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Bohomaz O. Artificial intelligence as a challenge to the modern system of higher education: a media competence approach

The article examines the application of artificial intelligence in higher education, as well as solving the problems of personalization of education. The need to introduce artificial intelligence into the educational process of institutions of higher education, as well as technologies that are already in use, has been identified and analyzed. The essence and idea of artificial intelligence, which is constantly changing and transforming, vision of ways of its development, approaches to study and functioning as a whole are revealed. In today's world of digital technologies and mass information, media competence has become a key skill necessary for effective functioning in society. Artificial intelligence, integrated into the educational process, opens up new opportunities for the development of this skill.

Special attention is paid to the impact of artificial intelligence on the development of critical thinking and information analysis, which is an integral part of media competence. Thanks to artificial intelligence technologies, learners can learn to recognize fakes, analyze the credibility of sources and draw informed conclusions based on available data. In addition to the positive aspects, the article also discusses possible risks and challenges associated with the introduction of artificial intelligence into the higher education system.

The article also emphasizes the need to train teachers to use new technologies and to develop ethical standards for the integration of artificial intelligence into the educational process. It is important to maintain a balance between the use of technology and traditional teaching methods, which will contribute to the formation of a harmonious and media-competent personality.

After analyzing the possibilities of using artificial intelligence, they came to a conclusion about the possibilities of using and improving artificial intelligence technologies in institutions of higher education, emphasizing its importance in the formation of media competence, and also identified the challenges faced by educators in the conditions of rapid development of digital technologies.

Key words: artificial intelligence, higher education, professional training, media competence.

UDC 37.035.7(477)

DOI <https://doi.org/10.31392/UDU-nc.series5.2024.100.04>

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**PSYCHOLOGY OF LISTENING TO ENGLISH VIDEO MATERIALS
IN TECHNICAL UNIVERSITIES**

The article studies teaching listening as the most difficult receptive skill in foreign language learning for technical university students. In addition to linguistic difficulties, students might also experience psychological difficulties such as a lack of the recipient's own perceptual experience, uncomfortable perception conditions, anxiety and fear of failure in performing listening. The students' auditory perception of English-language discourse should be developed as a part of communicative competence.

The study aims to research the psychological and pedagogical aspects of teaching listening based on video materials, which help create psychologically comfortable conditions for technical university students.

The level of motivation is vital in teaching listening and includes the students' readiness to listen to English-language discourse, which increases hearing effectiveness, greater concentration of attention, and interest in information. For studying the psychological aspects of listening, the motivational factor is especially important, since the students' predisposition to listening in the classroom or as independent homework may ultimately depend on their willingness to develop listening skills.

As a working hypothesis, based on our observations, we assume that they are more motivated to perform listening in the classrooms as the students demonstrated competitiveness at guessing some complex lexical units and could be stimulated by praise from the teacher and good grades.

An analysis of the student's opinions on conducting listening in the classroom and as a part of independent work modes is described in the paper. An audiovisual methodology for independent work on listening to professionally oriented video materials based on electronic resources is described.

Key words: *listening, students, technical university, psychological difficulties, video materials, audiovisual technique, survey, communicative competences.*

(статтю подано мовою оригіналу)

With the expansion of international professional contacts, some graduates in engineering lack communication skills in foreign languages that are in demand in any professional field. Communication skills in native and foreign languages occupy an important place among such interpersonal qualities as critical thinking, teamwork, professional development decision-making, etc. The ability to communicate in oral and written forms and to solve problems of interpersonal and intercultural interaction is a part of bachelor's training.

The most relevant is the development of communicative competence, as a core in foreign language teaching, which is a complex process including practice in oral and written speaking skills, as well as receptive reading and listening skills. Listening is one of the most difficult types of activities in foreign language teaching as an auditory perception of language discourse is included in the core communicative competence. By developing the perceptual components of integrative communicative competence, we develop students' general ability to communicate in a foreign language with representatives of different people.

