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STAGES OF DEVELOPMENT PROSPECTIVE TEACHERS' FOREIGN LANGUAGE COMPETENCE IN LISTENING THROUGH INDEPENDENT WORK

In the rapidly developing modern society, mastering foreign languages has become one of the top priorities. The main goal of foreign language learning is developing communicative competence, which involves using the language to communicate in educational, professional, and everyday activities. A priority task of contemporary education is to provide future teachers with a comprehensive set of knowledge and skills necessary to improve their foreign language proficiency independently. Given the rapid accumulation of information, there is an increasing need to develop independent learning skills, which will enhance future professionals' ability to understand audio texts and process information by listening.

In this context, organizing independent work on listening comprehension must consider several methodological aspects that help students adapt to a new learning environment and forms of instruction. One of the main issues is the contradiction between the student-centered approach to learning and students' insufficient preparation for independent work, as well as between the growing importance of independent work in the educational process and the underdevelopment of appropriate forms and methods for organizing it. Recognizing this problem necessitates introducing various teaching strategies to develop metacognitive skills that support the development of student's independent activity.

Contemporary foreign language teaching methodology defines listening as an active mental process to perceive and understand spoken messages. This definition suggests that listening is not a passive activity but an active component of learning that requires students to combine skills and apply them according to changing conditions creatively. This approach ensures higher levels of student engagement in perceiving audio texts, promoting the effective development of listening skills [3, p. 320].

Given the importance of the methodological approach, M. Underwood identifies three main stages of teaching listening: the preparatory stage (pre-listening), the main stage (while-listening), and the final stage (post-listening) [2, p. 188]. Each stage has specific tasks and goals, which address different aspects of teaching listening and form an effective teaching methodology. When integrated into independent work, these stages form a systematic framework that fosters autonomy and facilitates a gradual development of students' listening abilities.

Preparatory Stage. The preparatory stage activates linguistic mechanisms and establishes a foundation in lexical, grammatical, and phonetic skills necessary for effective listening. During independent study, this stage enables students to set specific learning objectives and prepare themselves mentally for listening tasks. Students can begin by activating prior knowledge, reviewing relevant vocabulary, and familiarizing themselves with the topic to create a context for understanding the audio material. By encouraging students to engage in prediction exercises or mentally outline potential content, this stage reduces listening anxiety and creates favorable conditions for the listening task ahead [5, p. 183].

Main Stage. The main stage involves active engagement with the audio text, generally through multiple listening. In an independent context, this stage is structured to allow students first to obtain a general understanding and then delve into more detailed analysis upon subsequent listening. For instance, during the first listening, students can focus on capturing the main idea, while during the second, they can attend to finer details. Engaging in supplementary tasks such as gap-filling, event sequencing, or summarizing enhances comprehension by enabling students to interact actively with the content. As noted by O. Martyniuk, such activities support a multi-level perception of information, facilitating general comprehension and detailed analysis [4, p. 393].

Final Stage. The final stage is focused on consolidation and reflection, encouraging students to internalize and critically evaluate the information they have heard. In an independent learning scenario, reflection tasks enable students to connect the audio material to their own experiences and perspectives. Activities such as summarizing the content in their own words, journaling about insights, or recording a verbal summary allow students to process and integrate the content more deeply. As I. Stohniy and L. Nikonorova highlight, reflection is crucial for developing metacognitive skills, as it encourages students to self-evaluate their progress and become more aware of their learning strategies. At this stage, additional analysis of language aspects within the audio text can reinforce understanding and foster continued engagement with the material [5, p. 183; 1, p. 107].

When applied systematically, these three stages provide a comprehensive framework for independent listening practice. The preparatory stage primes students to approach listening tasks with a clear focus, the main stage promotes structured engagement with the material, and the final stage fosters critical reflection and self-assessment. By employing these stages independently, students develop a methodical approach to listening comprehension that they can adapt to various audio materials, from academic lectures to conversational contexts. This approach strengthens their language competence and enhances their ability to self-direct their language learning in a structured and reflective manner [6, p. 343–346].

Thus, developing professionally oriented English listening competence for future teachers is a multi-stage process requiring a meticulous methodological approach. The stages of preparation, active listening, and material consolidation play a crucial role in effectively building listening skills. Each stage ensures systematic skill development – from preparation for comprehension through active listening to reflection and analysis. This approach improves comprehension of audio texts and fosters independent activity among students, serving as a foundation for further professional growth.

A comprehensive approach to forming listening skills through students' independent work promotes the development of metacognitive abilities essential for continuous improvement in a dynamic educational environment. The ability to perceive, analyze, and apply a foreign language enables future teachers to adapt to new professional demands, remain flexible in intercultural communication, and effectively integrate foreign language use within the teaching process.

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КРИТЕРІЇ ВІДБОРУ НАВЧАЛЬНОГО МАТЕРІАЛУ ДЛЯ ФОРМУВАННЯ У МАЙБУТНІХ УЧИТЕЛІВ АНГЛОМОВНОЇ КОМПЕТЕНТНОСТІ В ГОВОРІННІ ТА ПИСЬМІ

Підготовка майбутніх учителів іноземних мов у сучасних реаліях актуалізується розширенням міжнародних зв'язків України, європейськими прагненнями нашої держави, а відтак і підвищенням ролі англійської мови, що декларується офіційними документами, зокрема, Законом України “Про застосування англійської мови в Україні” [6].

Важливою умовою ефективного міжкультурного спілкування є володіння учасниками комунікації англomовною компетентністю в говорінні та письмі.

Розвиток відповідних навичок та вмінь студентів здійснюється на основі навчальних матеріалів. Актуальність питання відбору навчальних матеріалів для формування англomовної компетентності в говорінні та письмі майбутніх учителів в умовах навчання в магістратурі визначається: 1) їх важливістю для поглиблення знань, формування мовленнєвих навичок та вмінь студентів; 2) вірцевістю, яка передбачає, що здобувачі створюватимуть власні висловлювання з урахуванням