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THE PROBLEM OF LISTENING COMPREHENSION MOODLE COURSES DEVELOPMENT FOR FUTURE INTERPRETERS

For the majority of higher educational establishments worldwide, the use of information and communication technologies directed at creating online distance courses, has acquired its significance and actuality.

It has been proved that online education positively influences students' approach to learning foreign languages. The use of modern information technologies in teaching future interpreters facilitates successful mastering the foreign language, promotes easier learning a foreign language and makes this process interactive, communicatively-oriented, interesting and individual [2].

Due to the system organizational interaction between the teacher and students, ability to provide contents structuring, material modularity, self-assessment and interactivity of learning [1], Moodle, which stands for Modular Object-Oriented Dynamic Learning Environment, is a versatile system for teaching interpreters.

Moodle is essential for translation teachers focused on practicing listening comprehension skills of future interpreters, uploading various formats of files in a free, open-source web application for producing modular internet-based courses [4].

Modern teachers all over the world implement into practice their Moodle distance courses. Analysis of the problem of listening comprehension Moodle courses development for future interpreters has shown that second-year interpreters of the Department of English Philology and Translation named after D. I. Kveselevych of Educational and Research Institute of Foreign Philology of Zhytomyr Ivan Franko State University use Moodle English Language Practice Course (authors: Asmukovych I., Babchuk Y., Bilinsky D., Gyzha I.), which corresponds to all the normative legal documents issued by Ministry of Education and Science of Ukraine. The abovementioned course consists of the News Forum, twenty-three topics, tasks to the texts (true or false, complete the sentences with the words listed below, cross out an odd word, fill in a preposition if necessary, etc.), and final tests.

An educational distance course for the first-year students "Move Ahead through Movies!" (author: Gaidash A.) *has been worked out and introduced* at the Translations Department of *Humanitarian Institute of Borys Grinchenko Kyiv University.* The course is aimed at improving reading, writing and listening comprehension skills through modern USA movies. Placed on Moodle, the educational distance course consists of six movies ("The House of Mirth"**,** "Mona Lisa Smile", "Avatar", "Ratatouille", "Groundhog Day"**,** "The Devil Wears Prada") and pre-watching, while-watching and after-watching tasks which are aimed at communicative, linguistic, and socio cultural competence formation.

A Moodle distance course (author: Panteeva O.) for second-year students of Foreign Languages Faculty of *Buryatsky State University is based on the* problem solving approach and focuses on the development of listening comprehension skills. It comprises eight audio works of art and a set of tasks to them. Due to the lack of classroom hours,

students are unable to listen to long audio records followed by their further discussion. The Moodle course suggests making oral or written monologues based on the audio files uploaded on Moodle [3, c.115].

The audio course placed on Moodle is being developed at the Department of English Language of Translator's Faculty of Kyiv National Linguistic University in order to improve listening comprehension skills of future interpreters. The course contains audio/video episodes and podcasts on three module topics: "Mass Media", "Theater", "Medicine" and a set of tasks: multiple choice, gap filling, multiple matching, crosswords and others. Such Moodle activities as Chat, Hot Potatoes Quiz, Glossary, Wiki provoke improvement of future interpreters' listening skills.

It has been proved that future interpreters' listening comprehension Moodle courses simplify the educational process, favour the students' readiness for their professional activity, increase their listening comprehension competence, allow the students improve their listening skills individually at the convenient time.

When designing a Listening Comprehension Moodle course, teachers should be guided by innovative, integrated and communicative principles, take into account psychological characteristics of the future interpreters and their ability to do Moodle listening tasks on their own.

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