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THE ROLE OF PODCASTS IN THE FORMATION OF LISTENING SKILLS

This article discusses effective methods of auditory understanding of speech in a foreign language using podcasts in teaching English, issues of perception, understanding and formation of skills and abilities for critical processing of sound material, development of auditory perception. Since listening is the basis of communication, mastery of verbal communication begins. It consists in the ability to distinguish perceived sounds, combine them into semantic complexes, memorize them when listening, carry out probabilistic forecasting and understand the received sound sequence, based on the communication situation. Computer technologies have already become in demand and relevant in the field of the educational process. In modern society, informatization in education is actively developing, aimed at the formation of an intellectually developed creative personality, well-oriented in the information space, ready for self-development and the use of this knowledge in future professional activities. The article outlines the theoretical prerequisites for the formation of podcasts and video programs as the most important component of communicative competence. The practical significance of the article lies in the fact that the use of podcasts and video programs for the formation of listening skills for foreign language learners can be an effective addition to classes and positively affect the level of students' preparation for the international exam.

Keywords: podcasts, communicative competence, audio file, audio history, receptive skills, original texts, transcript, language training, speech etiquette.

Introduction

The article reveals the theoretical prerequisites for the formation of podcasts and videocasts as the most important component of communicative competence. The practical significance of the article lies in the fact that the use of podcasts and videocasts for the formation of listening skills of foreign language learners can serve as an effective addition to classes and will favorably affect the degree of readiness of students to pass the international exam.

This article discusses the issues of effective ways of understanding foreign language speech by listening, the formation of skills and abilities of perception, comprehension and critical processing of sounding material, the development of auditory memory through the use of podcasts when teaching English. As listening is the basis of communication, the mastery of oral communication begins with it. It consists of the ability to differentiate perceived sounds, integrate them into semantic complexes, keep them in memory during listening, carry out probabilistic forecasting and, based on the communication situation, understand the perceived sound chain. Computer technologies have already become necessary and relevant even in the field of the educational process. In modern society, informatization in education is actively developing, aimed at the formation of an intellectually developed creative personality, perfectly oriented in the information space, finally ready for self-development and the application of this knowledge in future professional activity.

Object of research: the object of research is the use of podcasts when teaching English.

Subject of research: the subject of research is the formation of listening skills.

Purpose of the research: the purpose of the research is to identify the use of podcasts and videocasts for the formation of listening skills of foreign language learners.

Research materials and methods

The relevance of this topic is due to the expansion of the possibilities of using Internet technologies. As well as the use of podcasts and videocasts as a means of teaching English. The use of such tools helps in the development of students' listening skills.

The changes in public relations, the means of communication, and the mobility of society require an increase in the level of communicative competence of foreign language learners, i.e. the ability and readiness to carry out interpersonal and intercultural communication. The increased status of English as a means of communication affects the search for new approaches to learning. This is due to the need to improve the quality of teaching and learning with a small amount of training time. In the context of the communicative orientation of learning, the problem of forming listening strategies is especially relevant. Understanding

foreign language speech is an important skill in connection with the transition to the information society and one of the main ways of obtaining information. In the process of oral foreign language communication in the field of professional communication, information of interest to specialists is transmitted to speakers and received by listeners, and the success of the communication act depends on how accurately and fully the message is perceived [1]. Therefore, there is a need to teach students of non-linguistic specialties effective ways of understanding foreign language speech by ear.

This process is impossible if its participants do not have the skills and abilities of perception, comprehension and critical processing of sounding material, auditory memory is not developed, there is no interest in acquiring new information. The purpose of teaching a foreign language is to possess the ability to communicate directly with native speakers of the language being studied in the most common situations of everyday communication. And, as you know, communication is not only speaking a foreign language, but also listening to the interlocutor's speech. That is, speaking and listening are the main types of speech activity in communicating with native speakers of a foreign language. Listening makes it possible to master the sound side of the language being studied, its phonemic composition and intonation: rhythm, stress, melody. Through listening, the development of a new lexical composition and grammatical structure is carried out. Speaking cannot be normal without listening, these are two sides of oral speech.

When using a podcast, the process of learning a foreign language becomes more flexible and variable in time and space. The work takes place at a pace corresponding to the level of the group, which allows students to work actively.

Audio recording allows not only to expand the capabilities of the teacher in transmitting information, but also to increase the effectiveness of managing students' activities during the lesson.

