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РОЛЬ АУТЕНТИЧНЫХ ТЕКСТОВ АНГЛИЙСКОГО ЯЗЫКА ПРИ ОБУЧЕНИИ СТУДЕНТОВ ЭКОНОМИЧЕСКИХ НАПРАВЛЕНИЙ ПОДГОТОВКИ

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Аннотация. В данной статье исследуется роль аутентичных текстов в обучении студентов-экономистов, направленного на развитие их профессиональной языковой компетенции. В статье сформулированы цель и задачи исследования, представлены обзоры понятий и терминов (аутентичный текст, ESP, языковая компетенция) с опорой на академические источники. Методологическую базу составляет литературный обзор современных исследований. Анализируется опыт внедрения реальных экономических текстов в учебный процесс. Обсуждаются ключевые преимущества (мотивация, погружение в профессиональный контекст, расширение словарного запаса) и основные трудности (лексическая и тематическая сложность, необходимость адаптации) использования таких материалов. Выделены типы аутентичных экономических текстов и их дидактическая ценность. Выводы подчёркивают эффективность системного применения аутентичных ресурсов для повышения качества языковой подготовки будущих экономистов.

Ключевые слова: аутентичные тексты, английский язык для специальных целей, языковая компетенция, профессиональная коммуникативная компетенция, студенты-экономисты, деловые тексты, методика преподавания.

THE ROLE OF AUTHENTIC ENGLISH TEXTS IN TEACHING STUDENTS OF ECONOMICS MAJORS

Abstract. This review article examines the role of authentic texts in teaching economics majors and their impact on developing professional language competence. Definitions of key concepts (authentic texts, ESP, language competence) are clarified with reference to original sources. The discussion emphasizes how real-world economic texts (news articles, reports, documents) expose students to specialized vocabulary and contexts. Benefits (motivation, cultural insight, domain-specific fluency) and challenges (linguistic complexity, content adaptation) of using authentic materials are analyzed. Various text types and their didactic value are identified. The findings suggest that incorporating authentic economic texts can effectively enhance language competence for economics students, informing pedagogy in ESP courses.

Keywords: authentic texts; English for Specific Purposes; professional language competence; economics students; business/economic texts; language teaching methodology; communicative competence.

In the context of globalization, foreign-language proficiency is a crucial component of training for future economists. Scholars note that English courses for economics students should actively involve real-world materials. This article aims to analyze how authentic texts support the development of professional language competence among economics majors. The objectives of the study are: (1) to review definitions of key concepts (authentic texts, ESP, lan-

guage competence) based on Russian academic sources; (2) to examine the contribution of authentic economic texts to language learning; (3) to identify the main benefits and challenges of using authentic materials; (4) to survey the types of authentic texts used and assess their didactic value. The object of the research is foreign-language teaching in economics-related programs, and the subject is the role of authentic texts in forming students' professional communicative competence.

An authentic text is commonly defined as a document originally created for native speakers' real-world communication, not specifically for language teaching. An authentic document is one that was "not intended for the study of a foreign language," such as recipes, news articles, or reports. [5] In the ESP (English for Specific Purposes) context, ESP refers to teaching English tailored to learners' specific professional or academic needs. Dudley-Evans and St. John characterize ESP as an extension of general English in which instruction is "always aimed at solving particular, concrete tasks of the learner," using both general language methodology and discipline-specific content. [7] Hutchinson and Waters similarly define ESP as an approach to language teaching driven by learners' reasons for study, with professional purposes shaping course content and methods. [8] Finally, language competence (языковая компетенция) in foreign-language education denotes the combination of linguistic knowledge and skills that enable communication across various domains. This term refers to a "set of language knowledge and skills, the presence of which allows one to speak in another language in various spheres of activity". [6] In the economics context, professional language competence specifically includes mastery of economic and business vocabulary, as well as genres like reports, contracts, and analyses, enabling students to function in real economic situations.

Authentic texts are valued in ESP as a bridge to real language use. Integrating authentic economic materials immerses learners in the discourse of the target field. Studies on economics education emphasize that real-world texts make economic concepts more concrete. Authentic materials are considered "important means of training and improving the communicative competence of economics students," since they promote comprehensive text comprehension including specialized lexis. [3] In practice, economics curricula often incorporate items from the foreign business press: newspapers and magazines (The Economist, Financial Times, etc.), corporate brochures, financial reports, and legal documents. [2] Such exposure connects classroom language to real economic contexts and vocabulary. First-year economics students should study authentic articles from sources like Bloomberg or The Wall Street Journal to raise their language level. [2] By reading and discussing actual economic texts, learners encounter formulas, charts, and idioms used by professionals, which accelerates acquisition of domain-specific fluency. In sum, authentic texts act as conduits to the "realia" of the economic world, supporting the development of students' professional communicative competence. [2]

Several key advantages of using authentic texts for economics majors have been identified. First, authentic materials significantly enhance learner motivation by making lessons more engaging and relevant. Authentic texts allow students to "approach the realia of the target language country, deepen their knowledge (of subject matter), and increase motivation for independent use of the foreign language". [1] Real-world economic articles and reports connect language study to students' interests and future careers, increasing their drive to learn. Second, authentic texts provide rich contextual learning. They immerse students in actual economic discourse and cultural nuances, which helps build linguistic competence in a professional context. For instance, encountering authentic business negotiations or market analyses exposes learners to fixed expressions and communicative routines used by economists. Third, authentic materials naturally contain specialized vocabulary and genres (such as financial terminology, formal register, and typical document structures). Working with these texts therefore expands students' economic lexicon in context. Authentic communicative texts introduce "professional vocabulary" and are effective for developing speaking skills. [3] Finally, authentic texts can improve all language skills: students may practice reading comprehension of news articles, listen to economic interviews, write summaries of reports, and even role-play negotiations based on realistic prompts. Overall, authentic economic texts make instruction more prac-

tical and integrative, helping students to apply language knowledge in situations they will actually face.

