IRSTI 14.35.07

PODCASTS IN AUDIOVISUAL TRAINING

P.A. Kudabayeva, T.S. Satybaldieva
Taraz State Pedagogical University, Taraz, Kazakhstan,
perizat_2003@mail.ru, satybaldievat@bk.ru

The given article is devoted to the issues of using podcasts in teaching listening comprehension to students of secondary schools and universities. The definition of the concepts of "podcast", "listening" are presented in the work, then the authors describe didactic properties and methodical functions of podcasts in teaching listening; they tried to consider the typology of texts for the development of students' listening skills; develop an algorithm for the development of students' speaking and listening skills on the basis of podcasts; propose a nomenclature of listening and speaking skills, developed by students on the basis of the use of podcasts in the study of a foreign language**.**

Key words: listening, podcast, auditory skills, technical means of education, video recording, listening skills.

In the 21st century, the number of various resources and materials for learning foreign languages has reached such a level that it is possible to choose the best way depending on the purpose, preparation and stage of training. Studying a foreign language is impossible without mastering such type of speech activity as listening.

Auditing is a complex speech thinking process, which consists in perceiving and understanding the foreign language speech. Didactically, the Internet includes such components as forms of telecommunications and information resources. The forms of telecommunications include the recently appeared but quite popular social services: blogs, video server, podcast servers, etc. Initially, these social services "were created for real communication between people who are at a distance from each other and only then began to be used for educational purposes for learning a foreign language" [1; 12].

Technical learning tools are needed to improve the quality of learning, to reduce student fatigue. Teaching aids provide an opportunity to present the material clearly, in a visually understandable and therefore easily understandable and memorable form. In addition, methodologists have always pointed out that audiovisual media and materials bring something new to the lesson, diversify it and make it more interesting and motivated for the learners.

The development and improvement of listening comprehension skills requires quality learning audio materials. These include podcasts, audio books, foreign radio programs, radio performances, audio aids, etc. Online resources may be of interest to students, as they contain materials from different fields of knowledge. This makes it possible to make a foreign language class more informative and entertaining. At the same time, these resources provide students with the freedom to create and develop their independence.

Listening is integral link verbal communication on foreign language providing adequacy linguistic manners containment in all kinds of situations on foreign language intercultural communication on daily and skilled tier degree.

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, it is worth emphasizing once again the value of podcasts of all genres and categories that allow the teacher to solve complex learning problems.

The podcast service allows us to subscribe to receive new podcasts and regularly replenish our 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 areas of life that can be used in English classes.

Multichannel perception is based on the simultaneous perception of visual and auditory information. Reception of information is carried out through the visual and auditory information, reception of information is carried out through the visual and auditory channels. The visual channel serves to perceive objects and actions,

thereby contributing to the comprehension of the sequence of sounds captured by the auditory canal. The simultaneous perception of visual and sound images that coincide 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 receipt of messages.

The use of podcasts in audio training seems to us to be the most promising, due to its wide availability and variability. The term Podcasting consists of two parts of the word: iPod (brand name of mp3-player) and the English word broadcasting (broadcasting). Podcast is an innovative multimedia phenomenon in the teaching of a foreign language, which promotes the development of understanding of a foreign language by ear [2; 36].

Podcasting is the process of creating and distributing audio files in the style of radio and television broadcasts on the Internet. The didactic capabilities of podcasting stem from its characteristics. So, podcasting is used to listen to information and play your own in class or outside the classroom. The development of receptive auditory skills is gaining a new format through the use of podcasting. Both the podcast and the audio text have the same work structure, namely the "three-stage model of learning to listen to music".

Work on audio text includes three stages: pretext, text and post-text. The pretext stage involves the removal of language difficulties, training exercises, the initial introduction and consolidation of new vocabulary, the explanation of grammatical phenomena encountered in the text of the podcast. Removing language difficulties involves:

1. The use of various types of visual material to provide an understanding of the newly introduced vocabulary.
2. The use of synonymous connections for new words.
3. A more detailed study of the sound design of a complex fragment of a podcast, reading aloud with observance of stress, intonation, etc.
4. Analysis of the grammatical structures of the fragment.
5. Compilation of a podcast vocabulary, taking into account the thematic division.
6. Compilation of a podcast vocabulary, taking into account the nested division of vocabulary.
7. Ask leading questions to key podcast suggestions.
8. Reproduction of the context of new words, difficult fragments, etc.
9. The use of lexical and grammar test.
10. Writing a dictation.