It should be noted that when selecting podcasts for educational purposes, the teacher should be guided by the following criteria:

- thematic correspondence of materials to the curriculum; authenticity of selected Internet materials is largely determined by the competent use of lexical and phraseological units, grammatical structures, formal and meaningful integrity of the podcast text;
- the updatability of Internet materials provides a large selection of materials on various topics;
- the novelty of the selected materials presupposes the availability of materials containing new information on a given topic;
- compliance with the interests and capabilities of trainees, taking into account subjective factors;

- operability of an Internet site with podcast resources, that is, ease of operation, convenient structure of the arrangement of its elements;
- functionality of the podcast text itself, i.e. orientation of the materials to real communicative use;
- the quality of the recording, assuming the clarity of diction and expressiveness of intonation, the presence of a pleasant voice from the speaker, the natural pace of speech [2, 147].

The use of podcasts in listening training seems to us the most promising, since this type of speech activity is an integral part of oral communication in a foreign language, ensuring the adequacy of speech behavior in various situations of intercultural communication at the everyday and professional level.

According to the opinion of A. I. Kolchina, a distinctive feature of educational podcasts when teaching listening is that they are read slowly and clearly, if possible, the texts consist of simple phrases and expressions, so that students can get the most out of the listened audio materials.

As a rule, an educational podcast usually consists of two parts: the first part presents a sounding text, usually lasting 2–3 minutes; the second part includes a linguosemantic commentary with definitions of words and expressions from the first part and the use of these lexical units in speech [3, 17].

However, when choosing and preparing audio materials, it is necessary to remember that the difficulties of listening can be associated with both the language form of the message, the semantic content of the message, and the conditions of presentation of the message, with the sources of information. Materials should be selected in such a way that they ensure the development of compensatory skills in students, understanding and assimilation of implicit meanings of speech and cover genres of everyday, cultural and professional orientation.

To ensure a positive result in learning listening, it is necessary to methodically organize the process of teaching this type of speech activity, which would contribute to the formation of auditory skills of students studying a foreign language. Consequently, the role of the teacher in this process is essential, and the use of modern technologies and methods by him will have an effective impact on the formation of students' auditory skills.

In this regard, it is important to note that the technology of working with a podcast when teaching listening completely coincides with the technology of working on an audio text and has a clear sequence in the actions of the teacher and students in accordance with the «three-stage model of listening training».

The model of listening education developed by us using Internet technology – podcasting in a foreign language classes traditionally consists of three parts: exercises before listening, exercises during listening and exercises after listening.

So, the algorithm of work at the stage before listening is to perform the following exercises:

1) Guessing the topic of the text for listening with the help of visual aids that can activate the mental activity of students, arouse interest and increase motivation to listen to the text; posing a problem that allows you to activate knowledge on this issue, predict the content of the text; compiling a lexical cluster using the method of brainstorming, updating existing knowledge, creating a comfortable communicative environment by activating vocabulary.

2) Work on the removal of lexical difficulties, the semantics of which is carried out in such ways as the interpretation of meanings through definitions, the selection of synonyms and antonyms for the new vocabulary, guessing by context when perceiving the text by ear.

In the developed methodology, the first stage is one of the main ones, since it is the stage before listening that is the stage for removing difficulties, introducing and fixing new words and phrases and creates a favorable environment for further listening, it is from this stage, as a rule, that the quality of understanding of the audio text depends.

One of the methods of working with the text during the first listening can be the exercise «Listening with stops», the essence of which is the dosed presentation of information from the text and discussion of each of the listened passages of the text, which contributes to faster and more effective performance of post-text tasks.

Special attention should be paid to the exercises of the «after listening» stage related to the inclusion of the received information in the process of communication on this topic, with its use in such productive types of speech activity as speaking and writing.

At the stage «after listening to» effectively to perform the following tasks:

a) understanding of the content streamed includes the answers to the questions in the text, tests of multiple choice or definition of false and true statements based on information from the text, drawing up a plan for retelling the text, which gives the possibility to check the consistency of the understanding of the events in the text, the ability to build a logical chain of statements;

b) for the creative processing of the perceived information, which include the creation of a project based on the listened information, the production of posters, drawings reflecting the meaning of the listened text;

c) for the use of the information received in communication on the topic of audio text.

It should be noted that one of the options for using podcasting technology can be the production of students' own podcast and the publication of a self-prepared podcast in their audio blog.

The above allows us to conclude that the methodology of teaching listening in foreign language classes using Internet technology – podcasting includes special exercises at all stages of training that develop the ability to solve the proposed communicative tasks and create the basis for their further use in future professional activities.

