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VIDEO AND AUDIO PODCASTS AS ONE OF THE FORMS OF MEDIA TECHNOLOGIES IN THE PROCESS OF TEACHING A BUSINESS FOREIGN LANGUAGE IN A NON-LINGUISTIC UNIVERSITY

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Processes of global informatization of all spheres of public life are developing in the world community. The state of the economy, the quality of life of people, national security and the role of the state in the world community depend on the level and pace of information technology development. In all developed countries and in a lot of developing countries, there are intensive processes of informatization of education. With the spread of new information technologies, teachers of foreign languages have the opportunity to use various media to enrich the language environment of the educational process. In the field of teaching foreign language communication for students of non-linguistic universities, the ways of using media technologies are a means of creating an authentic communicative environment, immersion in which is one of the most important requirements in teaching a foreign language. This article discusses the use of Podcasting media technology for teaching a business foreign language in a non-linguistic university.

Key words: *information technology, media technologies, audio and video podcasts, communicative environment, teaching a business foreign language, target audience, non-linguistic university*

ВИДЕО И АУДИО ПОДКАСТЫ КАК ОДНА ИЗ ФОРМ МЕДИАТЕХНОЛОГИЙ В ПРОЦЕССЕ ПРЕПОДАВАНИЯ ДЕЛОВОГО ИНОСТРАННОГО ЯЗЫКА В НЕЯЗЫКОВОМ ВУЗЕ

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В мировом сообществе развиваются процессы глобальной информатизации всех сфер общественной жизни. От уровня информационно-технологического развития и его темпов зависят состояние экономики, качество жизни людей, национальная безопасность и роль государства в мировом сообществе. Во всех развитых странах и во многих развивающихся странах идут интенсивные процессы информатизации образования. С распространением новых информационных технологий преподаватели иностранных языков получили возможность использовать различные медиа для обогащения языковой среды учебного процесса. В сфере обучения иноязычному общению студентов неязыковых вузов пути использования медиатехнологий представляют собой средство создания аутентичной коммуникативной среды, погружение в которую является одним из важнейших требований при обучении иностранному языку. В данной статье рассматривается использование медиатехнологии Podcasting для преподавания делового иностранного языка в неязыковом вузе.

Ключевые слова: *информационные технологии, медиатехнологии, аудио и видео подкасты, коммуникативная среда, обучение деловому иностранному языку, целевая аудитория, неязыковой вуз*

Modern progress has reached a level where work is underway to improve the technical teaching aids used in teaching foreign languages. This issue has become even more acute when the system of education faced the problem of COVID-19 pandemic situation. In the framework of education internationalization [9] and Bologna Declaration implementation [12], the digitalization of education and the use of information technologies seem to become an indispensable educational component [7], [8]. Active experience of the realities of the information civilization is, at the same time, strengthening the educational process by technical means and it is not only means aimed at intensifying the educational process, but also, the means contributing to harmonization and improvement of relations between people of different cultures, developing general cultural competences [6], [11], professional competences [13], empathy, emotional intelligence and decision-making [20], [21], cross-cultural competences [16] and cross-cultural tolerance [18]. In addition it helps to increase students' motivation for learning languages [17] and facilitates life-long learning [14] and successful socialization [15]. In connection with the active integration of Russia with the countries of Europe and the whole world [12], the teachers of universities faced the need to somehow change their way of getting

ready for the lesson [19], they are forced to work in accordance with a certain concept of the course, build the dynamics of the development of students' communicative capabilities, train the social aspects of communication, develop the creative potential of students forming different competences. With the spread of new information technologies, teachers of foreign languages have the opportunity to use various media to enrich the language environment of the educational process including Moodle platform, video-conferences, different apps, you-tube teaching videos [8], etc.

The creation of an educational space can provide the learner with many individual forms of development of educational opportunities and will function as some kind of information system, the optimal process of management of which has criteria such as focus, profitability, and self-learning [1]. In the field of teaching foreign language professionally oriented communication of students of non-linguistic universities, the ways of using media technologies are not only, of course, a valuable source of information of various kinds, but to a greater extent a means of creating an authentic communicative environment, immersion in which is one of the most important requirements in teaching a business foreign language. One of the main advantages of using multimedia tools is that they allow organizing a variety of learning activities for students, providing various ways to expand vocabulary and get acquainted with new patterns of utterances, improve the memorability of the studied language structures and the relationships between these structures [2] helping them to avoid language interference [10]. Moreover, media technologies open up great horizons for self-improvement of teachers of foreign languages in a non-linguistic university.

