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APPLICATION OF DIGITAL TECHNOLOGIES IN 3D MODELING FOR SCHOOL STUDENTS: DEVELOPMENT OF CREATIVE AND TECHNICAL SKILLS IN THE EDUCATIONAL PROCESS

Summary. *The article discusses methodological and pedagogical aspects of the use of digital technologies in the process of teaching 3D modeling in general secondary education institutions. The focus is on the potential of three-dimensional modeling as a tool for developing technical thinking, spatial imagination, and creativity in students, which are extremely important competencies for the modern world. In particular, it is noted that 3D modeling contributes to the formation of problem-solving skills, a creative approach to design and analysis, as well as the ability to work with technologies, which is the basis for a successful career in many fields.*

It analyzes modern approaches to the implementation of digital technologies in the educational process, in particular the use of software products such as Tinkercad, Blender, Fusion 360, and others. Separate emphasis is placed on the capabilities of these programs for working with different levels of complexity: from simple models for beginners to professional projects for older students.

Examples are given of the integration of 3D modeling with natural science, mathematics, and art disciplines, which allows students to better understand theoretical concepts and develop creative abilities.

Methodological conditions for the effective use of digital tools in education have been identified, including the creation of individual and group projects, the use of multimedia resources to visualize modeling processes, and support from teachers who are sufficiently qualified to work with such technologies. This contributes to the development of students' technological competence, which is an important aspect of their preparation for life in a digital environment.

Keywords: *3D modeling; digital technologies; education; creativity; technical skills; STEAM education.*

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AUTHENTIC TEXTS AS A MEANS OF ENHANCING THE EFFECTIVENESS OF TEACHING READING IN SECONDARY SCHOOL

The article examines the role of authentic texts as a means of increasing the effectiveness of teaching reading in secondary school. Work with real-life materials is shown to boost learners' motivation, develop lexical guessing skills and highlight links between English and everyday experience.

Attention is given to key selection criteria: age and level appropriateness, topics relevant to teenagers' interests, genre variety, manageable length and visual support.

The main stages of work with an authentic text in class are outlined: pre-reading activities for activating background knowledge and reducing difficulties, while-reading tasks for practising reading strategies, and post-reading activities for developing speaking and writing. It is noted that a bal

anced combination of authentic texts, the course-book and digital resources helps to keep natural language and curriculum requirements in harmony. Regular use of such materials contributes to vocabulary expansion, stable interest in reading and the development of critical thinking. In the end, the article shows that carefully designed tasks for predicting content, locating specific information, interpreting the author's stance and giving a personal evaluation make English lessons more engaging, communicative and productive for secondary school learners.

Practical value appears in the possibility to adapt these techniques to projects, clubs and blended learning programmes.

Keywords: *authentic texts; reading instruction; secondary school; motivation; reading comprehension; critical thinking; digital resources.*

Introduction. In recent years, English language teachers have increasingly shifted their attention from artificially constructed texts to authentic materials. School students live in a world where English is heard in songs, films, games and social media, so their expectation of "living" language gradually transfers into the classroom as well. In this article, authentic texts are viewed as a resource that helps make reading instruction more meaningful, motivating, and closer to real communication. It is noted that in lower secondary school learners' attitudes to the subject are still flexible, and a successful experience of understanding real texts in English can significantly influence their long-term interest in the language (see Nuttall, 1996).

Authentic texts in the article are understood as materials originally created not for teaching purposes: news items, blog extracts, simple popular-science articles, instructions, notices, reviews, and short social media posts. Such texts demonstrate natural vocabulary, a variety of genres, and real use of grammatical structures (Berardo, 2006; Gilmore, 2007). Their use in lower secondary school requires careful selection: age appropriateness, thematic relevance to teenagers' interests, a feasible level of linguistic difficulty, the presence of visual support, and a clear communicative context are all important (Kasper, 1997; Mammadova, 2016). The role of the digital environment is emphasised separately: the availability of online texts expands the range of materials but at the same time raises questions of content filtering and methodological processing (Gilmore, 2011; Huseynova, 2022).

In many ELT articles authentic texts are also linked to the idea of learner identity and voice. When teenagers recognise in a text familiar formats such as comments, short reviews or fragments of chats, the language no longer appears as something distant and purely academic. It becomes part of the same communicative space in which everyday life already takes place. This connection is especially noticeable when topics touch on school life, hobbies, music, films or simple real-world problems that adolescents discuss with friends. In such situations reading in English begins to support not only language development, but also the feeling of belonging to a wider, global community of users of the language (Day, Bamford, 1998; Krashen, 2004).

