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АВТЕНТИЧНІ ТЕКСТИ ЯК ЗАСІБ ФОРМУВАННЯ АНГЛОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ

У статті розглянуто проблему формування англomовної комунікативної компетентності здобувачів освіти засобами роботи з автентичними текстами. Актуальність дослідження зумовлена зростанням ролі англійської мови в умовах глобалізації та необхідністю підготовки фахівців, здатних до ефективної міжкультурної взаємодії. Теоретичним підґрунтям роботи слугують положення комунікативного підходу та сучасні уявлення про структуру іншомовної комунікативної компетентності, що охоплює лінгвістичний, соціолінгвістичний, прагматичний і соціокультурний компоненти.

Обґрунтовано дидактичний потенціал автентичного тексту як мовленнєвого продукту, створеного носіями мови для реального спілкування. Показано, що робота з такими матеріалами сприяє інтегрованому розвитку читання, аудіювання, говоріння й письма, формує мовну інтуїцію, навички контекстуального здогадування та критичного мислення. Особливу увагу приділено проблемі культурно маркованої лексики, яка потребує спеціального країнознавчого коментування.

Запропоновано поетапну систему формування вміння коментувати автентичний текст (демонстраційно-орієнтаційний, керовано-аналітичний, частково самостійний, автономно-дослідницький та інтегративно-комунікативний етапи). Доведено, що

поступовий перехід від роботи студента з викладачем до самостійної забезпечує розвиток дослідницьких умінь, інформаційної культури та готовності до практичного використання засвоєної лексики в реальних комунікативних ситуаціях.

Зроблено висновок, що системне й методично виважене використання автентичних текстів сприяє формуванню соціокультурної обізнаності та здатності до міжкультурного спілкування. Перспективи подальших розвідок убагачуються в розробленні диференційованих методик роботи з автентичними матеріалами відповідно до рівня володіння мовою та створенні критеріїв оцінювання сформованості англомовної комунікативної компетентності в аспекті соціокультурних знань та вмінь.

Ключові слова: англомовна комунікативна компетентність, міжкультурна комунікація, соціокультурний компонент, автентичний текст, культурно маркована лексика, країнознавство, академічна англійська мова.

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AUTHENTIC TEXTS AS A MEANS OF DEVELOPING ENGLISH COMMUNICATIVE COMPETENCE

The paper is concerned with the issue of developing English communicative competence through the use of authentic texts. The relevance of the study stems from the increasing role of English in the context of globalisation and the need to prepare students for effective intercultural communication. The theoretical framework of the research is grounded in the principles of the communicative approach and contemporary views on the structure of foreign language communicative competence, which includes linguistic, sociolinguistic, pragmatic, and sociocultural components.

The didactic potential of authentic texts produced by native speakers for real-life communication is substantiated. It is demonstrated that the use of such materials contributes to the integrated development of reading, listening, speaking, and writing skills, fosters linguistic intuition, enhances inferencing abilities, and promotes critical thinking. Special emphasis is placed on culturally marked vocabulary, which requires systematic culture-specific commentaries.

A step-by-step approach for developing the ability to provide commentary on authentic texts is proposed, including demonstration-oriented, guided-analytical, partially independent, autonomous research-based, and integrative-communicative stages. It is claimed that a gradual transition from teacher-guided phase to independent student work phase ensures the development of research skills, information literacy, and readiness for the practical application of culturally marked vocabulary in real communicative situations.

Systematic and methodologically grounded use of authentic texts contributes to the development of sociocultural awareness and intercultural communicative competence. Prospects for further research may include the design of specific methodology for working with authentic materials according to language proficiency levels, as well as in the development of assessment criteria for measuring the level of English communicative competence.

Key words: English communicative competence, intercultural communication, sociocultural component, authentic text, culturally marked vocabulary, cultural studies, academic English.

Statement of the problem. In the contemporary context of globalization and active intercultural interaction, proficiency in English has acquired particular importance as a tool for professional and personal self-realization. According to the provisions of the Common European Framework of Reference for Languages [6], a priority in language education is the development of communicative competence, which includes linguistic, sociocultural, and pragmatic components [1; 2; 4]. The sociocultural component of foreign language communicative competence, in turn, encompasses aspects such as sociolinguistic and culture-specific knowledge [3, p.116–117]. In this context, the use of authentic texts in English language instruction is particularly relevant as an effective means of approximating the learning process to real conditions of intercultural communication.

Authentic texts are understood as linguistic products created by native speakers for real communication rather than for didactic purposes. Working with such materials promotes the development of skills in comprehension, interpretation, and production of language, fosters the ability

to respond appropriately in communicative situations, and simultaneously ensures the acquisition of cultural meanings, norms, and behavioral models reflected in the text content. Thus, authentic texts serve not only as a source of linguistic material but also as a means of forming sociocultural awareness and readiness for intercultural interaction. The use of authentic texts allows for the integration of various language activities – reading, listening, speaking, and writing – within a holistic communicative approach.