During the text stage of working with subcategories, in addition to simply listening to information, you can offer filling in tables, diagrams, etc. the post-text phase includes the following types of tasks:

1. Finding a suitable title for the text, parts of the text
2. Planning the text
3. Retelling of a text in a foreign language.

First, the teacher gives preliminary instruction (task). The perception and understanding of the information of the podcast, the control of understanding the heard text of the podcast. When choosing the content of podcasts, the teacher should keep in mind that podcasts can be created by professionals and amateurs, so you need to pay attention to the quality of the material offered.

As an option for project activities, students can be invited to independently choose a podcast that is suitable for the topic, parse its lexical part, clarifying the translation of information and develop content questions for friends who are condensing this podcast for the first time. In this case, the principle of autonomy of learning and self-regulation of students occurs. Based on the characteristics of podcasting, we believe that the didactic potential of this Internet technology stems from its components:

1. Authenticity. Podcasts are usually created by native speakers, taking into account a certain thematic focus, which allows you to "link" the podcast to the students' professional activities. The teacher can provide manuscripts for listening to the text, for the purpose of listening to the material.

2. Relevance. The podcast library is regularly updated in a natural way, which provides the teacher with fresh, relevant material.
3. Ability to use media files.
4. Autonomy of using Internet resources.
5. Multichannel perception. Photo and video audio support.
6. The mobility of podcasts. The ability to transfer the podcast to any technical mobile tool.
7. Productivity. Students are given the opportunity to test themselves as podcast authors.
8. Interactivity.

To work effectively with podcasts, it should be born in mind that the use of audio recordings has a great influence on the central nervous system and directly on visual and auditory analyzers.

Comfortable use of podcasts is based on the fact that the audio recording should not be long (more than 3-5 minutes), start working with the audio recording no later than 15-20 minutes after the start of the lesson, the relevance of the thematic filling of the text, reading texts by various speakers.

Podcast is an audio or video recording made by any person and available for listening or watching on the Internet. Unlike television or radio, podcast allows you to listen to audio files and watch video programs not live, but at any time convenient for the user [3; 189]. The podcasts are constantly updated and can be downloaded from the Internet. They contain audio and video materials in mp3 format most often and are available on the Internet at any time.

Methodists have created a number of podcasts specially designed for learning foreign languages. Podcasts provide students with information on current topics, enrich their vocabulary and develop speaking skills.

Podcasts provide:

• a differentiated approach to learning a foreign language depending on the individual characteristics of the students;

• text recordings can be listened to at a slow or original pace, as students are not limited in time;

• choice of materials of interest to teachers and students;

• autonomous learning, which interacts with traditional foreign language lessons due to didactic integration of modern technologies;

• the possibility of recording audio material on various electronic media (mobile phone, CD, etc.).

Podcasts are divided into educational (specially trained for language learners) and noneducational (used by teachers for educational purposes). In genre terms, the podcasts are diverse: documentary (speeches by politicians, scientists, broadcasting of public events), dramatic (fragments of plays, radio shows), etc.

Perception of podcasts requires maximum concentration of attention, otherwise the understanding of the text will be incomplete. Podcasts have a more positive psychological impact on students compared to recording, due to their naturalness and proximity to real-life communication conditions. The process of listening is more successful when performing special exercises based on audio text material. Some of them precede the listening process, others are carried out at the same time as the listening process, while others are carried out at the end of the listening process. Exercises of the first and second groups are aimed at increasing the amount of RAM of students, removing difficulties of perception of text components. With the help of the third group of exercises (natural-communication) the degree of understanding of the meaning of the message is established, students are stimulated to speak about what they have heard [4; 60].