Listening is based on certain psychological mechanisms of perception, recognition, and comprehension [4]. The psychology of listening is described in detail in the scientific literature (D. Brown, R. Costigan, W. Freeman, C. Goh, D. Massaro, and others). At the end of the twentieth century, a theory of listening was developed based on psychological studies.

The perceptual component as part of foreign language communicative competence is consistent with the psychological theory of communication, which suggests that communication is realized at three levels: perceptual, informational and interactive [7]. Auditory perception is a multi-level hierarchical structure of mental activities, which processes the oral signal from the recipient at the acoustic, linguistic and semantic levels. These levels are the subject of foreign language research studies. They try to understand the context of discourse perception from a psychological point of view, as an important aspect of teaching listening is the reflection of students' perceptual activity aimed at the achievement of understanding of the perceived authentic discourse.

In addition to the comprehensive and linguistic difficulties (phonetic, grammatical and lexical), students also might have psychological problems, such as an anxiety and fear of failure in this type of speech activity. O. Kharzhevskaya, K. Oleksandrenko, T. Peshkova and others note, that psychological difficulties, which arise in foreign speech perception, depend on the size of the text perceived by ear, the speech rate, the voice quality, etc. [10].

In the process of teaching listening, the teacher has to help the students overcome linguistic and psychological difficulties [9]. They include lexicogrammatical aspects of a speech utterance (unfamiliar vocabulary, grammatical or syntactic difficulties, word polysemy, etc.). Psychological difficulties might comprise the lack of the recipient's perceptual experience, the perception condition, volume, and lack of effective perception strategies [12].

Previously unsettled problem constituent. According to H. Collins, the problem reducing motivation of non-native speakers in listening is the spontaneous discourse includes such aspects as doubts and hesitations, word changes, abbreviations, alterations in the conversation topic, etc., which obstructs the meaning [2]. The success of perception and the speed of processing of the listened text depend on the development of the listener's inner speech. In foreign language teaching, it is necessary to create stable articulatory-auditory connections, which determine the success of internal speech. The only way to create such connections is through intensive practice of anticipatory auditory perception. Consequently, the task of repeated listening is to achieve a tempo of internal speech that matches the tempo of the speaker's speech. It is assumed that the success of teaching listening is influenced by the methodological competence of the listening process organization, which is generally recommended to be carried out twice.

The researcher points out the several psychological features that the teacher must take into account in teaching listening as a part of communication:

– To overcome the fear of listening and psychological barriers the student should have a preliminary psychological attitude to the type of audio material they are going to listen to;

– For a multi-level group of students, a differentiated approach to teaching listening is recommended. Thus, to facilitate weaker students' perception of foreign language discourse, it is possible to organize a preliminary reading of the beginning of scripts, which helps students predict the rest of the audio text.

– It is useful to familiarize key vocabulary in special exercises before listening, as well as to make guesses about the context in which they can be used.

– For weaker students, it is possible to read the scripts after the first or second listening, as well as to arrange the parts of the scripts during the listening process.

– In addition, the technical equipment for listening should be adequate. If their quality is low, some information might be lost and, as a result, the students' interest decreases [3; 4; 5].

Teaching listening is a complex type of speech activity. However, psychologically, it has a great developmental potential for students [8]. One of the possible ways to reduce difficulties in teaching listening and increasing students' motivation is by performing auditory tasks on video materials.

Objectives. The purpose of the paper is to study the psychological aspects of teaching listening as an independent type of communication. The main objectives are to consider the correlation between conventional listening and distant listening, using video materials; analyze the students' opinions on conducting listening tests in the classroom and as a part of independent work; describe the methodology for listening to video materials, which helps to overcome the psychological difficulties associated with this type of language communication.

Results. Teaching listening as a form of oral communication is often difficult, which is explained by two reasons: listening is seen as a by-product of speaking, and can be used in foreign language classes at a non-linguistic university as a type of speech activity interconnected with speaking; the lack of teacher's awareness about the psychological and linguistic complexities of listening to foreign language discourse, levels of perception and ways to determine them [6]. Such activity as distance indirect listening to audio recordings is an independent form of speech communication with its characteristics. Teaching students this type of listening requires special training in selecting authentic audio recordings, developing special exercises for before-, during- and after-listening activities, as well as using certain technical means.

