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THE EDUCATIONAL POTENTIAL OF VIDEO RESOURCES IN DEVELOPING THE AUDITORY COMPETENCE OF HIGHER EDUCATION STUDENTS WHEN LEARNING A FOREIGN LANGUAGE

Liubov Kibenko,

*Senior Lecturer at the Department of European Languages,
Kharkiv State Biotechnology University (Kharkiv, Ukraine) ORCID ID: 0000-0001-9183-7823
kibenkolubov57@gmail.com*

Oksana Kravchuk,

*Doctor of Pedagogical Sciences, Associate Professor, Lecturer,
Ataturk University (Erzurum, Turkey)
ORCID ID: 0000-0001-6502-5856
okskravth@gmail.com*

Abstract. In this article, the authors examine the didactic potential of modern video resources in the process of developing the listening skills of higher education students when learning a foreign language. The relevance of the study stems from the need to modernise students' foreign language training in the context of the digitalisation of the educational environment and the necessity to develop skills for the effective perception of authentic foreign-language speech. The scientific novelty of the study lies in the justification of the organisational and pedagogical conditions for the effective use of video resources to develop global, detailed and critical listening skills among learners. It has been established that the integration of video materials into the foreign language learning process increases students' motivation, stimulates their cognitive activity, and contributes to the development of intercultural communication and the improvement of foreign language communicative competence.

Key words: listening competence, video resources, foreign language communicative competence, higher education students, digitalisation of education, authentic video content, listening comprehension, foreign language.

Introduction. The current stage of development in higher education is characterised by the rapid digitalisation of the educational environment and the introduction of innovative teaching technologies, which requires lecturers at higher education institutions to integrate a variety of approaches, formats, methods and digital tools into the process of training students. The issue of developing foreign-language listening competence is of particular relevance, as listening forms the basis of effective intercultural communication and ensures the development of the ability to perceive authentic foreign-language speech in real-life communication situations.

In the context of researching the didactic potential of video resources, the use of modern authentic video materials as an effective tool for developing the listening competence of higher education students whilst studying a foreign language is of particular importance. Video resources create conditions for combining auditory and visual channels of information perception, which contributes to a better understanding of speech content, the development of auditory attention, memory and skills in interpreting foreign-language contexts. The use of authentic video content in the educational process not only boosts learners' motivation to study a foreign language, but also provides immersion in a real-life language environment. Thanks to video materials, students have the opportunity to observe the natural speech of native speakers, the peculiarities of intonation, speech rate and non-verbal communication, as well as to familiarise themselves with the cultural, social and behavioural aspects of the foreign-language environment (Rohulska, 2024). This contributes not only to the development of language skills but also to intercultural competence, which is an important component of the professional training of modern specialists.

The didactic potential of video resources also lies in the possibility of implementing interactive and competence-based approaches to learning. The use of learning platforms, video clips, TED Talks, YouTube channels, educational podcasts and interactive video services allows for the organisation of multi-level tasks to develop listening skills, critical thinking, content prediction, information analysis and subsequent communicative interaction. When working with video materials, learners develop speaking, reading and writing skills, as listening is integrated with other types of language activity.

The purpose of the article is to provide a theoretical justification and analysis of the didactic potential of modern video resources in the process of developing the listening skills of higher education students whilst studying a foreign language, as well as to identify effective approaches, methods and digital tools for using authentic video content in the context of the digitalisation of the educational environment.

To achieve the stated aim of the study, the following research objectives have been identified:

1. To analyse scientific and pedagogical approaches to the development of listening competence among students at higher education institutions during the process of learning a foreign language.
2. To characterise the essence and structure of listening competence as a component of foreign language communicative competence.
3. To investigate the didactic potential of modern video resources in the context of the digitalisation of the educational process.

