

самостійної роботи, а також формування у студентів навичок їх використання. Слушним виявляється їхнє зауваження щодо необхідності забезпечення студентів інструментами для самодіагностики рівня знань іноземної мови, усвідомлення своїх сильних і слабких сторін, навичок організації самостійної роботи.

Із власного досвіду варто зауважити [1; 2], що велике значення відіграють чіткість і зрозумілість сформульованого викладачем самостійного завдання, інструкції щодо послідовності дій, додаткових джерел інформації, відкритості та готовності викладача до взаємодії зі студентами, окреслені терміни виконання, обсяг і зміст роботи. Також було визначено, що обізнаність студентів щодо можливостей зворотного зв'язку з викладачем, необхідності здійснення певних дій після отримання відгуку щодо виконаної роботи, усвідомлення власної відповідальності за результати навчання належать до вагомих факторів організації самостійної роботи студентів при вивченні іноземної мови.

Список використаної літератури

1. Дмитренко, Н., Будас, Ю. Роль зворотного зв'язку в автономному навчанні професійно орієнтованого англомовного спілкування. *ARS Linguodidacticae*. 2023. № 11. С. 36-43. <https://doi.org/10.17721/2663-0303.2023.03>
2. Dmitrenko, N., Budas, I. The Impact of Feedback on Students' Autonomous ESP Learning Outcomes. *Revista Romaneasca pentru Educatie Multidimensionala*. 2021. Vol. 13(2). P. 323-333. <https://doi.org/10.18662/rrem/13.2/424>
3. Dmitrenko, N., Petrova, A., Podzygun, O., & Nikolaeva, S. Strategies in autonomous learning of professionally oriented english communication. *Journal of Teaching English for Specific and Academic Purposes*. 2021. Vol. 9(3). P. 527-540. <http://rep.knlu.edu.ua/xmlui/handle/787878787/2200>
4. Letterman, D. Students' Perception Of Homework Assignments And What Influences Their Ideas. *Journal of College Teaching & Learning – Second Quarter*. 2013. Vol. 10 (2). P. 113-122. <https://core.ac.uk/download/pdf/268111192.pdf>

Бучацька Світлана

*Вінницький державний педагогічний університет
імені Михайла Коцюбинського*

THE USE OF AUTHENTIC MATERIALS TO LOWER LISTENING ANXIETY

Mastering foreign languages is a challenging emotiogenic activity related to the constant overcoming difficulties, negative mental states (fear, anxiety etc.). Emotional states that occur in students in the process of foreign language acquisition

are different in power, modality, direction and stability. To reduce the above it is required to form students' ability of emotional and mental self-regulation.

Among the factors to be focused at is anxiety which as personality's mental state often accompanies students' learning activity. The level of the above anxiety, which is mostly often so-called socio-situational anxiety of a personality, is defined by both the objective situation the student has occurred in and student's individual typological qualities [1].

Anxiety is investigated in terms of two perspectives: trait anxiety which is defined as anxiety on the level of fear and situation specific anxiety, on the other hand which can arise in situations of insufficient or contradictory information about the risks between the individual settings and the perception level of the situation.

In a considerable number of studies on the subject, it is expressed that anxiety has a holistic effect on foreign language learning process and plays a decisive role on development of listening skill as a multidimensional language skill that has an important function in the development of all other language skills, and primarily on speaking [3].

Horwitz emphasizes that a lot of different factors effects the development of listening skills in a foreign language, as well as highlights that anxiety, which is an affective variable, is accepted as an increasingly important issue when it's compared to other factors.

In order to overcome the above anxiety problems it is beneficial for students to be trained on authentic texts as the ones containing the language written by real authors or real speakers, in order to convey a genuine message to real readers or listeners. The authentic videos prepared by institutions such as Oxford University, Cambridge University, Pearson and the British Council, which develop the course materials commonly used in the teaching of English as a foreign language across the world may become the essential part of teaching process with emphasis on communication examples related to real life. In this case, in the process of developing English listening skills of students at any proficiency level, authentic video usage can be interpreted as moderately and much more desirable in terms of lowering the foreign language listening anxiety levels when it is compared to the use of non-authentic videos.

It should be noted that through the development of listening skill it is aimed to help students to distinguish the sounds in genuine contexts and real situations in the relevant language; to recognize the semantic changes caused by emphasizes, stresses and intonations in a context and to become skillful in order to understand the contents of speech completely and correctly [4].

Research findings which reveal that there is a strong negative relationship between listening anxiety and academic achievement level in respect of listening skill are an effective reason to consider the listening anxiety as an important variable in the development of foreign language skills [2].

In the context of the development of foreign language listening skill, it can be mentioned that there is a linear relationship between the quality of the listening source (teaching materials, teachers, etc.), listening anxiety, and listening performance. The speed of speech, diction, the distinction of accents, the number of

unknown words in the content, syntactic difficulties and grammatical structures in which the individuals are not familiar in the listening materials lead to listening anxiety.

Besides, teaching materials that are widely used in the foreign language teaching-learning process and have the power to influence the whole teaching process, learning outcomes, as well as the teaching methods and techniques to be employed, are considered as important variables in studies on the development of listening skills.

Thus, it is considered as an important necessity in order to make students successful in the situations that they may encounter in real life in the context of language comprehension the teaching materials that are used in teaching-learning process should be based on real life and presented in a meaningful coherent way. In order to achieve the objectives in respect of developing listening skills, materials used in the process are of great importance [4].

The researchers emphasize that materials playing a decisive role in the presentation of the content should be carefully selected in order to provide the students with accurate information about the target language and reflect the natural usage examples of the target language of authentic material.

References

1. Buchatska, S. Anxiety factors of students' emotional disposition to professional communication in foreign languages. Актуальні проблеми психолінгвістики, психології мови та мовлення. COPAPOLS 2015. *East European Journal of Psycholinguistics*. Lutsk: Lesya Ukrainka Eastern European National University. 2015. Vol. 2 (1). P. 7-16.
2. Dalman, R.M. The Relationship between listening anxiety, listening comprehension strategies, and listening performance among Iranian EFL university students. *International Journal of Modern Language Teaching and Learning*. 2016. № 1 (6). P. 241-252.
3. Horwitz, E. K. Language anxiety and achievement. *Annual Review of Applied Linguistics*, 2001. № 21. P. 112-126.
4. Kim, H. S. Using authentic videos to improve EFL students' listening comprehension. *International Journal of Contents*. 2015. Vol. 11(4). P. 15-24.

Вишивана Наталія

*Вінницький державний педагогічний університет
імені Михайла Коцюбинського*

ВИВЧЕННЯ ЛЕКСИКО-СЕМАНТИЧНИХ ГРУП У КОНТЕКСТІ СУЧАСНИХ ЛІНГВІСТИЧНИХ ДОСЛІДЖЕНЬ

Дослідження лексико-семантичної групи (ЛСГ), як і будь-якої іншої лексичної мікросистеми, складається з двох основних етапів: на першому етапі відбувається виділення ЛСГ, на другому – її аналіз. Дослідження ЛСГ пов'язане