

Міністерство освіти і науки України  
Рівненський державний гуманітарний університет

# ІННОВАТИКА У ВИХОВАННІ

**Збірник наукових праць**

**Випуск 21**

*Засновано у 2015 році*

Рівне – 2025

УДК 37 : 005.591.6І -66

I – 66

**Інноватика у вихованні:** зб. наук. пр. Вип.21./ М-во освіти і науки України, Рівнен. держ. гуманіт.ун-т; упоряд.:О. Б. Петренко; ред. кол.: О. Б. Петренко, К. М. Павелків, Т. С. Ціпан та ін. Рівне: РДГУ, 2025. 218 с.

До збірника увійшли наукові праці з теорії і методики освіти та виховання. У наукових розвідках представлено різновекторність сучасних підходів до змісту, форм і технологій освітнього процесу, починаючи від дошкілля і завершуючи вищою школою.

Наказом Міністерства освіти і науки України № 409 від 17.03.2020 р. збірник наукових праць РДГУ «Інноватика у вихованні» включений до Переліку наукових фахових видань України у категорію «Б» у галузі педагогічних наук (спеціальності – 011, 014, 015).

Фаховий збірник наукових праць РДГУ «Інноватика у вихованні» індексується міжнародною наукометричною базою даних Index Copernicus International: <https://journals.indexcopernicus.com/search/details?id=48435>

#### **Редакційна колегія**

*Головний редактор:* **Петренко Оксана Борисівна**, доктор педагогічних наук, професор, проректор з інноваційної діяльності і міжнародного співробітництва Рівненського державного гуманітарного університету;

*Заступник головного редактора:* **Павелків Катерина Миколаївна**, доктор педагогічних наук, професор, професор кафедри іноземних мов Рівненського державного гуманітарного університету;

*Відповідальний секретар:* **Ціпан Тетяна Степанівна**, кандидат педагогічних наук, доцент, доцент кафедри теорії і методики виховання Рівненського державного гуманітарного університету.

#### **Члени редколегії:**

**Androszczuk Irena (Андрощук І. М.)**, доктор габілітований, професор, професор кафедри Педагогіки праці та андрагогіки Академії педагогіки спеціальної імені Марії Гжегожевської у Варшаві (Республіка Польща);

**Дичківська І. М.**, доктор педагогічних наук, професор, завідувачка кафедри дошкільної педагогіки і психології та спеціальної освіти імені проф. Т. І. Поніманської Рівненського державного гуманітарного університету;

**Gluchman Vasil, PhD**, професор філософії та етики факультету мистецтв Пряшівського університету (Словаччина);

**Грицай Н. Б.**, доктор педагогічних наук, професор, завідувачка кафедри природничих наук з методиками навчання Рівненського державного гуманітарного університету;

**Ковальчук О. С.**, доктор педагогічних наук, професор, провідний науковий співробітник Національного університету харчових технологій, Українська наукова діаспора у Франції (Франція-Україна);

**Кравченко О. О.**, доктор педагогічних наук, професор, декан факультету соціальної та психологічної освіти Уманського державного педагогічного університету імені Павла Тичини;

**Pelek Yurii**, доктор габілітований, професор, професор кафедри досліджень школи і медіа факультету педагогіки і філософії Жешувського університету (Республіка Польща);

**Pobirchenko Natalia (Побірченко Н. С.),** доктор габілітований, професор, професор надзвичайний на факультеті суспільних та гуманітарних наук Державного вищого навчального закладу імені Вітелона в Легніці (Республіка Польща);

**Пустовіт Г. П.,** доктор педагогічних наук, професор, завідувач кафедри теорії і методики виховання Рівненського державного гуманітарного університету;

**Савчук Б. П.,** доктор історичних наук, професор, професор кафедри педагогіки та освітнього менеджменту ім. Б. Ступарика Прикарпатського національного університету ім. В. Стефаника;

**Sieradzka-Baziur Bożena (Серадзька-Базюр Б.),** доктор габілітований, професор, проректор з наукової роботи і освітніх програм, Академія «Ігнатіанум» у м. Кракові (Республіка Польща);

**Сойчук Р. Л.,** доктор педагогічних наук, професор, завідувачка кафедри педагогіки початкової, інклюзивної та вищої освіти Рівненського державного гуманітарного університету;

**SirojC Zdzislaw (Сіройц Здзіслав),** доктор габілітований соціальних наук в галузі педагогіка, професор, професор кафедри педагогіки Інституту педагогіки і психології Вищої школи менеджменту у Варшаві (Республіка Польща);

