСІЇ А ДИСГРАФІЇ У ДІТЕЙ	217
44.	Козленко В.Г. ПЕДАГОГІЧНІ УМОВИ РОЗВИТКУ ПРОЕКТНОЇ КУЛЬТУРИ МАЙБУТНЬОГО ПЕДАГОГА У ЗАКЛАДІ ВИЩОЇ ОСВІТИ	221
45.	Мотуз Т.В., Уманець А.В. ОРГАНІЗАЦІЯ ПРОФЕСІЙНОГО РОЗВИТКУ ВЧИТЕЛІВ У ПРОЦЕСІ ПЕДАГОГІЧНОГО НАСТАВНИЦТВА	225
46.	Міськова Н.М., Кузьма М.І. ФОРМУВАННЯ МАТЕМАТИЧНОЇ КОМПЕТЕНТНОСТІ МОЛОДШИХ ШКОЛЯРІВ ЗАСОБАМИ КОНСТРУКТОРІВ LEGO	229
47.	Плужник О.В., Березанська І.М., Дрок П.В. СОЦІАЛЬНІ АСПЕКТИ ВИКОРИСТАННЯ ІНФОРМАЦІЙНИХ ТЕХНОЛОГІЙ У ОСВІТНЬОМУ ПРОЦЕСІ	234

## **THE ROLE OF AUTHENTIC MATERIALS FOR PHILOLOGY STUDENTS IN ENGLISH CLASSES**

**Pylypenko Inna**

Senior lecturer

Bila Tserkva national agrarian university, Ukraine

The use of authentic materials in the study of a foreign language for philology students opens up a number of unique opportunities, as it allows not only to master the language, but also to gain additional knowledge in the field and familiarity with foreign culture. Unlike printed authentic material on a certain topic, which, of course, can have high informative, educational and cognitive value, audio and video, in addition to content, also contains visual information. Audiovisual series allows students to better understand both factual information and linguistic features of language in a particular context, since visual support of the sound series in a foreign language contributes to a deeper and more accurate understanding of the meaning and development of phonemic and auditory abilities of students. The use of authentic materials activates the attention and memory of students, expands their horizons, improves communication skills in a foreign language.

In the conditions of modern education, the question of creating a single standardized database of authentic materials is not solved, so the teacher may not adhere to the basic requirements for the selection of the latter and emphasize his own subjective preferences. So, the purpose of the article is to determine the features of the use of authentic materials for philology students in English classes.

Authentic materials are materials created by native speakers for non-native speakers for non-educational purposes. Of course, the authentic text is distinguished by its informative nature, especially when it comes to texts of country studies, linguistic country studies topics. In such texts, specific vocabulary is often found, causing students special difficulties. Moreover, the study of linguistic and regional texts covers the process of learning a foreign language and the process of transmitting information about the country whose language is being studied [1].

After analyzing the scientific and methodological literature on the topic of the study, the following criteria for the selection of authentic texts for teaching listening in a foreign language were identified:

- situational, that is, compliance with typical communicative situations determined by the program in accordance with the age and individual characteristics of students;
- cognitive value, i.e. information (content) validity;
- linguistic value, i.e. communicative-semantic integrity, content and structural unity, completeness;
- the presence of socio-cultural and national knowledge in the text;
- compliance with the requirements and norms of literary pronunciation;
- emotional saturation of the text;
- illustrative, that is, the ability to illustrate the text [2].

One of the most popular and common variants of authentic audio recordings are podcasts. It is worth noting the following possibilities of using podcasts for learning a foreign language, highlighting among them: expanding the boundaries of the initial environment, the ability to solve the problems of communication and intercultural interaction through the distribution and exchange of podcast files via the Internet, reducing the level of psychological difficulties and overcoming the language barrier, the presence of additional language practice.

The last criterion for selecting audio texts for the formation of English-speaking competence in the process of independent work is the criterion for the duration of the audio text sound. So, for a detailed understanding, the recommended duration of the tests is no more than 2 minutes at the initial stage, and for video materials 6-7 minutes is the optimal time for perception without significant loss of information.

Work with authentic materials includes the preparatory stage, the stage of direct work with (text) material, the discussion stage and the creative stage.

Introducing students to more new words can lead to regression, not progress. One way to overcome this problem is to introduce new vocabulary along with vocabulary that students already know. Using authentic materials, the teacher must have in mind a specific goal. For example, R. Senior believes that it is necessary to have a clear pedagogical goal: what exactly students should learn using such materials [3].

In order for authentic material to be used effectively, the teacher must learn to select and adapt it according to the goals of learning. To achieve the effective use of authentic video material in a foreign language class, a number of certain conditions must be observed [4]:

- the content of the video should correspond to the subject of the curriculum in the discipline, the subject of the lesson, the interests of the target audience and the level of knowledge of students;
- video material should be used and shown at a pre-planned and appropriate moment of occupation;
- the video segment should provide students with the opportunity to develop linguistic, communicative, sociocultural competence;
- the video text should be accompanied by a clear instruction of the teacher aimed at solving a certain educational task, understandable to students and justified by the logic of the lesson;
- the video frame should not be too long.

The active use of authentic materials in English classes contributes to the activation of cognitive activity, forms the skills of independent work, develops the competence of speech and creative activity of students.

### **References**

1. Romaniuk L. V., Rusanovska T. V. Kryterii vidboru avtentychnykh materialiv u protsesi navchannia inozemnoi movy studentiv nemovnykh spetsialnostei. Naukovi zapysky Mizhnarodnoho humanitarnoho universytetu. 2017. URL: <http://www.sci-notes.mgu.od.ua/archive/v27/40.pdf>
2. Duka M. Vlastyvosti metodychnoho potentsialu avtentychnykh videomaterialiv dlia formuvannia anhlomovnoi kompetentnosti v dialohichnomu movlenni.

Pedahohichni nauky: teoriia, istoriia, innovatsiini tekhnolohii: naukovyi zhurnal. Sumy: Vyd-vo SumDPU imeni A. S. Makarenka, 2017. № 8 (72). S. 259–270.

3. Lawrence T. ICTs for Modern Educational and Instructional Advancement: New Approaches to Teaching. NY: Hershey, 2010. 402 p.

4. Konoplianyk L. M., Kovalenko O. O. Vykorystannia avtentychnykh videomaterialiv dlia formuvannia inshomovnoi profesiinoi komunikatyvnoi kompetentnosti maibutnykh inzheneriv. Visnyk Natsionalnoho aviatsiinoho universytetu. Seriia «Pedahohika. Psykholohiia». 2016. № 2 (9). S. 90–96S. 259–270.