Results and discussion

Recently, the popularity of so-called podcasts has increased among English language learners. The term podcasting comes from two words: iPod is a media player from Apple and broadcasting is a ubiquitous broadcast. A podcast is a file for listening or viewing, distributed free of charge on the Internet for universal use. Such recordings are a good tool for improving the ability to perceive English by ear. Since podcasts are not only a tool for developing listening and speaking skills, their use helps to go beyond classroom work in teaching English.

The content of podcasts related to learning English as a foreign language is diverse. It seems necessary to distinguish the following categories of podcasts based on the content:

- podcasts aimed at developing listening skills. Such programs include traditional listening tasks.

- podcasts that serve as the basis for conducting English classes. Audio files of this type are designed to work with them during the whole lesson and are usually accompanied by a handout and a lesson plan.

- podcasts for working with lexical material.

- podcasts accompanied by secondary text. The summary of the audio file can be used for support during listening.

- podcasts-jokes. Such files may contain recordings of jokes, which, as is known, not only make learning English more interesting, but also encourage students to listen to the texts of jokes based mainly on the language game very carefully.

- podcasts-songs. These files contain songs specially selected for learning English as a foreign language.

- podcasts that develop phonetics. Programs of this type are aimed at practicing the pronunciation of English sounds, setting phrasal stress.

- podcasts-stories. These are recordings-stories read aloud, some of which are accompanied by tasks to test the understanding of what was listened to.

Speaking about the advantages of teaching podcasts, researcher Stanley notes that they expand the possibilities of learning English in general and can be used both in the educational process and for organizing independent work [4].

The advantages of using podcasts in teaching English are obvious:

- 1 general cultural development of students;
- 2 improving the language level;

- 3 creating a favorable psychological climate;
- 4 increasing the motivation of students and their interest in the subject;
- 5 self-affirmation;
- 6 the possibility of implementing individualization of training;
- 7 implementation of the feedback principle;
- 8 great opportunities for visual presentation of the material;
- 9 excluding time for writing material on the blackboard;
- 10 improvement of the work verification process;
- 11 increasing the authority of the teacher;
- 12 combination of control and self-control; objective and timely assessment of students' actions;
- 13 activation of independent work skills.

Podcasts, once posted on the Network, are available to all Internet users anywhere in the world. This means that podcasts serve not only for listening in the educational process, but also for a wider audience. Students who feel insecure during a face-to-face conversation in a foreign language feel freer when working with them. This is the main motivating factor for learning English. The technology presents new opportunities for organizing multi-level training in groups. Podcasts can be used as follows:

- 1 Listening to podcasts as homework and then discussing them in class;
- 2 Listening to podcasts with preliminary acquaintance with lexical comments prepared by the teacher, which makes authentic podcasts available to students of lower levels;
- 3 Listening to individual excerpts of podcasts, podcasts with a transcript (printed text of this audio file);
- 4 The use of individual podcast excerpts for dictation with subsequent exercises on phrases, grammatical rules, etc.;
- 5 Listening to podcasts with a slow speech rate, which facilitates the process of speech recognition in a foreign language for students with a low level of language training;
- 6 Recording of student podcasts on a given topic in the form of a group or pair discussion.

So, we can say that the new information technology podcasting has great potential both in the field of education in general, and for teaching English as a foreign language, in particular. The ability to easily download podcasts to mp3 players and iPods makes the process of learning English continuous, and the training itself is available not only within the educational process, but also in any other environment. The possibility of posting them online is a motivating factor for learning English. In addition, working as podcasts allows students to gain experience working with lexical and grammatical material. This technology

makes English language teaching personally oriented [5]. Using imagination and creativity, a teacher with the help of podcasting technology can achieve better results in teaching listening and speaking compared to traditional methods.

In addition, podcasts allow you to more effectively solve a number of didactic tasks: to form and improve reading skills directly using materials of varying degrees of complexity; to improve the skills of auditing on the basis of authentic sound texts on the Internet, as well as texts prepared by a teacher; to improve writing skills and speaking skills in a foreign language; to replenish the vocabulary, both active and passive vocabulary of the modern language; to acquaint students with the realities of regional studies, including speech etiquette, features of speech behavior of various peoples in the conditions of communication, features of culture, traditions of the country of the studied language; to form a stable motivation of foreign language activity of students in the classroom based on the systematic use of authentic materials and compliance with the principle of connection with life [6].

