Л.Н. Гумилев атындағы Еуразия ұлттық университетінің Хабаршысы – № 3 (124)/2018, 31-36 б.
Bulletin of the L.N. Gumilyov Eurasian National University – № 3 (124)/2018, 31-36 pp.
http://bulpedps.enu.kz/; E-mail: vest_pedpsysoc@enu.kz

IRSTI 14.07.09: 16 01

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Podcasts as a means of the development of linguo-cultural, socio-cultural and person-centered competence of students

Abstract. At the current stage of the education development, introduction of information communication technologies, and podcast technologies in particular, into the educational process is becoming topical. The purpose of this article is to show the didactic possibilities of the integrated use of podcast technology to develop lingua-cultural, sociocultural and personality-centered competence of students in foreign-language education. There was done an attempt to discover the advantages and disadvantages of podcasts. As a result, it has been proven that podcasts have a great methodological potential, and their integrated application is an effective way of improving communicative skills and contributes to the development of each component of the intercultural communicative competence such as linguo-cultural, socio-cultural and person-centered.

Key words. Foreign language education, intercultural communicative competence, linguo-cultural, socio-cultural, person-centered, podcast.

DOI: https://doi.org/10.32523/2616-6895-2018-124-3-31-36

The basis for modernizing the modern system of linguistic education is an intercultural approach in education. The main purpose of this approach in foreign language education (FLE) is to develop intercultural communicative competence (ICC) in aggregate of its components: linguocultural, socio-cultural, person-centered and conceptual subcompetences. Mastering all these components of intercultural communicative competence is difficult within traditional foreign language (FL) lesson. In this regard, the "Requirements for the content of education of students" in the State Educational Standard of Higher Education (2007) envisages the introduction of information and communication technologies in the educational process, in particular Internet technologies, which allow creating an atmosphere of real communication in a FL.

Linguo-cultural competence as a component of ICC is considered by Kunanbayeva S.S. (2010), as forming the linguistic identity of the primary "conceptual picture of the world" on the basis of one's own culture, as a linguocultural reflection of the national linguistic consciousness and mentality. The author defines the sociocultural competence to develop a linguistic personality with "secondary cognitive consciousness" as a concept and image of the world of another linguo-socium and the formation in its cognitive system of "secondary constructions-knowledge", correlated with knowledge of the world and the language of the "inophone" (different culture). This kind of competence forms "new language and culture consciousness" on the basis of one's own culture and language.

The aspect of knowledge within the 'second language consciousness' is formed by the reflection of the person-centered approach, which facilitates the reflexive self-development of a personality as well as developing its capacity for study and creativity. In other words, person-centered component of ICC is an ability to choose appropriate methods and ways to perform professional tasks, an ability to independently determine tasks for professional and personal development. [2, 3]

The greatest contribution for the development of linguo-cultural, socio-cultural and person-centered competences of students is done by means of telecommunications. The technology of podcasts as a multifunctional and modifiable type of Web 2.0 technology with full interactivity is considered to be the most effective tool to develop students' communicative skills. It helps create a truly linguistic environment that facilitates the emergence of a natural need for communication in a foreign language and, as a result, the formation and development of intercultural communicative competence.

According to T.A. Kovalyova (2009), a podcast is an audio or video file distributed on the Internet to listen to on a personal computer or mobile devices any time convenient for technical device user. The word podcast comes from the words iPod (mp3-player of Apple) and broadcasting. Thus, the term has acquired the following meaning: "a way to distribute audio or video information on the Internet" [4-50].

We find the definition by T.A. Kovalyova the most suitable definition to achieve the goals of our research.

In the information and communication technology, the podcast is divided into three types (T.Vincent):

audio podcast, video podcast and screencast. A screencast is a new phenomenon that has made it easier for people to learn through the Internet. Its essence is that with the help of a special software program, actions are recorded on a computer screen along with icons for comments, which is an ideal tool to discuss in a distance audio/video materials that users listen/watch [6].

Many researchers have identified benefits from podcast in language education, and to developing learners' listening and speaking skills in particular (Stanley (2006), Pun (2006). J. Stanley identifies four types of podcasts:

1. authentic - podcasts composed by native speakers, which are not always educational;
2. Podcasts of the teacher - created specifically for educational purposes;
3. Podcasts of students - are created as part of the learning process;
4. Methodical (technical) podcasts - containing methodological recommendations, pedagogical techniques and technologies for the use of podcasts in the learning process.