Research materials and methods. In the course of the research, we endeavoured to make the fullest possible use of the potential of comprehensive, competence-based and systematic scientific approaches. Taken together, these approaches enable a comprehensive analysis of the psychological and pedagogical literature, in particular the study of monographic scientific publications and dissertations that address the chosen topic. This enables us not only to gain a deeper understanding of the theoretical foundations, but also to clarify the distinctive features of scientific concepts and perspectives, and consequently to formulate more well-founded conclusions and recommendations aimed at the further development of practice-oriented issues.

Results and discussion. In contemporary academic and pedagogical discourse, the issue of developing the listening skills of higher education students occupies a significant place within the framework of foreign-language professional training. The active processes of globalisation, the digitalisation of the educational environment and Ukraine's integration into the European educational area necessitate the training of competitive specialists capable of effective intercultural communication in a foreign language. In this context, the development of receptive types of speech activity takes on particular significance, particularly listening, which serves as a fundamental component of foreign-language communicative competence.

Foreign-language speech activity is viewed as a purposeful process of exchanging information in a foreign language through the interaction of communication participants. Within the structure of foreign-language speech activity, scholars identify four interrelated types: listening, speaking, reading and writing. Listening, in this context, is not only a distinct type of communicative activity but also an important means of foreign language learning, facilitating the development of phonetic, lexical, grammatical and communicative skills.

Scientific and pedagogical approaches to the development of listening competence are based on the principles of the communicative, competence-based, activity-based, interactive and digital approaches. The communicative approach focuses the educational process on developing learners' ability to engage in real-life communication in a foreign language. Within this approach, listening is regarded as the foundation for perceiving and interpreting spoken information in an authentic environment. M. Canale and M. Swain made a significant contribution to the development of the communicative approach, defining communicative competence as a system of linguistic, sociolinguistic and strategic skills.

The competence-based approach focuses on the learner's ability to apply acquired knowledge and skills in practical situations of foreign language communication. In the context of listening, this involves developing the skills to perceive authentic speech, analyse the content of a message, identify key information and respond appropriately to what has been heard. In accordance with the Common European Framework of Reference for Languages (CEFR), listening is defined as one of the core components of language competence and involves the development of skills in understanding spoken language in various communicative situations. Listening and speaking are interrelated components of oral communication. This is evident in the constant alternation between the processes of perceiving and producing speech during communication. During listening, not only is information perceived, but the listener also internally prepares a verbal response to the message heard. This is precisely why the development of listening competence directly influences the formation of oral communication skills.

Scientific studies (Mamachych, 2023; Nezhyva, 2023) emphasise the close interconnection between listening and other types of speech activity. Listening and reading belong to the receptive types of speech activity, as they involve the perception, comprehension and interpretation of information. At the same time, writing and speaking are productive activities, which are also based on processes of internal speech. During listening, information is perceived through the auditory channel, and during reading – through the visual channel. However, reading is also accompanied by the internal vocalisation of the text, which indicates a psycholinguistic link between these processes. Recent research shows that the effective development of listening skills requires the use of authentic materials and digital technologies. Video resources, podcasts, TED Talks, YouTube channels and interactive platforms are becoming particularly popular, as they create the conditions for learners to immerse themselves in a real foreign-language environment. The use of authentic video content helps develop skills in perceiving different types of speech, intonation patterns, accents and the communicative behaviour of native speakers. The cognitive approach, which focuses on the development of mechanisms for perception, memory, attention and predicting speech content, plays an important role in the formation of listening competence. Researchers emphasise that the listening process involves several interrelated stages: perception of the sound signal, decoding of information, interpretation of content, and the formation of an appropriate response (Nezhyva, 2023).

In today's context, the digital approach to foreign language learning is of particular importance. The digitalisation of education creates new opportunities for the development of listening competence through the integration of multimedia resources, interactive platforms and adaptive educational technologies. The use of digital tools allows for the personalisation of learning, the adjustment of the pace at which information is presented, the use of subtitles, interactive exercises and automated monitoring of learning outcomes.

