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USE OF AUTHENTIC MATERIALS IN TEACHING ENGLISH TO FUTURE PSYCHOLOGISTS

Abstract. *The article substantiates the expediency of using authentic materials in the process of teaching English to students majoring in psychology. The essence of the concept of 'authentic materials' in the context of foreign language teaching is defined, and their role in the formation of students' professional knowledge and skills is analysed. The author emphasises that authentic sources are an effective means of forming professionally oriented foreign language communicative competence, as they simulate real situations of professional communication. It is determined that authentic materials contribute to the acquisition of terminology specific to the field of psychology, as well as the development of reading, listening, writing and speaking skills in a professional context. The article analyses the potential for using such materials within the framework of CLIL technologies, the communicative approach and task-based learning. The possibilities of interdisciplinary integration in the training of future psychologists, in particular the combination of language and professional training, are considered. It is noted that the use of authentic texts develops students' critical and analytical thinking and forms skills in interpreting professional information. Examples of learning tasks based on authentic materials used in the study of topics related to future professional activities are provided. Methodological conditions that ensure the effective use of authentic sources in the learning process are highlighted.*

Keywords: *authentic materials, professionally oriented learning, foreign language communicative competence, psychology, interdisciplinary integration.*

Анотація. У статті обґрунтовано доцільність використання автентичних матеріалів у процесі навчання англійської мови студентів спеціальності «Психологія». Визначено сутність поняття «автентичні матеріали» у контексті навчання іноземних мов, проаналізовано їх роль у формуванні фахових знань і навичок студентів. Авторка підкреслює, що автентичні джерела є ефективним засобом формування професійно орієнтованої іншомовної комунікативної компетентності, оскільки вони моделюють реальні ситуації фахового спілкування. Визначено, що автентичні матеріали сприяють засвоєнню термінології, характерної для психологічної галузі, а також розвитку навичок читання, аудіювання, письма та говоріння в професійному контексті. У статті проаналізовано потенціал використання таких матеріалів у рамках CLIL-технологій, комунікативного підходу та навчання на основі виконання завдань (Task-Based Learning). Розглянуто можливості міждисциплінарної інтеграції при підготовці майбутніх психологів, зокрема поєднання мовної і професійної підготовки. Зазначено, що застосування автентичних текстів розвиває критичне та аналітичне мислення студентів, формує навички інтерпретації фахової інформації. Наведено приклади навчальних завдань на основі автентичних матеріалів, які використовуються у процесі вивчення тем, дотичних до майбутньої фахової діяльності. Виокремлено методичні умови, що забезпечують ефективність використання автентичних джерел у навчальному процесі.

Ключові слова: автентичні матеріали, професійно орієнтоване навчання, іншомовна комунікативна компетентність, психологія, міждисциплінарна інтеграція.

Formulation of the problem. In today's globalised world, English has become the international language of science, education and professional communication. This is particularly relevant for future specialists in the field of psychology, as access to the latest research, scientific publications, international conferences and professional cooperation is largely provided through proficiency in English. As

psychological science is developing dynamically, most innovative approaches, clinical protocols, therapeutic techniques and research results are published primarily in English. Therefore, the ability to work with authentic English-language sources is an integral part of the professional competence of a modern psychologist.

Proficiency in English opens up access to prestigious educational programmes for students, provides opportunities to participate in international internships and grant projects, and promotes intercultural interaction in a professional environment. That is why the language training of future psychologists should be clearly professionally oriented (Ovsyanko, G., & Kyrychenko, S., 2021).

At the same time, in practice, there is often a gap between the content of English language programmes in higher education institutions and the real communicative and professional needs of psychology students. Foreign language courses are mostly focused on general language training, which does not sufficiently take into account the specifics of psychological terminology, genres of professional speech, and situations of professional communication. This leads to students, even with a sufficient level of general language competence, experiencing difficulties in understanding scientific texts, conducting professional discussions, or analysing clinical cases in English (Ovsyanko, G., & Kyrychenko, S., 2021).

The problem is further complicated by the fact that authentic materials — texts created by native speakers for real, rather than educational, communication — are not yet fully integrated into the learning process. Teachers often avoid them due to their high level of complexity, lack of adaptations or methodological developments for their effective use (Teacher's Corner – Teaching with Authentic Materials). However, it is authentic materials that can provide contextual, content and communicative proximity to the real professional environment, which makes them particularly valuable in the training of future psychologists (Why should language educators use authentic materials in their teaching?).

Authentic texts related to psychological topics (e.g., excerpts from clinical cases, fragments of psychotherapeutic interviews, popular science articles or conference presentations) allow students not only to learn specialised terminology,

but also to practise understanding the specifics of interpersonal communication. This, in turn, develops communicative competence in the context of future professional activity, which is one of the key educational outcomes for psychology students.

