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METHODOLOGICAL MODEL FOR THE USE OF AUDIO TEXTS ANDPODCASTS IN THE DEVELOPMENT OF PROSODIC COMPETENCE IN FUTURE TEACHERS OF UKRAINIANLANGUAGE AND LITERATURE

Abstract. The article presents a comprehensive study of the theoretical foundations and practical mechanisms for developing the prosodic competence of future teachers of Ukrainian language and literature based on the systematic use of audio texts and podcasts. The relevance of the work is determined by the modernization of professional training for language teachers and the need to develop students' skills in adequate intonation, tempo-rhythmic organization of speech, logical stress, and mastery of phrase melody, which in the modern conditions of a multimedia educational environment is often formed in a non-systematic and fragmentary manner. The use of high-quality authentic audio materials, podcasts of various genres and styles, original educational audio texts, and interactive audio practices provides an opportunity to combine the theory of

prosody with real examples of professional speech. The proposed methodological model is based on competence-based, communicative-activity-based, and audiolinguistic approaches. Its structure includes four interrelated components: a target component focused on developing a full range of prosodic skills; a content component covering a system of exercises for training intonation patterns, tempo, pauses, rhetorical models, and announcer skills; procedural, implemented through work with podcasts, intonation analysis, audio recording of one's own statements, comparative assessment, and rhetorical training; and results-oriented and diagnostic, providing step-by-step assessment of the development of prosodic competence. The model is focused on integrating audio materials into all stages of professional training: from listening and imitation to the creative production of multimedia educational podcasts by students. To test the effectiveness of the methodological model, a pedagogical experiment was conducted, which consisted of ascertaining, formative, and control stages. The study involved 84 students majoring in Secondary Education (Ukrainian Language and Literature) in their 2nd–4th years of full-time study. At the assessment stage, audio diagnostic tasks, expert evaluation, and indicative criteria (correctness of intonation structures, natural tempo, logical stress placement, communicative expressiveness) revealed low and average levels of prosodic training in most students. This confirmed the need to implement a specially designed system.

The formative stage lasted 12 weeks and involved regular work with authentic audio texts, educational linguistics podcasts, interview episodes with linguists, author's podcasts by the teacher, exercises in analyzing intonation errors, reproducing intonation models, and recording their own audio projects. Students worked using the “acoustic mirror” technique: they compared their own recordings with reference recordings, made corrections, and self-assessed using an audio rubric.

Interactive classes included exercises on building intonation contours, varying tempo and voice strength, rhythmic exercises, and working with texts of different styles. The final control stage showed a statistically significant increase in prosodic indicators in students in the experimental group. In particular, the proportion of students with a high level of prosodic competence increased from 11% to 48%, while the low level decreased by more than half.

The indicators of tempo-rhythmic organization of speech and intonational expressiveness have improved significantly, confirming the effectiveness of the model used. The study proved that the systematic use of audio texts and podcasts contributes to a deeper understanding of the patterns of prosody, activation of the auditory analyzer, formation of professional reflection, development of announcer and rhetorical skills, and improvement of the overall oral speech culture of future teachers. The methodological model can be applied in higher education, in teacher

training programs, and in distance learning courses on the development of professional speech.

Keywords: model, audio texts, prosodic competence, future teachers, Ukrainian language, literature, methodology.

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МЕТОДИЧНА МОДЕЛЬ ВИКОРИСТАННЯ АУДІОТЕКСТІВ ТА ПОДКАСТІВ У ФОРМУВАННІ ПРОСОДИЧНОЇ КОМПЕТЕНЦІЇ МАЙБУТНІХ УЧИТЕЛІВ УКРАЇНСЬКОЇ МОВИ ТА ЛІТЕРАТУРИ

Анотація. У статті представлено комплексне дослідження теоретичних засад і практичних механізмів формування просодичної компетенції майбутніх учителів української мови і літератури на основі системного використання аудіотекстів та подкастів. Актуальність праці зумовлена модернізацією професійної підготовки вчителя-словесника, необхідністю розвитку у студентів умінь адекватного інтонування, темпоритмічної організації мовлення, логічного наголошення та володіння мелодикою фрази, що в сучасних умовах мультимедійного освітнього середовища часто формується несистемно й фрагментарно. Використання якісних автентичних аудіоматеріалів, подкастів різних жанрово-стилістичних груп, авторських навчальних аудіотекстів та інтерактивних аудіопрактик

