

## USE OF AUTHENTIC MATERIALS IN TEACHING ENGLISH TO NON-LINGUISTIC UNIVERSITY STUDENTS: A NEURODIDACTIC AND MOTIVATIONAL PERSPECTIVE

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The proposed article is the author's attempt to summarize the available scientific research on the use of authentic language material in teaching English to students whose majors are not related to linguistics, linguodidactics, or foreign language teaching methods. An in-depth analysis of a number of the most modern international and domestic studies in the field of didactics and neurolinguistics helped to integrate several existing approaches to the use of authentic language material in the educational process in order to eliminate the existing gap between the established academic system and the real communication challenges that the professional environment generates. To achieve this goal, the authors carry out a comprehensive analysis of the pedagogical, cognitive and motivational consequences of using authentic materials in classes with students of various specialties. Based on the results of the analysis of scientific literature and empirical data obtained during the experiment in classroom conditions and taking into account the specifics of curricula and methods of knowledge assessment, the researchers propose a structured model of using authentic materials in classes. In this regard, the introduction of the concept of "neurocognitive scaffolding" looks both natural and innovative, which is the scientific novelty of the work. Particular importance in the study is given to the phenomena of "multimodality" and "emotional engagement", which are integrated into specially designed professionally-oriented tasks, which, according to the authors, significantly increases the effectiveness of learning. As conclusions, the authors raise the question that the use of authentic materials in classes with a professionally-colored context should be systematic and natural, since they themselves are motivators for learning, means of activating cognitive activity and positive factors for improving professionally-determined communicative competence.

**Keywords:** authentic materials, students of non-linguistic specialties, motivation, neurodidactics, neurocognitive scaffolding, communicative competence.

**Problem statement.** In the context of the growing mobility of specialists of various professional directions, the use of English as a means of information and communication exchange has become not only an indispensable tool for building a successful discourse, but also an obligatory cognitive tool of a successful personality. Therefore, every student who studies it as a non-core subject in higher education understands that knowledge and professional use of English is not limited to a purely academic environment, but from now on and forever will accompany them on the career path. In turn, each teacher has certainly faced the problem of developing educational courses and their information content from the point of view of modern world realities, the latest trends, phenomena and their linguistic reflection. Such specialists are well aware that even the most modern publications, accredited and licensed by leading scientific centers and educational centers, are characterized by established standards in the criteria for constructing the educational content of textbooks and partly contain simplified texts and adapted tasks.

Being greatly simplified, they either partially or not at all reflect authentic communication typical of real life or the true emotionally colored and psychologically unpredictable nature of professional discourse. Higher school teachers invariably report an extremely low level of motivation of young people to learn a language, incomplete inclusion in the process even with well-developed language competencies and speaking

skills and, as a result, low performance at the exit - the inability to conduct or establish a correct dialogue, to feel the semantic and nuances of the vocabulary used, to correctly and skillfully respond to fluctuations in the communicative behavior of the interlocutor. A noticeable gap between what is studied in the classroom and the real requirements of the professional environment causes natural detachment, unwillingness to learn at all, or passivity in applying already acquired knowledge, which should be persistently and systematically developed. In this regard, authentic material, reflecting real, non-adapted language models, appears as a panacea in solving the task of bridging this gap.

Unfortunately, numerous studies on this issue focus mainly on describing its generally recognized benefits, such as improving interest in "live" language, greater lexical diversity of students' speech, improving pronunciation, and using intonation patterns that are closer to native speakers. Besides, there are practically no works or they are only emerging, in which researchers try to solve the problem of explaining the features of cognitive mechanisms on which their effectiveness is based, or to propose didactic models that will allow teachers not only to use them in classes, but also to adapt them to their academic needs, adapting them to different areas of professional training and systematically introducing them in the academic process.

In the proposed study, teachers-specialists in foreign philology attempt to fill this gap by introducing a neurodidactic component of using authentic language material in classes in higher education institutions. In particular, the presented methodological development is based on the concept of neurocognitive scaffolding adapted to foreign language classes as a structured "support" of cognitive processes (attention, memory, and comprehension) when working with complex authentic language material.