The psychological studies specify that listeners in the process of listening rely on their alternative experience and developed psychological mechanisms. Receiving information from a phonological (lower) level, they have to recode it into units of a conceptual (high) level, using various perceptual supports. This process is strictly personal and complex since it depends on many factors including the students' speech development, hearing and memory abilities, the level of probabilistic forecasting, and attention and motivation [1].

For overcoming psychological difficulties in developing listening skills besides repeated listening, there is another technique, which suggests using visual supports for combining auditory and visual signals and increases the effectiveness of foreign language teaching [13]. It is based on the idea that the amount of information retained in memory increases significantly when presented as a combination of auditory and visual analyzers. According to physiological studies the carrying capacity of the optic nerve is sixteen times greater than auditory nerves, which permits to intensification of the process of information perception through listening to video materials [12].

The concept of visual supports was introduced by M. Latifi He regarded them as graphic images of unfamiliar lexical units reflecting the content of the text and presented in a video frame, on a board or as a drawing supporting listening. The researcher believes that listening with visual supports accelerates the development of listening skills and abilities, and expands the student's receptive vocabulary, especially at the initial stages of learning. Visual supports also make it possible to increase the semantic and linguistic complexity of audio texts. According to the results of the experiment M. Latifi concludes that listening with support significantly intensifies the development of the students' receptive speech skills and abilities [11, p. 15].

An important step in the development of technical teaching aids was made after the possibility of using video films for listening activities, which closely correspond to the idea of visual supports. Video materials have almost unlimited possibilities in teaching listening and speaking as the visual elements in videos complement the audio or vice versa, thereby facilitating audio-text understanding. D. Brown emphasizes that in videos the information load is more evenly distributed between the visual and auditory supports [1].

K. Woottipong considers videos as a psychologically important means for the development of listening to native speakers in natural communicative situations and defines the target setting for teaching listening with video materials in three stages: 1) pre-teaching lexical and grammatical material before watching video materials for alleviating difficulties, initial practising new vocabulary and grammar items; 2) development of dialogical speech on situations based on video footage; 3) situational-contextual speech skills formation based on visual signals in the viewed video material [13].

The teacher using a video as a teaching aid needs to select video material suitable for the students and assign appropriate tasks. The researchers divide the tasks for teaching listening into two groups. The task of the first group is to develop skills in linguistic form perception (preparatory exercises). The task of the second group is to improve the semantic distinction of audio text (speech exercises), where preference should be given to speech exercises [1; 6].

Using videos for listening skill development is an example of a psychologically comfortable learning activity. In the process of watching the video, students can guess the content. According to R. Costigan, the short duration

and uniqueness of auditory reception determine the selection of materials. The habit of spoken foreign language understanding is developed as a result of systematically listening to a large number of different voices [3].

The researchers believe that a real understanding of communicative situations by the communication participants in a real situation can only be demonstrated with the help of an activity based on watching a video [6]. However, there are some special features of working with video materials, since auditory and visual channels of perception work on condition of mutual interaction and depend on the following skills: the ability to highlight the main things/idea in the image, alternate informative visual elements from less informative ones, distinguish extra and paralinguistic parameters of spoken language, etc. [8]. Taking into account the requirements for video materials mentioned above, we can assume that only special educational video programs and videos meet such parameters. Watching only feature films and documentaries can create additional difficulties for students.

If video materials satisfy the requirements then both auditory and visual channels of perception are aimed at solving the same problem as the visual channel helps to fill in the information not received by the auditory channel. Foreign researchers also note the great pedagogical potential of video materials for teaching listening. Among the psychological and pedagogical studies conducted at different universities around the world on facilitating the process of video listening to a foreign language, two main research directions can be identified [10]: 1) comparison of students' reception of the same content during audio and video types of listening; 2) comparison of students' reception of the same content during video listening without subtitles and with subtitles, for example [12; 13].

