

Nevertheless, this sitcom, as an educational resource, is not devoid of certain drawbacks. Among others, the following can be noted:

1. *The language used by the characters is too idiomatic, which creates certain difficulties both in its perception and in subsequent reproduction,*
2. *A number of situations in which the heroes find themselves are atypical for Russian culture and Russian mentality, which can cause problems in the correct decoding of the message,*
3. *Copyrights impose restrictions on the reproduction and use of the series as a learning tool.*

Separately, it should be noted that since the sitcom in its original version is not a teaching aid, its involvement in the educational process requires a lot of preparation on the part of the teacher. The effectiveness of using a sitcom depends not only on the exact definition of its place in the training system, but also on how rationally the structure of the video lesson is organized. A simple exchange of views about what he saw is not methodologically justified, since a significant part of the linguistic and cultural information potentially contained in the sitcom is lost.

On the material of the sitcom, students can be taught to analyze and summarize the information received, imitate authentic samples of oral and speech utterances, develop such cognitive skills as observation, choice, hypothesis, teach students to correctly state in the target language the ideas contained in the authentic material, taking into account the socio-cultural norms of the studied language.

The key factor in learning a foreign language is the motivation required to achieve communicative competence. According to Brown (2007), culture is a “glue” that holds people together and shapes people’s existence, thought and feeling. Language helps people to communicate and transfer the culture to one another, which makes an inseparable connection to each other. Sitcoms provide actualization of both linguo-cognitive, regional geography, and communicative motivation.

Summing up the above and based on personal work experience, we can state that the sitcom is increasingly becoming a necessary element of a foreign language lesson, reflecting the availability, clarity, functionality of a foreign language and ensuring effective intercultural communication.

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THE MAIN PECULIARITIES OF ONLINE ENGLISH TEACHING BY MEANS OF “TALKING BOOKS” METHOD

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Currently, a foreign language occupies a special place in the education system of the Republic of Kazakhstan, as well as in the rest of the world. Knowledge of a foreign language is a determining element of the competitiveness of a young specialist in the labor market, opening up new opportunities for each person. A foreign language contributes to the development of thought processes, the development of communication abilities, as well as the removal of psychological barriers. The success of learning largely depends on the teaching methodology, the use of effective teaching methods and techniques [1, p. 22].

At the Faculty of languages, at the initial stage, the targeted activity of mastering a foreign language in the educational environment is organized in a complex of classroom work based on the principle of continuity.

Currently, the use of modern information technologies in teaching English is of great importance, as it allows us to implement a person-oriented, communicative, cognitive and socio-cultural activity approach to teaching foreign languages.

In addition, Talking Books, along with other learning tools, help to solve the entire range of didactic problems:

- formation of certain skills and abilities of students to confidently use a foreign language to solve communicative language problems in various situations of communication in the professional sphere;
- development of students' ability to carry out oral and written exchange of business information in a foreign language;
- independently carry out the search, accumulation and expansion of professionally significant knowledge in the process of natural communication with a foreign language carrier.

A methodological condition for successful assimilation of the speech code of a foreign language is modern means of auditory and visual representation, among which it is necessary to highlight audiobooks-fiction at various levels of adaptation. As you know, in the process of learning, there is a recognition and assimilation of the culture of the country of the language being studied. Expands the horizons of learning, lays the foundation for the acquisition of ethical, moral and speech norms of behavior adopted in English-speaking society, which contribute to self-development and personal education.

Practical experience of using audiobooks for organizing independent work shows that the use of audiobooks contributes to the successful coordination of reading and listening work as a type of speech activity, the development of phonemic hearing, the improvement of phonetic skills that provide oral speech, as well as the development of self-control and self-correction skills.

At the initial stage, training in relation to the content of professional training is considered, first of all, from the point of view of the possibility of verbal reproduction of texts of spoken and informational materials. For students of the language faculty, the ability to read aloud is a professional skill that requires compliance with certain recommendations for teaching.

When preparing a phonetic reading of a text, the student should know the phonetic features of spoken and informational phonostyles; master the correct pronunciation of the words being read; Pay attention to dictionary and phrasal accents, text separation, semantic delay, correct intonation; develop automated skills of reproducing and using the studied intonation structures; work out the pace of reading.

