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## **INNOVATIVE TECHNOLOGIES FOR TEACHING FOREIGN LANGUAGES TO STUDENTS OF NON-LANGUAGE MAJORS: PODCASTING**

### **ІННОВАЦІЙНІ ТЕХНОЛОГІЇ НАВЧАННЯ ІНОЗЕМНОЇ МОВИ СТУДЕНТІВ НЕФІЛОЛОГІЧНИХ СПЕЦІАЛЬНОСТЕЙ: ПОДКАСТИНГ**

The article examines the theoretical and practical aspects of using podcasting as an innovative technology for teaching foreign languages to students of non-language majors in higher education institutions. The relevance of the study is determined by the processes of informatization and digitalization of modern education, which require the introduction of effective information and communication technologies into the educational process in order to develop the foreign language communication skills of future specialists. Special attention is paid to increasing students' motivation to learn foreign languages and enhancing their readiness for effective intercultural and professional communication.

The research analyzes the scientific views of Ukrainian and foreign scholars on the use of podcasts in foreign language teaching. The concept of "podcasting" is clarified, and a classification of podcasts according to the form of content presentation is proposed, including audiocasts, videocasts, and screencasts. The didactic potential of podcast technology is revealed in the context of developing the main types of language skills, particularly listening comprehension, as well as speaking, reading, and writing, and improving phonetic, lexical, and grammatical competence.

The article outlines the stages of organizing educational activities based on podcasting, such as pre-listening preparation, perception and comprehension of audio or video material, and post-listening tasks aimed at checking understanding and consolidating acquired knowledge. The possibilities of using both authentic and educational podcasts in classroom teaching and independent student work are analyzed. It is concluded that podcasting does not replace traditional foreign language instruction but effectively complements it, contributing to the modernization of teaching methods and increasing the efficiency of the educational process in higher education.

**Key words:** innovative technologies, podcasting, foreign language teaching, students of non-language majors, listening comprehension, information and communication technologies, higher education.

У статті розглядаються теоретичні та практичні аспекти використання подкастингу як інноваційної технології навчання іноземних мов студентів нефілологічних спеціальностей у закладах вищої освіти. Актуальність дослідження зумовлена процесами інформатизації та цифровізації сучасної освіти, що вимагають впровадження ефективних інформаційно-комунікаційних технологій у навчальний процес з метою формування іншомовної комунікативної компетентності майбутніх фахівців. У сучасних умовах професійна підготовка студентів передбачає не лише оволодіння фаховими знаннями, а й здатність до ефективного іншомовного спілкування в міжкультурному та професійному середовищі. Особлива увага приділяється підвищенню мотивації студентів до вивчення іноземних мов і розвитку їхньої навчальної автономії.

У роботі здійснено аналіз наукових підходів вітчизняних і зарубіжних учених до проблеми застосування подкастів у навчанні іноземних мов. Уточнено сутність поняття «подкастинг» та подано класифікацію подкастів за формою подання інформації, зокрема аудіокастів, відеокастів і скрінкастів. Визначено дидактичні можливості подкастів у розвитку основних видів мовленнєвої діяльності, насамперед аудіювання, а також говоріння, читання та письма, формуванні фонетичних, лексичних і граматичних навичок та розширенні словникового запасу студентів.

Проаналізовано етапи організації навчальної діяльності з використанням подкастів, що включають підготовку до сприйняття аудіо- чи відеоматеріалу, безпосереднє слухання або перегляд і систему післятекстових завдань, спрямованих на перевірку розуміння та закріплення вивченого матеріалу. Доведено, що використання автентичних і навчальних подкастів у аудиторній та позааудиторній роботі сприяє індивідуалізації навчання, розвитку самостійної роботи студентів, зниженню психологічних бар'єрів у спілкуванні іноземною мовою та підвищенню ефективності освітнього процесу загалом.