As for the first direction, all researchers believe that the audiovisual mode of presentation has a clear advantage over conventional audio listening. Audiovisual media is "closer to real life because visual cues lead to footage contextualization, which contributes to the development of students' linguistic guesses and greatly facilitates the understanding of the video [11; 13]. The second direction is supported in the majority of pedagogical studies, which believe that the results of vocabulary acquisition supported by a video with subtitles in a foreign language improve the students' results compared to the groups that listened to a video without subtitles.

Researchers also note that content visualization during video listening plays a big role in creating psychologically comfortable listening conditions for students [10]. Visualization of content contributes to the creation of a psychologically comfortable educational environment, since the visual presentation of information in a video fragment, especially with the use of subtitles, creates optimal conditions for presenting linguistic insight. The simultaneous application of auditory and visual channels in video watching maximizes content perception and intensifies foreign language teaching. The audiovisual teaching method is, according to researchers, one of the most modern ways of teaching a foreign language.

Besides removing some linguistic difficulties, the audiovisual teaching method also permits one to be emotionally involved in the process of video watching, which increases the overall interest in the studied topic and foreign language learning. The student's emotional involvement in video content contributes to the development of their attitude towards educational audiovisual materials, which is fully consistent with the current modern paradigm of student-centred foreign language teaching. Besides, the use of audiovisual methods of foreign language teaching also contributes to the creation of psychologically comfortable conditions for communicative competence development [13].

In developing listening as a part of communication, the main difficulty is the uniqueness of information presentation. Approximately 94% of students reported psychological discomfort at performing listening tasks compared to speaking or reading, which they explain that by the emotional tension and speed of the listening tasks. Listening is considered the most difficult type of language activity. However, the students regard watching videos as the more psychologically comfortable type of listening and prefer to do the video listening task at home or as a classroom activity.

The majority of students believe that the most important factor for successful listening is the ability to watch a video several times. We also found out that they find it important to listen to an audio or watch a video at a convenient time since many students combine work and study. The decision to conduct listening to a video before topic discussion in a lesson is supported by the fact that students are better prepared to discuss in a foreign language. Conducting a video listening before a classroom lesson frees up classroom time for teaching students practical speaking and classroom time is used to develop communicative competence.

Before giving students independent work based on video for listening, they are given instructions and preparatory training in the classroom. The teacher demonstrates the material, explains how to download electronic resources, and the stages of independent work. Such explanation in the classroom is designed to lessen psychological difficulties that may be caused by the use of new electronic resources. This method of independent work takes approximately 45-50 minutes and includes the following stages.

Listening to a professional video as independent work gives the students the possibility to play this video at least two times in a row. They watch the video and simultaneously complete the teacher's assignments on the computer screen (for instance, questions about the video content, matching or fill-in-the-blank exercises), which the teacher can monitor on the screen and check instantaneously. The tasks should be aimed at the development of such listening skills as prediction, listening for details; the ability to determine the communicative intention of a statement, etc.

In practical listening based on the video, the teacher offers the students to create a mental map for summarizing the content and prepare to reproduce the video content in English. The mental map includes the important content

elements and keywords in a foreign language. Once the mind map is ready, students need to record their short video report with the main information they watched summarizing their mind maps. This two-minute self-produced video they upload for assessment.

After checking the students' video recordings, the teacher can pay more attention in the classroom to students who need more language practice and hence force, have more effective lessons for a multi-level group, organizing group work in creating dialogues in more comfortable psychological conditions.

A survey showed that students positively assessed the opportunity to watch the video as a home task and many students watched it two times and more. In general, they are satisfied with the electronic resources given to them. Psychologically, working with electronic resources [3], as well as the success in overcoming obstacles at the initial stage of listening increased the students' motivation. They worked more comfortably from the combination of home video watching and classroom work, where the students participated in group work, which relieved their psychological difficulties effectively.

The researchers note the great pedagogical potential of using video materials for teaching listening. Working with video materials is an example of a psychologically comfortable learning activity. Visualization of content contributes to the creation of a psychologically comfortable educational environment since the visual presentation of information from a video fragment creates optimal conditions for linguistic guesswork. The simultaneous application of auditory and visual channels in video watching permits to increase the content perception, which leads to the intensification of foreign language learning. In addition, to lessen linguistic difficulties, the use of audiovisual techniques also permits students to be involved emotionally in the process of watching videos, which increases the overall interest in the studied topic.