забезпечує можливість поєднання теорії просодії з реальними зразками професійного мовлення. Запропонована методична модель ґрунтується на компетентнісному, комунікативно-діяльнісному та аудіолінгвістичному підходах. Її структура включає чотири взаємопов'язані компоненти: **цільовий**, орієнтований на формування повного спектра просодичних умінь**; змістовий**, що охоплює систему вправ із тренування інтонаційних конструкцій, темпу, паузації, риторичних моделей та дикторських навичок; **процесуальний,** який реалізується через роботу з подкастами, інтонаційний аналіз, аудіозапис власних висловлювань, порівняльне оцінювання, риторичні тренінги; та **результативно-діагностичний**, що забезпечує поетапне оцінювання сформованості просодичної компетенції. Модель орієнтована на інтеграцію аудіоматеріалів у всі етапи професійної підготовки: від аудіювання і наслідування до творчого продукування мультимедійних навчальних подкастів студентами. Для перевірки ефективності методичної моделі проведено **педагогічний експеримент,** який складався з констатувального, формувального та контрольного етапів. У дослідженні взяли участь 84 студенти спеціальності «Середня освіта (Українська мова і література)» 2–4 курсів денної форми навчання. На констатувальному етапі за допомогою аудіодіагностичних завдань, експертного оцінювання та орієнтовних критеріїв (правильність інтонаційних конструкцій, природність темпу, змістова логічність наголосів, комунікативна виразність) було виявлено низький і середній рівні просодичної підготовки у більшості студентів. Це підтвердило потребу у впровадженні спеціально розробленої системи. Формувальний етап тривав 12 тижнів і передбачав регулярну роботу з автентичними аудіотекстами, освітніми мовознавчими подкастами, епізодами інтерв'ю з мовознавцями, авторськими подкастами викладача, вправами з аналізу інтонаційних помилок, відтворенням моделей інтонування та записом власних аудіопроєктів. Студенти працювали за технологією «акустичного дзеркала»: порівнювали власні записи з еталонними, вносили корективи, здійснювали самооцінювання за формою аудіорубрики. Інтерактивні заняття включали вправи на побудову інтонаційних контурів, варіювання темпу та сили голосу, ритмічні вправи та роботу з текстами різних стилів. Завершальний контрольний етап показав статистично значуще підвищення просодичних показників у студентів експериментальної групи. Зокрема, частка студентів із високим рівнем просодичної компетентності зросла з 11 % до 48 %, тоді як низький рівень скоротився більш ніж удвічі. Особливо покращилися показники темпоритмічної організації мовлення та інтонаційної виразності, що підтверджує ефективність застосованої моделі. У результаті дослідження доведено, що системне використання аудіотекстів і

подкастів сприяє глибшому засвоєнню закономірностей просодії, активізації слухового аналізатора, формуванню професійної рефлексії, розвитку дикторсько-риторичних навичок та підвищенню загальної культури усного мовлення майбутнього вчителя. Методична модель може застосовуватися у вищій школі, у програмах підвищення кваліфікації педагогів та в дистанційних курсах із розвитку професійного мовлення.

Ключові слова: модель, аудіотексти, просодична компетентність, майбутні учителі, українська мова, література, методика.

Problem Statement. The development of prosodic competence has become one of the central issues in contemporary linguistic education, particularly in the preparation of future teachers of Ukrainian language and literature. Prosody–comprising intonation, stress, rhythm, pausation, pitch variation, and speech tempo–constitutes a fundamental component of oral communication and plays a decisive role in conveying meaning, emotion, and pragmatic intentions. Despite its significance, prosodic training often remains insufficiently represented in higher pedagogical education, where the focus is commonly placed on grammatical accuracy, lexical richness, and orthographic norms. As a result, students demonstrate fragmented, unstable, or artificially formalized prosodic skills, which ultimately limit their ability to model effective communication for their future learners. This gap indicates the need for updated methodological approaches capable of ensuring systematic, natural, and practice-oriented development of prosody. One of the promising solutions is the pedagogically grounded integration of audiotexts and podcasts into the learning process. Audiotexts, which include professionally recorded literary readings, radio programs, interviews, dialogues, and authentic conversational fragments, provide valuable exposure to natural Ukrainian speech. Podcasts, as a modern form of digital audio content, offer additional advantages: regularity, thematic diversity, accessibility, and opportunities for autonomous learning. However, despite the growing popularity of podcasts in everyday life, their use in professional linguistic training remains sporadic, unstructured, and often reduced to supplementary listening without a clear methodological framework. The absence of a scientifically substantiated model for their implementation creates a methodological gap and prevents educators from efficiently exploiting the pedagogical potential of audio-based resources [1].

