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Strategy of communicative partnership in teaching listening comprehension of students majoring in economics

Стратегія комунікативного партнерства в навчанні аудіювання студентів економічних спеціальностей

Summary. The article highlights the issues of teaching listening comprehension to students majoring in economics at higher education institutions using the communicative partnership strategy. Research in the field of using this methodology in teaching listening comprehension is relevant for several reasons: partnership work helps develop communicative skills; partnership in education helps students develop necessary skills for successful careers; communicative partnership creates favorable conditions for interaction and co-construction of knowledge. The article emphasizes the necessity of building an effective communicative environment in the classroom in audio-learning situations and proposes methods to achieve this goal. The role of the teacher in the process of learning audio materials in a foreign language using the communicative partnership strategy is highlighted, as well as manifestations of interaction and mutual assistance among students when listening to foreign-language texts. Recommendations are provided for organizing collaborative work among students when working with audio texts. Approaches to stimulating students' interest in language learning and motivating them through active interaction and involvement in the learning process are suggested. Successful selection of audio texts for listening also contributes to more accurate and deeper understanding and allows for the activation of students' cognitive interest, forming a strong motivation for learning the English language. Analysis of scientific and pedagogical literature indicates that educational materials to meet the professional needs of future economists should be based on authentic texts. The article also demonstrates that podcasts are an effective means of developing students' listening skills in foreign language classes. Significant attention is paid to the role of assessing formed competencies in listening, methods of assessment, and the role of student self-assessment. Recommendations are given for further research in the direction of teaching listening comprehension, as well as the use of group work in teaching foreign languages.

Key words: foreign language, communicative partnership strategy, podcasts, peer monitoring of listening skills, authentic materials, communicative environment, listening competence.

Анотація. У статті висвітлено проблеми навчання аудіювання студентів економічних спеціальностей закладів вищої освіти з використанням стратегії комунікативного партнерства. Дослідження в галузі використання цієї методики в навчанні аудіювання є актуальним з кількох причин: робота у партнерстві допомагає розвивати комунікативні навички; партнерство в навчанні допомагає студентам розвивати необхідні навички для успішної кар'єри; комунікативне партнерство створює сприятливі умови для взаємодії і спільного конструювання знань. Стаття наголошує на необхідності побудови в аудиторії ефективного комунікативного середовища в аудіо-навчальних ситуаціях і пропонує методи досягнення цієї мети. Висвітлюється роль викладача в процесі вивчення аудіо матеріалів іноземною мовою із застосуванням стратегії комунікативного партнерства, а також прояви взаємодії і взаємодопомоги серед студентів при прослуховуванні інішомовних текстів. Даються рекомендації з організації спільної роботи студентів при роботі над аудіо текстами. Рекомендуються підходи до стимулювання інтересу студентів до вивчення мови і мотивації їх шляхом активної взаємодії та залучення до процесу навчання. Вдалий підбір аудіо текстів для прослуховування також сприяє більш точному та глибокому його розумінню та дозволяє активізувати пізнавальний інтерес студентів, сформувати стійку мотивацію до вивчення англійської мови. Аналіз науково-педагогічної літератури свідчить, що навчальний матеріал для забезпечення професійних потреб майбутніх економістів повинен базуватись на автентичних текстах. Стаття також показує, що ефективним засобом формування умінь аудіювання студентів на заняттях з іноземної мови є подкасти. Велику увагу приділено ролі контролю сформованих компетентностей у прослуховуванні, методам контролю і ролі взаємоконтролю студентів. Даються рекомендації щодо подальших досліджень у напрямку навчання аудіювання, а також використання групової роботи при навчанні іноземних мов.

Ключові слова: іноземна мова, стратегія комунікативного партнерства, подкасти, взаємоконтроль навичок аудіювання, автентичні матеріали, комунікативне середовище, компетентність аудіювання.

Introduction. Communicative partnership in education is a pedagogical strategy involving active interaction between teachers and students on one hand, and mutual assistance among students on the other, aiming to facilitate the development of language and communication skills. In this partnership, the teacher acts as a facilitator and collaborator, while students are active participants in the learning process, jointly addressing tasks, exchanging ideas and experiences, and collectively solving problems that arise during learning.