The main requirement for educational audio recordings is authenticity, i.e., they must be original texts produced by native speakers, originally recorded for native speakers and not for educational purposes. A. M. Schwartz believes that in order for the listening process to be successful, the student must develop the following skills: drawing inferences; scanning the text, i.e. examining the text to find any details; revealing the main themes and ideas of the text; and summarizing the results.

The most realistic task of using podcasts for educational purposes remains the development of receptive auditory skills. Podcasts provide an opportunity to approach the organization of this type of work as listening in a new way. The subject matter, the volume of podcasts is extremely diverse, so they can be used at different levels

of language learning. In general, the technologyfor working with the podcast coincides with the technology for working on audio text and has a clear sequence in the actions of the teacher and students (in accordance with the "three-stage model of teaching listening").

The main methodological requirement for the use of model audio materials for auditing is that they should be used systematically rather than on an ad hoc basis. Only the systematic use of model phonograms will enable students to getused to model speech. As a result of systematic work with podcasts, the level of understanding of speech by ear increases significantly, and students' speech will become more meaningful and correct in terms of language norms.

With the advent and dissemination of Web 2.0 technologies, which are based on the principles of autonomy, productivity and interactivity, the traditional use of audio materials with the aim of developing receptive skills has moved into the category of learning tools that ensure the development of the student's creative abilities. The purpose of this model, in addition, is to form the student's awareness of language learning, independent choice of learning strategies, as well as the ability to self-reflection and self-esteem.

When selecting podcasts for educational purposes, the teacher should be guided by the following criteria [5; 59]:

–thematic relevance of the 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 substantive integrity of the podcast text;

–updating of Internet materials provides a wide choice of materials on various topics;

–the novelty of the selected materials implies the availability of materials containing new information on a given topic;

–compliance with the interests and capabilities of trainees, taking into accountsubjective factors;

–ease of operation of the website with podcast resources;

–functionality of the podcast text itself, i.e. orientation of materials towards real communicative use;

–the quality of the recording, which presupposes the clarity of the diction andexpressiveness of the tone of voice, the presence of a pleasant voice in the speaker, the natural pace of speech.

As the podcast is a regularly updated resource accessible via the Internet, it requires some technical support (computer, columns, mp3 media). One cannot do without Internet access for online listening or pre-download of materials. The website http://cienciaes.com contains podcasts of relatively short duration, which explain natural phenomena from a scientific point of view. The site contains texts of issues and archive of materials. On www.newsinslowspanish.com you can find weekly brief news on current topics in the form of a dialogue. The news is read clearly at a slower pace and it is possible to print the full text of the audio material. The resource https://www.apple.com/itunes/contains an archive of various materials, but requires preliminary registration and special software [6;192]:

Thus, the podcast is one of the modern resources, which contains audio and video materials available at any time thanks to the Internet and which can be used for teaching listening in foreign language classes. With the use of podcasts, the process of learning a foreign language becomes more flexible and variable in time and space. Students work at a pace that corresponds to the level of the group, and they work actively. Audio recording allows, first of all, expanding the possibilities of the teacher in the transfer of information. Second, to increase the efficiency of management of students' activities during the lesson.

In general, the technology for working with the podcast coincides with the technology for working on audio text and has a clear sequence in the actions of the teacher and students: preliminary instruction and preliminary assignment; in the process of perceiving, and understanding podcast information; tasks that control the understanding of the heard text. When selecting or developing exercises for podcastsaimed at the formation of auditory skills, it is necessary to take into account the difficulty levels of different types of tasks.

The use of sound equipment allows, thirdly, to activate the exercise of students in some types of oral activity. The use of podcasts in the teaching of listening seems to us to be the most promising, with websites that are diverse

in terms of content and complexity. However, a teacher who has decided to include podcasts in the teaching process should keep in mind the specifics of the teaching group and be guided by the criteria for the selection of materials for the lessons previously mentioned. It should be noted that the use of Internet resources should not exclude or replace traditional forms of work, but rather organically complement and fit into learning and practice. Having considered the peculiarities of working with audio materials, we can conclude that their use contributes to a more efficient organization of the educational process, increases the motivation of students to learn a foreign language and successfully solve educational and methodical problems [7; 110].