**Ключові слова:** інноваційні технології навчання, подкастинг, іноземна мова, студенти нефілологічних спеціальностей, аудіювання, інформаційно-комунікаційні технології, вища освіта.

**Problem statement.** In the 21st century, one of the dominant trends in the development of civilization is the global computerization of our society. Ukraine is actively developing computerization in education, aimed at training intellectually advanced creative individuals who are well versed in the innovative environment and are focused on self-development and the application of these skills and abilities in their future professional activities. According to the principles of communicative orientation, the primary task of teaching English in higher education institutions is to develop communicative competence, in particular, the ability and capacity for interpersonal and intercultural communication.

High-quality language training for students is impossible without the use of modern educational technologies. Modern technologies involve the use of information and telecommunications technologies, working with educational computer programs for foreign languages, distance learning technologies, and the use of Internet resources.

Podcast technology as a means of teaching foreign languages is widely used to develop foreign language proficiency among law students.

**Analysis of recent research and publications.** An analysis of recent studies and publications has shown that podcasting is becoming increasingly popular in the field of education.

The problems of using podcasts in foreign language teaching have been studied by foreign and domestic scientists, in particular O.B. Baltina, O.B. Bigich, N.V. Gritsik, N.V. Kardashova, S.O. Morgunova, A.A. Karvalo, A. Hazell, G. Stanley, and G. Stewart. Despite numerous works and publications on this topic, some issues remain unexplored and controversial – scholars cannot agree on the role of podcasts in English language classes.

**The aim of this study** to analyze the peculiarities of using podcast technology in the process of teaching foreign languages to students of non-language majors.

**Presentation of the main material.** Educational podcasts as a media carrier and technical tool for learning English allow for solving diverse tasks in foreign language education. Thanks to the use of podcasts in teaching, the modern education system demonstrates its mobility and adaptive nature. The word podcasting owes its emergence to the well-known host of the Adam Curry. He combined two words: iPod, the trademark of a series of portable multimedia players from Apple (USA), and broadcasting, which refers to widespread large-format broadcasting. The term “podcasting” has come to

mean a method of distributing audio or video information on the Internet.

A podcast is an audio text of any genre, defined by a certain length of time and in some cases accompanied by video material. Podcasts are also called audio blogs or programs published at a single address on the Internet in the form of regularly updated episodes.

For convenience, podcasting is divided into several types, each with its own characteristics: audiocasts, videocasts, and screencasts. The distinctive feature of screencasts is that they contain recordings of actions on a computer screen accompanied by audio commentary. The process of creating and distributing audio or video files on the World Wide Web is called podcasting [1, c. 7].

Audiocasts are most commonly used because they have a number of advantages over video format, namely:

- 1) no strain on the eyes (listeners spend a lot of time at the computer, so they can listen while closing their eyes and giving them a rest);
- 2) small file size (faster to download and easier to store);
- 3) ease of use: podcasts can be played on a wide range of devices (computers, phones).

Videocasts are video materials that are uploaded to the Internet for subsequent downloading and viewing by other users.

Thus, podcasts are small files that are convenient and useful for practical classes in the classroom and for students' independent work. Podcasts can form the basis for organizing and completing individual educational and research tasks. They are convenient for collecting and organizing by topic, can be stored on computers and electronic media, can be effectively integrated into presentations, and can be components of multimedia projects.

Among the advantages of using podcasts in foreign language teaching, the following can be highlighted: the opportunity to work with authentic, always new information in a foreign language to improve various types of speech activities; encouraging students to work independently outside of class; promoting intercultural interaction on the Internet; immersion in real communication with native speakers, familiarization with their individual characteristics, from voice timbre to accent; increasing motivation to learn a foreign language, etc.

Podcasts are usually divided into authentic and educational. While the former mainly serve informative and illustrative functions, the latter have a much wider range of applications. Educational podcasts

are created by native speakers, teachers, or students themselves. Thus, working on creating your own podcast is also a type of educational activity.

