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A MODEL OF A MOODLE LISTENING COMPREHENSION COURSE FOR PROSPECTIVE INTERPRETERS

Introduction. An accurate and precise model of a Moodle listening course for prospective interpreters makes the process of accomplishing listening comprehension exercises easy and effective. Such a model is a scientifically based scheme that is aimed at the successful final result. **Purpose.** The purpose of the research is to characterize the process of creating a model of a Moodle listening comprehension course for prospective interpreters. **Methods.** Analysis, empirical research, study of the basic materials for the Translators/Interpreters' Department for "English as First Foreign Language" [3], mass survey of the students of the second course were used to outline and describe the process of creating a model of a Moodle listening comprehension course for prospective interpreters.

Results. A model of a distance listening comprehension course for prospective interpreters placed in Moodle involves such components of the teaching process as *principles, an object, an aim, a subject, a discipline, means of realization, and the stages of the organization.* As any model of the educational process requires certain principles to be based on [2], we suggest the following *principles* to keep to: a systemic and systematic principle, a communicative principle, a principle of interconnection of the types of speech activities, and a principle of realization of the strategic actions.

A process of teaching prospective interpreters listening to such genres of audio texts as interviews, lectures, announcements, the news is the *object* of the education. The *aim* of the education based on the Moodle listening comprehension course is to make students acquire competence in understanding oral messages.

In the frame of our research the *subjects* of the education are the second-year prospective interpreters of English (III term). The model of a Moodle course is aimed at making the students acquire listening comprehension skills according to such semantic topics as "Mass Media", "Theatre", "Medicine and health".

The *means of realization* of the model are the following: authentic audio and video texts (interviews, lectures, announcements, the news) selected according to the primary and secondary criteria [1]; the system of exercises for development listening skills and strategies.

The Moodle listening comprehension course for prospective interpreters has been organized according to ECTS for second-year distance interpreters of Department of English Language at Kyiv National Linguistic University (III semester). The model comprises 48 hrs for lectures and 744 hrs for individual work.

For organization of our model it constitutes: lectures – 48 hrs (24 classes) : 4 = 12 hrs and for individual studies – 744 hrs : 4 = 186 hrs. During the III term prospective interpreters can listen to the audio texts of different genres the following number of hours: introductory course – 18 hrs (lectures) : 4 = 4.5 hrs, individual work – 744 hrs : 4 = 186 hrs, winter exams – 30 hrs : 4 = 7.5 hrs, where 1 hour is 45 minutes.

The model of a Moodle distance listening comprehension course for prospective interpreters can be realized during initial, basic, and advanced stages. At the *initial stage* the students comprehend and try to understand audio and video messages of different genres (interviews, lectures, announcements, the news) uploaded in an open-source software learning management system. The prospective interpreters follow the guidelines on the specific features of listening to each of the genres, learn how to take notes while listening to each of the genres, train their mnemonic strategies.

A *basic stage* of a distance listening comprehension course means accomplishing the exercises, analyzing the listening strategies of different genres; at this stage students learn how to identify specific information, express their critical attitude, listen for details and listen for gist. The prospective interpreters work on the language material, analyze and interpret the parts of different audio texts, keep to a "Listening Comprehension Diary" applying strategies and strategic actions offered in the course. This stage is aimed at increasing the prospective interpreters' level of motivation, avoiding the students' misunderstanding of the interviews, lectures, the news and announcements. The distribution of the hours given for improving listening skills and strategies according to the genres during the inter-exam course is as follows: 186 hrs : 4 (genres) = 46,5 hrs.

At the *advanced stage* of the course the students improve their ability to listen to the texts of different genres and to do exercises aimed at: identifying specific information, critical or understanding attitude, listening for details and listening for gist. Besides, the students write a summary or a report on the issue in their mother tongue to improve their specific interpreting skills, complete a post-experiment listening comprehension questionnaire, select the necessary audio and video material to listen to and to watch, define the listening strategies on their own, apply the strategic actions to overcome the listening comprehension difficulties, improve the ability to use the strategies which are underdeveloped. There are 7,5 hrs (337,5 min) to teach students listening to the texts of different genres at the advanced stage

Conclusions. The Moodle listening comprehension course helps the prospective interpreters develop and improve their knowledge on listening strategies and peculiarities of audio texts of different genres. However, further research is needed to test the efficiency of the described Moodle listening comprehension course for prospective interpreters.

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