The significance of communicative partnership for students is multifaceted. It stimulates activity and independence: students have the opportunity to actively participate in the learning process, express their thoughts, develop critical thinking and self-assessment; it enhances motivation. Interaction with teachers and classmates fosters increased motivation for learning, as it stimulates the search for new knowledge

and skills in collaborative communicative activities; it develops communicative skills. Through active interaction with various partners, students improve their language, interpersonal, and, if necessary, intercultural communication skills. Participation in communicative partnership helps students learn to collaborate, develop empathy, and effectively communicate in groups, contributing to the formation of social skills. Thus, communicative partnership in education plays a key role in the development of students as individuals and in their preparation for successful professional life.

In the context of the modern educational process and the demands of the labor market, research in the field of using the communicative partnership methodology in teaching listening comprehension of students is **highly relevant** for several reasons. Firstly, partnership work helps develop communicative skills. In today's world, a high level of communicative skills is a key factor in success. Students are expected not only to master professional material but also to communicate effectively, negotiate, and cooperate in teams. Secondly, communicative partnership in education helps students develop necessary skills for successful careers, as the business environment requires specialists to not only possess technical knowledge but also to communicate effectively with clients, partners, and colleagues. Furthermore, modern teaching methods increasingly focus on actively engaging students in the learning process, rather than just transmitting knowledge. Here, communicative partnership creates favorable conditions for interaction and collaborative knowledge construction

Analysis of research dedicated to the issues of perception and understanding of foreign language by students has allowed to identify the main directions in studying this matter. They are: perception mechanisms, skill formation, and development of listening abilities; the significance of listening and comprehension in foreign language education; interconnectedness of listening comprehension with other types of speech activities; types of listening; systems of exercises and textbooks for teaching listening comprehension; the difficulties of listening and ways to overcome them. The issue of peculiarities in forming foreign language listening competence has been studied by O. Bigich, N. Djachuk, and others, both domestic and foreign researchers. Selection criteria for listening materials were addressed by H. Hryniuk, I. Drozdova and others. Ya. Krapchatova explored how to organize assessment in listening.

However, despite the fact that many issues regarding the formation of foreign language listening competence have been extensively covered in methodological literature, the problem of teaching listening comprehension to students in non-linguistic higher educational institutions remains

unresolved. Students encounter a variety of difficulties during listening, leading to misunderstanding of the information presented. Undoubtedly, overcoming these difficulties and forming the basic knowledge, skills, and abilities of listening comprehension require special methods and strategies that take into account the peculiarities of teaching the course "Foreign Language for Professional Purposes" in non-linguistic higher educational institutions. The communicative partnership strategy is one such method.

The aims of the article are to determine the pedagogical conditions for the formation of additive skills of students majoring in economics in non-linguistic higher educational institutions; to justify the importance of increasing the effectiveness of using authentic materials in the process of forming foreign language listening competence, as well as to substantiate the means of its enhancement; to justify the essence and structure of the concept of "communicative partnership strategy"; to clarify the concepts of "listening comprehension," "listening competence," "authentic materials"; to analyze the conditions under which the process of forming foreign language listening competence of students will be more effective.

Methodology/Methods. To achieve the stated goals, a complex of methods was used: methods of comparative analysis of the researched problem, definition of the conceptual apparatus of the research and clarification of key concepts, justification and formulation of conclusions.

Results and Discussion. Listening is a complex type of internal language activity directed simultaneously at perception and understanding of linguistic information. Listening is an important component of speaking skills and language competence. The ability to perceive information in a foreign language can be divided into more specific skills:

- the ability to perceive audio information: the way a person perceives audio information involves understanding words, sentences, and ideas in the context of an audio text;

- the ability to understand intonation and accents: the ability distinguish intonation, tempo, and accents in speech helps in understanding language constructions and information provided in the audio text;

- the ability to create a mental image of context: it is important to learn to perceive the entire context of audio material, as it helps better understand the information and interpret it correctly;

- the ability to identify the main idea and details: the ability to identify the main idea of the audio text, as well as to find and understand the details that support this idea, is crucial for the development of listening skills;

- the ability to use context to understand unfamiliar words: the ability to use the context of the audio text to determine the meaning of unfamiliar words and phrases helps improve understanding of the text as a whole;

– the ability to identify nuances of speech: learning listening comprehension enables the exploration of various speech styles, differences between oral and written speech, as well as understanding cultural and social aspects of speech.

