

for information on the Internet, understanding the content of the text, a brief statement about facts and events, the use of descriptions, the ability to express their opinion on the problem.

Electronic educational resources allow us to implement the principles of a differentiated and individual approach to learning, and thereby contribute to the development of personality in the process of their own activities, are focused on the development of research skills for students, effectively affects the increase in the level of success in mastering a foreign language. Projects implemented using electronic educational resources help to diversify classes conducted according to textbooks, as well as implement an integrated approach to teaching and significantly increase motivation to learn a foreign language. The implementation of projects using Microsoft PowerPoint, Publisher programs allows you to diversify your work, make classes more dynamic.

Independent work of students using electronic educational resources, on the one hand, contributes to effective work on the assimilation of knowledge and mastering the methods of activity included in the content of training in the discipline “Foreign Language”, on the other hand, meets the need for self-improvement in the subject outside of the mandatory program material, as well as after graduation.

VoA training contains an important communicative, stimulating, training - training, informative value, but, of course, also evaluative-controlling. Language acquisition is impossible without making mistakes, both in written and oral speech. Correcting mistakes in the listening process is undoubtedly an important aspect of the learning process. In the course of the student's speech activity, correction of errors by the teacher can complicate the communicative orientation.

Fixing the skills of monological utterance in an artificially created language environment will be more effective if the student's speech is not interrupted to correct grammatical errors. Tasks aimed at strengthening listening skills and checking the acquired material vary depending on the level of language proficiency. Control of the perception of tasks can be presented both in writing (in writing to finish a sentence from the audio text, find errors in sentences and tasks on an audio medium, play the recording of the text in full), and in oral form (read a passage of the text on tape, retell the listened passage, answer questions to the text). Thus, the right material for teaching listening skills will allow the teacher to make the complex learning process of teaching foreign languages interesting, emotionally-colored and exciting.

Literature

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MOBILE PODCASTS AND VIDEOCASTS FOR DEVELOPING SPEAKING AND LISTENING SKILLS

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One of the Internet technologies-podcasting technology in teaching a foreign language is Podcasting technology which is considered as one of the most effective ways to solve the described problems.

Global Informatization of society is one of the dominant trends in the development of civilization in the 21st century. Computer technologies have already become necessary and relevant even in the field of educational process. In modern society, there is an active development of Informatization in education, aimed at the formation of an intellectually developed creative personality, perfectly oriented in the information space, finally ready for self-development and application of this knowledge in future professional activities.

The significance of this work shows that there are two types of language activity: speaking and listening. They are taking the least amount of time in a foreign language lesson, although based on the beliefs of the need for practical mastery of English. 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' speaking and listening skills.

A podcast is a type of social service that allows you to listen to, to view, to create, and to distribute audio and video broadcasts on the world wide web. Unlike regular TV or radio, a podcast allows you to listen to audio files and watch video broadcasts not live, but at any time convenient for the user. A. G. Solomatina can find such a definition of a podcast: "An educational podcast is an audio or video recording created by students in a foreign language in accordance with the language and thematic content of the curriculum, and placed on the podcast server for further use in the educational process".

Listening is the only type of speech activity in which nothing depends on the person performing it. The listener, in comparison with the reader, writer, or speaker, is not able to correct anything in the activity performed, facilitate it, avoid difficulties, adapt the state of receipt of communication data to their own capabilities, and so on. In addition to real or educational communication, the process of learning a foreign language and developing speech skills is mainly implemented through listening. Therefore, teachers should know in what ways and for what didactic purposes they can usefully apply modern technical innovations in their pedagogical practice. Listening is both an independent type of language activity, necessary in the criteria of academic education, and an integral part of speaking in relation to the dialogical forms of communication. To develop listening skills based on podcasts, you can use the well-known three-phase model of listening training:

1. before listening;
2. during listening;
3. after listening.

Therefore, when developing auditory skills, the podcast will be an additional unlimited source of audio and video materials of various topics and duration.

Speaking as a type of speech activity necessarily relies on language as a means of communication. The language guarantees unquestionable between the contacts, since today's news information, encoding it in the meanings of verbal expressions

selected for the very designated target, and sidwalk this news material decoding it, i.e. decoding these meaning values and changing based on that very information their manner of actions. The main purpose of a foreign language as a subject area for school education skills is seen in mastering students' ability to communicate in a foreign language. We are talking about the formation of communicative competence, i.e. the ability and readiness to reproduce both direct communication (speaking, awareness by ear) and indirect communication (reading with understanding of foreign language texts, writing). The formation of communicative

competence is the primary state function of obtaining educational skills. Today, it is all the more popular events of the lexical unit of the language.