**Analysis of the scientific research and publications.** The notion of "authentic materials" was introduced in the 1978 by H. Widdowson within the British tradition of applied linguistics, and further developed in the 1980s by American scholars Jack C. Richards and T. S. Rodgers within the framework of communicative methods in linguodidactics. Since then, the concept has firmly entered the scientific circulation and become widely discussed in the field of language teaching. Without doubt, authentic materials belong to the top trends of the English language teaching for the year 2025 (Pearce, 2025). In fact, the well-presented contemporary scientific achievements in the field prove to be quite wide, ranging from a general analysis of the authentic materials' impact on education outcomes (Silvani, 2018) to specific explorations in the methods of teaching speaking (Park, 2024), writing (El-Sulukiyah et al, 2019; Tyas, 2019), reading (Albiladi, 2018; Setyowati et al., 2023) and listening (Chulanova, 2023; Molina et al, 2023; Ikhtiaru, 2025). The evident efficacy of their use is extensively highlighted in the numerous latest studies, proving their strong impact on students' engagement and 'challenging character' (Umarova, 2018; Orooq et al., 2025); pros and cons of their classroom application (Rao, 2019; Elkut et al., 2025; Benavent, 2012); use of AI in creating lessons containing authentic materials (Guralnik, 2024), or their use specifics in a special education needs classroom (Kaluza et al., 2023).

Although the abundant scientific resources do not report a heated debate on the use of authentic material in language classes, still some scholars have attempted to highlight the ambiguity of the terms "authenticity" and "authentic" as well as emphasized the difficulties associated with the informality of an authentic discourse and the specifics of adapting such materials to the formal learning process (Gilmore, 2007; Saidi, 2026).

It is well known that the use of authentic resources expands access to professional terminology, explicates strategies of language behavior in context, and develops strategic thinking. At the same time, in recent studies, authors emphasize the importance of cognitive and emotional factors in language learning, because it is authenticity that dramatically increases the level of motivation and involvement of students in the process of acquiring language competencies (Latifah et al., 2025; Mitrulescu, Negoescu, 2024).

On the other hand, many note that such materials can increase cognitive load and reduce anxiety, which requires the construction of a clearly organized structure of pedagogical support. On the other hand, many note that such materials can increase cognitive load and reduce anxiety, which requires the construction of a clearly organized structure of pedagogical support (Nosirova, 2023; Latifah et al., 2025).

In Ukrainian pedagogical discourse, the emphasis is primarily placed on the practical application of authentic materials, for instance in teaching grammar with the accent on importance of context- and task-based learning (Moskalenko, 2023; Dido, 2025). Other scholars suggest a profound comparative analysis of authentic materials vs traditional textbooks with the focus on their advantages and drawbacks or variously dwell on their thorough selection and content appropriateness (Babiak, 2019). The latest research demonstrates a slight shift towards neurocognitive processes in language learning and teaching (Drabovska, 2025; Luchkevych, 2025; Mashkina, 2017; Simkova, 2024; Shykun, 2025).

Nevertheless, despite the keen interest to the discussed phenomenon, cognitive and neurodidactic potential of the authentic materials' use remains insufficiently explored. From a neurodidactic perspective,

learning is a complex process involving attention, memory, emotion, and perception; it is effective when information is meaningful, emotionally engaging, and presented through multiple channels. In the Ukrainian academia

**The aim of the study** is the analysis of the role of authentic materials in teaching English to non-linguistic university students and their impact on learners' motivation, communicative competence and cognitive engagement from a neurodidactic perspective. Unlike previous studies, which primarily focus on the motivational and communicative benefits of authentic materials, the present research explains their effectiveness through cognitive mechanisms, e.g., attention, emotional engagement, and multimodal processing. The scientific novelty of the study therefore lies in a comprehensive approach to the integration of authentic materials into ESP teaching through a neurodidactic prism along with an elaborated pedagogical model aimed at the systematic implementation of authentic materials in professional-oriented learning environments.

**Presentation of the research material.** The study was conducted within the framework of qualitative analysis, which includes observation of students' work in the lesson, analysis of the effectiveness of teaching methods and feedback from students. The study was conducted with students of non-linguistic professional areas (management, medicine and psychological-pedagogical education). The methodology included consistent and systematic integration of authentic materials into the curriculum; observation of student engagement and activity; analysis of the general atmosphere in the lesson, collection of feedback through discussions and surveys. The main focus was on identifying changes in motivation, general emotional background, and changes in students' communicative behavior. In order for the use of authenticity in teaching English to students of various professional profiles to become popular and normative, it is important to realize that some aspect of adaptation of such materials must still occur before they are purposefully introduced into an academic context. Our study expands the focus of attention to the representation of models of using authentic language samples for students of several profiles: economic, psychological-pedagogical, and medical.