He believes that podcasts offer students a wide range of up-to-date activates for listening, both inside and outside of the classroom. The researcher states that introducing the scripted and stilted listening materials with the real life authentic conversations are efficient tools for language teachers to attract students to learning process. He affirms that carefully selected audio/ video materials can bring a range of benefits into the classroom" [7].

Since, we propose the classification of podcasts, based on the formation of before mentioned sub-competences of ICC:

1. Podcasts to develop linguistic competence - contain materials aimed at the formation of grammatical, lexical and phonological skills.
2. Podcasts to develop linguocultural competence - contain material on the use of language tools in the social context (etiquette forms, communication registers, etc.) and provide the practice of speech.
3. Podcasts to develop socio-cultural competence - contain a variety of information about the country, its society, way of life, people and culture of the country of the studied language.
4. Podcasts to develop strategic competence- offer information about the behavior of native speakers in various situations. In turn, this will affect the cognitive functions of students, which means that all the above mentioned sub competences will influence the formation and development of cognitive sub-competence.
5. Podcasts to develop conceptual competence - contain a variety of information about new concepts in English language, and concepts in the professional sphere of students.

The above functions of podcasts develop all the sub-competences of ICC, including linguo-cultural, socio-cultural, cognitive, communicative, conceptual and person-centered.

Sysoev P.V., in his book «Methods of teaching a foreign language using new information and communication Internet technologies» (2010) mentioned that, topics and the volume of podcasts are extremely diverse, so they can be used at different levels of language learning [4]. Being in co-solidarity with Sysoyev, Kovalyova T.A. distinguished didactic characteristics of the podcasts, as authenticity, topicality, autonomy, multi-channel perception, mobility, the possibility of choosing one's own trajectory while learning a foreign language, the possibility of organizing independent work in class and outside of auditorium, increasing the level of motivation of students when learning a foreign language by attracting a variety of forms and types of work, developing reflection and critical thinking, improving information competence [5], multi-functionality, interactivity and productivity.

It is widely accepted that the authenticity and autonomy are assigned the main role in teaching a foreign language. First, on the Internet one can find podcasts recorded by native speakers - the requirement of authenticity. Secondly, the podcast gives students the opportunity to act in accordance with their level of education and the pace of learning - the requirement of autonomy.

Under these considerations we have identified the following potentials for using the podcast service in the process of teaching English:

- new, free, regularly updated and dynamic element of the learning process;
- availability to listen to and view at anytime and anywhere;
- availability of all types of resources;
- the ability to plan and develop individual tasks, i.e. opportunities for individualization of teaching;
- possibility of repeating a missed or under-developed material, because the material is clearly structured and includes tasks;

- ability to be creative when creating a podcast;
- the ability to systematically prepare for control and test activities, because is issued with a clear periodicity;
- possibility of recording students' work, which provides more effective analysis and self-analysis of works.

Moreover, it is better to talk about didactic advantages of the usage of podcasts in teaching FL. Person-centered components of the ICC includes independent work of students. Audio and video files are an excellent authentic material for independent work of students to prepare for lessons on a foreign language and work out skills and abilities of FL communication. In the work with Moodle, the teacher can post a file with questions, and students who have repeatedly listened to the text or viewed the video should answer the questions in writing by sending a file with answers to the "student work" section. This type of independent work of students enables the teacher to monitor, control and correct the effectiveness and productivity of the learning process, and the student to improve the acquired skills and abilities of foreign-language communication.

We developed a system of exercises for the formation of the ICC with the use of podcasts. The proposed system of exercises includes exercises for the formation of both individual sub competences and intercultural communicative competence in general: (see the table 1)