Students must educate to recognize sounds in individual words, phrases, and reproduce them; you need to understand and reproduce individual words while listening. It is necessary to learn to perceive short-term verb forms by ear; Syntagma and delay, speech rhythm (accentuated and unsuccessful words

in the speech flow, abbreviated forms of Service words); determine the type of speech associated with intonation; highlight keywords, understand the meaning of the main parts of a dialogue or monologue.; consideration of the influence of intonation on the semantic interpretation of words.

Working with Talking Books, students:

- practice the rules of reading English; the skills of pronouncing consonant sounds in coherent speech (the mechanism of assimilation, types of assimilation, etc.); correct accentuation of words containing one strong accent, main and secondary accents; correct accentuation of complex nouns, complex adjectives, common phrasal verbs; features of the implementation of the main rhythmic structures in English;

- learn to read stable combinations of consonants; reproduce positional and combinatorial changes of vowels in the flow of speech; correctly into nationalize the main communicative types of sentences: statement; general, special, alternative, dividing question, re-question; incentive sentences; implement strong and weak forms of service parts of speech; implement logical stress; compare your pronunciation with a sample.

Listening skills require constant practice, and it is very important to provide students with listening material. Such material can be found on the following sites:

- Website of the British Broadcasting Media Corporation;

- Official website of the British Council;

- British Council training website;

- Randall's ESL Cyber-Listening Lab <https://www.esl-lab.com/> – a training site that provides widely useful materials for the development of speaking and listening skills.

- Elllo <http://ello.org/> – free online library of audio and video clips. There is also a handout for the lessons, which will undoubtedly be useful to the teacher in the process of preparing for the lesson;

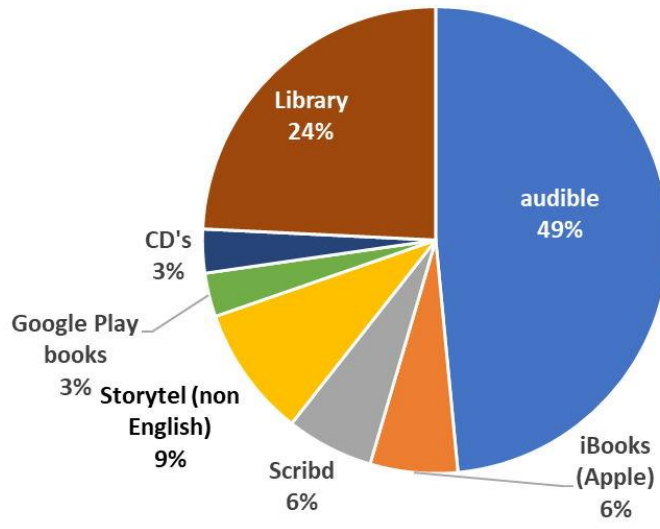
- English Listening Practice – World Talks (<https://apps.apple.com/us/app/english-listening-practice-World-talks/id527374208>) – this app IOS. It has more than 1,100 interviews, as well as the ability to listen to so-called “mixed” lessons (for instance, six different people answer the same question, but speak six different English dialects. The app also includes exercises to understand the text you are listening to;

- English hearings (<https://englishlistenings.com/>) – special site designed for ESL teachers and students. It contains more than 500 audio episodes for students of different levels. In our opinion, the valuable fact is that the site contains an option to choose the part that speaks [2, p.2].

One of the advantages of audiobooks of this type is that listeners have the opportunity to hear reference words (British and American pronunciation variants) in English. However, listening to such audiobooks requires students to have serious language training and deeply established audit skills. Accordingly, the teacher needs to carefully approach the development of a training system for such audio courses.

The use of Talking Books in English, read by professionally trained readers, allows students of the specialty "acting art" to study in more detail the forms and methods of dramatization of original works by foreign authors and use the foreign language studied in this way as a means of developing General hearing.as well as professional abilities.

Which Audiobook Service?



Graph 1. Talking Book Statistics Reveals How Experts Use Talking Books

To sum up, according to the researchers, the use of Talking Books in the process of teaching a foreign language improves the overall psychological state of students and arouses interest in using Phonograms of literary works outside the classroom for self-education [3,4]. In this regard, the task of the teacher is to direct students to the available audio materials, which provide audiobooks prepared for independent work, primarily by professional readers. The same should be stated about the www.librivox.org, which provides the opportunity to search for interesting audiobooks by author, subject, genre and language of the work.

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USING VIMEO IN TEACHING ENGLISH

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