

**APPLICATION OF PODCASTS
IN FOREIGN LANGUAGE TEACHING**

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In modern conditions, in order to increase the motivation of technical university students when teaching foreign languages and to form their professional competencies, the active introduction of improved technologies based on communication and information methods into the process of the language acquisition is particularly important. Podcast is one of the sorts of the Internet social service presented by audio and video clips (most often in MP3 format) that can be created, distributed, viewed and listened to. Podcast content can be advantageously used when teaching a foreign language [1].

Using a podcasting system for teaching a foreign language makes it possible to solve more effectively a number of didactic tasks: 1) formation and improvement of reading skills; 2) improvement of comprehension skills in listening on the basis of both genuine audio texts distributed through the Internet and text composed by a lecturer in advance; 3) enhancement of students' skills in English speaking and writing in English; 4) vocabulary replenishment; 5) familiarization of students with the realities of country studies; 6) formation of students' sustainable motivation to the systematic study of a foreign language through the regular application of relevant teaching materials [2].

Podcasts can be used in the following modes: autonomous listening by students with subsequent group analyzing and discussing; overcoming by the lecturer of lexical, grammatical, cultural difficulties with subsequent podcast listening; listening to certain podcast excerpts; listening to a podcast while simultaneously reading a transcript (printed audio file text) prepared by the lecturer beforehand; using preselected podcast excerpts for practicing writing skills, followed by performing tasks based on grammatical and lexical podcast content; listening to the podcast in modified, usually slow-paced speech tempo; listening to audio files rec-

ordered by non-English speakers for the purpose of comprehending different pronunciations and dialects [2].

There exists a number of techniques for working with podcasts. It should be noted that the technology of using a video podcast coincides with the methods of working on a video fragments and includes three stages: pre-viewing, viewing and post-viewing, each stage implying certain exercises aimed at achieving specific goals. The objectives of the pre-viewing stage are to alleviate expected difficulties in the perception of the video, to activate students' preliminary knowledge on the topic and to arouse students' interest. This stage assumes the students' anticipation of the thematic directivity of the video podcast, at the same time their attention is drawn to lexical and grammatical peculiarities of the audio text. The viewing stage aims at leading the students to comprehend the video content and ensuring the formation and development of receptive, language, speaking and sociocultural skills and competences. The post-viewing stage means the use of the original video text as a basis for the improvement of oral or written speech skills. To summarize the work with the podcast, the students may be asked to express their own ideas and thoughts on the podcast theme, to dramatize a situation from the video or to prepare a presentation or a report on the discussed topic. We'd like to point out that the application of podcasts in foreign language teaching gives a possibility to make learning and teaching mobile in time and space. Students can study the language at a convenient pace and without stressful situations. And the lecturer has an excellent opportunity to pick up the material on the Internet that will perfectly meet all the linguistic and cognitive requirements of a specific audience of students. As a result, it is no exaggeration to say that podcasts are an indispensable innovative teaching tool to be applied in the English language teaching of technical students.

References

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