Table 1

A system of exercises for the formation of the ICC with the use of podcasts

Exercises	Developed competences
"Identify and match" 1. Listen to/watch a podcast and name the concepts used in it. 2. Watch a podcast and match the concepts to definitions. 3. Review a list of keywords and predict the topic of a video 4. Listen to/ watch the podcast and name new linguistic, cultural notions.	- Cognitive - Conceptual
"Describe" 1. Listen / review the podcast and describe the events / heroes / phenomenon / subject. 2. Listen / watch the podcast and describe what you would do in this situation. How would act Kazakh people and English?	- Cognitive - Communicative - Linguocultural - Socio-cultural
"Reproduce" 1. Listen / watch the podcast and briefly convey its contents 2. Tell us about ... after listening to the text 3. Try to reproduce as precisely as possible the manner of speaking and the intonation of the hero, the words and speech turns that he uses.	- Cognitive - Communicative - Linguocultural - Socio-cultural
"Fill in" 1. Listen / browse the podcast and fill out the table / draw the chart. 2. Listen / watch the podcast and fill in the blanks in the script.	- Cognitive - Conceptual - Person-centered
"Predict" 1. Listen to the beginning of the story and try to guess what happened next; try to guess about the subsequent content.	- Cognitive - Communicative
"Report" - Listen to / watch the story about the life and culture of the studied language and make a report. - Keep your own audio or video diary in English.	- Cognitive - Linguocultural - Socio-cultural - Person-oriented
"Recognize" - Listen to / view the podcast and based on the content, name its subject and the problem in question, discuss in a group. - Listen to / watch the podcast and find the main idea and discuss with your partner.	- Cognitive - Communicative - Conceptual
"Compare and contrast" - Listen / watch the two podcasts and tell what's in common and different. - Listen / watch two fragments on one topic and tell what new information is contained in the second fragment in comparison with the first - Listen to the podcast about the cultural peculiarities of the studied language, and then compare with Kazakh culture. - Watch/ listen to the podcast, look for additional information and make a presentation, interview or report on the theme «similarities and differences of Sports in Kazakhstan and the UK.	- Cognitive - Linguocultural - Socio-cultural - Communicative - Conceptual - Person-centered

As can be seen in the table, almost every exercise contributes to the development of each constituent component of students' ICC.

As a result, it was revealed that with the use of podcasts, not only the above-mentioned three components of the ICC as linguocultural, sociocultural and person-centered competences, but also cognitive (basic), communicative and conceptual components have been developed. This result demonstrates that while working with podcasts, receptive skills as listening and reading are actively formed, as well as productive skills like speaking and writing (table 2).

Table 2

Communicative-speech skills, formed with the use of podcast technology

Activities	Communicative Skills developed with the podcast use
Listening	- ability to select lingua-cultural units and use them in various acts of intercultural communication; - ability to predict the development of events; - ability to highlight facts and arguments of a socio-cultural and lingua-cultural context that are relevant to the generation and perception of speech from the point of view of the language in accordance with the question; - ability to select and use different concepts, which develops conceptual sub-competence.
Speaking	- Ability to simulate situations of intercultural communication; - ability to construct own speech work on the basis of the professional environment accumulated from sources of information; - the ability to express one's own opinion to the content of the pragmatic situation in the podcast; - the choice of tactics of one's own speech behavior (convincing, offensive, emotionally-affecting, etc.), taking into account the specifics of speech behavior of the native speaker; - the ability to reproduce with elements of a socio-cultural and linguo-cultural context that are relevant to the generation and perception of speech from the point of view of the language: customs, rules, norms, regional knowledge, which lead to the development of linguo-cultural and socio-cultural competence of students.
Reading	- the ability to search for additional information for reading, extracting and processing for the interpretation of the message; - the ability to extract and process socio-cultural information in the synthesis process;
Writing	- the ability to construct your own proposals, essays, annotations and summarize the results of the controversy; - the ability to comment on certain concepts and make a compelling explanatory statement (in writing).

Discussion. As you can see in the table above, the podcast contributes, first of all, to the formation of listening skills, while the student learns not only to perceive the speech of native speakers, but also to reproduce the intonation pattern of foreign speech and distinguish between different accents. After watching podcasts students search for additional information for reading, then analyze the information read and listened, and then write an essay or annotation by singling out the main ideas and important information in the given podcast. These activities improve reading and writing skills of students. In addition, the podcast allows expanding the vocabulary of students, lingua-cultural presentations, which in turn enriches the knowledge of students about the culture being studied. Thus, the podcast is a platform, on the basis of which it is possible to teach speaking: from singling out conversational turns to organizing a discussion on the topic of the podcast.