Research (Rohulska, 2024; Bihych, Borysko, et al., 2013) confirms the effectiveness of using multimedia technologies in the development of listening skills. In particular, R. Mayer, within the framework of multimedia learning theory, demonstrates that combining visual and auditory channels of perception facilitates better information retention and enhances the effectiveness of the learning process. In modern pedagogical practice, interactive methods for developing listening competence are widely used: problem-based learning, the case method, project work, discussions, role-plays and situational modelling. Such methods enable the cognitive activity of learners to be stimulated and skills in real-life foreign language communication to be developed.

Listening, as a type of speech activity, is characterised by a complex structure and a multi-level mechanism of implementation. In the process of auditory perception of foreign-language speech, the learner carries out several interrelated operations:

- recognition of sound signals;
- matching sound units with linguistic patterns;
- decoding lexical and grammatical content;

- interpreting information;
- forming an internal or external response to what has been heard.

It is important to note that listening competence has a multi-component structure. It is usually divided into linguistic, communicative, sociocultural, strategic and psychological components. The linguistic component encompasses knowledge of the phonetic, lexical and grammatical features of a foreign language. For successful listening, the learner must possess a sufficient vocabulary, understand grammatical structures and recognise the features of the language's sound system. It is phonetic competence that forms the basis for the adequate perception of foreign-language speech, as difficulties in recognising sounds, intonation or rhythm can significantly complicate the process of understanding information. The speech component involves the development of skills for the direct perception and interpretation of spoken language. It includes the ability to identify the topic of a message, extract the main idea, understand details, establish logical connections between parts of the text, and predict the further content of the utterance. The sociocultural component of listening competence is linked to an understanding of the cultural, social and behavioural characteristics of native speakers. Effective listening involves not only decoding the linguistic material, but also interpreting the speaker's communicative intentions in accordance with the cultural context. In this regard, knowledge of traditions, the norms of conversational etiquette, non-verbal communication and social behaviour patterns plays an important role. The strategic component involves the use of specific listening strategies that help to compensate for a lack of language proficiency or difficulties in comprehending information. Such strategies include predicting the content of a message, guessing the meaning of unfamiliar words from context, identifying key words, using non-verbal cues, and re-processing information. The psychological component relates to the development of auditory attention, memory, concentration, and motivation to comprehend foreign-language speech. The listening process requires a significant level of cognitive activity; therefore, the learner's psychological readiness to work with authentic speech is an important prerequisite for the successful development of listening competence.

A distinctive feature of listening competence is its close interconnection with other components of foreign language communicative competence. Listening and speaking form a single system of oral communication, as they function in interaction within the actual communication process. The perception of the interlocutor's speech forms the basis for the formation of one's own utterances, and successful speaking is impossible without well-developed listening skills.

The process of perceiving spoken foreign language speech by ear is a complex, multi-level psycholinguistic phenomenon that enables the fulfilment of a wide range of communicative tasks in the course of interpersonal and intercultural interaction. In modern foreign language teaching methodology, listening is regarded not only as a receptive form of speech activity, but also as an important mechanism for developing learners' communicative competence in a foreign language. It is through listening that the phonetic, lexical, grammatical and intonational features of a language are acquired, and skills in interpreting the content of a message, predicting information and producing an appropriate linguistic response are developed.

In scientific and pedagogical research, the listening process is classified according to communicative purpose and the level of information processing. The most common approach is to distinguish three main types of listening: *global*, *detailed* and *critical*. Despite the arbitrary nature of this division – since in the actual process of communication these types interact and function in an integrated manner – this classification has significant didactic value. It enables the setting of learning objectives, the selection of appropriate methods, forms and exercises, and ensures the systematic development of listening competence among students in higher education institutions. Each type of listening is designed to develop specific listening skills and cognitive strategies for comprehending speech in a foreign language. The combined development of these skills enables individuals to function effectively in real-life foreign-language communication situations, to comprehend information accurately,