Thus, researching the possibilities and conditions for the effective use of authentic materials in teaching English to psychology students is not only relevant but also a necessary step towards modernising language training in line with the requirements of contemporary professional activity. The introduction of such materials can significantly improve the quality of the educational process, promote the development of interdisciplinary thinking and the formation of competitive specialists in the international labour market (Skills You Need for Psychology).

Analysis of the latest research. The issue of using authentic materials in the teaching of foreign languages, particularly English, is increasingly reflected in the scientific works of foreign and Ukrainian researchers. In the context of training future psychologists, this topic is relatively new but extremely promising, as it combines language and professional training for students.

Contemporary research confirms that authentic materials significantly increase students' motivation to learn a foreign language. In particular, G. Sabir and F. Hammad (2023) emphasise that the use of authentic texts and multimedia content contributes to increased interest in the subject, creates a positive emotional background for learning, and stimulates students' active participation in communicative tasks. Similar results are confirmed in reports by researchers who analyse student behaviour when performing tasks based on real sources — news, podcasts, interviews or videos from real life.

In addition to the motivational aspect, authentic materials contribute to the in-depth development of language skills. C. Mitrulescu and A. Negoescu (2024) note in their study that working with authentic sources improves students' perception of lexical and grammatical structures in a real language environment, develops listening, reading and speaking skills, and shapes the ability to recognise stylistic and pragmatic features of language. Such skills are extremely important for future psychologists,

who have to analyse not only the content of statements, but also hidden meanings, intonation and non-verbal signals in communication.

Domestic researchers are also investigating this issue. In particular, G. Ovsyanko and S. Kyrychenko (2021) emphasise the importance of integrating authentic materials into the educational process of future psychologists, focusing on the combination of linguistic and professional competence. They note that the use of real professional texts contributes to a better understanding of the specifics of psychological activity by students, as well as the development of critical thinking and analytical skills.

The purpose of our study is to justify the use of authentic materials in the process of teaching English to psychology students. This approach not only increases motivation to learn a foreign language, but also develops professionally oriented communicative competence, which is extremely important in the training of modern specialists in the field of psychology. The study set a number of tasks: to define the essence of the concept of 'authentic materials' in the context of foreign language teaching; to analyse their role in the formation of students' professional knowledge and skills; and to consider examples of the effective use of such materials in the practice of teaching English to future psychologists.

Presenting the main material. Authentic materials in the context of foreign language teaching are texts and other resources created by native speakers for real communication and use in everyday life, rather than specifically adapted for educational purposes. They can include newspaper articles, videos, audio recordings, advertisements, instructions, interviews, scientific publications, and other forms of communication. The use of such materials allows students to familiarise themselves with the language in its natural context, which contributes to the development of communicative competence and understanding of the cultural characteristics of the language.

From a psycholinguistic point of view, authentic materials contribute to the development of cognitive processes such as perception, memory, attention and thinking, as they require students to actively engage with and analyse information in

real contexts. This allows for a deeper understanding of language structures and their functioning in different situations.

The methodical use of authentic materials is based on the principles of the communicative approach, which focuses on the development of language competence through real communication. This approach involves the integration of authentic materials into the learning process through tasks that simulate real communicative situations, thus promoting the development of students' practical language skills. According to the concept of content and language integrated learning (CLIL), authentic materials provide dual learning, both linguistic and professional content. This approach is particularly effective in the training of future psychologists, where it is important to combine knowledge of psychology with language practice (Coyle, D., Hood, P., & Marsh, D., 2010).

In addition to CLIL, the widespread use of authentic materials is supported by other modern approaches, in particular Communicative Language Teaching and Task-Based Learning, which emphasise the practical use of language in real-life situations.

The use of authentic materials in the educational process of future psychologists is one of the key factors in the formation of their professional knowledge and skills. Authentic materials, which are unedited texts, audio and video sources directly related to the practice of psychological activity, contribute to the creation of an educational environment that is as close as possible to real conditions. They provide students with the opportunity to familiarise themselves with the professional terminology and stylistic features characteristic of psychological science, which is the basis for the formation of professional lexical competence. The acquisition of specific vocabulary in the real context of its use contributes to a deeper understanding of the subject area and an increase in the level of language competence.

In addition, working with authentic sources stimulates the development of students' critical thinking. Studying real professional texts and analysing the information they contain develops the ability to critically evaluate the reliability and

relevance of data, compare different approaches and positions, and form reasoned judgements. This approach is an important aspect of training future psychologists, as critical thinking is a necessary competence for conducting scientific research and making effective practical decisions.

The use of authentic materials also contributes to increased motivation to learn. Since students work directly with materials that reflect real professional challenges and situations, they better understand the practical significance of the knowledge they have acquired and develop an intrinsic interest in further learning and self-improvement. This emotional connection to the learning process stimulates student activity and promotes better assimilation of the material.

