DIGITAL TOOLS AND COMPETENCIES FOR ENHANCING LISTENING SKILLS IN FUTURE ENGLISH TEACHERS' TRAINING

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INTRODUCTION

The role of the English language teacher in higher education institutions is increasingly complex. Teachers are expected to make significant decisions on a day-to-day, if not minute-to-minute, basis, through which they exercise their professional responsibilities. Over the past few years, educators have gained substantial insights from research about how the processes of oral language acquisition, written language development, and listening comprehension are interconnected and mutually reinforcing.

The importance of listening skills in modern language education has been dramatically highlighted by recent global challenges. The COVID-19 pandemic and the war in Ukraine have fundamentally transformed educational landscapes, necessitating rapid adaptation to digital learning environments. These unprecedented circumstances have particularly emphasized the critical role of listening comprehension in English for Specific Purposes (ESP), as students and future teachers increasingly engage with online lectures, virtual conferences, and digital educational resources.

In today's interconnected world, proficient listening skills are essential for academic success and professional development. ESP students and prospective educators must navigate complex academic content while simultaneously processing it in a foreign language, making effective listening comprehension crucial for their learning outcomes. The digital transformation of education has introduced both new opportunities and challenges in developing these vital skills, requiring innovative approaches to teaching and learning.

Furthermore, the shift to online and hybrid learning models has highlighted the need for enhanced digital literacy alongside traditional language skills. Students and future English language teachers must now comprehend not only the language content but also manage various digital platforms and tools, making the development of listening skills in a digital environment even more critical for their academic and professional success.

Over the past four years, digital transformation in education has accelerated dramatically, driven by global challenges and technological advancement. Educational institutions have rapidly adopted various digital learning platforms and tools, fundamentally changing how language instruction is delivered. In Ukraine, this transformation has been particularly significant, with universities implementing comprehensive digital learning environments that combine synchronous and asynchronous teaching methods.

The integration of digital technologies has revolutionized ESP instruction, especially in the development of listening skills. Modern Learning Management Systems (LMS) and virtual classrooms offer unprecedented opportunities for authentic language exposure through varied multimedia resources. Students and future educators now have access to a rich array of authentic materials including professional webinars, academic lectures, industry-specific podcasts, and expert interviews. This digital environment not only provides more extensive listening practice opportunities but also allows for personalized learning paths and immediate feedback.

Moreover, the emergence of artificial intelligence-powered language learning tools and adaptive technologies has introduced new possibilities for autonomous listening practice. These innovations enable students and future teachers to engage with level-appropriate content, receive automated feedback, and track their progress in real-time. Such technological advancement has transformed traditional listening comprehension exercises into interactive, learner-centered experiences that better prepare prospective educators for real-world professional communication.

However, teaching listening comprehension in digital environments presents several significant challenges. These include technical issues with online platforms, varying levels of student digital literacy, difficulties in monitoring individual progress, and maintaining student engagement in virtual settings. Additionally, ESP teachers and teacher educators face the challenge of finding appropriate authentic materials that match both the professional context and language level of their students and trainee teachers. These challenges are further complicated by the need to address traditional listening comprehension difficulties while adapting to new technological requirements.

In this paper, we investigate how technological advances have affected the use of authentic materials in English language teaching and enhanced EFL listening comprehension in digital learning environments, particularly in the context of training future English language teachers. The study aims to analyze traditional challenges in listening comprehension and explore modern digital solutions that can effectively address these challenges. The research is particularly relevant in the current educational context, where digital literacy and and professional competencies have become as essential as language proficiency itself.

The significance of this study lies in its practical approach to integrating digital tools and authentic materials for developing listening skills in ESP courses and teacher education programs. We examine how modern technological solutions can support the development of listening comprehension skills while fostering essential teaching competencies. Specifically, we explore how digital learning environments facilitate differentiated instruction through adaptive learning tools, interactive features, and multimodal resources, thereby enhancing both language skills and pedagogical expertise of future teachers.

The objectives of this research include: analyzing the integration of digital technologies in listening comprehension instruction; identifying effective strategies for developing core digital teaching competencies; evaluating the implementation of various digital platforms in teacher education programs; and developing practical recommendations for teacher educators working in digital environments. This study is particularly relevant given the current educational landscape in Ukraine, where digital literacy and technological competence have become essential components of teacher preparation, while maintaining the value of traditional face-to-face instruction.