Analysis of recent research and publications.

The issue of developing foreign language competence remains highly relevant. International applied linguists such as N. Chomsky, J. Cummins, M. Canale, D. Hymes, and V. Swain have investigated communicative competence. Ukrainian scholars, including O. Bigych, H. Boretska, N. Borysko, Yu. Holovach, S. Nikolaieva, and M. Solovei, have also addressed this problem. However, the issue of developing English communicative competence through work with authentic texts remains insufficiently studied, requiring theoretical reflection and methodological substantiation.

The purpose of the paper is to identify methodological approaches for the effective use of authentic texts in English language teaching with the aim of developing students' English communicative competence generally and its sociocultural component in particular.

Presentation of the main research material. Authentic texts are among the most effective linguistic materials for foreign language learning, but they are often challenging due to the high proportion of vocabulary reflecting sociocultural characteristics of English-speaking communities, which requires both translation into the native language and additional explanations or commentary. This is due to the fact that language functions in close connection with culture, traditions, historical experience, and the everyday life of native speakers. Such texts often contain cultural realities, idiomatic expressions, allusions, humor, linguistic clichés, or slang elements that have no direct equivalents in the native language.

This characteristic makes authentic materials extremely valuable. They not only enrich vocabulary but also develop sociocultural competence, helping students better understand the thinking patterns, value systems, and communicative norms of representatives of another culture. Working with such texts fosters linguistic intuition, contextual inference skills, and critical thinking. Moreover, this is important not only for students of language-related specialities but also for those in non-linguistic fields, at the bachelor's and master's levels, and even in doctoral studies. In an increasingly globalised academic and professional environment, the ability to interpret authentic discourse, engage with international sources, and communicate effectively across cultures is essential regardless of one's field of study. Authentic materials therefore contribute not only to linguistic development but also to academic literacy, professional competence, and the formation of a globally aware specialist.

Despite the potential difficulties, systematic and methodically grounded use of authentic texts at different stages of language learning/studying creates conditions for deeper and more conscious language acquisition and brings the educational process closer to real-life intercultural communication conditions.

The presence of culturally marked vocabulary in original texts may pose difficulties for Ukrainian-speaking students and requires more detailed meaning definition strategies than translation, which is where commentary and the ability to provide cultural explanations become essential. English textbooks published in Ukraine often provide commentary on educational texts, but Ukrainian teachers of English frequently use textbooks from foreign publishers or original texts from online sources, which cannot fully account for differences between English-speaking and Ukrainian cultural contexts. In such cases, it is necessary to comment on and explain lexical items with culturally specific meanings that differ from those in Ukrainian.

In teaching, the skill of commenting on English texts ought to address the following questions:

1. What words should a teacher select for commentary? – Words denoting cultural realities and

reflecting sociocultural features of English in its various varieties.

2. What should the commentary include? – The commentary should be relatively concise yet comprehensive.

3. How to teach commenting? – It is advisable to start with texts rich in culture-specific vocabulary. Students should be familiarized with specialized country studies dictionaries [5; 8; 11] and reliable online resources, such as, for example, the *Encyclopaedia Britannica* [7] or others to use when preparing commentary. In addition, standard bilingual or English explanatory dictionaries partially contain relevant information, for example, units of measurement, proper names, etc.

A sequence of steps is proposed for developing the skill of commenting on a text.

Stage I – Demonstration-Oriented. Students are provided with a text that contains culturally marked vocabulary accompanied by pre-prepared commentary, allowing the teacher / the instructor to demonstrate the expected outcome – students are to produce similar types of commentary for the text. It is explained that each commentary should include a target word and an explanation of how it differs from the corresponding concept in the students' native language and culture. The commentary can also include its transcription and translation. For example: *Neighbourhood Watch Scheme – a community-led, police-supported initiative where residents work together to reduce local crime, vandalism, and anti-social behavior. It encourages vigilance on the community members' households and fosters closer community ties. Community members help prevent crime by reporting suspicious activity and supporting vulnerable neighbors.*

At this stage, students develop an understanding of the structure of a commentary and its functional purpose.

Stage II – Guided-Analytical. At this stage, students further consolidate their understanding of the structure and function of commentary. The instructor selects certain words from the text and places them in a pre-text table with the task of explaining or commenting on these words using information from the main text. Later, words that are merely mentioned in the text but not explained can also be added to the table. This requires students to consult cultural studies dictionaries or reliable online resources. In this way, skills in information searching and processing are developed.