Training these specific skills helps students develop their listening skills, which are important for improving overall language competence and effective communication in various language situations.

Learning effective listening contributes to the development of interpersonal skills. The ability to listen to and understand others effectively is the foundation of any business communication. It helps develop active listening skills, empathy, and understanding, which are essential for building successful relationships with colleagues, clients, and partners.

Communication in the professional sphere often occurs through visual and auditory channels. Listening helps develop language comprehension skills, identification of main ideas, as well as interpretation of intonation and emotions in speech, which are important for successful communication in different situations.

In business, it is important to stay informed about the latest trends and information in your field. Listening allows you to receive new information through the auditory channel, such as podcasts, webinars, and audio books, which helps stay informed and competitive. Listening also helps develop analytical and critical thinking skills, as it teaches to listen to and evaluate incoming information and make decisions based on this information.

To stimulate active participation of students in the learning process and improve their understanding and perception of audio material, it is necessary to create an effective communicative environment in the classroom. To achieve this goal, it is important to provide comfortable learning conditions, such as a pleasant atmosphere in the classroom. It is also important to create opportunities for interaction and exchange of ideas between students and the teacher after listening to the audio text. This may include discussing key points, expressing personal opinions, and asking questions. The use of interactive teaching methods, such as group exercises, role-playing games, or debates, also stimulates active participation of students in the learning process and immerses them in the linguistic environment. It is necessary to ensure accessibility of audio materials for students, which are listened to in the classroom, in the form of recordings or online resources, allowing them to listen to the material again and reprocess it at their own pace.

Building an effective communicative language environment in audio-learning situations involves combining pedagogical strategies and using

modern technologies to stimulate active participation of students and ensure their success in learning listening.

Interaction between the teacher and students in the process of learning foreign language audio materials is important for successful comprehension of the material and development of language skills. The teacher is responsible for creating a structured lesson plan that incorporates the use of audio materials. They consider the needs and interests of the students, select appropriate resources, and develop relevant tasks for maximal material assimilation. The teacher explains the purpose and objectives of using audio materials, provides necessary context and instructions for their effective understanding. They also assist students in resolving any unclear questions and clarifying details. The teacher creates a conducive learning atmosphere where students feel comfortable expressing their thoughts. They encourage active participation and support students throughout the learning process. The teacher promotes active listening among students, utilizing various methods and techniques such as summary questions, discussing key points, and role-playing games. The teacher acknowledges students' successes in their work with audio materials and provides recommendations for further improvement. They also help correct mistakes and deficiencies in material comprehension. The teacher stimulates students' motivation to learn audio materials, emphasizing their importance and encouraging them to achieve new successes in speaking and language comprehension. Overall, the interaction between the teacher and students in the process of learning audio materials is mutually beneficial, helping students effectively assimilate the material and develop language skills under the guidance of an experienced teacher.

Mutual interaction and assistance among students during the listening of foreign language texts can manifest in several ways:

- shared understanding of the text: students can discuss unclear aspects of the text and provide each other with explanations or clarifications;
- assistance in interpretation: they can jointly analyze the information in the text, identify key ideas and main details, share their observations, and draw conclusions;
- support in task solving: students can exchange strategies and hints for solving tasks related to the text, such as answering questions or completing exercises;
- joint improvement of listening skills: they can mutually support each other in developing listening skills, providing helpful advice for enhancing text comprehension;
- language practice: mutual assistance can also include opportunities for language practice, where students can mutually correct mistakes and help each other improve pronunciation and accent.

All these forms of mutual assistance contribute to active and effective learning of a foreign language and promote the creation of a conducive language environment in the classroom.

Organizing effective collaboration among students when listening to foreign language texts can be achieved through the following strategies:

- pre-listening briefing: involves providing students with specific information or preparing them for listening to the text so that they can better understand its context and topic;

- active listening: before starting the listening, the teacher emphasizes the importance of active listening and directs students' attention to key points in the text;

- pausing and discussion: the teacher pauses the listening at intervals so that students can discuss what they have understood and what is important;

- task creation and exercises: after listening to the text, the teacher assigns tasks or exercises to students that help them demonstrate their understanding of the material;

- formulating thoughts and exchanging ideas: the teacher encourages students to share their own thoughts, impressions, and interpretations of the text after listening;

- teacher feedback and error correction: the teacher evaluates students' work and corrects any mistakes that may arise during listening.

