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THE USE OF AUDIO RESOURCES IN THE PROCESS OF MASTERING A FOREIGN LANGUAGE

There are many online resources that provide audio materials, that can be used for educational purposes. One of these resources is a podcast, which contains audio and video materials, that are available at any time for teaching listening skills during foreign language lessons.

The word podcasting (English) owes its appearance to the host of the MTV channel Adam Kerry. It was he who combined two words: iPod and broadcasting. The term «podcasting» has acquired the following meaning: this is a way to distribute audio or video information on the Internet. A podcast is an audio text of some genre, of a certain time length, in some cases accompanied by video material. Podcasts are also called audio blogs or programs, published on the Network in the form of issues; regularly updated series of files published at a single address on the Internet. For the convenience of differentiation, podcasts are usually divided into several types, each of which has its own characteristics: an audio podcast, a video podcast, a screencast. The essence of the screencast is that with the help of a special program, actions are recorded on the computer screen along with audio comments [1].

Educational podcasts used in the study of English allow you to solve a number of methodological tasks such as: expanding and enriching the lexical vocabulary, forming and improving grammatical skills, developing speaking and writing skills. The most acceptable and realistic task of using podcasts for educational purposes remains the formation of receptive auditory skills when working with phonetic, lexical and grammatical material; the development of the ability to understand foreign language speech by ear – to separate the main thing from the secondary, to determine the subject of the message, to divide the text into semantic pieces, to establish logical connections, to highlight the main idea, to perceive messages at a certain pace, a certain duration, to the end without omissions [2].

There are the following main genres of podcasts: audio blogs (similar to an online diary), comedy-podcasts, technology, music, couple casts (covering the personal lives of authors, most often families), educational podcasts, audiobooks, news, sci-fi, interviews, radio plays and radio shows, politics, sports, games. News, science, sports podcasts, interviews, radio shows and other genres of audio blogs provide a variety of listening training content. It is obvious that for a teacher, such diversity, on the one hand, is an advantage, and on the other hand, it requires a very serious approach to the selection of material.

The technology for selecting podcasts for listening training and developing tasks meets the basic principles and requirements for working with audio material.

When selecting podcast resources, it is recommended to follow the following algorithm:

1) decide on the choice of an Internet resource and select necessary podcasts (let's immediately note some of them: BBC Learning English Podcast – 6 minutes

English, Audio English Podcast with English for Beginners and Practical English, Luke's ENGLISH Podcast, I Will Teach You a Language);

2) view the material in advance and then select it;

3) develop a set of exercises, aimed at the formation and development of listening skills;

4) apply in teaching practice the exercises recommended on the podcast site or use their own developments, adapted in accordance with the level of training of students and the purpose of training, in an abbreviated or expanded version [3].

If we talk about the stages of working with audio text, then there are three stages: pre-text, text and post-text.

The main content of the pre-text stage in the foreign language lesson is the removal of language difficulties in audio recording (control of understanding the most difficult sentences of the text, analysis of the meanings of individual words and phrases), training exercises based on the text, introduction and primary consolidation of new words, interpretation of the use of lexical units and grammatical phenomena in the text, listening to isolated fragments of the text.

This stage is preceded by preliminary work on the search and selection of audio materials from podcasts.

To remove the language difficulties of the future audio text, you can use tasks aimed at: semanticizing new vocabulary; controlling the understanding of new words in sentences from the audio text of the podcast using various types of clarity; working on the technique of reading complex sentences from the audio text (stress, intonation, text division, logical stress, etc.); recognizing grammatical structures in the text of the podcast, working with the most complex of them; grouping vocabulary from the audio text according to the thematic principle; making sentences or lists of words; structural grouping of words (root, derived, complex, phraseological units); listening to individual fragments of the text and then completing the task.

The text stage of working with the audio recording involves directly listening to the audio recording and is accompanied by the performance of tasks (filling in tables, drawing up diagrams for the content of the text during listening).

The post-text stage of working with an audio recording includes performing the following types of tasks: selecting of a new text title (or choosing from several suggested ones); formulating of questions that the trainees could ask one of the characters in the text (for example, the interviewee); transmitting of the content of the text in a foreign language; composing a continuation of the dialogue (for example, questions and answers that clarify the subject of the dialogue).

This type of work can also be done at home; you can offer a creative task using an Internet resource.

The considered issues of the technology of working with the text of the podcast allow us to conclude that for the successful implementation of the listening process, a good knowledge of the methodology of using audio materials is necessary.

But do not forget that when working with audio materials, certain difficulties may arise, due, for example, to the individual characteristics of the source of speech, the conditions of presentation of the material, the characteristics of the student who perceives the material. Ignorance or neglect of these characteristics can lead to additional difficulties. Typical mistakes that reduce the effectiveness of the use of audio recordings include the definition of the didactic role and place of audio

materials in the classroom; inconsistency of the expressive capabilities of audiovisual means, their didactic significance; lack of planning, randomness of their use; overloading of the lesson with auditions, turning it into a visual-sound, literary-musical composition; insufficient methodological training of the teacher.

It should be taken into account, that the use of audio recordings creates an increased load on the central nervous system, especially on the visual and auditory analyzers. Therefore, it is important not to forget about the sanitary standards provided for the use of Information and communications technology (ICT) [3].

Thus, properly organized work with audio recordings makes a foreign language lesson as a process of continuous creativity. Additional motivation is created due to the novelty and relevance of authentic materials obtained mainly from the Internet. The selection of audio materials involves mandatory consideration of the level of training of the group, the stage of training, age and individual characteristics of students, goals and objectives during the lesson.

The considered issues of the technology of working with audio text allow us to conclude that for the successful implementation of the listening process, a good knowledge of the methodology of using audio materials is necessary. The teacher, planning the use of Internet resources in a particular lesson, accurately determines not only the didactic goals that he will solve with their help, but also additional work with students. An important requirement is that ICTs are used only when it is necessary to achieve a specific didactic goal.

It is safe to say that the use of podcasts increases motivation and interest in learning a foreign language, realizes the student's personal potential, and helps to master cross-cultural communicative competence. Thus, the above-mentioned features and capabilities of podcasts provide a new relevant quality of the process of teaching a foreign language, namely, not only high motivation of students, but also contribute to the manifestation of their initiative, purposefulness, develop the ability to listen and hear, which, of course, contributes to the effectiveness of the educational process. The use of podcasts in teaching demonstrates the mobility of the modern education system as a whole, its adaptive nature. As a rule, podcasts have a certain topic and frequency of publication. In this regard, it is necessary to emphasize the value of podcasts of all genres and categories, which allow the teacher to solve complex learning tasks. The use of podcasts in listening training seems to us to be the most promising, since Internet resources today have unlimited opportunities to provide relevant, authentic and interesting material.

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