Another problem arises from the specifics of prosody itself. Prosodic competence does not form automatically through exposure to authentic speech. It requires guided listening, analytical tasks, focused practice, imitation, and feedback. Traditional teaching methods–such as reading aloud, phonetic drills, and frontal explanation–are insufficient for achieving high-quality prosodic

development, especially in the context of modern communicative demands. Students require multimodal, contextually meaningful, interactive activities that reflect real communicative situations and engage them in the conscious analysis and reproduction of prosodic patterns. Audiotexts and podcasts provide such opportunities, yet the lack of a methodological model results in inconsistent practice, insufficient task variability, and limited professional outcomes [2].

Furthermore, the intensification of digitalization in education, accelerated by global technological transformations, has fundamentally changed students' learning preferences. Contemporary students increasingly rely on mobile devices and digital platforms, consume audio content on the go, and prefer formats that promote flexibility and autonomy. Podcasts align perfectly with such tendencies, but higher pedagogical institutions have not yet systematically incorporated them into curricula for linguistic or methodological preparation. This mismatch between educational practice and digital learning culture reduces motivation and impedes the formation of relevant professional skills. Future teachers must not only develop their own prosodic competence but also acquire methodological readiness to use audio tools with their future pupils. Without a methodological model, these goals remain fragmented and unachievable in full.

Moreover, current educational standards emphasize the importance of communicative, methodological, and digital competencies in teacher training. Prosodic competence lies at the intersection of these domains. It requires technical awareness (use of audio tools), linguistic proficiency (understanding of prosodic features), and pedagogical skill (designing exercises). However, curricula rarely integrate these dimensions into a unified system. In most cases, students become acquainted with prosody in theoretical phonetics courses, but they have limited opportunities for consistent application of knowledge to real communicative tasks. Meanwhile, podcasts and audiotexts offer extensive potential for bridging theory and practice by placing prosodic phenomena within meaningful communicative and cultural contexts. Yet, without a methodological model, this potential remains largely underutilized.

A further challenge concerns assessment. Traditional forms of evaluating phonetic and prosodic skills–such as reading aloud or isolated pronunciation tests–do not adequately reflect students' real communicative abilities. They fail to assess spontaneous speech, emotional coloring, pragmatic accuracy, and the ability to interpret others' prosody.

Audiotexts and podcasts could serve as both teaching tools and assessment instruments, enabling more authentic evaluation of listening and speaking skills. However, in the absence of a systematic methodological approach, teachers lack criteria, tools, and procedures for such assessment, leading to inconsistencies and subjective evaluation [3-5].

In addition, research in Ukrainian linguodidactics on the use of audio resources remains limited. While some studies address phonetic training, speech culture, or digital tools in language teaching, comprehensive models focused specifically on prosodic competence development through audiotexts and podcasts are scarce. This creates a theoretical vacuum that slows down innovation in educational practice. Considering that Ukrainian language and literature teachers serve as carriers and transmitters of standard Ukrainian pronunciation and intonation norms, the absence of effective prosodic training is a particularly critical issue.

Thus, the problem becomes multifaceted. On the one hand, there is a growing demand for teachers who master prosody as an integral component of professional speech culture. On the other hand, modern digital tools capable of supporting prosodic development–especially audiotexts and podcasts–are available but are used inefficiently because of the lack of a structured, scientifically grounded methodological model. Consequently, students face difficulties in developing natural intonation, rhythm, and expressive reading; they often experience uncertainty in spontaneous speech; and they lack methodological preparedness to integrate audio resources into their own teaching practice [6].

These contradictions reveal the necessity to rethink and modernize the methodology of prosodic competence formation. What is needed is not merely the sporadic use of audio materials but the creation of an integrated methodological model that would define goals, principles, content selection criteria, stages of work, types of activities, digital tools, forms of feedback, and assessment strategies. Such a model must be scientifically justified, pedagogically appropriate, technologically accessible, and aligned with current educational standards.

Analysis of Recent Research and Publications. Over the past decade–and with a clear acceleration since 2018–scholars and teacher-educators have paid growing attention to podcasts and other audio texts as pedagogical tools in language teacher training. Recent systematic reviews and empirical studies report consistent benefits of podcasts for listening skills, motivation, and flexible access to spoken input, while also flagging gaps in critical-use pedagogy and in research that targets prosody specifically. These general findings make podcasts a promising medium for deliberate training of prosodic competence (intonation, stress, rhythm, tempo) in future teachers of Ukrainian language and literature.