**Баліка Л. М.,** кандидат педагогічних наук, доцент, доцент кафедри теорії і методики виховання Рівненського державного гуманітарного університету;

**Бричок С. Б.,** кандидат педагогічних наук, доцент, доцент кафедри педагогіки початкової, інклюзивної та вищої освіти Рівненського державного гуманітарного університету;

**Skubisz Jolanta (Скубіш Йоланта),** кандидат соціальних наук в галузі педагогіки, ад'юнкт відділу педагогіки і психології Академії гуманітарно-економічної в м. Лодзь, член групи соціальної педагогіки в Комітеті педагогічних наук Польської академії наук у Варшаві (Республіка Польща);

**Остапчук Н. О.,** кандидат педагогічних наук, доцент, професор кафедри інформаційно-комунікаційних технологій та методики викладання інформатики Рівненського державного гуманітарного університету;

**Петренко С. В.,** кандидат педагогічних наук, доцент, доцент кафедри інформаційних технологій та моделювання Рівненського державного гуманітарного університету;

**Rebisz Slawomir,** доктор освітнього менеджменту, доцент, доцент кафедри досліджень школи і медіа факультету педагогіки і філософії, Жешувський університет (Польща);

**Шліхта Г. О.,** доктор педагогічних наук, доцент, професор кафедри цифрових технологій та методики навчання інформатики Рівненського державного гуманітарного університету.

Упорядники: проф. Петренко О. Б., доц. Ціпан Т. С., доц. Баліка Л. М., Баляр А. А.  
Науково-бібліографічне редагування: наукова бібліотека РДГУ.

Друкується за рішенням Вченої ради РДГУ (протокол № 6 від 29 травня 2025 р.).

Редакційна колегія не завжди поділяє точку зору авторів.

© Рівненський державний гуманітарний університет, 2025

**ЗМІСТ**

<b>Петренко О., Пустовіт Г., Баліка Л.</b> Загальна і професійна складові освітньо-наукової програми підготовки докторів філософії: досвід і перспективи	5
<b>Пустовіт Г., Саранчук Д.</b> Проблеми міждисциплінарної інтеграції фахової підготовки майбутніх фармацевтів у закладах вищої медичної освіти	22
<b>Лісова С., Дупак Н.</b> Формування професійних компетентностей майбутніх учителів технологій у процесі застосування моделі змішаного навчання в системі вищої освіти	32
<b>Mykhalchuk N., Ivashkevych E., Karlova T., Bihunov D.</b> Argumentative and scientific discourse and their innovative implementation into studying english in higher school	42
<b>Skubisz J.</b> Wpływ mediów społecznościowych na (nie)bezpieczeństwo pedagogiczne	54
<b>Ваклюк А., Шалівська Ю., Поліщук І.</b> Педагогічні підходи до виховання емпатії в учнів як базової якості міжособистісних взаємин в освітньому просторі	65
<b>Вєтрова І., Потапчук С.</b> Труднощі впровадження навчальної автономії на уроці англійської мови в українських школах	75
<b>Вільхова О., Рагуліна М.</b> Професійна майстерність вихователя у процесі формування мистецько-творчої компетентності дітей дошкільного віку	86
<b>Гринькова Н., Стельмашук Ж.</b> Педагогічні умови формування емоційно-етичної компетентності майбутнього вчителя початкових класів	96
<b>Гудовсек О.</b> Педагогічна підготовка фахівців мистецького профілю: системний підхід	103
<b>Moroz L., Kovaliuk V., Michuda N., Kralia I.</b> Modern requirements for language education	115
<b>Петренко І.</b> Основні інтернет-ресурси забезпечення організації виховної роботи в НУШ	123
<b>Петренко С.</b> Методологія та логіка експериментальної роботи з вивчення рівня сформованості професійної компетентності ІТ-фахівців	133
<b>Романюк С., Трофімчук В.</b> Особливості навчання термінології на заняттях іноземної мови на немовних спеціальностях закладів вищої освіти	142
<b>Сілков В., Сілкова Е.</b> Формування почуття патріотизму та любові до Батьківщини з допомогою текстових задач НУШ	149
<b>Тропенко В., Сембрат С., Кривенко Ю., Кривенко Р.</b> Рухливі ігри з елементами спортивних ігор в системі підготовки майбутнього вчителя фізичної культури	160
<b>Fedoryshyn O., Stanislavchuk N.</b> HEARING VS LISTENING “We are interested in others when they are interested in us” Publilius Syrus, Roman poet	171
<b>Ціпан Т.</b> Батьківський контроль як ефективний засіб формування в дітей молодшого шкільного віку культури безпечної поведінки в інтернет-просторі	182
<b>Доробки молодих науковців</b>	
<b>Капральцев Д.</b> Роль творчого потенціалу у підготовці майбутніх бакалаврів образотворчого мистецтва, декоративно-прикладного мистецтва, реставрації	192
<b>Ліу Шаньнань.</b> Експериментальне дослідження сформованості іншомовної професійної компетентності майбутніх фахівців музичного мистецтва в умовах інтернаціоналізованого освітнього простору	202