The models proposed in Table 1. illustrate how language functions pragmatically in professional communication, allowing students to quickly and easily identify the models in speech or a text, participate in discussions, negotiations, and decision-making processes, provide psychoanalytic counseling, conduct psychological consultations, participate in pedagogical-educational discourse, provide first aid, medical care, treatment, etc. The very explication of the pragmatics of utterance becomes an additional tool for revealing the hidden, "cultural" layer that characterizes the real speech and behavior of native speakers.

Authentic materials usually abound with idiomatic expressions that are also natural to the speech of professionals in various vocational and occupational fields. Therefore, their widespread use creates a more "natural" style of communication that distinguishes a native speaker from a non-native one. Their pragmatic value lies in their ability to convey attitudes, soften statements, persuade, or build a strategy for further action. Table 2. below reflects selected examples of idioms and phrases, related to professional discourse, with their pragmatic value indicated. Such explication of the evaluative component in the meanings of idioms during their study allows the student to more quickly get used to the features of authentic thinking and the construction of these language structures, to consciously tune in to their presence in various forms of discourse.

Delving into the pedagogical implications of systematic inclusion of subject-specific language structures in the practical component of classes, it is worth mentioning that it highly contributes to the development of pragmatic competencies of the student, which, as is known, are a core constituent of communicative competence. Thus, thanks to authentic materials, students learn not only professional vocabulary and expand their word stock, but also how to appropriately use language in professional contexts, transferring them later to everyday types of discourse.

From a neurodidactic standpoint, repeated contact with meaningful and context-rich language models strengthens neural connections and improves long-term memory. Moreover, the contextually conditioned emotional setting and professionally-coloured genuine-like learning environment increases students' self-motivation and engagement. Substantiating the neurodidactic value of using authentic language material, it is worth noting that the rich experience of their use by teachers around the world indicates an improvement in students' mental abilities when the former are implemented into learning resources and the educational process in general correctly and systematically.

First and foremost, their use in foreign language classes increases the effectiveness of learning by activating the two primary psycho-cognitive mechanisms, such as: 1) attention and applied significance (that is, these materials directly reflect real, rather than simulated, varieties of discourse, and students realize how important it is for them, which, in turn, enhances interest and activates attention, since the brain gives priority

to meaningful information; 2) emotional inclusion, because emotions play a crucial role in the formation of memory. In this aspect, videos, films, interviews with real people, life stories and cases of real situations with professional content evoke vivid emotional reactions, which contributes to deeper processing, memorization and retention of information. Another advantage of using authenticity is the simultaneous inclusion of several didactic channels, such as multimodal and contextual learning. Thus, a characteristic feature of almost all known varieties of authentic materials is that they are able to combine text, audio and visual elements at the same time. By enabling different learning styles, multimodal input has a positive effect on strengthening neural connections. Besides, authentic materials provide situational and cultural context thus determining the pragmatic value of the utterances or speech in general. Therefore, language is learned more effectively when it is presented in context.