1. Theoretical Background and Traditional Challenges

Anderson and Lynch explain that successful listening requires both understanding the speaker's message and appropriately responding to it. They emphasize that listening is an active process involving: processing incoming speech; making reasonable interpretations based on context; responding appropriately to the message. The authors challenge the view of listening as a passive skill, arguing that effective listening requires active engagement and strategic comprehension skills[1].

Research in second language acquisition emphasizes the fundamental role of listening comprehension in language development. Rost noted, "Listening is a vital mental capacity – one of the principal means by which we understand and take part in the world around us... In second language learning, listening is the way in which we internalize linguistic information without which we could not produce language"[2]. As Rost argues, the acquisition process heavily depends on both qualitative and quantitative aspects of listening input. The author emphasizes that successful language acquisition requires learners to simultaneously process both formal linguistic features and semantic content of the input. Furthermore, the research demonstrates that the effectiveness of language acquisition is

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[1] Anderson A., Lynch T. *Listening.* New York: Oxford University Press. 2003. 155 p. URL: https://books.google.nl/books?id=3PC7fNn0iQoC&printsec=frontcover&redir_esc=y#v=onepage&q&f=false

[2] Rost M. *Listening in Language Learning.* Routledge. 1990. 269 p. DOI: 10.4324/9781315846699

directly correlated with the availability of comprehensible input through listening activities. This theoretical framework underscores the critical importance of developing effective listening comprehension strategies in second language instruction.

Expanding on this theoretical framework, Ur focuses specifically on the challenges of listening comprehension in English as a foreign language[3]. She emphasizes that EFL listeners face unique difficulties due to the authenticity of speech, unfamiliar pronunciation patterns, and the speed of natural discourse. The author argues that successful foreign language listening involves more than just understanding individual words; it requires listeners to process extended discourse, understand various accents, and cope with different speeds of delivery. Ur's research particularly highlights the importance of systematic exposure to authentic listening materials and the development of specific listening strategies to overcome these challenges.

Due to the seminal works of Anderson and Lynch[4], Rost[5], and Ur[6], listening has been established as an independent type of speech activity in foreign language education, particularly in English language teaching. Their research demonstrated that listening comprehension requires distinct cognitive processes and teaching methodologies separate from other language skills.

While listening comprehension difficulties stem from various sources, research identifies two primary categories of challenges: speech-related factors and cognitive processing factors. Natural speech rate presents one of the fundamental challenges in second language listening comprehension. While educational materials often feature deliberately slowed speech, authentic discourse occurs at approximately 150–220 words per minute. This rate poses significant cognitive demands on non-native listeners, who typically process linguistic input sequentially rather than in natural prosodic units. Connected speech phenomena, particularly elision and assimilation, constitute another significant barrier. For example:

– elision: "probably" pronounced as "probly", "next day" becomes "nex_day";

– assimilation: "meet you" being realized as "meetchu", "would you" becomes "wouldju".

These phonological processes often render speech opaque to learners who primarily encounter citation forms in instructional contexts.

Accent and dialect variations introduce additional complexity. While learners typically acquire familiarity with standardized varieties such as

[3] Ur P. *Teaching Listening Comprehension*. Cambridge University Press.1984.

[4] Anderson A., Lynch T. *Listening*. New York: Oxford University Press. 2003. 155 p.

[5] Rost M. *Listening in Language Learning.* Routledge. 1990. 269 p. DOI: 10.4324/9781315846699

[6] Ur P. *Teaching Listening Comprehension*. Cambridge University Press. 1984.

Received Pronunciation (RP) or General American English, they encounter significant perceptual challenges when exposed to regional variations.

Multi-speaker discourse challenges emerge from the dynamic and interactive nature of conversation. Listeners must rapidly adapt to different voice qualities, speech patterns, and conversational roles while maintaining coherence across speaker turns.

Limited working memory capacity significantly affects listening comprehension in second language acquisition. Research by Baddeley and Hitch demonstrates that working memory can typically maintain only 5–9 pieces of information simultaneously, creating a bottleneck effect during complex listening tasks[7]. Their influential working memory model, later refined by Baddeley, explains how working memory limitations particularly impact non-native listeners who must consciously process multiple aspects of linguistic input simultaneously[8].