Another important aspect concerns the balance between authenticity and pedagogical support. Authors such as Nuttall and Grabe point out that authentic texts do not have to be "difficult" in order to remain real. Short, clearly structured materials with predictable layout and limited number of new words can still keep their communicative value if the original purpose and style are preserved (Nuttall, 1996; Grabe, 2009). For lower secondary school this balance is crucial. Excessive simplification quickly turns the text into another exercise from a course-book, while complete absence of scaffolding easily leads to frustration. Meaningful tasks, visual cues, pre-reading questions and opportunities for discussion help maintain the authenticity of the text and at the same time make it more accessible for learners with different levels of preparation (Berardo, 2006; Widdowson, 1990).

A growing number of publications highlight the role of multimodal authentic materials. Online news feeds, infographics, comic strips, short video transcripts and interactive posts combine verbal text with images, icons and basic elements of design. For teenage readers such formats feel natural and even expected, because similar combinations surround them in social networks and everyday media consumption. When these multimodal texts enter the classroom, they can support the development of several skills at once: understanding written language, interpreting visual information and linking both to personal experience (Gilmore, 2011; Huseynova, 2022). At the same time careful guidance remains necessary, so that learners do not focus only on pictures or isolated phrases, but gradually learn to build a coherent interpretation of the whole message.

In the end, the literature suggests that authentic texts work best when they are not treated as rare "holiday" activities, but integrated into regular reading practice in manageable portions. In that case even short encounters with real language form a cumulative effect, slowly changing how teenagers see English texts and how confident they feel when reading English outside the classroom (Mammadova, 2016; Aliyeva, 2021).

Methodology

The methodological part of this article describes how the work with authentic texts was organised in a regular secondary school setting. The focus was placed on two parallel sixth-grade classes with similar learning conditions and approximately the same number of learners. One class acted as the control group and worked mainly with reading passages from the coursebook. The other class functioned as the experimental group, where authentic materials were used on a regular basis alongside the main textbook.

Participant selection was based on a comparable level of English. At the beginning of the school year all learners completed an initial reading test. The test included tasks for global understanding of the text, finding specific information and drawing simple conclusions from what had been read. The results showed very close average scores in both classes, which made it possible to treat the groups as similar in their starting level of reading skills.

The teaching materials for the experimental group consisted of short news items, fragments of school blogs, simple popular-science texts, announcements, reviews and brief online posts. When choosing texts, attention was paid to high-frequency vocabulary, clear context that supports guessing from context, visual support such as photos or icons, and age-appropriate topics. For the control group, texts from the coursebook with the same general themes were used without additional external sources.

Work with every text in both classes followed the same three-stage pattern. During the pre-reading stage, key vocabulary was recalled, the title was discussed and learners shared expectations about possible content. During the while-reading stage, students completed tasks that asked them to identify key information, trace logical links between parts of the text and divide the text into smaller meaning units. The post-reading stage included short oral discussions of the author's position, personal reactions to the topic and a brief written task.

The whole cycle lasted eight school weeks, with one focused reading lesson per week, which gave eight complete sets of work with texts. At the beginning and at the end of this period, learners from both classes took the same reading test. It contained tasks for understanding the main idea, noticing important details, interpreting implicit information and giving a simple evaluation of the author's opinion. To record progress, a ten-point scale was used for each task type; scores were then converted into percentages, average results for each class were calculated and gains from the initial to the final test were compared.

In addition, a short anonymous questionnaire about attitudes to reading in English was carried out after the last test. The questions asked learners to rate how interesting the texts seemed, how difficult the reading felt and how confident they felt when working with a new text. The answers were analysed together with the test scores, so that numerical results could be linked with students' own impressions of their reading experience.

Both national and international methodology already offer substantial experience in describing the role of authentic materials in the formation of reading skills. Researchers note that work with real texts strengthens intrinsic motivation because learners can see the practical value of the language and more easily transfer their skills beyond the classroom (Day, Bamford, 1998; Bamford, Day, 2004). It is also stressed that authentic texts create favourable conditions for developing inferencing skills, since their content rests on everyday experience, visual cues and familiar communicative situations (Nuttall, 1996). A number of authors link work with such materials to the development of reading strategies: skimming, scanning, and more detailed analysis of complex fragments (Grabe, 2009; Berardo, 2006).

