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In the article two types of models of the Chinese language sign are analyzed, semantic model of lexical meaning, on the one hand, and a hieroglyphic model, on the other. The composition of the subsystem of semantic components is revealed, the frequency of constituents of different constituent models is determined, general and specific characteristics of the analyzed models are determined on the basis of the noun-zoonyms of the Chinese language.

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THE USE OF PODCASTS FOR THE FORMATION OF COMMUNICATIVE COMPETENCE IN FOREIGN LANGUAGE CLASSES

Данная статья посвящена проблеме использования подкастов для формирования коммуникативной компетенции на уроках иностранного языка. Подкаст – это аудио- или видеофайл, распространяемый в Интернете, для прослушивания на персональном компьютере либо мобильных устройствах, который можно слушать в любое удобное для пользователя время. Автор приходит к выводу, что с помощью подкаста можно решить ряд методических задач, в том числе формирование аудитивных навыков и умений понимания иноязычной речи на слух, формирование и совершенствование произносительных навыков, расширение и обогащение лексического словаря, формирование и совершенствование грамматических навыков, развитие коммуникативных умений в устной и письменной речи. Автор описывает собственный опыт работы по использованию подкастов на уроке английского языка при изучении темы «Традиции и праздники».

The progress of the modern world does not stand still: old technologies are being improved, new ones appear. With the development of information technology, more and more programs and author's multimedia materials appear. The rapid development of the Internet provides more opportunities for the realization of the goals. The Internet has become so integrated into our lives that its widespread use has reached the educational process.

Today every teacher tries to diversify his lesson as much as possible, using websites, e-mails and electronic encyclopedias, telecommunication projects, blogs, videoconferences, chat sessions, forums and more.

Many scientists have been studying the possibility of using modern information technologies in a foreign language lesson. Each of them provided their description, confirmed by empirical means. P. V. Sysoev [1] proposed a detailed methodology for the use of podcasts for the formation of listening skills. However, the modern purpose of teaching a foreign language is to form the communicative

competence of students. Therefore, the aim of our study was to analyze the possibility of using podcasts to form communicative competence in foreign language lessons.

The use of information technology allows students to independently carry out various activities and stimulates them to active cognitive activity. New methods and approaches in education play a leading role here [2]. In addition, the use of modern information technologies provides many opportunities to find suitable resources on the global Internet. One of such technologies is podcasting.

Podcast is an audio or video file distributed on the Internet for listening on a personal computer or mobile devices, which can be listened to at any time convenient for the user. The word *podcast* comes from the words iPod (mp3-player of Apple) and broadcast (widespread wide-format broadcasting). Thus, this term has acquired the following meaning: "a way to distribute audio or video information on the Internet" [3].

In the global Internet you can find a sufficient number of podcasts and all of them can be divided into three groups: audio podcasts, video podcasts and screencasts. A screencast is fairly new phenomenon. The essence of this podcast is that with the help of a special program an audio record with comments is superimposed on the already existing video record [4].

On the basis of existing classifications, we can identify several characteristics that podcasts have:

● every Internet user has the opportunity to post his personal podcast;

● each user can create a private zone to discuss their podcasts on the podcast server itself;

● the ability to create a micro-blog or web forum;

● the ability to edit the podcast and personal zone;

● all users who have access to the posted podcast can view and comment on it [5].

It should also be noted that the podcast can be used to solve a number of methodological problems, including the formation of listening skills and abilities to understand foreign speech, the formation and improvement of pronunciation skills, the expansion and enrichment of vocabulary, the formation and improvement of grammar skills, the development of communicative skills in oral and written speech.

Since the development of communicative competence is one of the most important goals of teaching a foreign language, it is necessary to use such didactic means as podcasts to achieve it.

Podcasts have a wide range of subjects and complexity, so their use is possible both at an early stage of mastering the language, and for students who already know the language. However, the teacher needs to build a competent methodology of its application in a foreign language lesson. To do this, the podcast should be selected according to a number of criteria, such as authenticity, thematic correspondence of the materials to the curriculum, accessibility, novelty, compliance with the interests and capabilities of students, functionality of the

podcast text itself, clarity of diction, expressiveness of intonation, and natural speech rate. The correspondence of podcasts to all these criteria indicates the possibility of their effective use in foreign language classes.