Taking all the above into account, we can conclude that the podcast as a media of information is, along with other resources, an integral technical tool for distance learning a foreign language, which allows solving complex tasks of foreign language education.

References

1. Sysoev P. V. (2010) Metodika obucheniya inostrannomu yazyku s ispolzovaniem novyh informatsionnyh Internet-technologiy (in Russian) [Methods of foreign language teaching using information and communication technologies]. Rostov-on-Don: Phoenix; Moscow: Glossa-Press.

2. Makarevich I. G. (2012) Podcasty v obuchenii nemetskomu yazyku [Podcasts in the study of the German language] // Foreign languages at school. № 5. p. 36–40

3. Sysoev P.V. (2014) Podcasty v obuchenii inostrannomu yazyku [Podcasts in foreign language teaching] // Yazyk i kultura. Issue 2. No. 26. p. 189–201

4. Yaman I. (2016) The Potential Benefits of Podcasts for Language Learning // Journal of educational and instructional studies in the world. Volume: 6. Issue: 1. P. 60

5. Kudabayeva P. A. (2017) Bolashak agylshyn tili mugalimderinin madenietaralyk kommunikativtik kuzyrettiligin kalyptastyru. Dokt. Diss. [Formation of intercultural communicative competence of future English language teachers. Doct. Diss.]. Turkestan. - 59 p.

6. Dmitriev D. V., Mesheryakov A. S. (2014) Podcasts as an innovative learning tool for English language at the University // Humanities. Pedagogy. No. 3(31). p. 192-199

7. Ignatenko N. A. (2012) Modern information resources in the development of listening skills in English // Humanitarian education: history, traditions, prospects: collection of articles: Yelets State University named after I.A. Bunin. P. 110-115.

Аудиовизуальды оқытудағы подкасттар

П.А. Құдабаева¹, Т.С. Сатыбалдиева²
Тараз мемлекеттік педагогикалық университеті, Тараз қ., Қазақстан,
perizat_2003@mail.ru, satybaldievat@bk.ru

Мақала орта мектептер мен жоғары оқу орындарындағы студенттерге сөйлеу дағдыларын үйрету үшін подкасттарды қолдану мәселесіне арналған. Жұмыста «подкаст», «тыңдау» ұғымдарына анықтама беріледі, сонымен қатар авторлар тыңдауды үйренудегі подкасттардың дидактикалық қаситеттері мен әдіснамалық функцияларын сипаттайды, тыңдау дағдыларын дамыту үшін мәтіндердің типологиясын қарастырады, подкасттар негізінде сөйлеу және тыңдау дағдыларын дамыту алгоритмін жасайды, подкасттар негізінде шет тілін үйренуге негізделген студенттер жасаған тыңдау және сөйлеу дағдыларының тізімін ұсынады, подкасттарды қолдануға негізделген шет тілдерін оқыту әдістемесін ұсынады.

Түйін сөздер: тыңдау, подкаст, есту қабілеті, тіл білімін ақпараттандыру.

Подкасты в аудиовизуальном обучении

П.А. Кудабаева, Т.С. Сатыбалдиева
Таразский государственный педагогический университет, г. Тараз, Казахстан,
perizat_2003@mail.ru, satybaldievat@bk.ru

Статья посвящена проблемам использования подкастов для обучения навыкам восприятия речи учащимися средних школ и вузов. Определение понятий "подкаст", "прослушивание" представлены в работе; также авторы описывают дидактические свойства и методические функции подкастов в обучении слушанию; рассматривают типологию текстов для развития навыков слушания; разрабатывают алгоритм развития навыков говорения и аудирования на основе подкастов; предлагают номенклатуру навыков слушания и говорения, разработанную студентами на основе изучения иностранного языка на основе подкастов; а также предлагают методику изучения иностранных языков, основанную на использовании подкастов.

Ключевые слова: аудирование, подкаст, аудитивные умения, информатизация языкового образования.