It should be noted that podcasts cannot fully replace classroom foreign language lessons, but only supplement them by providing authentic language material for listening practice.

In recent years, the use of technical means such as the Internet and its rich resources has become increasingly popular in foreign language teaching methods. One such resource is a podcast – an audio or video file from the Internet for listening/viewing on a personal computer or mobile devices. The Internet is a global network of computer networks that allows users to exchange information and data.

The creators of most podcasts try to make them stand out by choosing a specific topic and optimal publication frequency. There are several main categories of podcasts: audio blogs (similar to online diaries), comedy podcasts, technology, music, couple casts (covering the personal lives of the authors, often families), educational podcasts, audiobooks, news, sci-fi, interviews, radio plays and radio shows, politics, sports, and games. Different types and genres of audio blogs provide variety in listening comprehension training and allow teachers to solve complex teaching tasks. The undeniable advantage of podcasts is that listeners have the opportunity to familiarize themselves with contemporary, relevant, and authentic texts at different tempos, timbres, speeds, rhythms, and accents of the speaker.

The use of podcasts in foreign language teaching offers the following relevant opportunities:

1) the boundaries of the learning environment are expanded, and learning can take place both in and outside the classroom;

2) the problem of intercultural communication that occurs during the distribution and exchange of audio files online is solved;

3) the level of psychological complexity is reduced, which helps overcome the language barrier;

4) additional and very fruitful speech practice.

The effectiveness of podcasts is confirmed by the fact that they provide more opportunities for analyzing the content of learning. Podcasts also help develop communication skills, time management skills, and the ability to structure and summarize the material presented within the framework of a learning topic. They contribute to the improvement of critical and analytical thinking mechanisms. For example, a podcast may include questions for discussion, to which listeners must prepare answers for the next class. In this way, podcasts develop a critical

attitude towards the material presented and the analytical abilities of listeners [2, c. 36].

Educational podcasts used in English language learning can help solve a number of methodological tasks:

- expanding and enriching vocabulary;
- forming, developing, and improving grammar skills;

- developing speaking and writing skills.
- Today, there are the following ways to use podcasts:

- listening without downloading files, online;
- listening offline, downloading files;
- creating your own podcasts.

Podcasts, as a means of real communication in English, contain information that we perceive with varying degrees of depth and accuracy of understanding. Therefore, when selecting podcasts for listening comprehension training and developing tasks for them, the teacher must follow the basic principles and requirements for working with audio texts and take into account the real needs and goals of the listeners depending on the specifics of the audio text. For example, specially created educational audio blogs can be aimed not only at developing the skills of perceiving and understanding coherent audio texts by ear, but also at forming and improving phonetic, lexical, and grammatical skills, while authentic podcasts provide information for oral or written reflection or discussion [3, c. 175].

Educational activities involving podcasts consist of several stages, including preparation for comprehension, listening itself, and exercises to check comprehension and practice what has been heard. In general, working with podcasts is no different from working with other types of audio texts from a technical point of view and requires a clear sequence of actions by the teacher and listener:

- providing preliminary instructions and tasks before listening;

- personal perception and understanding of the podcast;

- tasks to check the level of understanding of the listened text.

It is safe to say that the use of podcasting increases motivation and interest in learning foreign languages, as well as helping listeners to realize their personal potential and master intercultural communication skills [4, c. 133].

Educational podcasts dedicated to learning foreign languages allow you to solve a number of methodological tasks, including the formation of

listening skills and the ability to understand a foreign language by ear, developing and improving listening and pronunciation skills, expanding and enriching vocabulary, developing and improving grammar skills, and developing speaking and writing skills.

However, the most acceptable and realistic task for using podcasts for educational purposes remains the development of receptive listening skills when working with phonetic, lexical, and grammatical material, as well as the ability to understand a foreign language by ear, separate the main from the secondary, determine the topic of a message, divide the text into meaningful parts, establish logical connections, identify the main idea, and perceive messages at a certain pace. The most important task is to develop the ability to listen to a message and understand it at a certain pace. logical connections, identifying the main idea, and perceiving messages at a certain pace [5, c. 178].