For example, students may be asked to find information and provide a definition or an explanation for the proper name "New England" after reading the following paragraph:

... The earliest European settlers of New England were English Protestants of firm and settled doctrine. Many of them came in search of religious liberty, arriving in large numbers between 1630 and 1830. These immigrants shared a common language, religion and social organization. Among other things, they gave the region its most famous political form, the town meeting (an outgrowth of the meetings of church elders). In these meetings, most of a community's citizens gathered in the town hall to discuss and decide on the local issues of the day. Only men of property

could cast a vote. Even so, town meetings allowed New Englanders a kind of participation in government that was not enjoyed by people of other regions before 1790. Town meetings remain a feature of many New England communities today. [9].

The tasks of commenting on words that are only mentioned in the text but not explained can be formulated as follows:

Task 1. Consult a country study dictionary and give explanations / comments on / definitions for the notions in the left column of the table.

№	Word	Commentary / definition
1	a large 'fry-up' breakfast	
2	a continental breakfast	

Stage III – Partially Independent. Students independently select words denoting cultural realities from a learning or thematically related text and prepare commentaries for them without prior guidance from the instructor. For example, due to limited time at a lecture, it is not always possible to explain all concepts in detail. In such cases, parts of the lecture text can be used for commentary practice. For instance, in a lecture on U.S. history, students may comment on such phrases as “Mayflower Compact”, “English protestants”, etc. Students can choose words that were unclear to them during the lecture.

Both group and individual work are possible. The list of words for commentary can be determined collaboratively, and then students can progress to fully independent selection and commentary of vocabulary.

This allows a gradual transition from guided to autonomous activity.

Stage IV – Autonomous Research. At this stage, any authentic texts, including news articles, essays, journalistic texts, lecture excerpts, etc., can be used. Students independently select material, identify lexical difficulties, and provide culture-specific commentary. This stage develops research competence and the ability to critically evaluate information sources.

Stage V – Integrative-Communicative (Productive). Prepared commentaries are integrated into language practice. Students use the commented vocabulary in oral presentations, discussions, role-plays, written assignments, or create mini-glossaries for texts. Commentary becomes a real communicative tool, facilitating the transfer of acquired knowledge into intercultural communication practice. At this stage, commentary ceases to be merely an academic exercise and functions as a practical instrument for communication, promoting deeper internalization of sociocultural information.

These stages represent an approximate sequence of activities, and the time allocated to each stage is determined by the instructor depending on the pace at which students master the previous stage.

It is considered that the optimal number of items for work is 7–10 words or concepts. Mastery of these words and their commentaries can be assessed using a test in which the commentary is provided, and the student’s task is to identify the described word. Although this test primarily assesses the knowledge of factual material from the lesson, it also helps students become accustomed to working with culture-specific vocabulary. For instance, a test on the topic “State System in the UK” can be designed based on the book *Britain for Learners of English* [10].

№	Commentary / definition	The word, which is a student's answer
1	An official of a political party that makes sure the party members vote according to the party platform	party whip
2	Senior members of government or the opposition who hold leadership roles and sit in the front rows of seats in the UK Parliament	frontbenchers

It should be noted that the main aspects in developing the skill of providing culture-specific commentary on authentic texts are as follows:

1. First and foremost, words selected for commentary should be those that are lacunar in nature, represent realities absent in the students’ native language and culture, or denote different concepts despite having similar lexical meanings.

2. Students should be familiarized with and trained to use culture-specific dictionaries and reliable online sources.

3. Training in commentary should be gradual, providing students with opportunities to independently select and comment on the relevant culture-specific vocabulary.

Conclusions and prospects for further research. The use of authentic texts in English language teaching is an effective means of developing English communicative competence in the unity of its linguistic, sociolinguistic, and pragmatic components. Authentic materials approximate the learning process

to real-life intercultural communication conditions, foster the development of language skills across all modes of communication, and promote students’ sociocultural awareness.

A special role in working with authentic texts is played by targeted training in commenting on lexical items with a marked cultural component. The proposed sequence of steps ranging from working with pre-prepared commentaries to students’ independent selecting and analyzing items in any authentic materials ensures the gradual development of relevant skills, enhances students’ information searching ability, critical reflection, and interpretation of data from reliable sources. This approach facilitates both the acquisition of culture-specific vocabulary and fosters autonomous learning, which is one of the main objectives of foreign language instruction.

In this context, the prospects for further research lie in developing differentiated methodologies for working with authentic texts according to students’ language proficiency levels, as well as in creating a

system of criteria and tools for assessing the formation of English communicative competence in the context of authentic text-based learning.

Thus, the systematic and methodically balanced use of authentic texts in English language instruction creates conditions for forming a competitive, interculturally competent individual capable of effective communication in a globalized society.

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