and to interpret the content of messages of varying levels of complexity. Global listening, which is also referred to in methodological literature as introductory or general listening, is primarily aimed at developing the ability to grasp the main content of an audio text without a detailed analysis of individual linguistic units. The main objective of this type of listening is to develop the ability to identify the topic of a message, understand the main idea, and establish the general content and logical structure of the information presented. During global listening, the learner does not focus on every unfamiliar word or grammatical construction, but concentrates on the overall meaning of the text. A distinctive feature of global listening is the activation of mechanisms for predicting and anticipating the content of the message. Learners practise predicting the topic of an audio text based on the title, visual cues, keywords or contextual information. This approach helps to develop cognitive flexibility and foster compensatory strategies, which is particularly important when working with authentic foreign-language material. To develop global listening skills, modern foreign language teaching methods actively employ a variety of interactive exercises. These include answering general questions about the content of the audio text, identifying the main idea of the message, selecting headings for individual sections of the text, establishing the chronological sequence of events, and creating mind maps, diagrams or graphical models of the content of the material listened to. Such tasks help to stimulate analytical thinking, develop concentration and foster a holistic understanding of foreign-language speech. Another important type of listening is detailed listening, which involves a thorough and complete understanding of the content of the message being heard. The main aim of this type of listening is to enable learners to extract specific information from the spoken text, focusing on details, facts, arguments, statistics, dates, proper nouns or specialist terminology. Detailed listening is of particular importance in professionally oriented foreign language learning, where an accurate understanding of specialised information is essential. Unlike global listening, detailed listening requires a higher level of concentration and cognitive activity. Learners not only receive information but also analyse, interpret and organise it. This process often requires listening to the audio material several times, gradually clarifying the content and focusing on specific details that may have been overlooked during the first listening. Working with authentic video and audio materials, which contain natural speech by native speakers, idiomatic expressions, elements of slang, professional vocabulary and culturally specific units, plays a special role in the development of detailed listening. Working with such materials helps to develop the ability to adapt to different types of speech, speech rates and intonation patterns.

An important component of modern listening competence is critical listening, which focuses on developing the skills to critically interpret and evaluate the information heard. Through critical listening, learners learn not only to grasp the content of a message, but also to analyse the reliability of the information, identify the author's position, evaluate the arguments and formulate their own views on what they have heard. Critical listening is directly linked to the development of critical thinking, which is regarded in modern education as one of the key competences of the 21st century. When working with audio materials, learners learn to relate new information to their own experience, analyse different points of view, identify manipulative elements and defend their own position with sound reasoning. Critical listening is particularly relevant in the context of the digitalisation of the educational landscape and the rapid proliferation of information resources, as learners must be able to critically evaluate information flows, work with media content and make informed choices about the information they consume.

To summarise, global, detailed and critical listening are complementary components of the process of developing listening competence among students in higher education. Each of these types of listening fulfils a distinct didactic function and facilitates the development of specific linguistic, cognitive and communicative skills. The comprehensive use of different types of listening in the process of foreign language learning contributes to the development of the ability to effectively perceive, analyse and interpret foreign-language speech in real communicative interaction.

The appropriateness of using video materials in the process of teaching a foreign language to students of higher education institutions is determined by current trends in the digitalisation of the educational environment, the development of multimedia technologies and the need to improve the foreign-language communication skills of future specialists. In modern foreign language teaching methodology, video resources are regarded as an effective didactic tool that integrates auditory, visual and emotional channels of information perception, thereby contributing to the enhancement of the educational process and the development of students' listening competence.

Research in the fields of education and pedagogy shows that the use of authentic video materials has a positive impact on students' motivation, stimulates their cognitive activity, improves their concentration, and helps them to retain the learning material more effectively. Video content provides an immersive experience in a foreign-language communicative environment, creating conditions for the perception of foreign-language speech that is as close as possible to real-life linguistic experience. This is precisely why the use of video resources in the process of learning a foreign language is one of the most effective means of developing the listening competence of higher education students.