In general, the technology of working with podcasts coincides with the technology of working with audio texts and has a clear sequence of actions for teachers and students: preliminary instruction and preliminary tasks; the process of perceiving and comprehending the information in the podcast; tasks that test comprehension of the heard text. When selecting or developing exercises for podcasts aimed at forming listening skills and developing listening comprehension skills, it is necessary to take into account the levels of difficulty of different types of tasks [6, c. 146].

The use of audiocasts in foreign language teaching has its advantages. Among them are:

- Formation of skills, development and improvement of listening skills. The system of exercises for teaching listening comprehension includes exercises for developing speech skills (phonetic, lexical, and grammatical) and exercises for developing and improving listening comprehension skills (exercises that prepare students for listening to texts and exercises in listening to texts).

- Enhanced individualization of learning. The educational potential of audio podcasts in foreign language learning lies in the fact that students can listen to audio recordings repeatedly on their own, thereby improving their listening skills, which is particularly important for students of technical disciplines.

- Creating conditions for consolidating students' knowledge and skills during class and outside of class. After listening to the audiocast, as a test task, students can be asked to discuss the material they have heard, express their opinions, compose dialogues, write annotations or essays, etc.

- Multimedia and interactivity. Usually, educational audio podcasts consist of a basic text (dialogue or monologue – about 5 minutes) followed by comments on what has been heard. The comments contain all the linguistic and pedagogical richness of the podcast (lexical, grammatical, and other comments). However, in addition to the linguistic and cultural-lexical components, the entertainment aspect of the podcast is also important.

- Stimulating creative potential. Audio podcasts are an inexpensive way for teachers and their audiences to create digital content. To remain relevant in the 21st century, teachers and students must be able to strengthen their creative potential and learn to express their creative abilities to the fullest. Audio podcasts can help stimulate the cognitive activity of teachers and students and prepare them for the demands of the global market.

- Ease of use. Today's students are an integral part of the modern technological environment. They spend most of their time using modern technologies and make the most of them, in particular by using email, searching for information on the Internet, or communicating with friends via social networks. Audio casts integrated into the learning process open up many opportunities for students and teachers.

A number of potential disadvantages of using audiocasts can also be identified:

- Potential abstraction from learning. There is a potential problem associated with the fact that students will no longer attend foreign language classes intensively and will gradually become abstracted from the academic environment.

- The problem of choosing an audiocast. The difficulty in finding suitable audio casts lies in the fact that the pace of speech may be too slow or too fast, and the duration of the audiocast may be too long or too short.

### **Conclusions and prospects for further research.**

By increasing the effectiveness of foreign language teaching, audiocasts contribute to improving the organization of the educational process in terms of its intensification, individualization, and systematization. By developing students' independent work and introducing active forms of learning, podcasting as a mobile learning tool implements the standards of modern education and personal-activity learning. Due to their audio nature, podcasts increase the effectiveness of skill formation and listening comprehension development by conveying the phonetic features of the original language. At the same time, podcasts are an indispensable tool for accessing

information, presenting materials in an authentic form. It should be noted that the use of podcasts in practical language classes also establishes interdisciplinary connections, which helps to optimize the teaching process in related disciplines. The above gives reason to believe that the use of podcasts for teaching students a foreign language makes it possible to improve the content of teaching, methods, and organizational forms of the educational process, ensure a high scientific and methodological level of

teaching, an individual approach to learning, and increase the effectiveness of presenting new material.

For teachers and academic staff, the issue of organizing the most effective learning process is always relevant. Therefore, the goal of further research is to find innovative teaching methods that can be used to teach students to think critically, analyze information, make the right communication decisions, discuss, and, in general, communicate productively in a foreign language.

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