Speech, as speaking – is verbal communication, i.e. verbal the course of development of communication with the help of the language. The use of podcasts in developing speaking skills in a mostly monologue conversation is unusual and unconventional. A number of experimental studies demonstrate that the introduction of podcasts helps in the development of speaking skills significantly increases the motivation of students to set the case for language education in a training institution by means of educational podcasts at the adult seniority stage of combined joint usually ordinary education (basic level), you can proper speaking skills (to make messages containing the maximum amount of information, to convey the content of the received information; to tell about yourself, your environment, your plans, justifying your intentions with facts, giving examples, arguments, making conclusions about the life and culture of your country and the country of the language being studied).

As for the use of video content listening, we believe that they significantly

perceive foreign speech by ear. Everything that students buy in a video clip (location, emotions, gestures, etc.) creates important visual stimuli for speech production and its practical use. In addition, practice shows that using multimedia helps students to be constantly involved in the communication process. While studying the course "Knowledge management", students watched a video. These were small videos, but they supplemented the studied material and increased the effectiveness of the educational process. All these developments can be traced if you look at the leading universities in the world. Many of them have either their own sites for video and audio lectures, while others use the world's most famous video hosting services, for example YouTube, EDU, Vimeo, and others. Undoubtedly, one of the main problems with the main obstacle when working in this section is setting access rights, since many of the material foundations of courses and methods are uniquely specific. Also, quite gigantic the problem is the categorization of courses, which is organized only in the form of tags and playlists on video hosting sites. Interaction with video

hosting services is possible only through the API provided by them (if it exists), which in itself imposes restrictions on course authors. In my opinion, as far as videocasts are concerned, they have much more potential than podcasting. When viewing video clips, in addition to sound, you have a video sequence in front of your eyes, such material is much easier to perceive than simple sound. You can insert text, graphs, and charts into videos. In General, everything we are used to, plus the interactivity of the sound will make it easier to perceive information. The main drawback is the speed of the Internet. Not everywhere the Internet speed allows you to watch videos in the "click play and go" mode. The production of students' own podcasts is a composite of the most interesting options the use of productive technology also occurs the use of Internet resources. After all, in order to send an audio podcast from your own personal computer, you need to have an Internet connection at home, a microphone, and access to freely offered programs for editing audio files, such as Audacity (<http://audacity.sourceforge.net/>). You can use this

program to record, process it, and convert it to MP3 format. A self-prepared podcast can be published in your own audio blog or on a platform that was previously created by the teacher.

Foreign language teachers who use audio blogs in the learning process usually distinguish two ways to use podcasts: first, you can listen to the information, and second, you can create your own products in the classroom or outside of it. Podcasts provide an opportunity to take a new approach to the organization of this type of work as listening. The volume of podcasts and their topics are extremely diverse, so they can be used at different stages of language learning. As for the technology of practical podcast work, it generally coincides with the technology of working on audio text. It is characterized by a clear sequence of actions of the teacher. Currently, the priority in teaching foreign language is given to communication, authenticity of communication, language learning in a cultural context, autonomy and interactivity of learning. The use of Internet technologies in teaching a foreign language helps not only in the formation of conversational skills, but also in teaching vocabulary and grammar. The use of information and communication technologies in the process of teaching a foreign

language as the main way to develop independent cognitive activity of students is becoming more and more relevant and important. They play a role here not only new technical means, but also new forms and methods of teaching, a new approach to the learning process, primarily associated with the mental operations of analysis, synthesis, abstraction, identification, comparison, comparison, verbal and semantic prediction. Therefore, for educational purposes, it is advisable to use short videos, such as news programs, as they allow students to focus as much as possible on the material they have heard and seen, and therefore better understand it. In the modern world, many foreign language teachers use video blogs in the learning process for the purpose of listening or getting useful information, as well as creating their own products in the classroom or outside of it.