The speech skills that are included as an element in the composition of speech skills can include the skills of using vocabulary (lexical skill), grammar (grammatical skill), writing technique skills (spelling skill), as well as pronouncing skill. Speech skills are their own speech operations, which differ in such parameters as unconsciousness, full automaticity, compliance with the norm of the language, normal pace (speed) of execution, stability. To form a speech skill means to provide the student with the opportunity to correctly build their own, written and oral foreign language statements and understand the statements of other people, including native speakers of the language being studied [7]. Other skills should be considered as components of the content of teaching a foreign language. Such skills include, for example, skills related to intellectual processes:

- to observe a particular linguistic phenomenon in the studied language,
 - to compare and compare the linguistic phenomenon in a foreign language and in the native one;
 - to search for and allocate the necessary information in accordance with a specific educational task;
 - compare, compare, group information in accordance with a specific educational task;
 - anticipate information, summarize the information received, evaluate what you have listened to, read;
 - fix the main content of the message;
 - formulate the main idea of the message;
 - make plans, theses;
 - prepare and make detailed reports in the form of reports;
- as well as skills related to the organization of educational activities:
- work in different modes - individually, in pairs, in a group;

- use reference materials;
- to control their actions and the actions of their comrades, to evaluate them objectively;
- ask for help, additional explanations;

Working with podcasts can be conditionally divided into a pre-text stage, the purpose of which is to motivate students to complete the task, making them active participants in the learning process, removing possible difficulties in perceiving the text and preparing for the successful completion of the task. Task types can contain various options for anticipating the content of the text, based on:

- generalization of previously acquired knowledge on this topic;
- features of the header;
- a list of new words with translations or definitions, presented before the text;
- the content of questions or correct /false statements;
- a brief summary of the main content of the text by the teacher.

The teacher can briefly convey the main plot of the audio fragment, thus explaining what is to be heard. If the plot is of interest to students, then this introduction is designed to interest listeners, which means that the first goal of the stage can be considered achieved. In his speech, the teacher can convey the main idea of the text in simple and understandable words, or he can save a number of expressions that are difficult to understand. The main thing in this case is to anticipate possible difficulties of a linguistic, speech and socio-cultural nature and to remove them using various techniques, including explanation, interpretation, translation, correlation with previously studied material, etc. It is obvious that to use this type of task, the teacher must have a certain level of professional-methodological and professional-communicative competence [8].

The next stage is text - based. The purpose of this stage is to ensure the further development of students' language, speech or socio-cultural competencies, taking into account their real opportunities for foreign language communication. The types of tasks, respectively, are tasks for searching for language information. This type of exercises and tasks is focused on the search, isolation, fixation, transformation of a certain language material: vocabulary, grammar, phonetics. In this case, it is not so much the wording of the task as the content of the exercise that provides a certain degree of efficiency and justification for completing the task. The wording of the tasks may sound something like this:

- choose English equivalents to the following Russian/Kazakh words and expressions;
- choose the Russian/Kazakh equivalent to the following English words and expressions;
- fill in the gaps in the sentences with the necessary words and expressions;

- write down all the adjectives that were used in the audio with the noun «road» (all the verbs that were used with the noun «products», etc.);
- write down the verbs from the list below in the grammatical form in which they were used in the text;
- with what intonation was the word «really» pronounced in the text;
- from the list of synonymous expressions given below, select those that were (not) used in the text.

In tasks for the development of receptive skills (at the level of highlighting meaningful and semantic information), traditional exercises aimed at:

- search for correct answers to questions (questions are suggested before viewing);
- determination of correct / incorrect statements;
- correlation of disparate sentences with semantic parts of the text (the outline of the text and the titles of each part are proposed);
- arranging parts of the text in a logical sequence;
- establishment of cause-and-effect relationships, etc.

The goal of the third, post-text stage is to use the source text as a basis and support for the development of productive skills in oral or written speech [9]. At this stage, in addition to the above exercises, you can use:

- project work related to the preparation of similar audio stories in detail (conducting a tour of the city/ institute, etc., attending a concert, telling about your family, etc.);
- role-playing games based on a plot or situation. At the same time, they can be partially modified.

So, it should be recognized that not only Internet resources play a special role in this process, but also new forms, techniques and methods of teaching, approaches to the learning process associated with such mental operations as analysis, synthesis, comparison and forecasting.