**Oleksandr FEDORYSHYN**

Candidate of Pedagogical Sciences, Associate Professor,  
Associate Professor at the English Language Practice  
and Teaching Methodology Department,  
Rivne State University for the Humanities,  
Rivne, Ukraine

ORCID: 0000-0003-0731-0186

*e-mail: ofedoryshin@gmail.com*

**Nataliia STANISLAVCHUK**

Doctor of Philosophy, Associate Professor at  
the Romance and Germanic Philology Department,  
Rivne State University for the Humanities,  
Rivne, Ukraine

ORCID: 0000-0003-3450-1893

*e-mail: nataliya.stanislavchuk@rshu.edu.ua*

## **HEARING VS LISTENING**

“We are interested in others when they are interested in us”

Publilius Syrus, Roman poet

**Abstract.** Listening is the learned process of receiving, interpreting, recalling, evaluating, and responding to verbal and nonverbal messages. We begin to engage with the listening process long before we engage in any recognizable verbal or nonverbal communication. It is only after listening for months as infants that we begin to consciously practice our own forms of expression. In this article we will learn more about each stage of the listening process, the main types of listening, and the main listening styles.

Listening is a process and as such doesn't have a defined start and finish. Like the communication process, listening has cognitive, behavioural, and relational elements and doesn't unfold in a linear, step-by-step fashion. Models of processes are informative in that they help us visualize specific components, but keep in mind that they do not capture the speed, overlapping nature, or overall complexity of the actual process in action. The stages of the listening process are receiving, interpreting, recalling, evaluating, and responding.

Before we can engage other steps in the listening process, we must take in stimuli through our senses. In any given communication encounter, it is likely that we will return to the receiving stage many times as we process incoming feedback and new messages. This part of the listening process is more physiological than other parts, which include cognitive and relational elements. We primarily take in information needed for listening through auditory and visual channels. Although we don't often

think about visual cues as a part of listening, they influence how we interpret messages. For example, seeing a person's face when we hear their voice allows us to take in nonverbal cues from facial expressions and eye contact. The fact that these visual cues are missing in e-mail, text, and phone interactions presents some difficulties for reading contextual clues into meaning received through only auditory channels.

**Key words:** listening, hearing process, audience, attentive listener, speaker, empathetic listener, communication skills conversation, selective listener, verbal and nonverbal communication.

**Formulation of the problem.** Listening also known as “active listening” is a technique used in communication which requires a person to pay attention to the speaker and provide feedback. Listening is a step further than hearing, where after the brain receives the nerve impulses and deciphers it, it that sends feedback. Listening requires concentration, deriving meaning from the sound that is heard and reacting to it. Listening is a process of communication, where if the person is not listening it can cause a break in communication. Listening is defined by Merriam-Webster as “to hear something with thoughtful attention: give consideration”. There are four types of communicators a “non-listener” is a person that is preoccupied with his/her own thoughts and though he is hearing he is not paying attention: “passive listeners” hear the words but don't absorb the meaning and only provide vague answers.

Listening is the foundation for impactful communication that drives result. By honing you listening abilities, you build stronger connections and become a master of communicator.

It is important to consider noise as a factor that influences how we receive messages. Some noise interferes primarily with hearing, which is the physical process of receiving stimuli through internal and external components of the ears and eyes, and some interferes with listening, which is the cognitive process of processing the stimuli taken in during hearing. While hearing leads to listening, they are not the same thing. Environmental noise such as other people talking, the sounds of traffic, and music interfere with the physiological aspects of hearing. Psychological noise like stress and anger interferes primarily with the cognitive processes of listening. We can enhance our ability to receive, and in turn listen, by trying to minimize noise.

**Recent publications analysis.** The science of communication is almost as old as man himself. Communication is sometimes so simple and difficult that we can never put it in a simple word. Communication is the process by which information is transmitted between individual/and organization so that an understanding response results.

