

Podcast Technologies in Teaching English in ESP Education

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ABSTRACT

The article considers about the possibilities of using one of the innovative means of teaching English – podcasts. The aim of the study is to theoretically identify and experimentally test the didactic capabilities of podcasts in teaching English.

KEYWORDS: *information and educational environment, improvement of methods, podcasts, methods of teaching English, listening, web resources, video file.*

At the present stage, pedagogical science and practice are solving the problem of improving the methods and forms of teaching a foreign language, aimed at solving the problems of modernizing education, improving the quality and effectiveness of foreign language professional training.

At present, there is an active introduction of innovative multimedia technologies into the process of teaching foreign languages. The main emphasis is placed on equipping higher education institutions with computers with subsequent connection to the Internet. Every year this process is becoming more and more rapid, since the government has set the task of reforming the education system in order to improve the effectiveness of training. In this regard, multimedia technologies are increasingly used in teaching foreign languages, the range of which has significantly expanded: from creating training programs to developing new teaching tools, such as podcasts. Recently, works have begun to appear in foreign scientific literature devoted to the study of the theoretical foundations of introducing podcasts into the educational process and the practical aspects of their use in teaching English. The term "podcast" first appeared in 2005. The word "podcast" comes from the words "iPod" (Apple's mp3 player) and "broadcast" (ubiquitous broadband broadcasting). Thus, the term "podcast" in 2005 meant an audio or video file available for downloading from the Internet and listening (viewing) on a portable multimedia player.

Currently, a podcast is an audio or video recording created in a foreign language in accordance with the language and subject content of the curriculum and posted on a podcast server for further use in the educational process [1].

Despite the fact that podcasts appeared less than 10 years ago, today they are very popular among completely different groups of users: from people using them for entertainment (watching news, TV series, creating diaries), to leading universities integrating podcasts into the educational process, especially into the distance education system. Let us highlight several factors that determine the popularity of podcasts:

➤ the ability to download a podcast for free to a tablet computer, multimedia player, mobile phone, etc., with

subsequent viewing / listening to it at a convenient time and in a convenient place;

- the presence of universal audio and video file formats, which allows them to be played on most portable devices;
- the frequency, or seriality, of creating new podcasts;
- the ability to subscribe, which means the user is automatically informed about new podcasts as they appear;
- authenticity of audio and video materials;
- the presence of text (script) for an audio file or subtitles for a video file.

The main purpose of podcasts is to motivate learners to learn new words and expressions that are commonly used in communication. They provide learners with valuable opportunities to develop speaking skills in an improved environment that promotes collaborative and autonomous learning. More and more teachers prefer to use podcasting in the teaching process, as it stimulates learning through creative technologies and open lines of communication. In this regard, the advantages of podcasting have been identified [1]:

- accessibility,
- lesson archive,
- updates,
- continuous learning,
- creative learning.

There are a huge number of options for using podcasts in the English language lesson to develop all types of speech activity. Of course, listening and speaking are much easier to organize with the help of podcasts, but they can also be used to create conditions for the development of reading and writing skills.

Having analyzed the scientific literature on the research problem, we note the didactic potential of podcasts:

1. Authenticity. Most podcasts are created by native speakers in the countries of the studied language, therefore, they not only represent the socio-cultural reality of the country of the studied language and demonstrate a combination of verbal and non-verbal codes of foreign language communication, but also contain information related to the professional activities of future specialists, and show the functioning of language as a means of professional communication in a natural environment [2].
2. Multifunctionality. Podcasts are multifunctional, since they can be used to develop several types of speech activity when teaching a foreign language: reading, speaking, writing, listening. In addition, podcasts impart knowledge about the culture of the studied language, thereby forming their socio-cultural competence.

Knowledge of a foreign language, culture, traditions, customs, the country of the studied language, undoubtedly, gives great advantages to a future specialist: it is easier to find a job, more chances to integrate into a society with a market economy, consciously and fully understand the culture of other peoples, and have a deeper understanding of global problems [1].

3. Media competence (media competence). In order to work with podcasts, basic computer skills and abilities must be developed: the ability to download files from the Internet, transfer them to mobile devices, edit and recode if necessary. All this is possible provided that media competence is developed, i.e. knowledge, skills, abilities, motives that contribute to media educational activities in the process of teaching English [2].
4. Relevance. The podcast service allows you to subscribe to receive new podcasts and regularly update your 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, which can be used in English classes [2].
5. Multichannel perception is based on the simultaneous perception of visual and auditory information. Information is received through the visual and auditory channels. The visual channel serves to perceive objects and actions, thereby facilitating the comprehension of the sequence of sounds captured by the auditory channel. The simultaneous perception of visual and sound images coinciding with them in time and meaning is expressed in the so-called visual-auditory synthesis, which makes it possible to judge what was said more fully than with separate receipt of messages.
6. Interactivity, i.e. the user's dialog mode of work with a mobile device, in which he can independently choose the information of interest to him, the speed and sequence of its transmission.
7. Motivation. Satisfaction of cognitive motives when studying a foreign language forms a stable motivation for constant work with it: knowledge of a foreign language facilitates access to scientific and practical information, helps to establish international scientific and personal contacts, expands the possibilities of future professional activity of students [3].

In this regard, when organizing foreign language teaching using podcasts, one cannot fail to take into account such an important function of a podcast as creating a motivational basis for learning. A podcast, which is a powerful motivational tool, has a strong emotional impact on students due to the effect of participation. The combination of cognitive and emotional causes increased interest in learning a foreign language, has a positive effect on memorizing educational material, compensates for deficiencies in attention, and enhances the educational aspect of learning.

8. Compliance with individual characteristics. The mobility of the technical means used (tablet computer, multimedia player, etc.) allows access to podcasts at any time, including outside the educational institution. Access to such a learning tool as a podcast outside of classes provides a chance to study a foreign language in your free time and the opportunity to work in

accordance with the individual characteristics of information perception. Educational podcasts dedicated to the study of foreign languages allow you to solve a number of methodological problems, including the formation of auditing skills and the ability to understand foreign speech by ear, the formation and improvement of listening and pronunciation skills, the expansion and enrichment of the lexical vocabulary, the formation and improvement of grammar skills, the development of speaking and writing skills [3].

And so, let's draw conclusions. Firstly, podcasts are an excellent resource for listening comprehension. Most podcasts aimed at learning English contain a vocabulary list and listening for gist questions, while teachers only need to create listening for detail tasks.

Secondly, podcasts are used to develop foreign language writing skills. Based on the audio recording, students can be asked to write an opinion essay expressing their opinion about what they heard, using the information provided in the podcast. A for and against essay is also one of the options for developing writing with the help of podcasts, in which students can use the arguments given in the audio recording. With the help of a descriptive essay, students can be asked to describe what they heard.

Thirdly, podcasts are a great way to improve foreign language reading skills. One way can be to read along with the speaker to the audio recording. Thus, students will recognize words more easily if they have already heard it from a native speaker.

Fourthly, podcasts are well suited for improving foreign language speaking skills. After studying a certain topic, you can give students the task of composing a two-minute monologue (minutes talk) and recording an audio file. Students can also record their own podcast on a voice recorder on their phone or online. The tasks can be anything: a monologue (talk) on the topic studied, retelling or analyzing the text, composing your own story, dialogue, interview, debate, radio program, audio guide.

In conclusion, it should be said that a podcast is one of the most exciting learning tools for creating an information and educational environment that has the invaluable advantage of authenticity. Podcasts are diverse and variable, which ensures that the interests of students are taken into account when organizing a lesson.

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