Simultaneous processing of form and meaning represents another substantial cognitive challenge. Second language listeners must concurrently analyze phonological, syntactic, and semantic features while constructing meaningful representations. Studies in psycholinguistics reveal that learners often prioritize eitherform or meaning, resulting in compromised comprehension. When attention is directed toward grammatical forms, semantic processing may suffer, and vice versa.

Wang and Treffers-Daller[9] argue that vocabulary knowledge plays a crucial role in listening comprehension, particularly in understanding authentic speech. The research demonstrates that metacognitive awareness helps learners better process and understand spoken input.

The real-time nature of listening poses unique cognitive demands. Unlike reading, where learners can control the pace of input, listening requires immediate processing of incoming information at the speaker's rate. This temporal constraint creates significant pressure on cognitive resources, as listeners must make immediate decisions about word boundaries, syntactic relationships, and meaning interpretation.

The inability to review content distinguishes listening from reading comprehension in crucial ways. While readers can revisit challenging passages, listeners must process speech in a linear, time-bound manner. This characteristic places additional demands on working memory, as listeners must maintain earlier portions of the message while processing new input.

[7] Baddeley A. D., Hitch G. J. Working memory. In G. H. Bower (Ed.), *The psychology of learning and motivation: Advances in research and theory*. 1974. № 8. P. 47–89.

[8] Baddeley A. D. The episodic buffer: A new component of working memory? *Trends in Cognitive Sciences*. 2000. Vol. 4, № 11. P. 417–423.

[9] Wang Y., Treffers-Daller J. Explaining listening comprehension among L2 learners of English: The contribution of general language proficiency, vocabulary knowledge and metacognitive awareness. *System*. 2017. Vol. 65. P. 139–150. DOI: https://doi.org/10.1016/j.system.2016.12.013

These cognitive processing factors often intersect and compound each other during listening tasks. For example, limited working memory capacity becomes particularly problematic when combined with the inability to review content. Similarly, the real-time nature of listening exacerbates the challenges of simultaneous form-meaning processing, as learners have limited time to allocate their attention between these competing demands.

A significant contribution to understanding foreign language listening comprehension challenges and finding effective solutions was made by Renandya and Farrell. In their research, they critique the traditional approach to teaching listening based on strategy training. The authors argue that for students with lower language proficiency, an "extensive listening" approach, similar to extensive reading principles, is more effective. Particularly significant is their discussion of speech rate, where they emphasize that even supposedly "slow" speech can be overwhelming for beginning learners, as each learner has their own "critical level" of speed beyond which comprehension becomes impossible. The researchers provide compelling evidence that the strategy-based approach creates an excessive cognitive load on both teachers and students while showing no clear advantages. Instead, they recommend providing learners with large amounts of comprehensible and engaging audio material that matches their proficiency level and can be listened to repeatedly. This approach allows students to develop automaticity in processing oral speech and gradually overcome typical perception difficulties related to speech rate, word blending, and various accents[10].

The principles of extensive listening have gained new relevance in the digital learning environment. Mandarsari's research into online authentic materials demonstrates how digital technologies can effectively support the implementation of extensive listening approaches. Her study revealed that teachers successfully incorporate various online resources such as YouTube videos, podcasts, and web stories to provide comprehensible input for EFL students. This aligns with the fundamental principles of extensive listening while leveraging the advantages of digital delivery. Particularly significant is the finding that online authentic materials increase student motivation and vocabulary development, echoing the benefits identified in traditional extensive listening research. However, Mandarsari identified several critical challenges in digital implementation, including technical barriers like internet connectivity issues and the complexity of online classroom management. These findings underscore the importance of considering both

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[10] Renandya Willy A., Farrell Thomas S.C. 'Teacher, the tape is too fast!' Extensive listening in ELT. *ELT Journal.* 2011. Vol. 65, № 1. P. 52–59. DOI: 10.1093/elt/ccq015

pedagogical and technical factors when implementing extensive listening principles in digital environments[11].

Recent research emphasizes the growing importance of digital solutions in addressing traditional listening comprehension challenges. Haan and Priyana explore the role of new digital tools, applications, and platforms utilized by teachers during the teaching and learning process to improve students' listening skills. The researchers claim, "By engaging in creative and enjoyable projects, students not only develop their language skills but also thinking, self-expression and collaborative skills. Educators play an important role in creating a supportive learning environment that encourages students to be more active so as to give students the opportunity to improve students' listening skills. With the use of Digital tools in the teaching and learning process, students can be confident and creatively, preparing them fora better future"[12]. Through analyzing case studies and evidence, these researchers highlight key benefits of using digital tools and applications in English language instruction: the use of context in accordance with real-life situations, the development of students' creative thinking and communication skills, and team collaboration that enables confident interaction in various social and professional environments.