Despite their benefits, authentic texts also present challenges in the language classroom. They often contain advanced or culturally specific language that can frustrate learners. Authentic English materials frequently include non-equivalent terms and background vocabulary whose difficulty depends on the learners' level. [4] For example, an economics article may use idioms or archaic business terms unfamiliar to students. If a teacher does not carefully consider the text's lexis and structure, students may encounter comprehension problems. Additionally, authentic texts can include complex grammar or style features – such as long compound sentences in academic articles or specialized syntactic constructions in reports – which may overwhelm beginning learners. In some cases, old-fashioned expressions or highly formal phrasing (archaic vocabulary) appear and are not found in modern textbooks. All this “leads to difficulties in understanding the essence of the information” in the text. [4] In didactic practice, instructors thus often need to adapt authentic materials – for instance by simplifying vocabulary or providing glossaries – or to pre-teach critical background knowledge. Without such support, the authenticity of the text can impede rather than aid learning at early stages. Therefore, selecting suitable texts and providing scaffolding (e.g. pre-reading tasks, guided questions) is essential to overcome these challenges.

Economics teachers use a variety of authentic text types, each serving distinct didactic purposes. Common authentic materials include:

Economic news articles and analyses: reports from business journals or online media (e.g. The Economist, Bloomberg) expose students to current issues, global terminology, and journalistic style. These are ideal for practicing skimming and for discussions on economic events.

Financial documents and reports: examples are company annual reports, market research, or data summaries. Such texts contain specialized charts and language, suitable for intensive reading tasks that focus on extracting specific information and interpreting data.

Business correspondence and official documents: Authentic letters, emails, and agreements (possibly sampled from real companies) provide models for formal writing and reading practice. Students can analyze structure and register, then try drafting similar documents.

Brochures, advertisements and promotional materials: though more consumer-oriented, economic students benefit from ads related to finance or industry. Analyzing these supports reading for detail and vocabulary in marketing/business.

Academic papers and case studies: in advanced courses, authentic excerpts from economic research or case reports may be introduced, bridging the transition to professional literature.

Each type of text has didactic value. Instructors can design tasks leveraging text characteristics: for example, employing strategies of reading adapted to the text genre. Teachers might use preview scanning for news articles and intensive close reading for detailed reports. [2] Authentic texts also serve as springboards for skill integration: students might first scan an economic article for key data, then summarize its findings in writing or debate its content orally. By using actual materials, teachers can simulate realistic communication tasks. For instance, after studying a real bank statement, learners could role-play a client presenting it to a consultant. In this way, authentic texts not only teach language but also contextual reasoning and culture – often bridging to cross-cultural competence (e.g. understanding international economic terms and etiquette). Overall, authentic economic texts provide rich didactic resources that can develop reading, writing, listening, and speaking in context.

The research confirms that authentic materials play a vital role in the ESP curriculum for economics students. Research and practice indicate that exposure to real economic texts enhances students' professional language competence by familiarizing them with actual terminology and contexts. Key findings show that authentic texts motivate learners and deepen their understanding of subject matter, but also require careful selection to match student levels. Instructors should balance authenticity with accessibility: texts can be pre-screened or supplemented with glossaries and cultural notes. The didactic analysis suggests incorporating a diverse range of authentic economic texts (news, reports, correspondence) and using reading strategies tailored to each genre. For language teaching in economics programs, this implies designing courses that

systematically integrate authentic materials into tasks (e.g. summarizing articles, role-plays, report writing) to mirror real professional communication. In sum, thoughtfully applying authentic texts in ESP for economists can substantially improve learners' communicative skills and readiness for the global economic environment.

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ЧАТ-БОТЫ КАК ИНСТРУМЕНТ ДЛЯ РАЗВИТИЯ КОММУНИКАТИВНЫХ НАВЫКОВ У УЧАЩИХСЯ СРЕДНЕЙ ШКОЛЫ

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Аннотация. В статье рассматривается применение чат-ботов в обучении английскому языку для развития коммуникативных навыков учащихся средней школы. Представлены теоретические основы, описан опытно-экспериментальный метод, проведена оценка эффективности использования чат-ботов в обучении английскому языку.

Ключевые слова: чат-боты, коммуникативные навыки, средняя школа, комплексный подход, обучение, эксперимент, мотивация.

CHATBOTS AS A TOOL FOR DEVELOPING COMMUNICATION SKILLS IN HIGH SCHOOL STUDENTS

Abstract. The article examines the use of chatbots in teaching English to develop communication skills of secondary school students. The theoretical foundations are presented, an experimental method is described, and effectiveness of using chat-bots in teaching English has been evaluated.

Keywords: chatbots, communication skills, secondary school, combined approach, education, experiment, motivation.

В современном образовательном пространстве развитие коммуникативных навыков выступает ключевым элементом языковой подготовки. Внедрение цифровых технологий в образовательный процесс позволяет не только повысить доступность языковой практики вне