THE USE OF ON-LINE AUDIO AND VIDEO PODCASTS IN PRIMARY ENGLISH LANGUAGE TEACHING FOR DEVELOPING COMMUNICATIVE COMPETENCE

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Setting the research problem and establishing its connection with the important or practical tasks. We live in the time of innovations and information and communication technologies (ICT). The world is changing and the system of education has recently undergone great changes in the curriculum and the use of methods of teaching and educational technologies. The 21st century has brought a lot of innovative technologies among which ICT are the most widely used. World Wide Web (www) offers great opportunities making the teaching and learning process more effective. Contemporary methodologists point out that it saves time for preparing for the lessons. It's a great resource of visuals on any topic. It offers interactive learning platforms for both independent and teacher-guided language practice overall development of different skills – speaking, reading, writing and listening and interactive on-line activities, such as quizzes, quests, surveys, tests and language games which facilitate the perception, understanding and memorization of the material increasing the motivation of the learners.

Audio podcasts are among the most widely used innovative ICT techniques nowadays for teaching English at different stages beginning form primary school.

According to wikipedia a podcast is a digital audio or videofile or a series of such files which can be listened to online or downloaded onto different portable devices as mediafiles [6]. Different Ukrainian methodologists, such as Nikolayeva S., Panova L, Andriyko I., Tezikova S. and others point out the importance of developing listening skills. A well-known British methodologist J. Harmer states that the 'main method of exposing students to spoken English is through the use of taped material which can exemplify a wide range of topics such as advertisements, news

broadcasts, poetry reading, plays, (pop) songs with lyrics, speeches, telephone conversations and all manner of spoken exchanges" [3,98].

The aim of this research is to analyze audio online resources available for teachers and learners for teaching English at primary school and suggest some techniques for using audio podcasts for developing listening comprehension and communication skills of the young learners.

The main points of the research and justification of the results. Listening activities make up an integral part of every English lesson not only because they help to understand the target language but because they help the learners 'to acquire the language subconsciously' [3, 98]. In authentic coursebooks such as 'Family and Friends', 'Welcome' and others there are some listening exercises as well as in some Ukrainian editions such as 'English' by O. Karpiuk, but not enough for developing listening comprehension of level A1 (especially in case with the Ukrainian editions used in most schools because the tapes are quite similar and usually of the same type). Online educational platforms offer a lot of additional audio materials which can supplement any syllabus. At learnenlishkids.britishcouncil.org there are a lot of audio that can be downloaded by the teacher or listened to online. Bookmark 'Listen and watch' contains songs, short stories and videozone which offers educational video materials specially designed for young learners but contrary to audio podcasts which are downloadable, these should be watched online. E.g. 'Two boys form Syria and Germany break barriers'. We can see the subtitles while watching. Preparation section includes prewatching activity (vocabulary work with flashcards). After watching activities include an interactive comprehension game (gap filling). Section 'Help' contains teaching tips. E.g. Do the preparation activity to help you with words from the video.

- Watch the video then play the game to check your understanding.
- You can also print the worksheets for more practice.
- Remember to read our discussion question and leave a comment!

All audiopodcasts contain a supplementary resource pack which allows the teacher to print the words for the podcast, print the activity and print the answers. Short stories found at learnenglish.kids are of the greatest interest for teachers and

learners because they involve natural interest of the young learners for stories and tales. We can find there up to a hundred audio stories such as 'A dog's life', 'Ali and the magic carpet', 'The ugly duckling', 'The magic paintbrush', 'Little Red Riding Hood', 'The lion and the mouse' and others.

Teachers can print the story, print the activity for the story and print the answers. Many of the stories contain power point illustrations. The teacher may also print out some pictures if there is no equipment for showing a presentation. The podcast with the story may be downloaded even onto a mobile phone if there is no other equipment in the classroom.

Prelistening activities are based on vocabulary work. The most typical tasks at this stage are based on matching the words to the pictures and learning the target vocabulary.

Listening Comprehension activities contain tasks of the following types: ordering the pictures, ordering the events, multiple choice questions, gap filling and open-ended questions. The teacher may add some more tasks including retelling and making up the follow up story for the strongest learners implying the principle of the individualization of learning.

Audiobooks have traditionally been used with foreign language learners at different stages of learning. Nowadays there are a lot of audiobooks for primary school pupils who learn English as a foreign language. They can be downloaded for free form many sites, such as http://www.readingrockets.org/article/benefits-audiobooks-all-readers for classroom and individual work [9].

However, the teacher should carefully choose the level of the audiobook for primary school pupils. It should be stated that it is possible to listen to short pieces of information at a time or choose only one chapter or episode.

At primary school audiobooks can be used to:

• Model good interpretive reading

• Teach listening

• Introduce or practice new vocabulary.

• Provide a read-aloud model

• Provide a bridge to important topics of communication such as sporting events, music lessons, or on vacations

• Encourage individual work of the learners.

Conclusions and perspectives of further research. To sum up, it should be said that future teachers of English should actively use audiopodcasts during their trial lessons and long-term school practice in order to develop listening skills of the primary school pupils and motivate them. Audiopodcasts will help the teacher to make the lessons more exciting and achieve higher learning outcomes. Audiopodcasts available online offer a lot of opportunities for the teacher to supplement English lessons at primary school leaving the space for developing creative tasks. Information and communication technologies should be used to ease the teachers work and make it more effective. But it is always the teacher's responsibility what materials to choose and how to use them to correspond to the learners' needs.

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