Modern foreign language teachers around the world are exploring digital platforms and tools for teaching English as a foreign language. Ignasia Yuyun and Fitri Yanti Simamora explore the use of YouTube to support EFL students' listening skills[13]. In the context of Taiwan, Wang and Chen investigate EFL university students' self-regulated language learning on YouTube outside the classroom[14]. Mthembu and Khoza examine YouTube video approaches used by students learning English in higher education across selected African countries[15]. Khomyshak presents the psychological and pedagogical value of English YouTube video clips for young learners

[11] Mandarsari P. Online authentic materials in teaching English for EFL students. International Journal of Research on English Teaching and Applied Linguistics. 2023. Vol. 4, No.1. P. 65–78. DOI: 10.30863/ijretal.v4i1.5013

[12] Haan V., Priyana J. Creating conducive environment classroom to listening learning process in the digital era. *Language education, linguistics, and cultural studies in the disruptive era.* The 5th international conference on linguistics and language teaching (11–12 October 2023, Yogyakarta, Indonesia). Yogyakarta, Indonesia. P. 395–405.

[13] Yuyun I., Simamora F. Y. The use of YouTube to support EFL students' listening skills. *ELLTER Journal.* 2021. Vol. 2, № 2. P. 1–12. DOI: 10.22236/ellter.v2i2.7512

[14] Wang HC., Chen CWY. Learning English from YouTubers: English L2 learners' self-regulated language learning on YouTube. *Innovation in language learning and teaching.* 2020. Vol. 14, № 4. P. 333–346. DOI:10.1080/17501229.2019.1607356

[15] Mthembu, B., Khoza SB. YouTube video approaches to the rescue of learning english language in higher education in selected African countries. *South African Journal of Higher Education.* 2024. Vol. 38, № 3. P. 29–45. DOI: 10.20853/38-3-6365

during wartime in Ukraine, particularly their effectiveness in maintaining attention while in bomb shelters, at home, or during evacuation[16].

While YouTube remains a trusted source of authentic materials for language teachers, recent years have seen a growing interest in adapting social media platforms like TikTok for educational purposes. This shift reflects educators' readiness to explore new digital spaces and formats for developing professional competencies in foreign language teaching. The increasing use of TikTok in educational contexts has attracted scholarly attention, with researchers examining its potential benefits and challenges in language instruction. In parallel research focusing on other platforms, Zulkifli N.N. et al. demonstrate the effectiveness of the TikTok application in teaching and learning[17], while Roshdi and Rahmat explore the relationship between motivation and vocabulary use among TikTok users[18]. Jeffrey P. Carpenter et al. examine how educators use TikTok and how its content influences their professional knowledge and practice, emphasizing humor and engagement in educational contexts[19]. Tommaso contributes to genre-oriented analysis of TikTok instructional discourse by examining rhetorical and lexico-grammatical features in video mini-lessons targeting Italian speakers of English[20].

Podcasts and radio broadcasts, offering diverse dialects, accents, and discussions on various topics, continue to attract researchers' attention. Campbell's early argument that podcasting could enhance educational discourse has been validated over two decades of research and practice[21]. Recent studies by Bozavli E. demonstrate the effects of intensive English podcast listening on high school students' comprehension skills and

[16] Khomyshak O.B. English YouTube video clips as a tool for young learners' cognitive activity renovation under conditions of war. *Information technologies and learning tools.* 2023. Vol. 93. № 1. P. 29-48. DOI: 10.33407/itlt.v93i1.5079

[17] Zulkifli N.N., Letchumanan M., Kamarudi S., Halim NDA., Hashim S. A Review: The Effectiveness of Using TikTok in Teaching and Learning. *ICCE 2022*. 30th international conference on computers in education (28 November – 2 December 2022, Kuala Lumpur, Malaysia). Kuala Lumpur, 2022. Vol. 2. P. 287–292.