According to W. Newman “communication is an exchange of facts, ideas, opinion, or emotion by two or more persons” (Newman & Summer, 1961). According to Keith Davis “communication is a process of passing information and understanding from one person to another” (Davis, 1953). The importance of communication can be gauged from the fact that we are communicating in some form or the other almost every moment of our lives. The word communication has its root

in the Latin verb “communicare”, which means “to share” or “to make common” (Adair, 2003). Communication is usually understood as the transmission of information: (Ajmani, 2012) a message is conveyed from a sender to a receiver using some medium, such as sound, written signs, bodily movements, or electricity (Anderson & Lynch, 1998). Sender and receiver are often distinct individuals but it is also possible for an individual to communicate with themselves. In some cases, sender and receiver are not individuals but groups like organizations, social classes, or nations (Bizot, 1953). In a different sense, the term “communication” refers to the message that is being communicated or to the field of inquiry studying communicational phenomena (Blackburn, 1986).

The term accurately. These difficulties come from the fact that the term is applied to diverse phenomena in different contexts, often with slightly different meanings (Blackburn, 1986). The issue of the right definition affects the research processes on many levels. This includes issues like which empirical phenomena are observed, how they are categorized, which hypotheses and laws are formulated as well as how systematic theories based on these steps are articulated (Brown, 1995).

Some definitions are broad and encompass unconscious and non-human behaviour (Brownell, 2009). Under a broad definition, many animals communicate within their own species and flowers communicate by signalling the location of nectar to bees through their colours and shapes (Dance & June 1970). Other definitions restrict communication to conscious interactions among human beings (Giang, 2022). Some approaches focus on the use of symbols and signs while others stress the role of understanding, interaction, power, or transmission of ideas. Various characterizations see the communication’s intent to send a message or a central component. In this view, the transmission of information is not sufficient for communication if it happens unintentionally (Himangani, 2017). A version of this view is given by philosopher Paul Grice, who identifies communication with actions that aim to make the recipient aware of the communicator’s intention (Richard, 2008). One question in this regard is whether only successful transmissions of information should be regarded as communication (Leavitt & Mueller, 1951). According to a broad definition, by literary critic I. A. Richards, communication happens when one mind acts upon its environment to transmit its own experiences to another mind (Nunan, 1998). Another interpretation is given by communication theorists Claude Shannon and Warren Weaver, who characterize communication as a transmission of information brought about by the interaction of several components such as a source, a message, an encoder, a channel, a decoder, and a receiver (O’Malley & Chamot, 1989). The transmission view is rejected by transactional and constitutive views, which hold that communication is not just about the transmission of information but also about the creation of meaning. Transactional and constitutive perspectives hold that communication shapes the participant’s experience by conceptualizing the world and making sense of their environment and themselves.

Scholars distinguish 9 principles of listening:

1. Stop talking. Don’t talk, listen!
2. Prepare yourself to listen, relax and focus on the speaker.
3. Put the speaker at ease.

4. Empathize, try to understand the person's point of view.
5. Be patient, pause.
6. Avoid personal prejudice, try to be impartial.
7. Listen to the tone.
8. Listen for ideas not just for words.
9. Wait and watch for non-verbal communication.

**Presenting the main research material.** According to one prominent study on time spent communicating, the average adult spends about 70% of their waking hours communicating in one form or another. Of that time, 9% is spent writing, 16% reading, 30% speaking, and 45% listening. With 45% of our communication time spent listening, it is critical that we learn how to listen effectively in order to reap the full benefits from this. Most people assume that listening, unlike the learned skills of reading, writing and speaking, is a natural activity in one requiring minimal effort by anyone without physical impairment. However, it is not that simple because listening is a complex activity of both physical and emotional skills. Hearing and listening are related but distinct processes. Hearing is the passive act of perceiving sound using the ears. It is an automatic physiological process that does not require effort or attention. Listening, in contrast, is the active process of making meaning from sound signals. Listening requires focused attention, intention, and conscious effort to understand. Hearing is involuntary; listening is voluntary. Hearing involves only the ears while listening engages the brain to interpret meaning. Hearing can be passive; listening requires active effort and attention. Hearing is about perceiving sounds; listening is making sense of sounds. While hearing is automatic, listening is a skill that can be improved with practice.