At the same time, many publications focus on adults and university students, whereas lower secondary practice is described less thoroughly (Day, 1998; Kasper, 1997). Often the emphasis is placed on the general advantages of authenticity, while concrete lesson models that take into account limited class time, heterogeneous groups and curriculum requirements remain in the background (Gilmore, 2007; Guliyeva, 2020). Scholars point to the lack of methodological descriptions showing how an authentic text can be integrated into a system of work with the coursebook, homework and digital resources, and underline the need for more detailed analysis of this particular level of education (Mammadova, 2016; Aliyeva, 2021).

Many studies draw attention to the link between authentic materials and communicative and competence-based approaches. The text ceases to be a set of sentences for translation and becomes a starting point for discussion, project work and solving problem situations close to real life (Grabe, 2009; Day, Bamford, 1998). Researchers also highlight the potential of such texts for developing critical thinking: students learn to compare viewpoints, notice evaluative vocabulary, distinguish facts from opinions and argue for

their own position (Berardo, 2006; Alptekin, 2006).

At the same time, the literature points out a number of problematic aspects. One key issue is the level of linguistic complexity. As Nuttall observes, even relatively simple newspaper and online texts contain dense vocabulary, idioms and cultural references that may be opaque for learners with a basic command of the language (Nuttall, 1996). This increases the risk of overload, especially in mixed-ability classes typical of mainstream schools (Day, Bamford, 1998).

Publications by Berardo and Gilmore emphasise that the desire to preserve "full authenticity" sometimes leads to texts being practically inaccessible for real comprehension, and the lesson turns into an analysis of individual words rather than work with meaning (Berardo, 2006; Gilmore, 2007). Widdowson and Alptekin draw attention to cultural distance: topics that are close to native speakers do not always resonate with teenagers in another sociocultural context, which reduces intrinsic motivation and interest in reading (Widdowson, 1978, 1990; Alptekin, 2006).

Another group of difficulties is related to the time and organisational constraints of the school curriculum. Neuner and Day note that working with an authentic text requires more time for pre-reading activities, explaining the context and subsequent discussion than working with a coursebook text (Day, 1998; Kasper, 1997). Under tight syllabus planning, the teacher is caught between the need to "cover the unit" and the wish to devote enough attention to a real text (Grabe, 2009).

In studies devoted to the digital environment (Krashen; Gilmore), another problem is mentioned: an excess of available online resources complicates the selection of reliable and methodologically appropriate materials (Krashen, 2004; Gilmore, 2011). Questions arise about copyright, the quality of language, age appropriateness and safety when working online (Huseynova, 2022). With insufficient media literacy and limited adult supervision, these factors can become serious obstacles.

Finally, the literature points to a shortage of ready-made methodological descriptions adapted specifically to lower secondary school. Many models for working with authentic texts are designed for university or adult courses, where teaching is organised under different time and motivation conditions (Widdowson, 1990; Kasper, 1997). As a result, school teachers often have to select texts on their own, design tasks and look for a balance between coursebook requirements, exam preparation and the desire to preserve living, natural language (Day, Bamford, 1998; Gilmore, 2007). All these factors show that the introduction of authentic materials into mainstream school practice remains a complex, multi-layered task.

Results. The positive potential of authentic texts in teaching reading in lower secondary school is described in the literature in considerable detail. Researchers note that such materials give learners the feeling of encountering "real" English rather than an artificially simplified textbook version of the language (Nuttall, 1996). According to Day and Bamford, interest in reading increases noticeably when a text is connected with real events, favourite films, games, blogs and social networks of teenagers (Day. Bamford, 1998). Berardo stresses that authentic texts enhance intrinsic motivation because they demonstrate the practical value of language and allow students to feel like "real readers" rather than simply pupils doing exercises (Berardo, 2006).

Nuttall and Grabe point out that work with real texts stimulates the development of reading strategies: skimming, scanning, identifying the main idea and drawing inferences from context (Nuttall, 1996; Grabe, 2009). Authentic material usually contains repeated key vocabulary, typical structural signals and graphic highlighting of important information, which helps learners rely on the structure of the text rather than on sentence-by-sentence translation (Grabe, 2009). Widdowson notes that it is precisely under such conditions that "thick" understanding of a text is formed, when the learner perceives not only individual words but also the communicative intention of the author (Widdowson, 1978, 1990).