[18] Roshdi N. I. A., Rahmat N. H. Exploring the relationhsip between motivationand vocabulary use among TickTock users. *International Journal of Academic Research in Business and Social Sciences.* 2023. Vol. 13, № 3. P. 1334 – 1346. DOI: 10.6007/IJARBSS/v13-i3/16583

[19] Jeffrey P. Carpenter, Scott A. Morrison, Catharyn C. Shelton, Nyree Clark, Sonal Patel, Dani Toma-Harrold. How and why educators use TikTok: Come for the fun, stay for the learning? *Teaching and Teacher Education*. 2024. Vol. 142. 104530. DOI: 10.1016/j.tate.2024.104530

[20] Tommaso L. A genre-oriented analysis of TikTok instructional discourse. *Translation and translanguaging in multilingual contexts.* 2024. Vol. 10, № 1. P. 6-27. DOI: 10.1075/ttmc.00124.tom

[21] Campbell G. There's something in the air: podcasting in education. EDUCAUSE review. 2005. Vol. 40, № 6. P. 32–46.

learning motivation[22]. Berk and Aydin's research reveals significant correlations between podcast listening frequency and speaking motivation among EFL learners[23]. Angelia C. and Hanna J. identify meaningful differences in learners' cognitive, affective, and conative responses to authentic versus non-authentic language course podcasts[24].

Modern digital platforms provide authentic content featuring everyday language, slang, idioms, and expressions not typically found in textbooks. This exposure to real-world language through podcasts, YouTube videos, TikTok clips, and other digital media helps learners understand how English is used in various informal contexts by native speakers, enhancing their ability to comprehend and use the language naturally. These digital materials play a vital role in English lessons by enhancing student engagement and motivation, providing authentic language exposure, and bridging the gap between classroom learning and real-world language use[25].

Understanding these fundamental challenges in listening comprehension has led educators to seek innovative solutions in digital technology. Modern digital tools and platforms offer unique opportunities to address both speech-related and cognitive processing difficulties. While traditional classroom methods often struggled to provide sufficient exposure to authentic materials and individualized practice, digital learning environments can now offer personalized learning experiences, immediate feedback, and extensive opportunities for authentic language input.

Building upon the theoretical background and traditional challenges in listening comprehension, it is imperative to explore how modern digital solutions can address these issues and contribute to the formation of essential competencies in the training of future English language teachers.

2. Modern Digital Solutions and Competency Development in Training Future Teachers

Understanding these fundamental challenges in listening comprehension has led educators to seek innovative solutions in digital technology. Modern digital tools and platforms offer unique opportunities to address both speech-related and cognitive processing difficulties. While traditional

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[22] Bozavli E. The effects of intensive English podcast listening on high school students' comprehension skills and impact on learning motivations. *Arab world English journal.* 2024. Vol. 15, № 1. P. 314-326. DOI: 10.24093/awej/vol15no1.20

[23] Berk E. H., Aydin S. Podcast Effect on Speaking Motivation among EFL Learners. *Innovational Research in ELT.* 2023. Vol. 4, № 2. P. 28-41.

DOI: 10.29329/irelt.2023.623.3

[24] Angelia C., Hanna J. EFL learners' attitude towards podcasts for extensive listening. *LLT Journal: A Journal on Language and Language Teaching.* 2021. Vol. 24, № 1. P. 650-668. DOI: 10.24071/llt.v24i1.3034

[25] Egitim S., Price G. Japanese university EFL teachers' perspectives on EAP coursebooks and authentic EP/OP supplementary materials. *Professional and Academic English: Journal of the IATEFL ESPSIG.* 2020. № 54. P. 4-8. DOI: 10.31234/osf.io/q327j

classroom methods often struggled to provide sufficient exposure to authentic materials and individualized practice, digital learning environments can now offer personalized learning experiences, immediate feedback, and extensive opportunities for authentic language input. The following section explores how modern technological solutions can effectively address these traditional challenges and enhance the development of listening skills in ESP instruction.

The advent of digital technologies has revolutionized the landscape of language education, offering innovative tools and platforms that can mitigate traditional listening comprehension challenges. For future English language teachers, proficiency in utilizing these digital solutions is not only beneficial but essential for their professional competency development. The integration of technology in language instruction necessitates that teacher education programs equip prospective educators with the skills to effectively implement digital resources in their teaching practices.

Modern digital tools, such as interactive listening apps, online language labs, and multimedia resources, provide authentic and engaging materials that can enhance students' listening skills. These technologies offer flexibility in adjusting speech rates, accents, and complexity levels, thereby addressing issues related to natural speech rate and accent variation highlighted in the theoretical background. Furthermore, digital platforms facilitate personalized learning experiences, enabling future teachers to tailor instruction to meet individual student needs, a critical competency in contemporary education.