Conclusion

Summing up the above, it can be argued that the use of podcasts in the classroom opens up wide opportunities for active work in the process of forming students' speech skills and abilities and makes the learning process of mastering a foreign language attractive to students at all stages of learning, since their use brings diversity to the learning process (contributes to the change of educational activities – break from reading), allows you to present the material more emotionally and increase students' interest in the subject, form listening skills when a student learns not only to perceive the speech of native speakers, but also to reproduce the intonation pattern of foreign language speech and distinguish different accents. In addition, podcasts allow you to expand the vocabulary of students, linguistic and cultural representations. Thus, we can say that podcast is a platform on the

basis of which it is possible to teach speaking: from identifying colloquial turns to organizing a discussion on the topic of podcasts.

In conclusion, it should be noted that podcasts provide the flexibility of the educational process — a clear advantage in an ever-changing and developing world. It seems that podcasts will be in demand in the near future as a tool for learning and cognition.

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ТЫҢДАП-ТҮСІНУ ДАҒДЫЛАРЫН ҚАЛЫПТАСТЫРУДАҒЫ ПОДКАСТТАРДЫҢ РӨЛІ

Бұл мақалада ағылшын тілін оқытуда подкасттарды қолдану арқылы шетел тілінде сөйлеуді есту арқылы түсінудің тиімді әдістері, дыбыстық материалды қабылдау, түсіну және сыни оңдеу дағдылары мен қабілеттерін қалыптастыру, есту қабілетін дамыту мәселелері қарастырылады. Тыңдау қарым-қатынастың негізі болғандықтан, ауызша қарым-қатынасты игеру басталады. Ол қабылданатын дыбыстарды ажырата білу, оларды семантикалық кешендерге біріктіру, тыңдау кезінде оларды есте сақтау, ықтималды болжауды жүзеге асыру және қарым-қатынас жағдайына сүйене отырып, қабылданған дыбыстық тізбекті түсіну қабілетінен тұрады. Компьютерлік технологиялар қазірдің өзінде білім беру процесі саласында да қажет және өзекті бола бастады. Қазіргі қоғамда ақпараттық кеңістікте жақсы бағдарланған, өзін-өзі дамытуға және осы білімді болашақ кәсіби қызметінде қолдануға дайын интеллектуалды дамыған шығармашылық тұлғаны қалыптастыруға

бағытталған білім берудегі ақпараттандыру белсенді дамып келеді. Мақалада коммуникативті құзіреттіліктің маңызды құрамдас бөлігі ретінде подкасттар мен бейне бағдарламаларды қалыптастырудың теориялық алғышарттары көрсетілген. Мақаланың практикалық маңыздылығы – шетел тілін үйренушілердің тыңдау дағдыларын қалыптастыру үшін подкасттар мен бейне бағдарламаларды пайдалану сабақтарға тиімді қосымша бола алады және студенттердің халықаралық емтиханға дайындық деңгейіне жағымды әсер етеді.

Кілтті сөздер: подкасттар, коммуникативті құзыреттілік, аудио файл, аудио тарих, рецептивті дағдылар, түпнұсқа мәтіндер, транскрипт, тілдік дайындық, сойлеу этикеті.

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РОЛЬ ПОДКАСТОВ В ФОРМИРОВАНИИ НАВЫКОВ АУДИРОВАНИЯ

В данной статье рассматриваются эффективные методы слухового понимания речи на иностранном языке с использованием подкастов в обучении английскому языку, вопросы восприятия, понимания и формирования навыков и умений критической обработки звукового материала, развития слухового восприятия. Поскольку слушание является основой общения, начинается овладение вербальным общением. Оно состоит в умении различать воспринимаемые звуки, объединять их в смысловые комплексы, запоминать их при прослушивании, осуществлять вероятностное прогнозирование и понимать принятую звуковую последовательность, исходя из ситуации общения. Компьютерные технологии уже стали востребованными и актуальными и в сфере образовательного процесса. В современном обществе активно развивается информатизация в образовании, направленная на формирование интеллектуально развитой творческой личности, хорошо ориентированной в информационном пространстве, готовой к саморазвитию и использованию этих знаний в будущей профессиональной деятельности. В статье изложены теоретические предпосылки формирования подкастов

и видеопрограмм как важнейшей составляющей коммуникативной компетенции. Практическая значимость статьи заключается в том, что использование подкастов и видеопрограмм для формирования навыков аудирования у изучающих иностранный язык может стать эффективным дополнением к занятиям и положительно повлиять на уровень подготовки студентов к международному экзамену.

Ключевые слова: подкасты, коммуникативная компетентность, аудиофайл, аудиоистория, рецептивные навыки, оригинальные тексты, транскрипт, языковая подготовка, речевой этикет.

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