Finally, authentic materials allow for the simulation of real professional situations, which is extremely important in the training of psychologists. Practical work with case studies, dialogues, reports, and other forms of professional texts creates conditions for the development of communication, diagnostic, and analytical skills necessary for effective work in psychological practice. This approach ensures not only theoretical but also practical knowledge acquisition, preparing students for the real challenges of professional activity.

In modern English language teaching methodology, the use of authentic materials plays a special role, ensuring a close connection between foreign language learning and professional training of students. For future psychologists, this means working with real texts from psychological sources, participating in the simulation of professional situations in English, and completing tasks that require analytical thinking and interdisciplinary integration. This approach contributes not only to the development of language competence, but also to the formation of key professional skills. We propose examples of tasks created on the basis of authentic materials used in the educational process of psychology students.

1. *Analysis of a text from a psychology journal.* Authentic scientific articles, particularly publications in professional journals, are an important resource for expanding professional vocabulary and developing critical thinking skills in students. The use of such texts in the educational process not only promotes the acquisition of

specialised terminology, but also develops the ability to interpret and reflect on information, which are key competencies of a modern specialist.

To illustrate the methodology of working with authentic texts, let us consider an excerpt from a popular science article on cognitive behavioural therapy (CBT) published on the Psychology Today platform:

“Cognitive behavioral therapy (CBT) is a short-term form of psychotherapy based on the idea that the way someone thinks and feels affects the way he or she behaves. CBT aims to help clients resolve present-day challenges like depression or anxiety, relationship problems, anger issues, stress, or other common concerns that negatively affect mental health and quality of life. The goal of treatment is to help clients identify, challenge, and change maladaptive thought patterns in order to change their responses to difficult situations...”

For educational purposes, students are asked to complete the following tasks:

- Read the excerpt and identify key concepts related to cognitive behavioural therapy.
- Analyse the logical structure of the paragraph, highlighting the thesis, explanation and conclusion.
- Write a short academic essay in Ukrainian, maintaining a formal style of presentation.
- Discuss the advantages of CBT in pairs, using the terminology presented in the text.

This approach not only allows students to master the theoretical material, but also develops their language skills, critical analysis skills, and the ability to express their own thoughts in a reasoned manner, which are necessary for the professional growth of students in the field of psychology and related disciplines.

2. Role-playing based on professional situations. Simulating professional interaction in the form of role-playing allows students to practise English in a realistic professional context. For psychologists, situations such as initial counselling, interviewing clients or team discussions of diagnostic results are relevant.

Situation: The student plays the role of a psychologist conducting an initial interview with a client (played by another student).

Instructions for the psychologist:

- Greet the client and briefly explain the purpose of the meeting.
- Ask questions about the client's general emotional state, stress level, and reason for seeking help.
- Use phrases such as: 'How have you been feeling lately?', 'Can you tell me more about your current situation?', 'Have you experienced similar feelings before?', etc.

Instructions for the client:

- Describe symptoms of anxiety/stress that interfere with daily functioning.
- Allow the psychologist to ask clarifying questions.
- Conduct the dialogue in English, based on your role.

After the role play, students analyse the language structures and communication strategies used and discuss possible alternative approaches.

3. Translation and summarising scientific texts. Translating professional texts into English or Ukrainian and then summarising them has a special educational value. It helps you get a deeper understanding of terminology, the structure of scientific discourse, and develop your academic writing skills.

"Early caregiving quality was assessed in two longitudinal studies using observational methods. Analyses indicated moderate stability in observed parent–child interaction quality from early childhood to adolescence. Observational ratings of both early childhood and current caregiving quality were significantly associated with adolescent attachment security; however, early caregiver sensitivity was more strongly associated with adolescent attachment security and predicted later attachment security independently from current caregiving quality." (O'Connor, T. G., Woolgar, M., Humayun, S., Briskman, J. A., & Scott, S. (2019). Early caregiving predicts attachment representations in adolescence: Findings from two longitudinal studies. *Journal of Child Psychology and Psychiatry*, 60(9), 944–952).

Tasks to be completed:

- Translate the excerpt into Ukrainian, maintaining accuracy and scientific style.
- Write a short summary (3–5 sentences) summarising the main idea of the text.
- Discuss the significance of attachment theory in modern psychological practice.

Such tasks allow us to assert that authentic materials are not only a source of linguistic information, but also a tool for developing students' professional competence. Their use allows for an interdisciplinary approach, combining language learning with practical aspects of future professional activity. This creates conditions for deeper student engagement in the learning process and provides a basis for holistic professional development.

Conclusions. Authentic materials play an important role in the formation of foreign language and professional competence of future psychologists. Their use ensures the proximity of the educational process to the real conditions of professional activity, contributes to the assimilation of specialised vocabulary, the development of critical thinking and the increase in student motivation. Thanks to the natural context of speech, authentic sources create conditions for the holistic assimilation of both the linguistic and content components of learning.

Prospects for further research are related to the improvement of didactic approaches to the use of authentic materials in blended and distance learning.

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