Artificial intelligence and machine learning technologies have introduced adaptive learning systems that can assess a learner's proficiency in real-time and adjust the difficulty of listening tasks accordingly. For teacher trainees, understanding and leveraging these technologies is vital for fostering an inclusive and effective learning environment. Additionally, digital collaboration tools enable future educators to create interactive and communicative activities that promote active listening and engagement among students.

The shift towards online and hybrid learning models, accelerated by global events such as the COVID-19 pandemic, has underscored the importance of digital literacy in teacher competencies. Prospective teachers must be adept at navigating virtual classrooms, managing online resources, and maintaining student engagement remotely. By incorporating modern digital solutions into their teaching repertoire, future educators can overcome traditional barriers in listening comprehension and prepare their students for the demands of the digital age.

In the following section, we will examine specific digital tools and strategies that can enhance listening comprehension skills and discuss how these can be integrated into teacher education programs to develop the professional competencies of future English language teachers.

The rapid digitalization of education has created both opportunities and challenges for future English language teachers. While digital platforms offer innovative solutions for developing listening skills, their effective implementation requires systematic preparation and specific professional competencies.

Modern teacher education programs must focus on developing three key areas of expertise: methodological competence in digital environments, technical proficiency with educational platforms, and critical evaluation skills for digital content selection. These competencies enable future teachers to create effective learning experiences that address traditional listening comprehension challenges through modern technological solutions.

One crucial aspect of preparing future teachers is developing their ability to create differentiated learning pathways using digital tools. This involves understanding how to sequence listening activities, provide appropriate scaffolding, and adjust difficulty levels based on individual student needs. For example, when working with authentic materials, future teachers must develop a systematic approach to creating comprehensive listening activities across all stages of the lesson. During the pre-listening phase, they should learn to develop digital activities that activate students' prior knowledge through interactive vocabulary exploration and visual aids, enabling learners to make predictions about the content while building essential background knowledge. The pre-listening stage might incorporate digital mind mapping tools for collaborative brainstorming or multimedia presentations that introduce key concepts and contextual information necessary for successful comprehension. For the during-listening phase, future teachers need to master the creation of interactive worksheets that guide students' attention to specific aspects of the audio content without overwhelming their cognitive processing capacity. This includes designing tasks that help learners identify main ideas, recognize supporting details, and track the development of arguments or narratives in real-time. The integration of digital tools allows for synchronized note-taking and immediate feedback, helping students maintain focus on critical information while developing their listening strategies. The post-listening phase requires future teachers to design activities that reinforce comprehension and encourage deeper engagement with the material. These might include facilitating online discussions where students can reflect on the content, creating digital summaries that incorporate key vocabulary and concepts, or developing multimedia presentations that demonstrate understanding of the material. Through these activities, students not only consolidate their understanding but also develop critical thinking skills while working with the authentic content in meaningful ways.

This comprehensive approach to lesson planning with digital tools enables future teachers to create engaging learning experiences that support the development of listening skills while maintaining pedagogical

effectiveness and student engagement throughout all stages of the listening process.

The evolution of digital assessment tools has introduced new possibilities for tracking student progress and providing targeted feedback. Future teachers need to develop proficiency in using these tools effectively while maintaining meaningful pedagogical interaction. This includes understanding how to interpret automated assessment data, identify patterns in student performance, and design appropriate interventions based on this information.

Content curation has become another essential skill for modern language teachers. With the abundance of digital resources available, future teachers must develop expertise in evaluating materials for pedagogical appropriateness, technical quality, and cultural relevance. This includes understanding copyright implications, accessibility requirements, and adaptation techniques for different learning contexts.

The integration of multimedia resources requires future teachers to develop competencies in creating multimodal learning experiences. This involves understanding how to combine audio, visual, and interactive elements effectively to support listening comprehension development. Teachers must learn to select and sequence multimedia content in ways that enhance rather than overwhelm the learning process.

Synchronous online teaching presents unique challenges that require specific preparation. Future teachers need to develop skills in managing virtual classrooms, facilitating online interactions, and maintaining student engagement during remote listening activities. This includes mastering techniques for breakout room management, online discussion facilitation, and virtual group work coordination.

