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**PECULIARITIES OF PODCASTING TECHNOLOGY
IMPLEMENTATION DURING DISTANCE LEARNING
OF STUDENTS OF PHILOLOGICAL SPECIALITIES WITHIN
THE CONDITIONS OF THE QUARANTINE**

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The biggest challenge of the present time, the turbulence of which has no analogues in history, because the consequences caused by the global coronavirus epidemic, in its unprecedented value should be compared with extraordinary natural disasters or geopolitical wars, causes the transition to new educational standards that require of higher educational establishment to involve innovative education technologies to the educational process, to strengthen attention to the organization of self-directed learning of students, introduction of elements of distance learning into the educational process. In this regard, it is necessary to focus one's activities on the introduction of

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innovative educational technologies that can be effectively used both for self-directed learning of students in the field of foreign language education and for distance learning. One of such innovative technologies is podcasting technology.

The scope of podcasting technology is revealed in the process of foreign language education, as the use of podcasts not only promotes the formation of listening skills (ability to perceive different stresses and dialects), expansion of vocabulary and linguistic and cultural knowledge, but also increasing students' motivation to study a foreign language thanks to different modern audio materials. The analysis of the scientific thoughts (O. Betsko [1], M. Zakharova [9], O. Zarutska [10], N. Ihnatenko, O. Kovtun [4], L. Kotsiuk, etc.) made it possible to determine such advantages of using podcasting technology in foreign language studying: 1) the possibility of creating a virtual foreign language environment and language immersion of students; 2) podcasts are convenient, because there is no need to regularly check the site for updates, because thanks to the subscription to the channel, the program automatically sends notifications about new material downloading; 3) the sound material suggested in podcasts can be downloaded and repeatedly used in combination with other tasks in order to form foreign language competence; 4) podcasts are sorted by the topic, thus repeated listening to different texts on an interesting topic contributes to the deep and conscious understanding of the language being studied; podcasts give students an idea of the variety of dialects and variants of a foreign language, which helps to overcome psychological barriers and further will help to avoid culture shock; 5) technology requires a gradual change of topics, which ensures the expansion of linguistic and socio-cultural competence in general.

In terms of distance learning, an additional advantage of this technology is that the audio material listened to by students can serve as a basis for further group discussion, encourages them to express in a foreign language their own understanding of the issue or problem [4].

We suggest to consider some examples of the use of the resource “The Easy German Podcast” (Easy German, nd) in distance learning of students of 2nd and 3rd year of studying specialty 035 “Philology” of the Faculty of Linguistics and Social Communications of National Aviation University in the discipline “Practical course of second foreign language and translation” (German) during the quarantine caused by the global coronavirus pandemic in 2020. It should be noted that the second foreign language according to the curriculum is introduced into the educational process in the 2nd academic year.

This resource has attracted our attention with a variety of topics covered by authors and presenters. Thus, it not only contributes to the formation of

auditive skills, but also has significant potential in terms of forming the lexical competence of students of philological specialities. Also, extremely important for us was the fact that the authors of these videos organize German language courses (<https://www.easygerman.org/about>). Thus, we were confident in the quality of this product because its creation is worked on by specialists who are practicing teachers and master techniques of educational material presenting.

It is suggested to consider some examples of the use of podcasts in distance learning: studying the lexical topic “Housing (Wohnheim / Wohnung / Haus / Gegenstände in Haus und Haushalt)”, the task was to watch 85 series of podcasts “Showing our house” [7], thanks to which students had the opportunity not only to improve their lexical vocabulary, but also to revise the topic of use of prepositions of place, as the presenters in this video pay considerable attention to this grammatical phenomenon, when describing the house and rooms. In the series 56 “Inside a Berlin Home” [3] the hosts visit friends and thoroughly describe their apartment and arrangement of rooms (the task of this video was to identify disadvantages and advantages in the arrangement of the apartment, which was aimed at training usage of verbs *mögen*, *gefallen* and negative parts *kein / nicht*); while studying topic “Food (Essen / Mahlzeiten / Kochen)” one watched 204 series “What Germans have for Breakfast” [8], in which the presenters tried to find out what exactly Germans eat for breakfast, and what dish they considered to be the typical German breakfast (the task for this video was to make a short report about a typical Ukrainian breakfast and tell about own breakfast preferences). In the 179 series of the podcast “Favourite Food” [2], presenters interview passers-by on the street, asking about their food preferences (the task of this podcast was to make a list of German favourite dishes, as well as to write an essay about their own taste preferences, using vocabulary from the interview).

Another important advantage of “The Easy German Podcast” is that each video is subtitled in German and English. Due to this students, who studied German as a second foreign language from the beginning did not have significant difficulties with information perceiving aurally, as they could stop the video at the problem point and read not only the authentic phrase in German but also its English counterpart and in such way to achieve synergy [4].

The use of separate series of “The Easy German Podcast” was appropriate during studying grammatical topics, because the authors of the resource have prepared special videos, which explain a grammatical phenomenon, and on the example of an excerpt from an interview demonstrate its practical use of speech. Thus, during the topic “Modal verbs” as a task for self-directed learning students were asked to watch the series 91 “Learn all German Modal Verbs in 8 Minutes” [5], to suggest own situations and to make mini-dialogues

similar to the dialogues presented in the video. Series 341 “Nein vs. Nicht” [6] is useful during studying a grammatical topic “Negation in a German sentence”. Here, the presenter explains subtleties of using negative particles “*nicht / kein*”, illustrating her explanations with excerpts from interviews with passers-by on the street. The fact that grammatical material is demonstrated not only by examples from grammar textbooks or manuals, in rules and out of the context, but by examples of live communication of people on the street discussing current issues or problems motivated students to master this grammatical phenomenon.

It should be noted that the information resource “The Easy German Podcast” is a valuable source of linguistic and intercultural information. In podcasts, presenters raise a wide range of issues: discrimination, gender issues, attitudes towards foreigners, etc. We consider watching such videos useful not only in terms of lexical and linguistic aspects, but also of intercultural ones, designed to teach students to understand mentality of other peoples, and form the ability to interact with representatives of other cultures [4].

Thus, the podcast as a media carrier is an integral resource for formation of students’ foreign language competence in terms of distance learning within self-directed learning. The participation of lecturers and students in the experiment on the implementation of podcasting technology showed the focus of the latter on the development of auditive skills, provided better understanding of native speakers, and helped to improve pronunciation, vocabulary and grammar skills of students.

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«A TRUE STORY ABOUT A BLACK CAT/ ПРАВДИВА ІСТОРІЯ ПРО ЧОРНУ КІШКУ» МАТЕРІАЛИ ДО БІНАРНОГО УРОКУ ЗАРУБІЖНОЇ ЛІТЕРАТУРИ ТА АНГЛІЙСЬКОЇ МОВИ

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Згідно з освітньою реформою, однією з ключових компетентностей є володіння іноземною мовою як незамінним засобом комунікації для фахівців усіх ланок суспільства. Окрім того, на засадах гуманістичної спрямованості системи освіти України перед закладами фахової освіти як однією із задач стоїть створення оптимальних умов для розвитку пізнавального потенціалу фахівця, який повинен мати глибокі загальні та професійні знання, володіти спеціальними професійними навичками та вміннями. Саме тому так важливо на уроках зарубіжної літератури та

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