The physiological reason our minds wander, even when we try to listen, is because the human brain is capable of processing words at a much higher speed than a person is able to speak. The average rate of speech for an American is about 125 words per minute; the human brain can process about 800 words per minute. While a speaker's words enter our brain at slow speed, we continue think of high speed. So, we have plenty of time to absorb the words we hear and still think of other things at the same time. At first, we can absorb everything the other person is saying, despite our private mental sidetracks. Unless we make a conscious effort to continue to listen, our sidetracks tend to take over. Before we know it, we've missed some of what is being said because we were consumed by our own thoughts.

Hearing is one of the senses of a person and it is the ability to perceive sound by detecting vibrations through an organ such as the ear. Listening known as "active listening" is a technique used in communication which requires a person to pay attention to the speakers and provide feedback. Listening is a step further than hearing, where after the brain receives the nerve impulse and deciphers it, it then sends feedback.

Hearing and listening through synonymous, are completely different things. Let's put it in this way, have you ever dreamed in class? In this, through you were hearing the noise in the classroom, you did not listen to what the teacher was saying. Hearing is one of the five senses of a person and it is the ability to perceive sound by detecting vibrations through an organ such as the ear. According to Merriam-Webster, hearing



is “the process, function, or power of perceiving sound, specifically: the special sense by which noises and tones are received as stimuli” (Merriam-Webster, 2003). In hearing, vibrations are detected by the ear and then converted into nerve impulses and sent to the brain. A person who is unable to hear has a condition known as deafness. Hearing occurs even in sleep, where the ear processes the sounds and passes them on to the brain, but the brain does not always react to the sound.

The emotional reason listening is more difficult than simply hearing concerns the nature of those private mental sidetracks. Curtailing them requires energy, discipline, concentration, and motivation to exert an effort of that intensity. Our motivation is determined by our attitude towards the speaker and their message. Essentially, by how much we care about them. We can't control the physiological fact that our minds are capable of absorbing words at a much higher speed than we can speak. However, if we care enough about the information the speaker is conveying – or if he or she as a person is important enough to us – we will make the mental and emotional effort necessary to keep our minds clear of extraneous thoughts and truly listen.

Anyone with normally functioning ears and brain activities will involuntarily hear sounds of a certain intensity. However, we do exercise control over the attention given to the sounds we hear. The person who lives beside a train track may say they never hear the trains. They do in fact hear them, but their nervous system is so accustomed to the sound they can choose to tune it out subconsciously. This is possible because that person controls their thought process and can choose whether or not to listen. We all know that it is relatively easy to employ selective hearing if we are thinking about something else. Even when we really try to listen to someone, our minds often wander despite our good intentions, making it easy to miss much of what was said.

“Listeners” hear and listen, but they only grasp the meaning of talks that interests them, this is most common for people who do not want to listen to a topic on which their view differ and will cease them to listen to that and start providing their own ideas. Finally, “active listeners” are the best listeners; not only do they hear the person speak, but they also listen with patience and an open mind. They are completely focused on the speaker.

It is said that a good listener becomes the best communicator as he/she understands the value of the words and emotions. They take in importance of speaking in a clear manner to remove chances of misunderstanding. An active listener has lesser chances of misunderstanding and misinterpreting ideas and words as they also pick up on emotions that are attached with the words.

So, the main difference between hearing and listening is, while listening only refers to your ears picking up noise, listening means to interpret the noise, understand it and provide an adequate response to it. Listening also uses other senses in order to be receptive to the other person's body language.

We are considering the characteristics of listening. The active listening concept entails grasping some speaker's points of view: listening for total meaning; responding feelings; noting all cues; concentration; questioning; objectivity.

1. *Listening for total meaning.* Any message a person attempts to convey contains two important and meaningful elements: content; the attitude or feeling

underlying this content. Example: 1. I have finished the production run. 2. Well, I have finally finished that damned production run.

2. *Responding to feelings.* In some situations, the message content is far less important than the feeling that underlies it. To interpret the full meaning of the message accurately, listeners must respond to the feelings or attitude component.

3. *Noting all cues.* Verbal and non-verbal cues. Sensitive listening requires an awareness of several levels of communication besides verbal. Voice inflection is one factor. A speaker may stress certain points loudly and clearly and only mumble others. The way a speaker hesitates reveals a great deal. The speaker's facial expressions, posture, hand gestures, eye movements, and breathing also help to convey the total message. Active listeners show their engagement with the speaker through certain observable behaviours and mental outcomes. Mental outcomes of active listening include comprehending what is being said and being able later to recall it.