Video materials are of particular value in the context of developing intercultural communicative competence. Authentic video content familiarises students with the sociocultural characteristics of the country whose language is being studied, demonstrating the specific features of native speakers' speech behaviour, their customs, traditions, etiquette norms, and everyday and professional communicative situations. Video materials allow for the illustration of culturally marked phenomena, concepts and social models of behaviour, which are often impossible to fully explain using text-based sources alone. An important advantage of using video resources is their comprehensive impact on the development of various types of language activity. Thanks to the combination of audio and visual elements, learners not only improve their listening skills but also develop their speaking, reading and writing abilities. Furthermore, video materials create favourable conditions for the development of phonemic awareness, intonation sensitivity and students' pronunciation skills. Observing speakers' articulation, intonation patterns, rhythm and speech rate enables learners to acquire the phonetic features of a foreign language more effectively and develop natural foreign-language communication skills.

In modern educational practice, it is advisable to use a wide range of video materials that vary in subject matter, speech style, level of difficulty and communicative focus. Among the most effective types of video content are news reports, talk shows, interviews, excerpts from television programmes, clips from feature films and series, documentaries, adverts, vlogs, educational videos, TED Talks, podcasts and music videos. The use of various types of video material allows for the diversification of the educational process, helps maintain students' motivation to learn, and ensures the development of various listening strategies.

At the same time, the effectiveness of using video materials depends to a large extent on compliance with certain pedagogical and organisational-methodological requirements. First and foremost, video content must be appropriate to the students' age, language proficiency, professional needs and life experience. Video materials that are excessively complex or overloaded with information can reduce learners' motivation and complicate the process of comprehending foreign-language speech. An important prerequisite is the teacher's prior methodological preparation for using video resources. The teacher must independently analyse the content of the video material, identify potential linguistic difficulties, anticipate possible comprehension issues, and develop a system of exercises and tasks aimed at developing listening skills. Tasks accompanying the video material should not only facilitate the process of understanding the information, but also stimulate students' cognitive activity, foster critical thinking and encourage communication in a foreign language. The organisation of video viewing must also meet certain methodological requirements. In particular, it is necessary to ensure appropriate technical conditions for comfortable viewing of video content: high-quality images, clear sound, adequate lighting in the classroom, and the ability for all participants in the educational pro-

cess to view the material simultaneously. The speakers' pronunciation in the video material must be clear, and the content itself must be relevant to the subject matter and objectives of the curriculum. Particular attention should be paid to the length of the video material. Researchers and educational experts emphasise that short video clips lasting between 30 seconds and 10 minutes are most effective for use in lessons. It is believed that even 4–5 minutes of intensive viewing can ensure productive work by a student group throughout the entire lesson. This is explained by the high information density of video content and the significant cognitive load involved in perceiving authentic foreign-language speech.

From the above, we conclude that the use of video materials in the process of foreign language teaching in higher education institutions has significant didactic potential and serves as an effective means of developing learners' listening competence. The comprehensive impact of video resources on the motivational, cognitive and communicative spheres enhances the effectiveness of foreign language training, promotes the development of intercultural competence and creates conditions for the formation of the ability to engage in real foreign language communication within a digital educational environment.

Conclusion. In this study, the authors analyse the educational potential of modern video resources in developing the listening skills of higher education students when learning a foreign language. It has been established that, in the context of the digitalisation of the educational environment and the transformation of modern higher education, the use of authentic video content is one of the most effective means of developing students' foreign-language communicative competence, as it ensures the integration of auditory, visual and cognitive channels of information perception. The study revealed that auditory competence is a complex integrative construct encompassing linguistic, speech-related, sociocultural, strategic and psychological components. It is an important component of foreign language communicative competence and ensures learners' ability to adequately perceive, understand, analyse and interpret foreign language speech in real-life intercultural communication situations. Particular attention in the study was paid to the analysis of different types of listening – global, detailed and critical. It has been established that the integrated use of these types of listening in the process of working with video resources facilitates the development of various listening strategies: predicting content, identifying key information, analysing details, critical reflection, and forming one's own position regarding the information received. This contributes to the development of critical thinking, intercultural competence and communicative autonomy among learners.

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