

UDC 372.881.111.1

THE PODCAST AS A MEANS OF TEACHING ENGLISH TO UNIVERSITY STUDENTS

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At this time, there is an active introduction of innovative multimedia technologies in the process of teaching foreign languages. The main emphasis is on equipping higher education institutions with computers with subsequent connection to the Internet. Every year this process becomes more and more rapid, as the Russian government has set the task of reforming the education system in order to increase the effectiveness of training. In this regard, in teaching foreign languages everything multimedia technologies are used more often, the range of which has significantly expanded: from the creation of training programs to the development of new learning tools, such as podcasts.

Currently, a podcast is an audio or video recording created in a foreign language in accordance with the language and thematic content of the curriculum and posted on the podcast server for further use in the educational process [1, p. 40]. Despite the fact that podcasts

appeared less than 10 years ago, today they are very popular among absolutely different groups of users: from people using them for entertainment (watching news, TV series, creating diaries), to leading universities integrating podcasts into the educational process, especially in the distance education system. Let's highlight several factors that determine the popularity of podcasts:

- the ability to download a podcast for free on a tablet computer, multimedia player, mobile phone, etc. with subsequent viewing/ listening at a convenient time and place;
- availability of universal audio and video file formats, which allows them to be played on most portable devices;
- frequency, or seriality, of creating new podcasts;
- the ability to subscribe, which means automatically informing the user about new podcasts as they become available;
- authenticity of audio and video materials;
- the presence of text (script) for the audio file or subtitles for the video file.

After analyzing the scientific literature on the research problem, we note the didactic potential of podcasts:

1.Authenticity. Most podcasts are created by native speakers in the countries of the studied language, therefore, they not only represent the socio-cultural reality of the country of the studied language and demonstrate a combination of verbal and non-verbal codes of foreign language communication, but also contain information related to the professional activities of future specialists, and show the functioning of language as a means of professional communication in a natural environment [2, p. 152-153].

2.Versatility. Podcasts are multifunctional, because with their help, when teaching a foreign language, you can develop several types of speech activity: reading, speaking, writing, listening. In addition, podcasts convey knowledge about the culture of the language being studied, thereby forming its socio-cultural competence. Knowledge of a foreign language, culture, traditions, customs, the country of the language being studied, undoubtedly gives great advantages to a future specialist: it is easier to find a job, more chances to integrate into a society with a market economy, to know the culture of other people's consciously and fully, to understand world problems more deeply [3, p. 255]

3.Competence in the field of media (media competence). To work with podcasts, basic computer skills must be formed: the ability to download files from the Internet, transfer them to mobile devices, edit and recode if necessary. All this is possible under the condition of the formation of media competence, i.e. knowledge, skills, skills, motives that contribute to media educational activities in the process of teaching English [4].

4.Relevance. The podcast service allows you to subscribe to receive new podcasts and regularly replenish your archive with new audio and video materials. Thus, every day we can download new audio and video files with information about current events in various spheres of life, which can be used in English classes [5, p. 76].

5.Multi-channel perception is based on simultaneous perception of visual and auditory information. Information is received through the visual and auditory channels. The visual channel serves for the perception of objects, actions, thereby contributing to the comprehension of the sequence of sounds captured by the auditory channel. Simultaneous perception of visual and sound images coinciding with them in time and meaning is expressed in the so-called visual-auditory synthesis, which makes it possible to judge what has been said more fully than with separate messages.

6.Interactivity, i.e. the user's dialog mode of operation with a mobile device, in which he can independently choose the information he is interested in, the speed and sequence of its transmission.

7.Motivation. Satisfaction of cognitive motives when learning a foreign language forms a stable motivation for constant work with it: knowledge of a foreign language facilitates access to scientific and practical information, helps to establish international scientific and personal contacts, expands the possibilities of future professional activity of students [6, p. 154]

In this regard, when organizing foreign language teaching using podcasts, it is impossible not to take into account such an important function of a podcast as the creation of a motivational basis for learning. A podcast, which is a powerful motivational tool, has a strong emotional impact on students due to the effect of participation. The combination of cognitive and emotional causes increased interest in learning a foreign language, has a positive effect on memorization of educational material, compensates for attention deficiencies, increases the educational aspect of learning.

Educational podcasts devoted to the study of foreign languages allow solving a number of methodological tasks, including the formation of auditory skills and the ability to understand foreign language by ear, the formation and improvement of auditory pronunciation skills, the expansion and enrichment of the lexical vocabulary, the formation and improvement of grammatical skills, the development of speaking and writing skills [7, p. 92].

Based on the above principles of podcast selection, let's turn to the most useful Internet resources where you can find authentic podcasts for teaching a foreign language.

1.TED: Ideas that should be disseminated. <https://www.ted.com/talks>

One of the most popular sites. This resource contains podcasts for students who speak a foreign language at intermediate and advanced levels. Podcasts are divided into categories depending on the topic. There are both audio and video podcasts, most of them some of them have scripts. The peculiarity of this resource is that the topics presented and discussed here are quite "deep", many of them from the field of psychology, the development of thinking, self-knowledge, self-development.

2. BBC Podcasts. <http://www.bbc.co.uk/podcasts>

The site presents podcasts on various topics: news, music, history, sports, science, etc. In order to find a topic of interest, it is worth typing the right word into the search. Most podcasts are designed for those who speak a foreign language at Intermediate (intermediate) levels, Upper Intermediate (threshold advanced) or Advanced (Advanced). The duration of podcasts is from 10 to 40 minutes.

3. Six-minute BBC Podcasts. <http://www.bbc.co.uk/learningenglish/russian/features/6-minute-english>

A popular resource among many teachers and foreign language learners. Features of this site:

- 1) podcasts last 6 minutes;
- 2) a large database of topics designed for the interests of students of different ages;
- 3) podcasts are a conversation between two presenters, where at the beginning one presenter asks a question, thereby intriguing listeners, and at the end of the program the presenters reveal the answer;
- 4) the presenters explain the new vocabulary to the listeners;
- 5) there is a script for each podcast;
- 6) podcasts are suitable for students who speak English at the Intermediate (intermediate) level;
- 7) the ability to download an audio podcast.

4. British Council for English language learners
<http://learnenglish.britishcouncil.org/listening> Advantages of the above site:

- 1) podcasts are divided into categories according to five levels of English proficiency;
- 2) availability of scripts;
- 3) preparatory exercises before listening and tasks after listening, which are checked automatically;
- 4) clear slow speech, which is especially important for beginners to learn a foreign language.

Next, let's look at the algorithm for working with podcasts. Its optimal scheme will consist of the following stages:

- 1) initial listening to the podcast;
- 2) listening to the podcast with parallel reading of the podcast script;
- 3) reading the podcast script (if necessary);
- 4) working with a new dictionary;
- 5) listening to a podcast without a script.

Depending on the complexity of the text and the level of language proficiency of students, each of these stages can be repeated if necessary. To test the understanding of the podcast, the teacher can use the following tasks: answering questions, discussing what he heard in pairs and groups, creating presentations. It is also important to develop creativity and communicative competence through the creation of your own podcasts on similar topics. The use of podcasts is an indispensable innovative means of teaching a foreign language. The use of the principles described in this article in the selection of podcasts can facilitate the work of a teacher, more effectively apply podcasting technology both for the development of foreign language communicative competence, and to achieve the four main goals of education: educational, educational, developmental, cognitive.

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