

tarzda taqdim etish, shuningdek, ta'limning barcha bosqichlarida yuqori darajadagi kognitiv faoliyatni rag'batlantirishda muhim rol o'ynaydi. Oliy ta'lim muassasalarida raqamli texnologiyalardan foydalanish, shuningdek, ta'limning innovatsion yondashuvlari va pedagogik modellarni yaratishga asos bo'lib, yangi raqamli ta'lim muhitini tashkil etishda davom etmoqda. Bularning barchasi, o'z navbatida, mamlakatimizda raqamli iqtisodiyot va raqamli yetuklikni rivojlantirishda katta ahamiyat kasb etadi.

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USING PODCASTS IN TEACHING ENGLISH

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The educational podcast as a media carrier is a technical tool for teaching a foreign language, enabling the solution of complex tasks in foreign language education. The use of podcasts in education demonstrates the mobility of the modern education system as a whole and its adaptive nature.

The word "podcasting" (Eng.) owes its appearance to the well-known MTV channel host Adam Curry. It was he who combined two words: iPod - the brand name of a series of portable media players from Apple (USA) and broadcasting - widespread broadcasting. The term "podcasting" has acquired the following meaning: it is a way of disseminating audio or video information on the Internet.

A podcast is an audio text of a certain genre, with a specific duration, and in some cases accompanied by video material. Podcasts are also called audio blogs or broadcasts published on the Internet in the form of episodes; regularly updated series of files published at one address on the Internet [1; 19].

For ease of differentiation, podcasts are conventionally divided into several types, each with its own characteristics: audio podcasts, video podcasts, and screencasts. The essence of a screencast is that actions on the computer screen are recorded along with audio comments using a special program. Audio files are the most widely used, as they have several advantages over video formats, namely:

- 1) Absence of visual strain (students spend a lot of time at the computer, so there is an opportunity to listen while closing their eyes and giving them rest);
- 2) small file size (quickly assimilated and easier to store);
- 3) ease of use.

The podcast can be listened to on virtually any device (computer, phone).

As a rule, podcasts have a specific theme and periodicity. The following main genres of podcasts are distinguished: audioblogs (analogous to online diaries), comedy podcasts, technology, music, couple casts (covering the personal lives of authors, often families), educational podcasts, audiobooks, news, sci-fi, interviews, radio plays and radio shows, politics, sports, games. News, scientific, and sports podcasts, interviews, radio shows, and other audio blog genres provide variability in listening comprehension content. In this regard, the value of podcasts of all genres and categories should be emphasized, as they allow teachers to address complex learning tasks. The undeniable advantage of podcasts is that they provide students with an excellent opportunity to listen to relevant, modern, authentic texts of various genres on any topic of interest to the student in diverse performances (accent, timbre, rhythm, fluency of the speaker's speech).

Using podcasts in foreign language teaching provides the following current opportunities:

- 1) The boundaries of the learning environment are expanded, and learning can take place both during class time and outside of it;
- 2) In many ways, the problem of intercultural communication and interaction is addressed, with the distribution and exchange of podcasts occurring on the Internet;
- 3) There is a reduction in the level of psychological difficulties and overcoming of the language barrier;
- 4) Additional and highly effective language practice;

Podcasts can also help students with visual impairments or dyslexia (selective impairment of the ability to acquire reading skills while maintaining general learning ability); podcasts can be more appealing to a specific, traditionally less motivated contingent of students and contribute to the emergence of a sense of "belonging" to the learning community for students studying remotely.

The effectiveness of podcasts is confirmed by the fact that they provide more opportunities for analyzing learning content. Podcasts also help develop communication skills, time management abilities, and the capacity to structure and summarize the presented material within the framework of the educational topic. They contribute to the improvement of critical and analytical thinking mechanisms. For example, a podcast can include discussion questions that students should prepare answers for before the next lesson. Thus, podcasts develop a critical approach to the proposed material and enhance the analytical abilities of students.

The effectiveness of the podcast is confirmed by the fact that it provides more opportunities for analyzing the content of learning. The podcast also helps develop communication skills, the ability to organize their time, and the ability to structure and summarize the presented material within the framework of the educational topic. It contributes to the improvement of critical and analytical thinking mechanisms [4; 8-15]. For example, a podcast can include discussion questions that students should prepare for the next lesson. Thus, the podcast develops a critical attitude towards the proposed material and the analytical abilities of students.

Educational podcasts used in learning English allow for addressing a range of methodological tasks:

- Expanding and enriching vocabulary;
- Forming and improving grammatical skills;
- Developing speaking and writing skills.

The most feasible and practical task of using podcasts for educational purposes remains the development of receptive listening skills when working with phonetic, lexical, and grammatical material; enhancing the ability to comprehend foreign speech by ear - distinguishing main ideas from secondary ones, identifying the topic of the message, breaking down the text into meaningful segments, establishing logical connections, highlighting the main idea, and perceiving messages at a certain pace and duration without omissions [1; 27].

Currently, there are the following ways to use podcasts:

- Listening online without downloading files;
- Listening offline by downloading files;
- Creating one's own podcasts.