The cultural dimension is also considered a significant advantage. Alptekin and Bayram underline that authentic materials familiarise teenagers with the realities of life in the target-language community, behaviour patterns, values and traditions (Alptekin, 2006; Bayram, cited in Mammadova, 2016). This helps to develop intercultural competence, teaches learners to compare their own experience with the situations described and to adopt a more conscious attitude to differences in norms of communication. When working with news items, blogs and simple journalistic texts, critical thinking is further developed: students learn to notice evaluative vocabulary, separate fact from opinion and recognise the author's stance (Berardo, 2006; Guliyeva, 2020).

In the digital age, the positive effect is strengthened by the integration of online resources. Gilmore and Krashen show that

access to short, regularly updated texts on the internet creates conditions for frequent, relatively free reading, which supports automatisation and expands vocabulary (Gilmore, 2011; Krashen, 2004). For teenagers, it is also important that authentic texts often match their habitual formats: posts, comments, reviews, app instructions (Huseynova, 2022). This lowers psychological barriers, links school reading with everyday practice and reinforces the sense that English is genuinely needed in real life (Day, Bamford, 1998; Grabe, 2009). All of this supports the conclusion that, with thoughtful selection and support, authentic materials can significantly enrich reading lessons in lower secondary school.

At the same time, the growing role of digital media changes what is meant by "reading" in everyday life. Teenagers constantly scroll through feeds, open short articles, check comments and instructions without naming these actions as reading. When similar formats appear in the classroom in a guided way, learners recognise their own habits and transfer familiar strategies to the foreign language. Skimming headlines, scanning for concrete details, ignoring non-essential elements and returning to important fragments begin to look like natural behaviour rather than a special exercise invented by the teacher (Nuttall, 1996; Grabe, 2009). This alignment between classroom practice and real digital experience supports the development of more flexible and realistic reading habits in English.

Another advantage of online authentic materials lies in the opportunity to personalise tasks. A class can work with one core text, but homework or extension activities may include links to alternative articles, blogs or reviews on the same topic with different levels of difficulty. Learners get a chance to choose texts that better match their interests and current language resources. Even limited freedom of choice helps to strengthen a sense of control and ownership over the reading process, which, in turn, supports persistence when texts become denser or more challenging (Day. Bamford, 1998; Berardo, 2006).

Digital authentic texts also make it easier to combine individual and collaborative forms of work. Short posts, news items or infographics can first be processed silently and individually on a screen, and then discussed in pairs or small groups. In this case reading naturally flows into speaking, and comprehension checks turn into real communication: learners have to explain, compare and defend their interpretations. Such movement between modes fits well with communicative and competence-based approaches, where language is viewed as a tool for joint meaning-making rather than a set of isolated structures (Widdowson, 1990; Mammadova, 2016). Taken together, these points show that digital authentic materials open additional paths for making reading lessons more engaging, varied and socially meaningful for lower secondary school learners.

Discussion. The discussion part of the article brings together the quantitative results and classroom observations in order to understand what systematic work with authentic texts actually changed in sixth graders' reading. The main question here is not only whether the experimental class showed higher scores, but what kind of progress stood behind the numbers and how this progress can be explained through existing views on reading and authenticity. For this reason, attention is paid both to test dynamics and to learners' comments in questionnaires and informal classroom talk.

First of all, the difference in overall gain between the control and experimental groups shows that regular contact with real-life materials supported a noticeable growth in comprehension. This concerns not only global understanding of texts, but also the ability to find specific details and interpret simple implicit information. Such tendencies echo the ideas of Nuttall, Grabe, Day, Bamford and other authors who describe reading as an active, meaning-centred process, where authentic input provides richer cues for building understanding.

At the same time, the data do not suggest that textbook texts are useless or completely ineffective. The control class showed moderate progress, especially in tasks that repeated familiar exercise formats. This confirms that carefully graded material still plays a role in forming basic techniques of reading, particularly for learners who feel insecure or easily overloaded.

More interesting differences appear in the sphere of motivation and confidence. Questionnaire answers and teacher notes indicate that students in the experimental class treated English reading as something closer to everyday life. Many of them linked lesson texts with their hobbies, favourite films, games or online interests. As a result, reading in English was perceived less as a school obligation and more as a meaningful activity with personal value. This shift in attitude helps to interpret the quantitative gains not as a mechanical outcome of extra practice, but as part of a broader change in how learners relate to texts in English.

The experimental part of the study provided a detailed picture of how authentic texts influence reading skills and sixth-graders'

attitudes towards English lessons. The results of the initial test already showed that the classes displayed comparable levels of text comprehension; minor differences fell within the margin of statistical error (Nuttall, 1996). After the eight-week cycle, the average gain in overall text comprehension in the control class was about 9%, whereas in the experimental class it reached 18–20%, mainly due to tasks on finding details and interpreting implicit information (Day, Bamford, 1998; Grabe, 2009).