Table 1 – Examples of language functioning during professional communication

Professional discourse	Language patterns	Pragmatic focus
<b>Business</b>	Let's align on the key objectives. We need to revisit this strategy. Can you clarify your point? Let's break this down. What are the key takeaways? We should prioritize this task. Let's circle back to this later. This approach seems cost-effective. We need to stay within budget. What's the ROI on this campaign? We need to address this issue. This strategy might backfire. Let's keep this in mind. We are on the same page. That's a valid point. We need to think outside the box. Let's focus on customer needs. This could drive engagement. We need to meet the deadline. Let's evaluate the risks. This gives us a competitive advantage. We need measurable outcomes. This aligns with our brand identity.	<ul style="list-style-type: none"> <li>- structuring discussion / managing interaction;</li> <li>- clarifying and eliciting information;</li> <li>- decision-making and action planning;</li> <li>- evaluation and critical thinking;</li> <li>- agreement and alignment;</li> <li>- strategic and creative thinking</li> <li>- financial and performance-oriented communication.</li> </ul>
<b>Medicine</b>	What symptoms are you experiencing? How long have you had this condition? We need to run some tests. This might indicate an infection. We should monitor your condition. You should avoid certain foods. Please follow the treatment plan. Are you allergic to any medication? This is a common side effect. We need to rule out other causes. Your results look normal. This requires immediate attention. Let's discuss your medical history. This condition is manageable. We recommend further evaluation. This procedure is safe. Let's schedule a follow-up. It's important to stay hydrated.	<ul style="list-style-type: none"> <li>- doctor-patient interaction;</li> <li>- clinical reasoning;</li> <li>- giving instructions and reassurance;</li> <li>- explaining medical conditions.</li> </ul>
<b>Psychology</b>	Let's try to unpack that experience a bit. I'm noticing a recurring cognitive pattern here. That sounds like a form of cognitive distortion. Can we reframe this thought together? What evidence supports this belief? Let's explore the underlying assumption. How does this align with your core values? This might be a maladaptive coping strategy. I'm hearing a lot of self-criticism in what you're saying. Let's ground ourselves in the present moment. What triggers this emotional response for you? This could be linked to past experiences. It seems like there's a pattern here. How do you usually respond in such situations? I can see why that would be upsetting. What would help you feel more in control? How does this affect your daily life? Would you like to try a different approach? Let's consider alternative perspectives. How do you regulate your emotions in such situations? Let's identify your emotional baseline. It seems like there's some avoidance behavior here. Let's work on building emotional resilience.	<ul style="list-style-type: none"> <li>- cognitive restructuring;</li> <li>- clinical interpretation / formulation;</li> <li>- trauma-informed and reflective language;</li> <li>- metacognitive and reflective processing;</li> <li>- therapeutic alliance / soft guidance.</li> </ul>
<b>Pedagogy</b>	This approach enhances learning outcomes. Let's observe student behavior. This strategy supports skill development. We need to foster engagement. Let's address this learning difficulty. We should implement formative assessment. This reflects intrinsic motivation. We should adapt the material to their level. Let's scaffold this activity. This task may be too cognitively demanding. We need to create a supportive environment. Let's assess their progress. We need to consider individual differences. This behavior might be attention-seeking. How does this affect the learner's motivation? We should encourage active participation. What learning outcomes are expected? This activity promotes critical thinking. Let's take a student-centered approach. Let's provide constructive feedback.	<ul style="list-style-type: none"> <li>- psychological interpretation;</li> <li>- instruction and facilitation;</li> <li>- evaluation and feedback;</li> <li>- classroom interaction.</li> </ul>

The 3-component model we have proposed for integrating authentic language structures into communicative situations is aimed at ensuring a gradual understanding of the target language content and, accordingly, at reducing students' cognitive overload. So, this approach involves a "soft" start (*pre-task stage*, i.e. introducing key vocabulary, activating prior knowledge, predicting content); an active phase (*while-task stage*: focused listening and / or reading, identifying key ideas, completing tasks), and a climax (*post-task stage*: discussions and debates, role-plays, problem-solving tasks, presentations etc. The several task-based

activities, suggested below, were designed for and implemented in an English language classroom. The main didactic objective here was developing communicative and pragmatic competence through authentic materials. Examples of classroom activities are illustrative, and they may vary across occupations or professional branches (e.g. analyzing a business presentation; discussing a real marketing campaign; writing emails based on authentic samples; role-playing professional situations (e.g. a medical check-up, at a psychoanalyst's etc.). The teacher's role may shift from knowledge provider to facilitator. In order to embrace here various types of the above-mentioned profession-related language units, each task suggests an objective, instruction and outcome applied to a different professional discourse.