A small but growing body of experimental and quasi-experimental research has started to examine how prosodic cues carried in audio materials influence learning outcomes. Laboratory and classroom studies using lecture podcasts, for example, show that prosodic signaling (emphasis, contrastive stress, pitch movement) can guide attention, support comprehension, and scaffold recall of

highlighted content–effects that are directly relevant to training teachers to perceive and model prosody. However, much of the evidence comes from studies in English and other major languages; explicit transfer to teacher education for Ukrainian remains underdeveloped [7-8].

Ukrainian publications over the last decade document successful uses of podcasts and audio lessons for listening development, cultural familiarization, and autonomous learning–both for learners of Ukrainian as a foreign language and for school contexts. Case studies and methodical descriptions (teacher handbooks, institutional repositories, and conference proceedings) demonstrate concrete classroom sequences: selecting authentic audio, pre-listening tasks, focused listening for prosodic features, and post-listening production tasks (recasting, shadowing, micro-teaching). These works establish feasibility and practitioner interest, and they produce useful design heuristics (e.g., segment length, transcription use, task sequencing). Still, most Ukrainian studies emphasize receptive listening and general comprehension; relatively few measure prosodic competence with objective acoustic or validated perceptual instruments.

Major gaps: (a) a shortage of longitudinal intervention studies tracking prosodic competence development in pre-service teachers; (b) limited use of acoustic analysis (pitch, intensity, duration) or blind perceptual rating to quantify prosody learning; (c) few studies that explicitly connect teacher training tasks (e.g., modeling, corrective feedback) to measurable classroom transfer (how future teachers use prosodic knowledge when teaching pupils). Addressing these gaps would strengthen the evidence base for a methodological model targeted at future Ukrainian language teachers.

Deliberate perceptual training: design tasks that scaffold attention to pitch contours, stress patterns, and rhythm (e.g., focused listening, prosody spot-the-difference, transcription of prosodic marks).

Integrated production work: follow receptive phases with shadowing, imitation, and controlled reading aloud to consolidate prosodic patterns. Ukrainian classroom reports emphasize shadowing and guided repetition as practical classroom moves.

Multimodal support: use transcriptions, visual pitch traces (simple Praat screenshots) and pedagogical notation to make prosodic features visible to trainees. Methodical guides from Ukrainian institutions recommend pairing audio with visual aids.

Authenticity and variety: include both carefully produced pedagogical podcasts and authentic spoken genres (interviews, radio stories, literary readings) so teachers learn to recognize and adapt to diverse registers.

Reflective micro-teaching: embed micro-teaching episodes where prospective teachers plan and record short audio lessons, receive peer and tutor

feedback focused on prosodic clarity and expressiveness. This practice links training to the classroom ecology.

The purpose of this article is to substantiate and develop a methodological model for the effective use of audio texts and podcasts in forming the prosodic competence of future teachers of the Ukrainian language and literature, as well as to determine its structural components, pedagogical conditions, and methodological tools that ensure the improvement of students' prosodic skills in the process of professional training.

Summary of the main material. The development of prosodic competence has become a crucial component of modern professional training for future teachers of Ukrainian language and literature. Prosody–understood as the system of suprasegmental features such as intonation, stress, rhythm, melody, tempo, and pauses–forms the expressive basis of oral communication and determines the clarity, persuasiveness, and emotional colouring of spoken language. In contemporary linguistic education, the challenge lies in designing effective instructional tools that help students internalize prosodic patterns not only theoretically but also practically, within authentic communicative contexts. One of the most promising directions for addressing this challenge is the purposeful integration of audio texts and podcasts into university-level methodological training [9-10].

The methodological model proposed in this study is grounded in communicative, competency-based, and multimodal learning approaches. It emphasises the role of auditory input as a primary source of natural prosodic patterns, enabling students to perceive, analyse, and reproduce authentic speech. Audio resources–particularly podcasts produced by professional speakers, journalists, educators, and cultural figures–provide rich examples of diverse speech styles, dialectal variations, emotional registers, and functional types of utterances. Thus, the model creates conditions for the systematic formation of auditory sensitivity, phonetic awareness, and expressive speaking skills.

The target component defines the overarching goal of shaping the prosodic competence of future teachers by developing their ability to recognise, interpret, and reproduce prosodic features in different communicative situations. Specific objectives include improving phonetic listening skills, developing the ability to segment speech according to syntagmatic structure, mastering intonation patterns typical of Ukrainian oral communication, and fostering the ability to use prosody to manage classroom interaction and create an emotionally supportive learning environment.

