

співрозмовника за допомогою інтонації. Часто двозначна фраза, висловлена з відповідною інтонацією і супроводжена поглядом, може глибоко образити людину [1, с. 116].

Голосові особливості також є ефективними засобами передачі додаткової інформації у відео інтерв'ю. Наприклад, зміна тембру та інтонування може відображати зміну настрою під час розмови. Тон мовлення може також передавати рівень згоди з висловлюванням і додаткові відтінки.

Не менш важливим засобом є міміка, яка може передавати безліч емоцій, таких як радість, смуток, страх, подив, дивування тощо. Наприклад, уклінна посмішка може показувати ввічливість та повагу, тоді як нахмурений чоло може свідчити про незадоволення або роздратування. Жести можуть передавати інформацію про настрій та емоції мовця, а також доповнювати словесну мову. Зокрема, використання паралінгвістичних засобів у відео інтерв'ю може бути надзвичайно важливим, оскільки візуальний елемент має великий вплив на сприйняття. У такому разі, застосування цих засобів робить комунікацію більш приємною та зрозумілою для співрозмовника.

Підсумовуючи вищезазначене, можна зробити наступний висновок. Паралінгвістичні засоби комунікації є важливими елементами мовлення, які допомагають передати якнайточніше емоції, настрої та інші особливості мовця. Міміка, жести та голосові характеристики можуть бути використані для доповнення словесної мови та передачі більш повної інформації. Однак, способи використання паралінгвістичних засобів комунікації можуть відрізнятися залежно від культури та мови, тому важливо розумно та доцільно їх використовувати у кожній комунікативній ситуації зокрема.

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TEACHING LISTENING SKILLS TO PROSPECTIVE FOREIGN LANGUAGE TEACHERS

Prospective foreign language teachers have to master foreign language communicative competence

at the level appropriate to teach different age groups students and communicate effectively in various situations and contexts with representatives of other cultures.

Listening competence is a component of foreign language communicative competence which to much extent determines the effectiveness of communication.

Experts say that listening is the most often used language skill. Thus, there is information that female college students spent 42 % of their communication time on listening, 25 % on speaking, 15 % on reading, and 18 % on writing [2, p. 978].

Listening is the primary skill which enables the perception of ideas, information etc. The analysis of literature [1] enables the conclusion that the main components of listening competence are:

- ✓ knowledge;
- ✓ listening skills;
- ✓ vocabulary skills;
- ✓ grammar skills;
- ✓ phonetic skills;
- ✓ strategic skills.

The abovementioned skills include a range of subskills determined by the types of listening – listening for gist, listening for details etc.

There are three types of listening models that reflect the listening process [2, p. 979].

The first type – bottom-up processing is hierarchical, from the most specific information at the bottom to the most general at the top. The process starts with decoding the sounds and finishes with decoding the whole text. Phonemic units are decoded and connected together into words, words are connected into phrases, phrases into utterances, and utterances construct a text. In other words, the succession may look as following:

phonological level → morphological level → lexical level → syntactical level [2, p. 979].

This model is mainly associated with linguistic knowledge, but does not take into account the background knowledge of the listener and interactivensness of text comprehension process.

Top-down model presupposes employing background knowledge, predictions based on the prior knowledge, context and situation. However, the listener may fail as it is doubtful that we can count on only our prior to understand the new information [2, p. 979].

Thus, the third type of model seems the most well-grounded as it covers the main features of the previously described models and overcomes the disadvantages of both of them. The model incorporates complex and simultaneous processing of background knowledge, context, linguistic information and prediction. If the listener is not familiar with the content of the listening text and lacks language proficiency, he/she can employ his linguistic knowledge to understand the information. However, if the listener lacks linguistic knowledge, but knows the content, the context and has sufficient prior knowledge, he/she can employ top-down model to understand the text [2, p. 979].

Students should be purposefully taught to use the three models, choose the most appropriate one depending on the situation, task, type of the test etc.

The three models of listening processing should be developed through intensive and extensive listening. The first type aims at building basic listening skills and requires students to understand almost every sentence and word, which means that students usually listen to a text several times, analyse transcript etc. Extensive listening improves overall listening ability and presupposes students grasping the general meaning of the passage [2, p. 982].

Therefore, teachers must encourage both intensive and extensive listening and develop students' ability to use the three models.

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THE USE OF PODCAST TECHNOLOGY FOR THE FORMATION OF LISTENING COMPREHENSION COMPETENCE OF PRE-SERVICE ENGLISH TEACHERS

Nowadays, in the light of modernisation of the process of foreign languages teaching, it has become utterly important not only to improve the means of education that have been traditionally used, but also to introduce innovative ones related to wide digitalisation of all spheres of human activity. Moreover, the integrated approach to teaching foreign languages and cultures requires that the development of student's communicative competence be consistently combined with the immersion into manifold life contexts. Thus, modern technology appears to be helpful in providing foreign language classes with authentic material and activities to develop students' skills and subskills of linguistic, speech, sociolinguistic, and learning-strategic competences.

Meanwhile, one of effective techniques that may considerably enhance the formation of listening comprehension competence of pre-service English teachers is podcasting. Podcasts are defined as digital media files distributed over the Internet that resemble a radio show, audio performance, interview, lecture, or news item belonging to the oral genre of broadcasting [2, p. 178]. Besides, basic technical and didactic characteristics of podcast technology are authenticity, topicality, competence, autonomy, multi-channel perception, mobility of the technical means, multifunctionality, productivity, and interactivity [ibid.]. It is also to be indicated that podcasts present an opportunity to get acquainted with cultures of English-speaking countries.

Furthermore, the taxonomy of podcasts may be classified according to six criteria, to wit, podcast type, presentation method, duration, author, style, and purpose [1, p. 44]. Examples of websites offering podcasts in English for students of different levels of language proficiency include: www.learningenglish.voanews.com, www.britishcouncil.org, www.bbc.co.uk, www.podcastsinenglish.com, www.breakingnewsenglish.com, etc.

It is also necessary to take into consideration the stages of proceeding while working with educational podcasts, which are the same as those of the formation of foreign language listening comprehension competence: pre-listening, while-listening, and post-listening. Therefore, it is essential to specify various types of exercises that may be introduced at each of the mentioned stages. Specifically, the pre-listening stage may include such activities as predicting the content of the podcast based on keywords / title / illustration, predicting words / events / topics, discussing students' experience, expressing one's own point of view on a problem, etc.; at the while-listening stage, it is advisable to offer exercises for finding answers to questions, ascertaining whether the statements correspond to the content of the podcast, filling in the gaps in sentences, etc.; at the post-listening stage the exercises are communicative and aim to