Table 2 – Examples of idioms and phrases, related to professional discourse

Professional discourse	Language patterns	Pragmatic function
<b>Business</b>	That's a game changer. It doesn't add up. It makes perfect sense. That's a strong argument. This raises concerns; It would be beneficial to...; From a strategic perspective...; This could potentially lead to...; It's worth exploring; Let's get to the point. To sum up...; Moving forward...; Let's take a step back...; Let's stick to the agenda; I see your point, but...; That's one way to look at it. We might need to reconsider. I'm not sure that would work; brand awareness, competitive edge target audience, market share, customer loyalty, sales funnel, product positioning, pricing strategy, value proposition, consumer behavior.	<ul style="list-style-type: none"> <li>- expressing opinions / evaluation;</li> <li>- persuasion \ influence;</li> <li>- managing discussions;</li> <li>- negotiation / softening language;</li> <li>- strategic framing/ positioning;</li> <li>- market evaluation;</li> <li>- customer orientation;</li> <li>- performance structuring.</li> </ul>
<b>Medicine</b>	Medical history; presenting symptoms; underlying condition; differential diagnosis; treatment plan; rule out a condition; run diagnostic tests; monitor vital signs; administer treatment; respond to therapy; informed consent; follow-up appointment; side effects; risk factors; preventive care; This may indicate...; We recommend further evaluation; It's important to monitor this; There's no cause for immediate concern; Let's take a closer look.	<ul style="list-style-type: none"> <li>- clinical reasoning;</li> <li>- instruction and explanation;</li> <li>- reassurance and risk communication.</li> </ul>
<b>Psychology</b>	Underlying issue; root cause; emotional trigger; behavioral pattern; defense mechanism; cognitive distortion; maladaptive coping; reframe a thought; challenge a belief; process emotions; hold space; validate feelings; build rapport; establish trust; create a safe space.	<ul style="list-style-type: none"> <li>- clinical interpretation;</li> <li>- emotional validation;</li> <li>- reflective, non-directive communication.</li> </ul>
<b>Pedagogy</b>	Learning outcomes; formative assessment; summative evaluation; instructional strategy; learning objectives; facilitate learning; scaffold instruction; engage learners; differentiate instruction; assess performance; learner autonomy; active participation; critical thinking skills; collaborative learning; feedback loop; Let's revisit this concept; Can you elaborate on that? Let's build on this idea. That's an insightful observation.	<ul style="list-style-type: none"> <li>- instruction and facilitation;</li> <li>- feedback and evaluation;</li> <li>- encouraging participation.</li> </ul>

**1. Pre-/While-task (business discourse). Objective:** Learn to identify, recognize and interpret authentic professional language patterns; Understand pragmatic meaning. *Instructions:* students are provided with a short authentic video (e.g., trading stock, medical check-up, calling an ambulance etc.) or audio with a transcript (logs, talks, interviews, news reports). *Task 1.* Identify at least 8–10 language patterns from the list (e.g., “Let's align on this,” This may indicate...). *2.* Match each expression with its pragmatics (clarifying, suggesting, agreeing, evaluating). *3.* Explain the meaning of each expression in their own words.

**Outcome:** students develop awareness of how language functions in real professional contexts.

**2. While-task (Medical discourse). Objective:** Develop the ability to use authentic clinical language patterns in a controlled context through rewriting and substitution. **Instructions:** having simplified patient-related statements students must reformulate them using authentic structures. *Example:* “We need to make a check-up” → “We need to run diagnostic tests”; “We suspect a serious problem” → “This may indicate an underlying condition”; “We need to be careful with this” → “We need to monitor your condition closely”; “We should try other possibilities” → “We need to rule out other causes”; “Take your medicine regularly” → “Follow the prescribed treatment plan”. Then students make up their own examples using the provided collocations **Outcome:** students learn domain-specific expressions, apply authentic procedural phrases thus improving language fluency.

**3. Post-task (Pedagogical discourse): role-play (classroom discussion \ pedagogical interaction). Objective:** Build up communicative competence in educational interaction. **Instructions:** students are divided into groups with roles (e.g. teacher, student, visitor etc.). **Scenario:** Discuss student learning performance and

make a plan of how to improve instruction progress. Students must provide feedback, ask additional questions to clarify, offer strategies. Target language: “*Let’s revisit this concept*”; “*Can you elaborate on your answer?*”; “*We need to focus on learning outcomes*”; “*This task requires more scaffolding*”; “*That’s an insightful observation*”. **Support:** Provide workable prompts (giving feedback, encouraging participation, guiding learning). **Outcome:** development of classroom discourse skills and instructional communication.

**Task 4. (Psychological discourse) Case study analysis (defining pragmatics).** **Objective:** Develop analytical thinking and professional communication in a psychological context. **Instructions:** students are provided with a short case (e.g., description of a client’s psychological condition, emotional state, behavior etc.). They must identify possible issues, explain behavior using professional terminology and collocations, suggest further steps or dwell on approaches. Target language: “*This may reflect a behavioral pattern*”. “*There may be an underlying issue*”. “*This could be a maladaptive coping strategy*”. “*Let’s explore possible triggers*”. “*What would be a helpful intervention?*” **Outcome:** integration of language, cognition and professional practice.