These strategies promote active student engagement in the process of listening to foreign language texts and contribute to the improvement of their language skills.

Forming active listening and comprehension of the material can be achieved through various methods that stimulate attention, concentration, and analysis. Before listening to the material, it's important to familiarize students with the general topic, identify key questions, or establish the purpose of listening. This helps students focus on the main ideas during listening. Students should actively listen to the material, track main ideas, and details. They can take notes, highlight key points, or mark unclear aspects for further clarification. While listening, students can ask themselves questions about the content of the audio text. This helps them focus on the main aspects and stimulates analysis of the material. After completing the listening, students can be asked to summarize the information, discuss the main idea, key points, or draw conclusions. Engaging in discussion or dialogue based on the listened material promotes deeper understanding of the topic and encourages interaction among students. These methods promote active listening and understanding of the listened material, helping students effectively assimilate information and develop speaking skills.

In the process of improving communicative skills through listening, retrospection (feedback after listening) and feedback play an important role as they allow students to analyze their achievements, identify strengths and weaknesses, and make corrections in their learning. These elements contribute to improving language skills in the following ways:

a) students can review or re-listen to the audio material after the initial listening and assess their understanding. They can identify which parts were most challenging for them and why;

b) students can retrospectively analyze the strategies they used during listening and determine which ones were effective and which were not;

c) the teacher or peers can provide students with feedback on their understanding of the audio material, point out mistakes and shortcomings in perception, and suggest ways to correct them;

d) the teacher can also provide advice on improving communicative skills, such as providing additional exercises or materials for self-study.

Thus, the combination of retrospection and feedback helps students focus on their own learning and development, identify areas that need improvement, and develop strategies for further improvement. These elements are important in improving communicative skills through listening as they allow students to actively participate in their own learning and development.

To increase students' motivation to learn a language through active interaction during listening, various approaches and strategies can be used. First, it's important to create an atmosphere where students feel comfortable expressing their thoughts and ideas. A positive and supportive environment fosters greater motivation for learning. Furthermore, exercises and tasks related to audio texts should be active, stimulating students' participation in the learning process. This may include role-playing games, discussions, group projects, and other interactive methods. Providing support and positive feedback on students' achievements also helps increase their self-esteem and motivation for further success. Fostering friendly interaction within the group also contributes to boosting students' confidence in their communicative abilities and is a key task in the language learning process. These approaches help stimulate interest in learning the language and increase students' motivation through active interaction and involvement in the learning process.

A successful selection of audio texts for listening also contributes to a more accurate and profound understanding. It helps activate students' cognitive interest, forming a strong motivation for learning English.

Analysis of scientific and pedagogical literature indicates that educational material to meet the professional needs of future economists should be based on authentic texts [3; 5]. The specificity of such texts

lies in their richness in relevant terms, which reveal scientific concepts and give them unambiguous interpretations. The themes of these texts allow for the integration of professional and language competencies of economics students, expanding their subject knowledge and scientific outlook.

By authentic materials, we mean materials created by native speakers for other native speakers, i.e., these are original texts produced for real communication situations. Authentic texts serve as benchmarks (models) of real communication with its characteristic features: interruptions, repetitions, corrections, incompleteness, emotional expressions, imagery, less clear organization in terms of syntax, and so on. Semi-authentic texts, or semi-authentic audio texts, which have undergone methodical processing such as abbreviation or compilation without compromising their authenticity, are less complex.

Analysis of contemporary research in the field of teaching foreign languages shows that podcasts are an effective means of developing students' listening skills in foreign language classes [6]. Unlike traditional educational texts, podcasts serve as examples of natural oral speech and encompass a wide variety of speech samples depending on the age, ethnic, and social backgrounds of the speakers.

Here are several popular English economics podcasts recommended for learning, which can provide interesting and useful information about economics in an English-speaking format:

- **Planet Money** – this podcast explores complex economic concepts through interesting and accessible stories.