A podcast, as a means of authentic communication in English, contains information that we perceive with varying depth and accuracy of understanding [2; 184]. Thus, when selecting podcasts for listening comprehension training and developing assignments for them, the instructor must adhere to the basic principles and requirements of working with audio texts and consider the real needs and goals of listeners, depending on the specifics of the audio text. For example, specially created educational audio blogs can aim not only at developing the ability to perceive and understand coherent audio texts by ear but also at forming and improving listening, pronunciation, lexical, and grammatical skills, while authentic podcasts provide information for oral or written reflection or discussion.

Working with podcasts involves several stages, including preparation for comprehension, actual listening, and performing exercises to understand and practice the listened material. Overall, the methodology of working with a podcast aligns with the approach to working with audio texts and follows a clear sequence of actions for both the teacher and the student:

- Preliminary instructions and pre-listening task;
- The process of perceiving and interpreting podcast information;
- Tasks that assess the understanding of the listened text.

There is a vast number of podcasts available for learning English, narrated by native speakers or experienced teachers. The most effective among them are:

1. *BBC Learning English Podcast*. The advantage of this podcast is that it lasts only 6 minutes and is easily understood by ear (clear speech, moderate pace). Despite the use of rather complex vocabulary in the audio recordings, each podcast is accompanied by a transcript. If there is difficulty in comprehension, the text can be in front of your eyes. [2; 184]

2. *Audio English Podcast*. This podcast can be useful for both those who are just beginning to learn English (English for Beginners) and those who are improving it (the Practical English section). There is also the option to choose a topic of interest (Travel English, Telephone English, Banking English, Accounting English).

3. *Luke's ENGLISH Podcast*. Luke is a qualified English language teacher from London with 14 years of teaching experience. He tries to invite friends and relatives to his podcast so we can hear spontaneous dialogue between native speakers. Luke often lightens the mood with jokes, sometimes invents and incorporates games to make the topic more interesting. The audio recording usually lasts more than an hour and can be listened to while walking or traveling. Such a podcast will be especially useful for students learning English, as it develops listening skills.

4. *Effortless English Podcast*. American A. Hoge uses mini-stories with multiple English tenses. This is an effective way to achieve fluency in expressing thoughts in a non-native language. He's easy to understand even with basic knowledge, as he speaks slowly and clearly. Hoge developed his own methodology for quickly learning English (it's better to learn phrases rather than words; it's pointless to tackle grammar without a vocabulary of 1000 words; listening is essential).

5. *I Will Teach You a Language Podcast*. Olly Richards, the host of the podcast, says that the most important thing in language learning is to enjoy the process. Olly speaks eight languages and now offers practical advice and strategies for language learning. The blogger himself started learning foreign languages as an adult, and now he's an example for all beginners - anyone can learn English.

It can be confidently stated that the use of podcasting increases motivation and interest in learning a foreign language, realizes the student's personal potential, and helps to master intercultural communicative competence.

Thus, the above-mentioned features and capabilities of podcasts provide a new, relevant quality to the process of foreign language learning, namely, not only high student motivation but also contribute to the manifestation of their initiative and purposefulness, develop the ability to listen and hear, which undoubtedly helps to increase the effectiveness of the educational process.

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THE ESSENCE OF BILINGUALISM IN TEACHING THE ENGLISH LANGUAGE

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ANNOTATION. In this article provides empirically grounded insights for diagnosing as well as informing policy and practice of bilingual education in the country. The study has emphasised the pedagogical, social and cultural advantages of using pupils' home languages for educational purposes, as sufficiently illustrated above.

Key words: Bilingual education, language, discuss, transitional, maintenance and enrichment models.

Bilingual education has been used as a cover term for a variety of education provisions, including those using a single language. In this study, however, bilingual education is defined as the use of two languages as media of instruction, or in other words, the use of two languages to teach subjects other than languages themselves[3].

This narrow definition of bilingual education has the advantage of setting restrictive criteria for qualifying an education programme as bilingual: the use of two languages as media of instruction. It excludes, therefore, various forms of monolingual education provision such as the so-called submersion programmes and monolingual dominant-language medium programmes with a low-status language as a subject, which in some typologies have been classified as bilingual just because they serve pupils whose home languages are different from that of school[6].

In other typologies, although such monolingual programmes are presented and discussed, authors are careful to indicate that these are not forms of bilingual education (e.g. Baker, 2006; Skutnabb-Kangas and McCarty, 2008).

We adopt the typology proposed by Hornberger to describe and discuss the models and types of bilingual education commonly found worldwide. Consistent with her definition, our study focuses on 'bilingual education proper', excluding therefore all forms of monolingual education.

Drawing on Trueba, Hornberger distinguishes between bilingual education models and programme types. In her framework, models, which can be thought of as templates for programme design and evaluation, are defined in terms of their linguistic, cultural and societal goals[5]. Based on these criteria, three model types can be identified: transitional, maintenance and enrichment model (Table 1). Programme types, which reflect different forms of implementing the models mentioned above, are defined in terms of their student population, teachers and programme structure.

Transitional Model	Maintenance Model	Enrichment Model
language shift	language maintenance	language development
cultural assimilation	Strengthened cultural identity	cultural pluralism
social incorporation	civil rights affirmation	social autonomy