Thus we demonstrated an application of a unified task-based framework in different professional domains that testifies to the flexibility and adaptability of the suggested model.

Passing on to the idea of “*neuro-cognitive scaffolding*” implemented in a in task-based model of a foreign language instruction it is worth introducing a clear and complete definition here. So, *neuro-cognitive scaffolding* is understood here as “*Expedient directing of cognitive processes, such as attention, strengthening the quality and volume of memory types, with the aim of improving them using a didactically verified structure*”. The proposed tasks are designed according to a step-by-step model, which, as we believe, provides a methodically justified and “*sound*” cognitive load, as well as it promotes a smooth transition from recognition to use: a stage (1-4), neuro-cognitive function, activity, result.

**1. Activation of information processing. Directing attention.** *Task 1: Identifying and Interpreting authentic collocations.* At the first stage, scaffolding is aimed at focusing attention and actualizing basic and existing language competencies: students recognize language patterns in authentic discourse, combine expressions with pragmatic and communicative functions, and interpret context-dependent meanings. The neuro-cognitive function here lies in actualizing selective attention, recognizing language patterns, correct distribution of the phrase semantics. At this stage, learners must not generate speech but should only observe, identify and decode senses and connotations. *Result:* the activity prepares for a more active brain work phase and reduces mental overload.

**2: Controlled cognitive processing. Memory Strengthening.** *Task 2: Rewriting phrases. Making substitutions.* At this stage, scaffolding is aimed at guided practice and controlled speech production: students transform neutral sentences into authentic expressions; they “*manage*” language within a defined framework; they retrain and modify the worked-out patterns. The neurocognitive function of the task is aimed at activating working memory; bringing encoding to automatism; strengthening neural connections. Such neurocognitive practice provides a smart transition from simple knowledge of linguistic expressions and subconscious recognition to conscious but sustained use, which is critical for long-term memorization.

**3. Context-determined speech generation. Emotional Engagement.** *Task 3: Simulation game.* Here, the content of the training is placed towards partial autonomy at the same time with the available language support: students play different roles in a simulated game with a professionally colored scenario, using authentic language samples participate in decision-making and discuss pragmatic objectives. Neurocognitive function is impaired in the activation of the emotional background, increasing personal involvement, situational memory and discursive flexibility. The activated emotional background and the socially specific context of the role-playing increase the level of dopamine and, therefore, strengthen the motivation mechanisms, which improve memory and speed up actualization of acquired language competencies.

**4: Usage autonomy. Cognitive Integration** (*Task 4: Case Study Analysis*). At the final stage, the supporting construction gradually becomes less noticeable, which ensures independent use of language: students freely recognize authentic expressions, are capable of meaningful discussion, conduct discursive patterns of argumentation, persuasion, prediction, etc. Neurocognitive function: development of analytical thinking; explication and integration of existing knowledge and its transfer to new contexts, which indicates an increase in the communicative competence of the participants in the process.

Thus, speaking of the systemic and holistic impact of neurocognitive scaffolding applied as a didactic approach, during the implementation of the model in the English classroom for specialists, we noted a gradual progression from passive, subconscious recognition to independent use, which provided a mental overload reduction, increased motivation, deeper processing of incoming linguistic information, and better longer-term memorization.

**Role of motivation in the use of authentic materials.** Motivation plays a leading role in cognitive processes, one of which is the acquisition of a foreign language. The use of authentic materials is of particular importance for those who are not language specialists, as it contributes to the growth of motivation in several ways. First of all, they expound the applied side of future professional activity and develop self-management, proactivity and self-motivation, as students feel autonomous when working with real language content. Secondly, they are distinguished by a great variety of linguistic content, preventing the routine of learning, thereby increasing interest in it; they create a cognitive challenge that does not cause psychological trauma, since the proposed didactic model provides for the optimal, necessary level of complexity, which only stimulates and encourages learning.

