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TEACHING FOREIGN LANGUAGE LISTENING WITH MOODLE TOOLS AT HIGHER EDUCATIONAL INSTITUTION

Currently, Ukraine is not just under martial law, but in the face of a severe and extremely exhausting war. These circumstances have significantly changed the basic principles of not only military but also civilian life in our country. This means that the living conditions of almost every single citizen have changed. More than ever, every citizen should try to maximize their abilities, skills and knowledge for the state's benefit. In turn, the state should try to make the most effective possible use of each citizen to ensure a proper resistance to any aggression and its future existence. Against the backdrop of the war in Ukraine, teachers and professors are constantly reorganizing the educational process. Under these conditions, this is a real challenge, as there are many reasons that differentiate learning now from learning during the long-term quarantines caused by the COVID-19 coronavirus infection.

The Strategy for Higher Education Development in Ukraine for 2022-2032 outlines the development of the higher education system at the present stages of the country's society and economy, defining its main characteristics to be formed by 2032. The Strategy is based on Ukraine's intention to become an equal member of the European community, and its strategic and operating goals correspond to Ukraine's commitments to intensify cooperation with the European Union in the context of higher education, in particular regarding digitalization.

Providing and implementing a high-quality educational process in a crisis situation, in particular distance learning in the current martial law situation, requires being guided by the fundamental principles of organizing this learning environment. The key principles of the distance education system, mostly grounded in the independent gaining of the required knowledge volume and quality and involving integration of traditional and modern information technologies, are the following: humanism, high priority, conformity to learning technologies, flexibility, modularity, discontinuity, and accessibility.

The most important task of a higher educational institution nowadays is to find ways to stimulate students' cognitive activity, to create a productive and stimulating environment. Distance learning is considerably different from the standard education and provides students with flexibility concerning the learning content. A student becomes an active subject of cognition, realizes his or her creative abilities, and independently chooses the ways to use the cognitive instruments. The problems of implementing distance learning are especially relevant at the current stage of Ukrainian educational

system upgrading, as they are considered as part of a number of problems of innovative educational technologies and are defined as interactive learning [1].

In today's modern reality, foreign language proficiency is one of the key competencies required of a qualified specialist in the labor market. The growing status of a foreign language as a communication tool has an impact not only on the learning environment, but also on the teaching content, it promotes the search for innovative approaches, modernization of the theoretical basis for education system building. The tasks of today's higher education system focus foreign language teaching not on passive learning, i.e., the ability to read and translate specialized literature, but on practicing the foreign language as a communicative tool in socio-cultural and professional spheres, i.e., on teaching speaking and listening comprehension skills. Without developed skills and abilities in listening comprehension as a component of communicative competence, full-fledged international creative and scientific contacts are unrealizable. The problem of teaching listening comprehension, as one of the speech activities, has been attracting close attention of methodologists and psychologists. Its importance is caused by its role that listening and understanding play in the process of speech communication in general and in teaching a foreign language in particular. Special attention to the issue of teaching foreign language listening is connected with the fact that it is closely interconnected with other types of speech activity - speaking and reading. Improvement of skills and abilities in the semantic perception of foreign speech by ear contributes to the transfer of the developed skills and abilities in one type of speech activity to others.

The significance of the study is determined by the needs of universities in scientifically based methods of using information technology, on the one hand, and the need for better teaching listening in a foreign language, on the other hand. C. Gural, E. Polat, A. Lazareva, K. Umnyagina in their papers consider the substantial characteristics of distance education system, and the issues of teaching listening using Internet resources in the context of distant learning a foreign language. However, scientific and methodological literature is still insufficiently well-studied in teaching listening to students depending on their professionalization; the practice of using innovative teaching methods, such as transferring a foreign language for special purposes course of listening to the online environment, has been covered insufficiently.

The purpose of the article is to highlight the key principles in the process of creating a listening unit in a foreign language for special purposes course on the Moodle platform and to study the benefits and challenges of distance listening teaching in nonlinguistic higher educational institutions.

Listening is an integral part of spoken communication, providing the consistency of speech behavior in various situations of intercultural foreign language communication at both general and professional levels. When intensifying the listening process at non-linguistic departments,

comprehensive consideration of psychological, linguodidactic and communicative factors affecting the learning quality should be taken into consideration.

Listening is a sophisticated, specifically human type of internal speech activity to perceive and recognize a speech message by ear. The result of listening is the conclusion a person reaches in the process of comprehending a perceived speech message. The outcome of listening is the understanding or misunderstanding of the speech message. The main form of listening is internal, unexpressed, consisting of the following mental processes: listening comprehension, consideration, recognition, comparison of linguistic means, their identification, comprehension, anticipation, classification, generalization, keeping in memory, and inference.

Moodle web platform is one of the free software environments that is open to the code, so it can be easily adopted to the purposes of a particular educational project, making it suitable for the development of foreign language teaching methods. Ukrainian Engineering Pedagogics Academy (UEPA) has created its own web platform - <https://do.uipa.edu.ua/>. Applying information and educational environments using networking technologies is carried out on the basis of Learning Management System. According to the researchers [3], this environment has extensive opportunities for communication, which in turn, is the achievement of a major modern goal of linguistic education, i.e., teaching intercultural and inter-linguistic communication. The system is user-friendly as it supports the exchange of files in multiple formats, has a mailing service, chat, and a "Comments" service, enabling feedback to be realized in the mode of a web platform.