The most noticeable changes appeared in the ability to identify the main idea of a paragraph and of the text as a whole. If at the beginning of the cycle about half of the students in both classes coped successfully with this, by the final test the figure had risen to 63% in the control group and to 81% in the experimental one. This dynamic is consistent with Nuttall's and Grabe's conclusions that regular work with extended texts strengthens reliance on meaning cues and signalling words (Nuttall, 1996; Grabe, 2009).

The results for understanding vocabulary from context are particularly interesting. In the experimental class, the proportion of correct answers on inferencing tasks almost doubled, while in the control class it increased by only about one third. This confirms Berardo's and Gilmore's view that authentic texts provide natural conditions for encountering recurring lexical patterns and formulaic expressions (Berardo, 2006; Gilmore, 2007).

Questionnaire data also revealed differences between groups. In the experimental class, most students rated the texts as "interesting" or "very interesting" and noted connections between the topics, their personal interests and real-life situations. In the control class, responses more often described the materials as "OK" or "too similar to previous ones", which echoes Day and Bamford's observations about declining motivation when learners work only with textbook texts (Day, Bamford, 1998).

Changes in reading confidence were also recorded. In the experimental class, the share of students who reported that they were not afraid of unknown words and first tried to grasp the overall meaning before turning to the dictionary increased. Similar tendencies are described in the works of Widdowson, Alptekin and Krashen, who stress the role of frequent, meaningful contact with living language in reducing anxiety and forming a "reading self" (Widdowson, 1978, 1990; Alptekin, 2006; Krashen, 2004).

Conclusion. The conclusion brings together the main ideas of the article and returns to the central question: what role can authentic texts realistically play in developing reading skills of lower secondary school learners. Across the theoretical overview and the classroom intervention, a fairly clear picture emerges. Regular contact with real-life materials does not cancel the value of the coursebook, but noticeably changes how learners read, what they notice in the text and how they feel during the reading process. Authentic texts, when chosen with care and supported by manageable tasks, become a stable source of both language input and personal involvement.

First, the results confirm that work with authentic materials is compatible with the basic aims of the school curriculum. The experimental class did not simply "have more fun"; learners showed higher gains in understanding main ideas, locating key details and interpreting simple implicit information. These shifts echo the views of Nuttall, Grabe, Day, Bamford and other authors who describe reading as an active construction of meaning rather than a mechanical decoding of separate sentences. At the same time, the progress of the control group reminds that graded textbook texts still perform an important supportive function, especially at the early stages of forming reading habits.

Second, the experience of the experimental class underlines the motivational dimension of authenticity. For many teenagers, texts connected with news, hobbies, everyday communication and digital culture turned English reading into an activity with a clear personal angle. Lesson materials began to resemble the formats that already fill their screens after school: posts, comments, short articles, fragments of blogs. This overlap helped to reduce anxiety, encouraged more risk-taking with unknown vocabulary and gradually strengthened the feeling of belonging to a wider community of readers in English.

Teacher observations and homework analysis confirmed the quantitative data: students in the experimental class more often took additional texts from the internet, brought articles to class, and shared links and blog fragments (Huseynova, 2022). They developed a more stable sense that English is needed outside the classroom (Mammadova, 2016; Guliyeva, 2020). All this indicates that experience with authentic materials triggers a chain of positive changes affecting not only test results but also teenagers' overall reading activity (Berardo, 2006; Day, 1998).

The article has shown the role of authentic texts as one of the key resources for developing reading skills in lower secondary school

learners. Analysis of theoretical approaches and experimental data confirmed that work with real materials boosts motivation, supports interest in the subject and helps form more stable reading strategies than reliance on textbook texts alone (Nuttall, 1996; Day, Bamford, 1998). The growth in the ability to identify main ideas, locate relevant details and use context to understand unfamiliar vocabulary proved particularly striking (Grabe, 2009; Berardo, 2006).

The results obtained are consistent with the conclusions of Day, Bamford, Nuttall, Berardo and other authors, who emphasise the close connection between authenticity, intrinsic motivation and the development of reader autonomy (Day, Bamford, 1998; Nuttall, 1996; Berardo, 2006; Grabe, 2009). In the experimental class, a clear shift towards a more confident attitude to texts was especially visible: students focused less on individual words, relied more on global meaning, and showed initiative in searching for additional materials and discussing what they had read (Widdowson, 1990; Krashen, 2004; Huseynova, 2022). This indicates the formation of preconditions for further reading beyond the classroom and a gradual transition to more complex genres.