The most realistic task of using videotapes for educational purposes remains the development of receptive audio-visual skills. Videotapes provide an opportunity to approach the organization of this type of work as listening in a new way. The subject matter and volume of video clips are extremely diverse, so they can be used at different stages of language learning. In General, the technology of working with video text coincides with the technology of working on the audio text and has a clear sequence in the actions of the teacher and students: preliminary instruction and preliminary task; the process of perception and comprehension podcast information; tasks that control the understanding of the text, you hear. Therefore, when selecting video texts for the content of training and developing tasks for them, the teacher must follow the basic principles and requirements for working with audio text. In addition, a foreign language teacher should take into account the fact that there are both professionally created video clips and Amateur video blogs on the Internet that are inferior in the quality of the proposed content.

Listening and speaking are given a lot of attention by methodologists, scientists, and teachers, since they are more connected with communication. The use of authentic speech, therefore, is especially relevant at any stage of training. School teachers, teachers of colleges and universities actively use podcast and video services in their practice, which in turn have their own didactic properties and methodological functions that are taken into account when developing methods of teaching speaking and listening.

When selecting podcasts, it is also advisable to pay attention to the credibility of the site that provides audio materials, and take into account the possibility of choosing the complexity of podcasts. Of course, it is necessary to act according to the criterion of socio-cultural value, it is necessary to select materials that pursue educational goals and are aimed at developing the personality of students and their life position.

The next methodological issue that needs to be addressed is the preparation of tasks using podcasts. We have identified three groups of exercises using podcasts:

- 1) language exercises (introduction, consolidation, control of language skills);
- 2) speech receptive exercises;
- 3) speech productive exercises.

These exercises are socio-cultural in nature, because of the content of auxiliary materials in a foreign language. Podcasts give the teacher creative freedom, which allows you to collect a library of the most appropriate materials, and create your own exercises, as well as the podcasts themselves. Recording your own podcasts is an undeniable advantage of using them. This allows students to pay attention to the development of the phonetics of the language being studied, facilitates the process of error control, allows rational use of time in the classroom and increases students' motivation.

S. V. Titova identifies the following algorithm for recording a podcast:

1. formulation of the task goal, preparatory stage (removal of cognitive, speech and language difficulties);
2. formulation of the task setting (recording format, duration of sound, links to materials);
3. drawing up a speech plan;

4. independent error checking;
5. pronunciation training;
6. speech recording, highlighting errors by the teacher;
7. work on errors, further use of the recording.

The next aspect we would like to focus on is the classification of podcasts. One of the most popular is the classification of G. Stanley. According to it, there are the following types of podcasts for teaching foreign languages:

1. authentic podcasts. This type of podcast is intended for teaching foreign language to students who have a rich experience of listening to audio files. This type of podcast is mainly suitable for working with students of high level of foreign language proficiency;

2. created by a teacher (teacher podcasts – created by teachers to achieve certain goals when teaching a foreign language;

3. created by students (student podcasts – created by students, but often with the help of a teacher;

4. methodical (educator podcasts). These are podcasts that cover issues related to the methodology of teaching a foreign language. We believe that this classification describes the existing types of podcasts quite broadly and does not require further additions.

In conclusion, the use of new computer technologies and the Internet plays an

important role in teaching foreign languages at the present stage, because thanks to them you can constantly get new, authentic, up-to-date information on a topic of interest, create a genuine language environment by working with authentic literature, listening to original texts, and thereby increase the level of motivation of students.

Listening acts not only as an independent type of speech activity, but also as a means of teaching speaking, writing, and language skills. In this regard, we should once again emphasize the value of podcasts of all genres and categories, which allow the teacher to solve complex learning tasks. In General, the technology works with podcast coincides with the technology work on the text has a clear sequence of actions teachers and students: pre-instruction and pre -task; the process of perception and comprehension of information podcast; jobs controlling the understanding of the heard text. Selecting or developing exercises for podcasts aimed at forming development of listening skills, it is necessary to take into account the levels of complexity of different types of tasks. The use of information technologies allows you to train different types of speech activity and combine them in different combinations, helps to understand language phenomena, form linguistic abilities, create communicative situations, automate language and speech actions, and also provides the ability to take into account the leading representative system, implement an individual approach and intensify the student's independent work.

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THE EFFICIENCY OF IMPLEMENTING MOBILE ASSISTED LANGUAGE LEARNING (MALL) TECHNIQUES IN ENGLISH AS A FOREIGN LANGUAGE STUDY PRACTICES