The department has developed courses in English for specific purposes on the Moodle platform, including units of listening comprehension learning. All units satisfy a number of criteria, including: their content is objective, authentic, directly related to the students' specialization; the learning materials have a certain level of linguistic complexity and are culturally appropriate; the information is characterized by high usefulness and novelty; the video is of high quality. The development of the unit consists of the following stages: selecting video content (taking into consideration the complexity and facilitation factors of listening comprehension of foreign language speech, assessment of different methods and approaches to teaching listening); developing a block of exercises, test tasks ("true/false", multiple answers, essay; pre-text tasks); creating the unit on the course in English for specific purposes in the Moodle environment.

For each video, there is a brief introductory short text that provides students with a preparation for their activities. After reading this text, students complete a series of pre-text exercises (three or four exercises for the first- and second-year students, four or five for the third- and fourth-year students), consisting of matching, word-formation, multiple choice, true/false, etc. All the pre-text exercises are based on information that is relevant to the problem of a particular video. Text exercises are categorized, depending on the complexity of the video, into multiple choice exercises, matching, word formation, true/false, 'fill the gaps', etc. The number of text tasks is also determined by the

complexity of a concrete video (there can be from one to three tasks). The main post-text task is to write an essay or shoot a video on one of the topics proposed by the teacher.

The advantages of this course on the basis of the information educational environment Moodle are simple interface, the possibility of students' creative teamwork, the opportunity to upload materials and information in files with different extensions, the blogosphere functions are fully implemented in this format of work. Learning listening in a course in English for specific purposes on the Moodle platform has several advantages. The information and educational environment are close to authentic in its characteristics, and creates the necessary conditions for the development of skills and listening comprehension skills of each student. When using ICT tools on the basis of such an environment, information can be systematized and the set of components for activities with students can be diversified. The load on the auditory analyzers is reduced due to the presence of video and other forms of visualization. Pre-text and post-text exercises have a positive impact on the students' learning progress, complete perception, understanding and interpretation of the necessary information. Since the quality parameters and goals of foreign language teaching have changed significantly, a new target orientation of the educational process aimed at the development of specific competences (both general cultural and professional) is being introduced, a new vision of methods and technologies of foreign language teaching to future specialists comes into existence [2]. The competency-based approach means that the student is ready to master professional functions and implement them, acquiring all competencies at the level necessary and sufficient for carrying out professional activities. Video-blogging technology, as one of the ICT tools in teaching listening comprehension, contributes to the development of the required skills, abilities and readiness to participate in inter-lingual and intercultural communication under the conditions of using the most advanced information technologies, which have been actively developing over the past decades. When teaching listening comprehension based on the electronic educational environment Moodle, formation and development of various speech skills and abilities take place, among them, we can point out lexical, grammatical and structural-compositional skills, and speaking ability.

Grammatical proficiency implies the skills of subconsciously recognizing grammatical forms of speech at the morphological and syntactic levels and their relation to a particular meaning, while the lexical skills are considered as the proficiency of understanding words and word combinations immediately. Lexical and grammatical listening skills are related to the ability to perceive on hearing and understand lexical and grammatical phenomena of a concrete foreign language. It is reasonable to emphasize that the skill is inherently mechanical, which makes its development an insufficient condition for realizing communication process. Speech competence is based on the already developed skills and in essence is the mobilization of the acquired knowledge, mastered to the "automatism" of the activity skills. Speech skill is creative by its nature. Meaningful listening is speech activity in the process of teaching foreign languages, during which speech skills are formed. In turn, the speech skills develop the ability to segment speech flow into separate phrases, sentences; guess the meaning

of words from the context; identify parts of speech, recognize syntactic patterns and structures, understand words expressing connections and relations between sentence elements; highlight concepts, keep in mind the entire logical sound chain, understand non-verbal means of communication process; verbalize words and meanings in inner speech, and form the articulation pattern of the English language. Teaching listening in the context of English for specific purposes on Moodle platform promotes the most effective development of the above-mentioned skills and abilities of future specialists.

Nevertheless, there are also some disadvantages of distance learning in listening comprehension. Due to the fact that students do not always have sufficient motivation for self-study, lack of willpower and responsibility, there is a possibility of losing the pace of learning process without constant teacher's monitoring. To keep the learning pace, to sustain students' interest at the appropriate level, and to achieve the best results in the educational process, it is advisable to apply some additional Internet resources in the process of building a unit to teach listening in a foreign language course on the Moodle platform, which provides not only a high level of students' motivation to learn a foreign language for specific purposes, but also promotes the development of communicative competence on contemporary language content, which is closely related to the students' future specialty.

The above-mentioned benefits of the Moodle educational information environment, allow English teachers to create units of listening training at a new qualitative level, as well as comply with the requirements under the modern goals of foreign language education. The Moodle platform is a tool for organizing online work in the context of teaching listening comprehension, providing course in English for specific purposes accessibility for students, as well as quantitative and qualitative analysis of their work over a certain period of time; it is possible to improve the efficiency of foreign language learning, the intensity and individualization, to implement new methods of teaching foreign languages in non-standard learning situations, i.e. to make the conditions and process of foreign language learning, which are currently quite severe, more flexible.

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