However, as a learning tool, podcasts have one obvious drawback: the learner is in the role of a "silent" listener. In case of misunderstanding of the text, he has no one to contact. In this regard, the teacher takes great responsibility in selecting the material, providing a script and developing exercises and, it seems to us, in control of what was heard in the first stages of working with audio texts. As control tasks, students can be invited to discuss on the topic heard, express their opinion, and draw up their dialogues by analogy, write an abstract or an essay, etc. It is important that correctly selected for independent work podcasts allow students to save time in class, giving way to other types of work, where the presence of the teacher is absolutely necessary.

Furthermore, in the work of Fose L. «Plugging into Students' Digital DNA: Five Myths Prohibiting Proper Podcasting Pedagogy in the New Classroom Domain» (2007) it is stated that the use of podcasts can lead students to oversaturation of information and, as a result, increase their nervousness, reduce their motivation. In practice, the opposite picture is observed. The survey was conducted at the California Polytechnic University. After the approbation by students of podcasts, positive comments were received. Records helped students to identify and gain the significant information. Some of the reviews of students were like this: "Podcast is a good way to understand the material. Often I'm just terrified of the amount of information I get during a 2-hour lesson, and podcasts help me fill in the blanks if I missed something during the lecture, or figure out what I did not quite understand "[9] .

There are a number of shortcomings in working with podcasts in teaching English:

- dependence on Internet access at the initial stage;

- Unlimited amount of materials;
- Inaccuracy of information;
- Lack of personal communication.

These predictable shortcomings are surmountable and undoubtedly compensated by real advantages. The use of podcasts in teaching testifies to the modernization of modern education.

Conclusion. Summarizing the aforesaid, it can be concluded that the podcast as a media carrier, is an effective technical tool for teaching a foreign language that allows developing students' communicative skills. Podcasts can be used in seminar classes, lectures, in organizing student's independent works and on Moodle platform. Each carefully selected podcast can be used as methodical material to develop students' receptive (listening and reading) and productive (speaking and writing) skills, as well as ICC components such as linguacultural, socio-cultural and person-centered competences.

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Подкасттар студенттердің лингво-мәдени, әлеуметтік-мәдени және тұлғаға негізделген компетенцияларын дамыту құралы ретінде

Аннотация. Білім беруді дамытудың қазіргі кезеңінде білім беру үдерісінде ақпараттық коммуникациялық технологияларды енгізу мәселесі, атап айтқанда, Интернет-технологиялары өзекті болып отыр. Мақаланың мақсаты - шет тілдерін оқытуда шетел тілін оқыту кезінде студенттердің лингво-мәдени, әлеуметтік-мәдени және жеке тұлғалық компетенцияларын дамыту үшін подкаст технологиясын кешенді пайдаланудың әдістемелік мүмкіндіктерін көрсету болып табылады. Мақалада подкасттардың артықшылықтары мен кемшіліктері талданады. Нәтижесінде, подкасттар үлкен әдістемелік әлеуетке ие екендігі дәлелденді және олардың кешенді қолданылуы барлық сөйлеу әрекеттерінің дағдыларын жетілдірудің тиімді әдісі болып табылады және студенттердің мәдениетаралық коммуникативтік компетенцияларының компоненттерін дамытуға ықпал етеді.

Түйін сөздер. Шеттілдік білім беру, мәдениетаралық қатысым компетенциясы (МҚК), лингво-мәдени, әлеуметтік-мәдени, тұлғаға негізделген (рефлексивті) компетенция, подкаст.

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Подкасты как средство формирования и развития лингво-культурологической, социокультурологической и личностно-центрированной компетенции студентов

Аннотация. На современном этапе развития образования, проблема внедрения в образовательный процесс информационных коммуникационных технологий и, в частности, интернет-технологий становится актуальной. Цель данной статьи – показать методические возможности комплексного использования технологии подкастов для развития лингво-культурологической, социокультурологической и личностно-центрированной компетенции студентов при обучении иностранному языку в иноязычном образовании. Анализируются достоинства и недостатки подкастов. В результате доказано, что подкасты обладают большим методическим потенциалом, и их комплексное применение является эффективным способом совершенствования умений всех речевых видов деятельности и способствует развитию составляющих субкомпетенции межкультурно-коммуникативной компетенции студентов.

Ключевые слова. Иноязычное образование, межкультурно- коммуникативная компетенция (МКК), лингво-культурологическая, социокультурологическая, рефлексивная компетенция, подкаст.

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