The successful development of these competencies requires a balanced approach to teacher education that combines theoretical understanding with practical application. Teacher training programs should provide opportunities for: hands-on experience with various digital platforms, practice in creating and adapting digital learning materials, experience in managing online learning environments, development of digital assessment strategies, understanding of technical and pedagogical integration.

The development of professional digital competencies among future English language teachers requires a comprehensive understanding of how technological tools support pedagogical objectives in listening instruction. These competencies encompass not only technical proficiency but also the ability to make informed decisions about digital tool selection and implementation.

A crucial component of professional development involves mastering adaptive teaching strategies in digital environments. Future teachers must learn to analyze digital platforms' capabilities for supporting different learning styles and adapting their teaching approaches accordingly. This includes understanding how to modify content delivery, adjust task

complexity, and provide differentiated support through various digital channels.

Assessment literacy in digital contexts represents another vital competency. Future teachers need to develop skills in using digital assessment tools that provide meaningful insights into students' listening progress. This involves understanding how to interpret learning analytics, design effective digital assessments, and use data-driven insights to inform instructional decisions. The focus should be on developing assessment strategies that maintain pedagogical validity while leveraging technological capabilities for more precise and timely feedback.

The ability to create and curate digital content has become essential for modern language teachers. This competency involves not only technical skills in content creation but also understanding of instructional design principles specific to digital environments. Future teachers must learn to evaluate digital resources critically, considering factors such as pedagogical effectiveness, technical accessibility, and cultural appropriateness. For instance, when selecting video content for listening practice, teachers must consider whether the material reflects diverse cultural perspectives while avoiding stereotypes or biases. A business English lesson using TED talks, for example, should include speakers from various cultural backgrounds discussing global business practices, rather than presenting a single cultural perspective on business communication. Similarly, when teaching academic listening skills, future teachers should select lectures and presentations that represent diverse academic traditions and research approaches from different parts of the world, making the content relevant and relatable to students from various cultural backgrounds.

Digital collaboration and communication skills form another crucial competency area. Future teachers must develop proficiency in facilitating online interactions that support listening skill development. This includes managing synchronous and asynchronous learning activities, fostering student engagement in virtual environments, and creating opportunities for meaningful peer interaction through digital platforms.

Problem-solving competency in digital environments has become increasingly important. Future teachers must develop resilience and adaptability when faced with technical challenges, learning to troubleshoot common issues and maintain instructional continuity despite technological disruptions. This includes developing backup plans and alternative strategies for delivering listening instruction when primary digital tools are unavailable or ineffective.

The integration of metacognitive strategies in digital learning environments represents a sophisticated teaching competency. Future teachers must learn to guide students in developing self-regulation skills specific to digital learning contexts, helping them become more autonomous in their listening practice while maintaining appropriate scaffolding and support.

These professional competencies must be developed through systematic training that combines theoretical understanding with practical application in authentic teaching contexts. The focus should remain on pedagogical effectiveness while leveraging technological capabilities to enhance listening instruction and student engagement.

The digital transformation of education has introduced adaptive learning opportunities that address traditional listening comprehension challenges while developing essential competencies in future language teachers. Modern platforms enable learners to work with authentic materials at adjustable speeds and difficulty levels, providing greater control over the learning process. For instance, YouTube's playback speed controls allow listeners to initially slow down complex academic content before gradually increasing the speed as their comprehension improves.

Podcast platforms have emerged as particularly effective tools for developing listening skills due to their extensive content variety and built-in features for playback control. As Bozavli's research demonstrates, intensive podcast listening significantly impacts both comprehension skills and learning motivation among students. The study reveals that regular exposure to podcast content helps learners develop better processing strategies for understanding natural speech patterns and varied accents[26].

Digital learning environments now support the creation of structured listening experiences through the integration of interactive features. Teachers can enhance authentic materials with comprehension checks, vocabulary support, and targeted practice activities. This capability is especially valuable for future language teachers, who must learn to scaffold listening experiences effectively for their own students. The interactive nature of these platforms allows immediate feedback on comprehension, helping learners identify specific areas needing improvement while maintaining engagement through appropriate challenge levels. For example, using Edmodo, teachers can create a structured lesson around a TED talk by integrating pre-listening vocabulary activities, comprehension check quizzes during listening, and post-listening discussion boards. The platform's built-in assessment tools provide immediate feedback on students' understanding of key concepts and vocabulary. Similarly, when working with academic lectures through Google Classroom, teachers can embed targeted questions at specific timestamps, provide interactive transcripts, and create collaborative note-taking spaces. These tools allow future teachers to learn effective scaffolding techniques while experiencing the benefits of structured digital listening activities firsthand. Microsoft Teams enhances these capabilities further through its integrated features for real-time collaboration during listening activities. Its breakout rooms allow

small group discussions of complex listening passages, while the chat function enables immediate clarification of difficult vocabulary or concepts. The recording function in Teams also allows students to revisit challenging sections of lectures or discussions, supporting the development of autonomous listening skills.