At the same time, several limitations were outlined. Language difficulty, cultural distance, lack of teaching time and the need for careful material selection require a well-planned organisation of work with texts (Gilmore, 2007; Alptekin, 2006). Without preliminary support in the form of pre-reading tasks, visual aids and step-by-step instructions, an authentic text can easily become a source of frustration for some learners, as noted by both international and local methodologists (Day, 1998; Guliyeva, 2020).

In conclusion, the article shows that authentic texts cannot fully replace the coursebook but can greatly enrich reading lessons, making them livelier and more meaningful. The most promising option seems to be a combination of textbook and authentic materials within a unified system in which real texts are not an occasional supplement but a regular part of work on reading comprehension, vocabulary expansion and the development of critical thinking in teenagers (Grabe, 2009; Mammadova, 2016; Aliyeva, 2021).

It is further noted that the proposed organisation of work with texts is flexible and can be transferred to different formats of school practice: regular lessons, clubs, project weeks and extracurricular reading in English. The observed combination of cognitive, linguistic and motivational effects suggests that systematic use of authentic materials gradually reshapes teenagers' attitude to reading as a meaningful and significant activity connected with their real lives. For many students, this becomes their first experience of genuine "reading for oneself".

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АВТЕНТИЧНІ ТЕКСТИ ЯК ЗАСІБ ПІДВИЩЕННЯ ЕФЕКТИВНОСТІ НАВЧАННЯ ЧИТАННЮ У НЕПОВНІЙ СЕРЕДНІЙ ШКОЛІ

Анотація. *У статті розглядається роль автентичних текстів як засобу підвищення ефективності навчання читанню в середній школі.*

Показано, що звернення до реальних матеріалів посилює навчальну мотивацію, розвиває мовну здогадку і допомагає підліткам бачити зв'язок англійської мови із повсякденним життям. У центрі уваги знаходяться критерії відбору: відповідність віку та рівня, тематична близькість інтересам учнів, жанрова різноманітність, посильний обсяг та наявність візуальної підтримки.

Описуються основні етапи роботи з автентичним текстом: передтекстовий для актуалізації знань та зняття труднощів, текстовий для формування стратегій читання та післятекстовий для розвитку усного та писемного мовлення.

Зазначається, що поєднання таких текстів із підручником та цифровими ресурсами допомагає зберегти баланс між природністю мови та програмними вимогами. При регулярному використанні автентичні матеріали сприяють розширенню словникового запасу, формуванню стійкого інтересу до читання та розвитку критичного мислення.

Наголошується, що продумана система завдань на прогнозування змісту, пошук інформації, інтерпретацію позиції автора та особисту оцінку прочитаного робить уроки англійської мови більш живими, комунікативними та результативними для учнів середньої школи.

Практична значущість матеріалу проявляється у можливості адаптувати запропоновані прийоми до різних типів текстів: новинним нотаткам, шкільним блогам, простим науково-популярним статтям, а також до завдань для проектної роботи, позакласного читання та змішаного навчання. Це створює основу подальшого поглиблення читацького досвіду школярів англійською.

Ключові слова: *автентичні тексти; навчання читанню; середня школа; мотивація; розуміння прочитаного; критичне мислення; цифрові ресурси.*

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УДК 373.5.015.311:793.3(045)

ФОРМУВАННЯ ГАРМОНІЙНО РОЗВИНЕНОЇ ОСОБИСТОСТІ ЗАСОБАМИ ХОРЕОГРАФІЧНОГО МИСТЕЦТВА У ЗАКЛАДАХ ОСВІТИ

У статті розглянуто особливості танцювальної хореографії у контексті психологічного, соціокультурного та терапевтичного підходів. Визначено, що танець є складним багатовимірним феноменом, який поєднує біологічний, психічний і соціокультурний виміри, а також виступає засобом невербального вираження емоцій і гармонізації особистості.

Акцент зроблено на ролі танцю як форми катарсису, засобу соціальної комунікації та

чинника психоемоційної стабілізації. Автор підкреслює, що танцювальна діяльність не лише розвиває моторику, координацію рухів та творчі здібності, але й сприяє формуванню самосвідомості, образу тіла та позитивного ставлення до власної індивідуальності.

Особливу увагу приділено аналізу сучасних напрямів танцювальної психотерапії – американського, англійського та німецького. Окреслено внесок Г. Аммона у створення гуманно-