

The Development of Students' Auditive Competence Through Podcasts

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Abstract: This article explores the role of podcasting in developing students' auditory competence in foreign language learning. It discusses the importance of listening as a key speech activity and highlights the advantages of using podcasts in educational settings. The paper examines various definitions of podcasts and videocasts, their didactic potential, and methodological applications in foreign language teaching. Additionally, a step-by-step guide to podcast creation is provided, demonstrating its effectiveness as an innovative tool for enhancing linguistic competence. The study concludes that podcasting offers significant benefits in improving students' listening and speaking skills, vocabulary acquisition, and overall engagement in language learning.

Keywords: Podcasting, videocasting, auditory competence, foreign language learning, speech activity, listening skills, digital learning, linguistic competence, educational technology, language acquisition.

Introduction: In the educational practice of developed countries, a number of scientific studies are being conducted on the widespread use of information resources, the digitalization of methodological programs, innovative methods in teaching a series of English language courses, methods of using interactive software models, and their effectiveness. The study of methodological approaches aimed at expanding students' linguistic competence in future foreign language acquisition, and the task of refining these methodologies based on the specific characteristics of the subject, are of particular importance. In this regard, there is a need to improve and implement technologies for the development of students' professional auditory competence.

In our republic, the issues of teaching students the development of auditory competence in the educational process have been studied in the scientific research of L.T.Akhmedova, J.J.Jalolov, I.Tukhtasinov,

T.Sattorov, U.Khoshimov, D.Khoshimova,
Z.R.Karimova, S.A.Misirov, U.Masharipova,
F.R.Kodirova, G.R.Sobirova .

Today, listening, as a form of speech activity, plays an important role in the process of real communication. "In modern society, 45% of people listen, 30% speak, 16% read, 9% write. Consequently, an integral part of oral speech is hearing and listening (auditory activity).

Auditory is the process of active speech thinking, characterized by the understanding and interpretation of the transmitted sound message, and this perception is based on the recipient's motives associated with mobility. The formation of auditory competence as a field of methodology is considered the most complex scientific direction. However, the development of students' auditory competence with the help of podcasts is an important task. Therefore, we should first understand the concept of a podcast when developing content through podcasts.

A podcast is an Internet network using programming technology, delivered to a subscriber through an episodic series. The creator and host of podcasts generates programs by placing episodes of audio and video files on the web server. A podcast is a type of audio content that has gained popularity in the last decade. The term was coined by journalist Ben Hammersley, who called it broadcasting (Eng. broadcasting) and iPod (Apple audio player). The most common form of the program is a conversation between several people.

A podcast is a series of audio recordings similar to radio programs. The content of the podcast is created by hosts and guest characters or experts. The topic can be anything - from politics and entrepreneurship to knitting threads and making pizza. Real events are analyzed in documentaries, and stories are told in feature films. According to S.M. Samarskaya's definition, the term "podcast" is a combination of the terms pod (Apple iPod media player) and broadcast (radio broadcasting, television broadcasting). Thus, podcasts are a series of digital audio and video recordings uploaded to the Internet using a podcatcher program such as iTunes"

As a working definition of a podcast, we accept the

Documentary films. An analogue of a simple documentary program with one or more presenters may include an interview or old recordings	Artistic. These podcasts are analogous to audio performances, in which one author or several people read the voice roles.
Dialogue. The most popular thing is because it's improvisation	Talking alone in the format is quite difficult. Usually there are two or three presenters behind the microphones
Monologue. It requires the simplest, but well-thought-out, scenario. Usually, the author is an expert on a particular topic and reveals it to the listener.	Interview. One regular host and guests answering questions

Figure 1. A way of presenting podcast content

We can conclude based on these definitions that podcasting is a relevant Internet technology used in teaching foreign languages, combining the advantages

following definition: "Podcasting (podcast) is an audio or video recording created by any person and available for listening or viewing on global networks." Studies have emphasized that videocasting is a type of podcasting in the form of a video file distributed in digital format via the Internet using a personal computer or mobile phone to develop students' speech skills through videocasts. E.Yu. Malushko gives the following definition of a podcast: "a podcast is an audio or video file that is distributed free of charge through the Internet for public listening or viewing."

Podcasting allows for the formation of four types of speech activity in students within the framework of listening:... "understanding oral text, understanding written text, written speech, oral speech." According to V.V. Nikolaeva, podcasting is an effective technology, as about 45% of people listen to it. Thus, through podcasts, you can create lessons for organizations, in which the student turns to active speech-thinking activity, which is presented sequentially and in parallel with the processes of perception and understanding of oral speech. The podcast is conducted according to the method of presenting the content (Figure 1)

of radio and the Internet. Thus, video casting can be described as a modern new technology used in teaching English, combining the advantages of

television and the Internet. Podcasts should be used regularly during lessons or in the process of independent work, since their non-regular use cannot be effective.

A videocast is a podcast with a video sequence, which can also be used as a listening device, but the image helps to understand English speech." An example of foreign experience in using the podcasting method is the Pimsler method. Comparison of the technical

characteristics of podcasting and videocasts allowed us to draw a number of specific conclusions about the didactic potential of podcasting and videocasting, that is, their methodological tasks in foreign language teaching: Z.R. Karimova showed their similarities and differences in the process of comparing podcasts and videocasts in students (Fig. 1). (1- rasm).

How to execute a podcast step by step. (Fig. 2)

Theme will be selected
Format Determination
Writing script
Sound Recording
Installation
Upload
Promotion

Figure 2. Step-by-step podcast application process

1) The topic is selected. Often, podcasts are created by experts in a particular field, and brands select useful information for potential clients. For example, their textbooks might be about animal food producers, zoopsychology, and rules for keeping pets.

2) Format determination. You can record alone, find the host, or regularly invite guests.

3) Writing a scenario. For each publication, it will be necessary to draw up a plan and collect materials. Even improvisational shows require at least an approximate script.

4) Sound recording. This can be done at home using a microphone. But if you record it in the studio, the material will be better.

5) Installation. Any recording needs to be edited - it needs to be cleaned of foreign sounds, long pauses, and unsuccessful moments.

6) Loading. The finished material must be placed on special platforms.

7) Promotion. You need to advertise the show so that the audience knows about it.

In conclusion, working with podcasts has many advantages for teaching a foreign language. In the course of the study, the following positive features of podcasts can be highlighted:

1) during the listening process, you can safely pause the

audio and video recording, as well as change its speed, which allows you to return to the material at any time, and also repeat it in a way that is understandable to you.

2) English-language podcasts help teach listening and speaking skills. The reader can stop recording at any time and change the speed to listen to and speak a segment that is unclear to them. Thus, they have the opportunity to solve phonetic problems that arise in the process of listening.

3) any podcast can be listened to in the background while doing homework, moving around the city, and doing housework, which allows you to immerse yourself in an English-speaking environment and give the process of learning English a daily character.

4) working with English-language podcasts allows the reader to significantly increase their vocabulary by listening to thematic podcasts, which allows them to learn a new word in the most natural way through anticipation and language prediction.

5) working with podcasts corresponds to any level of English language proficiency. There are many podcasts that allow those who have achieved great success in developing their communicative, auditory, and speech abilities to master the language.

6) interaction with podcasts allows for a significant expansion of students' worldview. As mentioned

above, the availability of numerous podcasts on various topics allows for significant progress in understanding a specific topic discussed within the program through listening.

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