For future language teachers, experience with these adaptive systems serves a dual purpose. While developing their own listening skills, they simultaneously gain practical understanding of how technology can be leveraged to create differentiated learning experiences. This dual benefit is essential for developing the professional competencies required in modern language education, where technological literacy is as crucial as linguistic proficiency.

CONCLUSIONS

Strategies for integrating these digital solutions in teacher training programs require a systematic approach focused on developing both technical and pedagogical competencies. Future teachers need structured opportunities to:

a)   analyze how different digital platforms support specific aspects of listening comprehension development. This includes understanding when and how to use synchronous versus asynchronous tools, evaluating the effectiveness of various feedback mechanisms, and selecting appropriate technological solutions for different learning objectives;

b)   design scaffolded listening activities that leverage digital tools' capabilities while maintaining sound pedagogical principles. This involves creating pre-listening activities that activate schema and introduce key vocabulary, developing during-listening tasks that guide comprehension without overwhelming cognitive resources, and crafting post-listening exercises that reinforce understanding while developing critical thinking skills;

c)   gain practical experience implementing digital listening activities in supervised teaching situations. This hands-on experience helps future teachers develop confidence in managing technical aspects while maintaining pedagogical effectiveness.

The integration of digital tools in developing listening comprehension skills has become essential for training future English language teachers. This research has demonstrated that modern technological solutions can effectively address traditional listening comprehension challenges while simultaneously developing crucial professional competencies. The findings highlight several key aspects:

1)   the necessity of combining technical proficiency with pedagogical expertise in teacher training programs;

2)   the importance of developing critical evaluation skills for digital content selection and adaptation;

3) the value of structured approaches to implementing digital tools across all stages of listening instruction;

4) the need for balanced development of both autonomous learning capabilities and guided instruction skills.

Despite the fact that the digital era brings many advantages to learning English as a foreign language, we follow many practical teachers and some researchers in believing that teaching a foreign language face-to-face is more preferable.

The success of future English language teachers increasingly depends on their ability to leverage digital tools effectively while maintaining sound pedagogical principles. This requires ongoing adaptation of teacher training programs to ensure they prepare educators who can confidently navigate both technological and pedagogical aspects of modern language instruction.

It is important to note that the implementation of these digital solutions depends heavily on peaceful conditions and stable internet connectivity. Given Ukraine's ongoing struggle for independence against Russian aggression, applying these recommendations can be challenging. However, they remain feasible in most parts of the country, and we continue this work with hope for the future.

SUMMARY

This study examines the transformation of listening comprehension instruction through digital technologies in the context of training future English language teachers. It analyzes how modern digital tools address traditional listening comprehension challenges while developing essential teaching competencies. The research demonstrates that digital platforms, including YouTube, TikTok, and podcasts, provide authentic materials and facilitate personalized learning experiences in enhancing both listening skills and professional expertise.

Key findings reveal that effective implementation of digital tools requires systematic preparation across three core competencies: methodological expertise in digital environments, technical proficiency, and critical content evaluation skills. The study emphasizes the importance of structured approaches to digital tool integration, particularly in creating differentiated learning pathways and developing comprehensive assessment strategies.

Examples from platforms like Edmodo, Google Classroom, and Microsoft Teams illustrate practical applications of digital tools across different stages of listening instruction. The research highlights how these platforms enable personalized learning experiences while maintaining pedagogical effectiveness.

This study contributes to understanding how teacher education programs can effectively integrate digital technologies to prepare future educators for modern language instruction. It provides practical insights for developing professional competencies required in contemporary digital learning

environments. While acknowledging the preference for face-to-face instruction, the study provides valuable insights for developing professional competencies required in contemporary digital learning environments, particularly relevant in the context of Ukraine's current challenges.

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