The most favourable conditions for working with videos are the possibility to watch the video several times, in comfortable conditions, as well as the opportunity to take a break while listening, which are the necessary prerequisites for the development of a methodology for advanced independent listening.

The audiovisual methodology includes the following stages:

- watching a professionally oriented video at home at least twice and completing the teacher's assignments on the computer;
- preparation of a mental map for submission of the professional content for reproduction (retelling) in a foreign language;
- preparing a two-minute reproduction of the video content and sending it to the teacher's electronic resource for assessment;
- random assessment of the video reproduction at the lesson and organization of communicative activities in the classroom, prepared as a home task.

The survey demonstrated that students assessed positively the opportunity to watch videos in a convenient mode. In general, the proposed training in listening through watching videos is suitable for reducing psychological barriers.

Conclusions. Listening as a type of perceptual activity is one of the most difficult types of language skills in foreign language teaching. Auditory perception of English-language discourse is an important element in the core communicative competence.

Accept linguistic difficulties, students might have such psychological difficulties as a lack of the recipient's own perceptual experience, uncomfortable conditions of perception, an excessive amount of perceived material, ineffective perception strategies, etc. The students' motivation is also important as their willingness to listen to English-language discourse increases language comprehension, concentration of attention, and interest in the received information.

The successful perception and processing speed in listening depends on the development of inner speech. The result of teaching listening is influenced by the method of the listening organization. Psychological aspects that should be taken into account are mainly concerned with overcoming the fear of listening to native speech and motivating students to complete the tasks aimed at developing listening. It is useful to familiarize students with new (key) words in special exercises before the listening activity, as well as to make guesses about the context where they can be used.

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Гавриленко К. М., Мелешко І. В. Психологічні аспекти навчання аудіювання відеоматеріалів англійською мовою в технічних вузах

У статті досліджується навчання аудіювання як найскладнішої рецептивної навички у навчанні іноземної мови студентів технічного університету. Окрім лінгвістичних труднощів, студенти також можуть зазнавати таких психологічних труднощів, як відсутність власного досвіду сприйняття аудіоматеріалу, некомфортні умови сприйняття аудіозапису, занепокоєння та страх невдачі у виконанні завдань, пов'язаних зі сприйняттям на слух. Тому слухове сприйняття англійського дискурсу має розвиватися як частина комунікативної компетенції.

Проведене дослідження спрямоване на вивчення психолого-педагогічних аспектів навчання аудіювання з використанням відеоматеріалів, які сприяють створенню психологічно комфортних умов для студентів технічних вишів.

Слід зазначити, що рівень мотивації студентів є життєво важливим у навчанні аудіювання і передбачає їх готовність сприймати англійський дискурс, підвищує ефективність слухання, покращує концентрацію уваги та інтерес до сприйнятої інформації. Для вивчення психологічних аспектів аудіювання мотиваційний фактор є особливо важливим, оскільки зацікавленість студентів аудіюванням на занятті або як самостійне домашнє завдання в кінцевому підсумку може впливати на їх бажання розвивати навички аудіювання в цілому.

Як робоча гіпотеза, заснована на наших спостереженнях, ми припускаємо, що студенти більш мотивовані виконувати аудіювання на заняттях, оскільки під час нашого дослідження студенти демонстрували змагальність у припущенні значення певних складних лексичних одиниць і мали можливість отримати стимул до подальшого вивчення через похвалу викладача та хороші оцінки.

У статті також викладено аналіз думок студентів щодо проведення аудіювання в аудиторії та в рамках самостійної роботи та запропоновано елементи аудіовізуальної методики у виконанні самостійної роботи з прослуховування професійно орієнтованих відеоматеріалів на основі наданих електронних ресурсів.

Ключові слова: аудіювання, студенти, технічний університет, психологічні труднощі, відеоматеріали, аудіовізуальний метод, опитування, комунікативні компетенції.