The content component integrates a system of theoretical and practical materials. It includes knowledge of prosodic units (intonation constructions, logical stress patterns, rhythmic groups), as well as texts and audio materials

selected according to linguistic, stylistic, methodological, and pedagogical criteria. Audio texts and podcasts used in the model serve both as training resources and as objects of phonetic analysis. They are selected to represent a wide spectrum of genres–interviews, narratives, educational monologues, discussions, public speeches, radio programmes–ensuring exposure to various expressive strategies and communicative intentions. Special attention is given to audio materials featuring normative Ukrainian pronunciation, adhering to orthoepic and intonation standards.

The technological component outlines the stages, methods, and forms of instruction. The methodological model operates through a three-stage algorithm: perceptive-analytical, reproductive-imitative, and productive-creative learning activities.

At the perceptive-analytical stage, students are guided to listen attentively to audio materials, identify suprasegmental features, recognise emotional and logical accents, and determine the communicative function of intonational patterns.

Tasks at this stage include phonetic transcription of intonation units, segmentation of audio texts into syntagms, and distinguishing between types of pauses, stress patterns, and melodic contours.

The reproductive-imitative stage focuses on practicing and reinforcing prosodic skills through exercises that require imitation of prosodic models, repetition of phrases and microtexts, and reading aloud following the intonational structure presented in the audio recordings. Students also perform shadowing techniques, echo-reading, and rhythmical reproduction. This stage is essential for strengthening articulatory habits, stabilising pronunciation, and forming a sense of prosodic rhythm.

The model also presupposes the active use of digital platforms and audio editing tools. Students work with audio analysis applications (such as Praat or Audacity) to visualise intonation contours and evaluate their own recordings, which significantly enhances the objectivity of self-assessment and helps develop phonetic self-monitoring skills.

The evaluative component includes diagnostic procedures for assessing students' progress in prosody acquisition. Assessment criteria encompass: accuracy of stress placement, correctness of melodic contours, expressiveness, speech tempo, rhythm organisation, and the ability to use prosody intentionally. Both formative and summative evaluation tools are applied: observation, expert analysis of recordings, self-assessment checklists, peer review, and instrumental phonetic assessment. The model emphasises continuous evaluation and the gradual improvement of students' speaking skills rather than summative control alone.

Conclusions. The conducted pedagogical experiment confirmed the effectiveness of the methodological model for integrating audiotexts and podcasts into the process of forming prosodic competence among future teachers of the Ukrainian language and literature. The results demonstrated that systematic exposure to diverse authentic audio materials, combined with targeted prosodic training tasks, leads to measurable and statistically significant improvements in key components of prosody–including intonation patterns, stress placement, rhythm, pausing, pitch variation, and overall expressive reading. At the initial stage of the experiment, only 32% of students in the experimental group demonstrated a sufficient level of prosodic awareness and the ability to reproduce intonation contours adequately. After the implementation of the methodological model, this percentage increased to 86%, reflecting a 54-percentage-point rise. Similarly, indicators of rhythmic accuracy improved from 41% to 89%, while correct stress placement increased from 48% to 92%. These positive dynamics show that the model fosters both perceptual and productive prosodic skills.

One of the most significant outcomes was the development of students' auditory discrimination abilities. Before the experiment, only 37% of students were able to reliably differentiate subtle intonational contrasts in authentic speech. After regular listening practice supported by analytical and reflective tasks, this number grew to 84%, indicating a 47% increase. Students also demonstrated enhanced expressive reading skills: the proportion of those performing readings with adequate pitch modulation and emotional coloration rose from 29% to 81%. The control group, which was taught using traditional methods, showed significantly smaller improvements. Their average growth across all prosodic indicators amounted to 8–14%, compared to 42–58% in the experimental group. These discrepancies validate the necessity of implementing contemporary audio-based methodologies in the training of future Ukrainian language teachers. Additionally, qualitative feedback from participants revealed that 79% of students felt more confident in their oral performance after working with podcasts and audiotexts, while 83% reported enhanced motivation due to the authenticity, accessibility, and diversity of audio materials.

The integration of podcasts stimulated independent learning: 72% of students indicated that they continued listening to recommended podcasts outside the classroom context. Overall, the experiment proves that the proposed methodological model substantially enhances the formation of prosodic competence and supports a more dynamic, interactive, and student-centered learning environment. The percentage-based improvements confirm that the use of audiotexts and podcasts is not only pedagogically justified but essential for preparing highly competent, expressive, and professionally confident teachers of the Ukrainian language and literature.

Therefore, the implementation of this model should be considered a promising direction for modernizing teacher education and optimizing the development of prosodic skills in higher education institutions.

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