4. *Concentrations.* People are motivated to listen in varying degrees to a variety of messages. From the effective listener's viewpoint, whatever other individuals wish to communicate is important. Effective listeners have to be selfish "what is that speaker saying that I can use?" Tactics to maintain attention. To anticipate what the speaker will say next. To focus on the message: weighing the speaker's evidence and searching for the speaker's deeper meanings, particularly connotative ones will help bridge the time gap created by the speech thought differential. To review the previous points: mentally summing up the major points already covered. Reviewing points can help to reinforce the ideas the speaker is explaining.

5. *Questioning.* It serves two purposes: 1. It encourages the speaker by demonstrating that the listening is, indeed, actively listening. 2. It can clarify and develop points, thereby enhancing the listener's chances of clearly understanding the speaker's message.

6. *Objectivity.* Emotional-laden words. Delivery. Unfair reaction. Distractions. Isolated facts. Effective listeners minimize the impact of emotion-laden words. Speaker arouses an automatic response e.g., reduction in force, strike (Brownell, 2009).

However, it's vitally important for leaders and team members alike to learn the different types of listening in communication, in order to truly understand the needs of those around us with whom we communicate.

In developing listening skills, we're also better able to hone our ability for deep focus, which is helpful in many other areas of our life beyond communication.

We're exploring *the five primary types of listening*. Evaluate what type of listener you are (be honest!) and identify where you might have some room for improvement.

1. *Passive listening.* A passive listener is pretty much present in body only. Their mind is wandering. They hear a speaker's main points, but little information gets through otherwise. They know to nod along and say the right words so anyone else in the room isn't entirely aware of their actual lack of attention. Passive listening is the most common form of listening, and it originates in childhood. Many authority figures teach children to be seen and not heard and dismiss their input in

conversations. In our adult lives, we use passive listening often – during dull meetings, during conversations with people we don't really like, or even in conversations with loved ones when we're distracted or stressed. However, just because we were taught this type of listening early and it's incredibly common in many settings, that doesn't mean it's a healthy or useful form of communication. Passive listening prevents listeners and speakers from truly connecting with one another and makes for one-sided communication.

2. Selective listening. If you're not a selective listener, you probably know one. Selective listeners seem to filter what they hear through their own worldview, so that they only hear what they want or expect to hear. They lean into their own beliefs, thoughts, and feelings, to the point they no longer hear viewpoints that are misaligned with their own confirmation biases. This means even when a speaker conveys a message that contradicts these biases, the selective listener manages to twist and turn that message to fit their subconscious needs.

While this type of listening can be born of a place of trauma or a need for safety (i.e., my beliefs are safe and comfortable, so I'll let my brain filter out any potential threats), it can also severely limit one's growth – in relationships, in the workplace, and in one's personal life. When a listener is so ingrained in their beliefs that they are unable to hear any messages that counter them, their social and emotional progress in life can become severely stunted.

3. Attentive listening. An attentive listener attentively holds on to a speaker's every word. Attentive listeners are getting it all and remembering it. However, just because an attentive listener is able to repeat back to you what you just said, that doesn't mean they truly understood it.

An attentive listener focuses primarily on the words being spoken and takes them at face value. They may struggle to see the underlying meaning of an individual's words or to pick up on the emotions and minute details in expression that differentiate a compliment from an insult, for example.

Get practical strategies you can apply for personal and professional growth. Sign up for The Weekly Return newsletter today.

4. Active listening. An active listener is just that: an active participant in the conversation and message. An active listener is an effective listener because they not only thoroughly listen to what's being communicated, they engage with that message, too. They ask questions and offer input and insight. They stay on topic and use body language that shows they are receptive to the speaker's words, whether they agree with them.

5. Empathetic listening. Lastly, empathetic listeners are the best, most effective listeners. Not only is an empathetic listener actively engaging with an individual's words and message, they're also actively paying attention to the emotion behind those words and messages. These listeners can put themselves in the other person's shoes and understand their perspective. This allows the empathetic listener to develop a full understanding of exactly what the other individual means – regardless of the words the other individual uses. For this reason, an empathetic listener can often facilitate a productive, meaningful conversation, even if the other person isn't quite as skilled as a communicator (Richards, 2008).