Surely, despite the multiple advantages of the elaborated model, still several challenges do exist. And here we find important to illustrate the parallels of possible challenges with their efficient solutions, based on basic principles of teaching English for special purposes: 1. If the identified vocabulary range is of the advanced register or language structures are too complex, it is recommended to sustain the stage 1 with a comprehensive and prolonged pre-teaching vocabulary practice; 2. If the speakers' speech is very fast, indistinct or abundant with informal language, it is recommended to conduct a drill task aimed at practicing dividing sentences into short segments, pronouncing words or training intonations, suggesting synonyms for informal vocabulary units. 3. If the target student group is characterized by different knowledge levels, it is crucial to differentiate tasks. 4. If the cognitive load turns to be excessive, minimize the tempo of transition across the scaffolding and restructure the information load.

**Conclusions and perspectives of further research.** As confirmed by the conducted research, the use of authentic materials in providing English language teaching for students of various professional fields becomes an effective, "living", and not artificially created linguodidactic tool, capable of increasing interest in learning, improving cognitive processes and communicative professionally-oriented competencies. Their unique function lies in the ability to compensate for the disadvantages of the separation of language learning from the real socio-cultural environment. However, an even deeper look at this phenomenon reveals their cognitive-formative and neurodidactic nature, since it involves attention, memory, the emotional component, and multi-channel information processing. Regardless of the recognized advantages, the use of authentic materials in classes requires a preliminary careful look at their content and possible challenges and threats, such as too complex a level of vocabulary and grammar, illiterate speech of the participants in the process, use of slang or professional jargon, as well as low register and obscene vocabulary. When planning and selecting program material, the teacher's emphasis should be primarily on evenly distributing cognitive overload to ensure the accessibility of the language used. The prospect of further research is to increase the efficiency of the proposed model by improving it with the use of AI tools. Also, conducting a larger study with a larger number of students of different specializations will allow to develop a stable methodological model of training exercises to improve memorization. No less significant might be conducting an in-depth study of the factors influencing the development of a multimodal learning environment.

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## ВИКОРИСТАННЯ АВТЕНТИЧНИХ МАТЕРІАЛІВ У ВИКЛАДАННІ АНГЛІЙСЬКОЇ МОВИ СТУДЕНТАМ УНІВЕРСИТЕТІВ НЕЛІНГВІСТИЧНИХ СПЕЦІАЛЬНОСТЕЙ: НЕЙРОДИДАКТИЧНА ТА МОТИВАЦІЙНА ПЕРСПЕКТИВА

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Запропонована стаття є спробою авторів узагальнити наявні наукові дослідження щодо використання автентичного мовного матеріалу у викладанні англійської мови студентам, спеціальності яких не пов'язані з лінгвістикою, лінгводидактикою чи методикою викладання іноземних мов. Поглиблений аналіз низки найсучасніших міжнародних та вітчизняних досліджень у галузі дидактики та нейролінгвістики допоміг інтегрувати кілька існуючих підходів до використання автентичного мовного матеріалу в освітньому процесі з метою усунення існуючого розриву між усталеною академічною системою та реальними комунікативними викликами, які породжує професійне середовище. Для досягнення цієї мети автори проводять комплексний аналіз педагогічних, когнітивних та мотиваційних наслідків використання автентичних матеріалів у заняттях зі студентами різних спеціальностей.

На основі результатів аналізу наукової літератури та емпіричних даних, отриманих під час експерименту в умовах аудиторних занять, а також враховуючи специфіку навчальних програм і методів оцінювання знань, дослідники пропонують структуровану модель використання автентичних матеріалів на заняттях. У зв'язку з цим введення поняття «нейрокогнітивний каркас» виглядає одночасно природним та інноваційним, що є науковою новизною роботи. Особливе значення в дослідженні надається явищам «мультиmodalності» та «емоційної залученості», які інтегровані у спеціально розроблені професійно-орієнтовані завдання, що, на думку авторів, значно підвищує ефективність навчання. Як висновки автори ставлять питання про те, що використання автентичних матеріалів на заняттях з професійно забарвленим контекстом має бути систематичним та природним, оскільки вони самі по собі є мотиваторами навчання, засобами активізації когнітивної діяльності та позитивними факторами підвищення професійно-детермінованої комунікативної компетентності.

**Ключові слова:** автентичні матеріали, студенти нелінгвістичних спеціальностей, мотивація, нейродидактика, нейрокогнітивний каркас, комунікативна компетентність.