Podcasting can be described as the process of distributing and creating audio or video broadcasts (i.e. podcasts) on the Internet (usually in MP3 or Ogg/Vorbis format for audio and Flash Video for video broadcasts) [5]. Audio and video podcasts are a form of media technology that have a specific topic and frequency of publication (however, there are exceptions). The core audience of this form of media technology is users of PC, laptops, and portable players. Such software products as iTunes or amaroK have been created, that monitor the update of podcast feeds and their automatic download.

It should be mentioned, that a podcast is either a single file, or a regularly updated series of such files published online at the same address. An educational podcast has a number of requirements: it must be recorded in a foreign language, have a limited duration and correspond to the thematic content of the course. Teachers can use podcasts as the basis for speech comprehension exercises, as a means of generating conversation based on learners' reactions to podcasts, and as a way to provide each listener with a variety of listening materials [4]. It is advisable to become familiar with the students before creating and publishing a podcast online. Then, having sufficient information (the amount of material studied, the degree of assimilation, separate information about each student), it will give an opportunity to create an appropriate channel on the podcast resource and upload the necessary audio texts for a specific group of students [3]. One should necessarily follow the fundamental requirements for using podcasts within the classroom.

1. Shooting:
a) clear and high quality image and sound;
b) visible facial expressions of the characters;
c) gestures, listeners' reactions in different situations.
2. In the plot there should be a clear connection between the storyline and the content of the dialogues in the scenes.
3. The characters' speech should be clear, not fast, without extraneous and background noise.
4. Language:
a) modern language, corresponding to the norms of the literary language, from the areas that students will most often have to deal with;
b) natural pauses between statements;
c) short slang and exclamations;
d) the text should not be overloaded with new words, expressions and unfamiliar gestures.
5. The duration of the plot:
a) no more than 10-15 minutes;
b) it should be divided into semantic segments that can be repeated several times during the lesson;
b) all segments must have a complete plot.
6. The content:
a) typical situations, that may be encountered in practice;
b) it is good if the plot can later be retold by students in the form of a finished story;
c) for the lesson, educational, feature, advertising films, news programs and other stories can be selected.

The podcast lesson plan includes the following steps:
1.   Pre-viewing:
a)   a preliminary discussion of vocabulary, close to the topic of the podcast;
b) creative work using problematic situations related to the topic under discussion;
c) work with new vocabulary.
1.   While-viewing:
a) checking predictions made by students before viewing;
b) information search. After the first viewing, students are offered information retrieval exercises, and the plot is viewed again, segment by segment or as a whole, depending on the class level and lesson objectives;
c) work with a separate segment. This stage provides the greatest opportunities for the formation of elements of communicative culture. In addition, at this stage, the basic skills of deciphering the text are practiced, which is the most important aspect of listening. Students watch a specific segment of the video and do one (or more) of the activities described below. Sometimes the image can be removed so that only the sound remains. The plot is played in parts and the students are asked questions about who spoke, where the action took place, what the heroes did, where they went, what they talked about, etc. When students have gathered all possible information, they watch the segment again, this time with the image, and check their interpretation.
2.   After-viewing:
a) repetition and processing of speech blocks obtained after viewing;
b) commenting on and reinforcing the communication techniques seen in the podcast;
c) a discussion in which students relate what they see with real situations in their life, in their country and analyze the similarities and differences in culture;
d) role-playing game. You can invite students to play the viewed podcast or develop it;
e) reading on the topic, while you can offer students problematic or informational texts on the topic of the podcast for viewing and discussion. This is especially useful when watching news podcasts;
f) creative work. Students are invited to write a short retelling, reflections on the subject of the viewed plot, supplement the biography of a famous person who was discussed in the plot, compose a dialogue or a scene or other similar tasks.
3.   Working with questions. When watching podcasts in groups with no prior experience with video, it is recommended that students are offered a list of information retrieval questions in the first few lessons.
A number of exercises for working with a particular segment can be used. The text decryption is considered to be one of the main aspects of working with a segment. Students are asked to independently record a section of the text from the soundtrack of the podcast and correctly interpret the reactions, facial expressions and gestures of the characters.
To get started with podcasting media technology, you need to refer to *teachingenglish.org.uk*, where you can find answers to the questions regarding this technology. Search engines such as Yahoo and Google can help you find quality podcasts. There are also sites dedicated exclusively to hosting podcasts, such as *podcastalley.com* with an Education section. The New York Times website is also starting to host podcasts.
The successful implementation of the ultimate practical goal of teaching a foreign language to a great extent depends on the quality of their learning activities. Undoubtedly, the video and audio podcasts introduction into the practice of business foreign language teaching and learning will significantly affect the organization of students' work and give an opportunity to actively involve students in the learning experiences happening within the classroom.

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