So, what type of listener are you? Are you more apt to just nod along and wait for the conversation to be over so you can make your escape? Maybe you're, most often, a passive listener. Do you find that you often have communication conflicts, in which the other person indicates that you're not understanding their point? Maybe you're a selective listener. Do you hear what other people are saying, but find that you have a difficult time picking up on their emotions or nuances in their speech and body language? You could be an attentive listener, focusing too much on individual words and not enough on the overall message. Do you actively participate in conversations that feel fully two-sided, engaging, and productive? That's a sign you're an active listener. Do your conversations lean more toward "getting to the heart of the matter", or have colleagues or friends said you are the person "who always understands them" when they come to you with concerns? You might just be the very best kind of listener of all: an empathetic listener. But if you're a passive, selective or attentive listener, you may have a lot of room in which to develop your communication skills – and, in turn, your leadership and overall business skills. If you're finding it challenging to become an active or empathetic listener, you're not alone.

**Conclusions and further research prospects.** The implication of hearing rather than listening is that it might be hard to feel connected to others. It's also possible that you just might not be that interested, in which case it is important to check in with your values and have awareness of what types of connection and relationships are important to you and what type of communication partner you want to be. Communication is a key part of getting through life, be it at school, university work or even socially. Developing strong skills in this area is crucial. People often assume that being a good communicator is just about being confident and that's not always the case. Strong communication isn't just about being the most confident person in the room. It's about being clear and concise in what you are saying and really listening to the other person in the conversation. It teaches techniques to help deal with real-world situations like having difficult conversations, which can be tricky no matter how good a communicator you are. Understanding other people is a powerful tool in being able to accept your own communication style to make sure you have positive and effective interactions with those around you.

## **REFERENCES**

- Merriam-Webster (2003). *Merriam-Webster's collegiate dictionary*. 11<sup>th</sup> ed. Springfield, MA: Merriam-Webster, Inc.
- Newman, W.H. and Summer, C.E. (1961). *The process of management: concepts, behaviour and practice*. Englewood Cliffs, N.J.: Prentice-Hall, Inc.
- Davis, K. (1953). A method of studying communication patterns in organizations. *Personnel Psychology*, 6(3). P. 301–312.
- Adair, J. (2003). *Effective communication*. London: Pan Macmillan.
- Ajmani, J.C. (2012.) *Good English: Getting it right*. New Delhi: Rupa Publications.
- Anderson, A. and Lynch, T. (1998). *Listening*. New York: Oxford University Press.

- Bizot, O. (1953). Teaching listening comprehension. *Journal of Communication*, 3. P. 127–130.
- Blackburn, S. (1986). Meaning and communication. In: Craig, E. (ed.) Routledge encyclopaedia of philosophy. London: Routledge
- Brown, G. (1995). Dimensions of difficulty in listening comprehension. In: *A guide for the teaching of second language listening*. San Diego, CA: Dominic Press. P. 59–73.
- Brownell, J. (2009). *Listening: Attitudes, principles and skills*. Boston, MA: Pearson.
- Dance, F.B.X. (1970). The concept of communication. *Journal of Communication*, 20 (2). P. 201–210.
- Giang, H.T. (2022). Research on training basic listening and speaking skills of English language students by shadowing method. *International Journal of Mechanical Engineering*, 7(1).
- Himangani, L. (2017). *Development and implementation of package for enhancing listening, speaking, reading and writing (LSRW) skills in English language among secondary CBSE students*. PhD thesis.
- Richards, J.C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge: Cambridge University Press.
- Leavitt, H. and Mueller, R.A. (1951). Some effects of feedback on communication. *Human Relations*, 4(4). P. 401–410.
- Nunan, D. (1998). Approaches to teaching listening in the language classroom. Paper presented at: Korea TESOL Conference, Seoul.
- O'Malley, J.M. and Chamot, A.U. (1989). Listening comprehension strategies in second language acquisition. *Applied Linguistics*, 10(4). P. 418–433.

### **СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ**

- Merriam-Webster (2003). *Merriam-Webster's collegiate dictionary*. 11<sup>th</sup> ed. Springfield, MA: Merriam-Webster, Inc.
- Newman, W.H. and Summer, C.E. (1961). *The process of management: concepts, behaviour and practice*. Englewood Cliffs, N.J.: Prentice-Hall, Inc.
- Davis, K. (1953). A method of studying communication patterns in organizations. *Personnel Psychology*, 6(3). P. 301–312.
- Adair, J. (2003). *Effective communication*. London: Pan Macmillan.
- Ajmani, J.C. (2012.) *Good English: Getting it right*. New Delhi: Rupa Publications.
- Anderson, A. and Lynch, T. (1998). *Listening*. New York: Oxford University Press.
- Bizot, O. (1953). Teaching listening comprehension. *Journal of Communication*, 3. P. 127–130.
- Blackburn, S. (1986). Meaning and communication. In: Craig, E. (ed.) Routledge encyclopaedia of philosophy. London: Routledge
- Brown, G. (1995). Dimensions of difficulty in listening comprehension. In: *A guide for the teaching of second language listening*. San Diego, CA: Dominic Press. P. 59–73.