- **Freakonomics Radio** – this podcast examines economics in a broad context, including unexpected and cause-and-effect relationships.

- **The Indicator from Planet Money** – this podcast offers short daily episodes on the most important and interesting aspects of economics.

- **The Economics Detective Radio** – this podcast explores economic theories and research through interviews with experts and analysis of current issues.

- **The Wealth of Nations** – this podcast discusses global economic trends, history, and contemporary issues.

The control of developed listening competencies plays a significant role in the educational process. It is a necessary element of the learning process that helps students develop and improve their language skills. Control allows teachers to assess how well students understand the material they have listened to. This is important for measuring progress and identifying areas that need additional attention and support. Through control, teachers can identify typical mistakes and shortcomings in students' listening skills. This allows them to focus on specific aspects

that need improvement and provide individualized feedback. Regular assessment measures in listening can serve as a stimulus for students, as they have the opportunity to see their progress and achievements. The ability to listen and understand plays an important role in everyday communication. Control of developed competencies in this area helps students prepare for real situations where they will have to listen to the language they are studying. Control contributes to the continuous improvement of listening skills. Students can see what they have already achieved, as well as areas where they still need improvement, which can inspire them to further development [9, p. 159].

In general, control in listening instruction can be carried out using various methods and tools. One effective method of control is testing for comprehension of the listened text. The test may include tasks based on the information students received during listening to the text. These could be answering questions, matching different parts of sentences, filling in gaps in the text, and so on. Another effective means of control is listening with follow-up questions. After listening to the text, students may be asked questions to check their understanding. These questions can be provided orally or in writing. After listening to the text, students can write a summary or a short report about its content. This allows them to demonstrate their understanding of the material and their ability to express it in their own words. The latter two methods also help improve writing skills. The most interesting and lively way, in our opinion, is discussion. Certain aspects of the text can be discussed in groups or pairs to reach a common understanding. Then students can share their impressions, express thoughts on the content in the whole group. These methods can be applied both separately and in combination with each other to ensure variety and effectiveness in controlling students' listening skills.

When using the communicative partnership strategy, an effective way to engage students in the learning process and develop listening skills can be organizing peer-assisted control of students during listening. Peer-assisted control of students' listening skills is a process where students themselves assess and help each other improve their listening skills. This method involves active participation of students in interaction, exchanging impressions and skills to improve understanding of the listened material. For example, before listening, students can discuss the topic or context of the audio material to activate their prior knowledge and create conditions for effective perception of the audio text. After listening, students in pairs or groups discuss what they understood, highlighting key points, difficulties, or unclear moments. Group or partner exercises can help students work together to improve their listening skills using additional tasks or discussions.

An effective and engaging method of collaborative work can be peer review, during which students can assess their understanding by asking each other about the details of the audio material and providing feedback.

Overall, peer-assisted control of students' listening skills promotes active participation, collaboration, and the development of critical thinking, which contributes to improving language comprehension levels.

Conclusions. In modern society, the main goal of learning a foreign language is to develop communicative competence, which is the real readiness to communicate in a foreign language. Among the issues that attract special attention is teaching listening. Analysis of literature from contemporary research and practical experience has shown that using the communicative partnership strategy and authentic materials is practical and functional for improving students' listening competence. Teaching listening using authentic audio and video materials with the use of communicative partnership develops listening skills and abilities and, moreover, serves as a stimulus for students' self-development, forming listening competence at a level that enables effective communication through the use of a foreign language for solving interpersonal and professional tasks in a cross-cultural environment.

It has also been identified that an effective means of developing listening skills in foreign language classes is podcasts. Unlike traditional educational texts, podcasts are examples of natural oral speech and include a wide variety of speech samples.

An important measure in teaching listening using the communicative partnership strategy is organizing timely and high-quality control and self-control of the formation of listening competencies.

In the process of language learning, research and practical application of new ideas and methods are important for the continuous improvement of the educational process. In the future, the effectiveness of using various technologies, such as mobile applications, online resources, and virtual reality, on the language learning process and the development of students' communicative skills can be explored, as well as the impact of group work on language learning, i.e., how group interaction can improve students' communicative skills and provide them with support and motivation in the language learning process.

These research directions can contribute to the further development of language teaching methodologies and approaches and enhance the effectiveness of the educational process.

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