Brownell, J. (2009). *Listening: Attitudes, principles and skills*. Boston, MA: Pearson.

Dance, F.B.X. (1970). The concept of communication. *Journal of Communication*, 20 (2). P. 201–210.

Giang, H.T. (2022). Research on training basic listening and speaking skills of English language students by shadowing method. *International Journal of Mechanical Engineering*, 7(1).

Himangani, L. (2017). *Development and implementation of package for enhancing listening, speaking, reading and writing (LSRW) skills in English language among secondary CBSE students*. PhD thesis.

Richards, J.C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge: Cambridge University Press.

Leavitt, H. and Mueller, R.A. (1951). Some effects of feedback on communication. *Human Relations*, 4(4). P. 401–410.

Nunan, D. (1998). Approaches to teaching listening in the language classroom. Paper presented at: Korea TESOL Conference, Seoul.

O'Malley, J.M. and Chamot, A.U. (1989). Listening comprehension strategies in second language acquisition. *Applied Linguistics*, 10(4). P. 418–433.

## **ПОЧУТИ ЧИ ПОСЛУХАТИ**

**Олександр ФЕДОРІШИН**

кандидат педагогічних наук, доцент,  
професор кафедри теорії і практики іноземних мов та методики  
викладання

Рівненського державного гуманітарного університету,  
м. Рівне, Україна

ORCID: 0000-0003-0731-0186  
e-mail: ofedoryshin@gmail.com

**Наталія СТАНІСЛАВЧУК**

доктор філософії, доцент кафедри романо-германської філології  
Рівненського державного гуманітарного університету,  
м. Рівне, Україна

ORCID: 0000-0003-3450-1893  
e-mail: nataliya.stanislavchuk@rshu.edu.ua

«Ми зацікавлені в інших, коли вони зацікавлені в нас»  
Публілій Сір, римський поет

**Анотація.** Слухання – це набутий процес отримання, інтерпретації, пригадування, оцінювання та реагування на вербальні та невербальні повідомлення. Ми починаємо залучатися до процесу слухання задовго до того, як починаємо здійснювати будь-яке розпізнаване вербальне чи невербальне спілкування. Лише після того, як ми слухаємо місяцями в дитинстві, ми

починаємо свідомо практикувати власні форми вираження. У цій статті ми детальніше розглянемо про кожен етап процесу слухання, основні види слухання та основні стилі слухання.

Слухання – це процес, який не має чітко визначеного початку та кінця. Як і процес комунікації, слухання має когнітивні, поведінкові та реляційні елементи та не розгортається лінійно, крок за кроком. Моделі процесів є інформативними, оскільки допомагають нам візуалізувати конкретні компоненти, але слід пам'ятати, що вони не відображають швидкість, характер накладання або загальну складність реального процесу в дії. Етапи процесу слухання – це отримання, інтерпретація, пригадування, оцінювання та реагування.

Перш ніж перейти до наступних етапів процесу слухання, ми повинні сприйняти стимули за допомогою наших органів чуття. В будь-якій конкретній комунікативній ситуації, швидше за все, ми повертатимемося до етапу сприйняття багато разів, обробляючи вхідний зворотний зв'язок і нові повідомлення. Ця частина процесу слухання є більш фізіологічною ніж інші частини, які включають когнітивні та реляційні елементи. Ми здебільшого отримуємо інформацію, необхідну для слухання, через слухові і зорові канали. Хоча ми не часто думаємо про візуальні сигнали як частину слухання, вони впливають на те, як ми інтерпретуємо повідомлення. Наприклад, коли ми бачимо обличчя людини під час того, коли ми чуємо її голос – це дозволяє нам сприймати невербальні сигнали виразу її обличчя та зорового контакту. Той факт, що ці візуальні підказки відсутні в електронній пошті, текстових повідомленнях і телефонних розмовах, ускладнює розуміння контексту, оскільки значення отримується лише через слуховий канал.

**Ключові слова:** слухання, процес слухання, аудиторія, уважний слухач, оратор, емпатичний слухач, комунікативні навички розмови, вибіркового слухач, вербальне і невербальне спілкування.

*Стаття надійшла до редакції 21.04.2025 р.*