Exercises are divided into three groups:

- exercises before listening or watching;
- exercises while listening or watching;
- exercises after listening or watching.

Let us consider the possible tasks for each group of exercises. Before listening or watching keywords are given, the meaning of which can be guessed; students can make assumptions about the topic of text. Effective is the compilation of associograms with a keyword or the definition of a keyword on the topic, while the students repeat and generalize the vocabulary on a given topic.

While listening, students can select from the words that were used in the text, add a table, select pictures suitable for meaning, or distribute them according to the content of the text. They can be given a text (for example, with gaps) that needs to be filled in.

After listening to the text, you can name the parts of the text, determine the correspondent statements to the content of the text, and answer the questions. At this stage, creative tasks can be offered, for example, to continue the story, to make questions on the text, to compare them with the partner's questions and to play the interview. At home students can write a similar story.

An example of how to use a podcast in a foreign language class is the use of the educational podcast "Guy Fawkes' Day" while studying the topic "Festivals and Celebrations". This podcast expands the boundaries of the learning environment, forms information and communication skills and gives an opportunity to provide students with additional language practice. The theme of traditions and holidays of the country of the studied language allows getting an idea about the culture of the people. This podcast tells about the celebration of the traditional English holiday "Guy Fawkes Night". In addition, it helps to expand the vocabulary of students, which positively affects their ability to communicate.

Consider the structure of the lesson fragment using the podcast.

I. Preliminary work with a video podcast.

T: Now we will watch the news about "Guy Fawkes' Day". Do you know something about it?

S: Yes we do. It is a famous festival in Great Britain when people burn an effigy of Guy Fawkes.

T: Yes you are right.

T: Before watching the video look at the blackboard, there are some new words and listen to me. You'll hear these words in the text!

Students listen to the correct reading of the words and repeat after the teacher.

II. Presenting a video podcast.

T: Now watch the news attentively and answer the questions:

1. When is Bonfire Night?
2. How do people celebrate Bonfire Night?
3. How many people attended the Bonfire Night event in the video?
4. What time did the procession start?

5. Bonfire Night commemorates a man called Guy Fawkes. What did he try to do 400 years ago?

6. What do people put on the bonfire?

7. What does Leon do?

8. What did the members of the public who were interviewed think of Bonfire Night?

(the video podcast http://learnenglishteens.britishcouncil.org/english-skills-practice/video-uk/bonfire-night)

T: Is everything clear? Do you have any questions?

T: Who can tell me when Bonfire Night is? What is your variant, Maria?

S: on the 5th of November

T: You're right/you're wrong

T: How do people celebrate Bonfire Night? Answer this question, Kate.

S: They make bonfires and set off fireworks.

T: Good of you.

T: And what do you think, Alex?

T: (asks all the questions)

S: – over 20,000.

– 6 p.m.

– He blew up the House of Parliament.

– Rag doll called "Guys".

– He organizes fireworks displays.

– All of them loved it.

III. Exercises to consolidate.

T: Match the vocabulary with the correct definitions and write a–g next to the number 1–7.

1. ... a procession

2. ... the Houses of Parliament

3. ... a firework

4. ... a bonfire

5. ... a tradition

6. ... to blow something up

7. ... gunpowder

a. a large fire that people build outdoors

b. a small rocket that shoots into the sky and explodes with bright colours and loud bangs

c. a long line of people walking slowly as part of a special event

d. to make something explode

e. the main government building in the UK

f. an explosive substance in fireworks and bullets

g. a cultural activity that people have done for many years

T: Now watch this podcast again and try to tell it on behalf of the reporter, one of the participants, one of the volunteers, the firefighter or the police officer.

T: Ok. Let's try to tell the news. Kate, tell it on behalf of the reporter. Others listen to her and ask questions.

S: (retells the text of the podcast).

T: Would it be interesting for you to visit the festival?

T: What would you like to see first?

T: All of you worked well today. I am satisfied with your work.

Using the podcast as the basis of the lesson and performing these exercises, you can see that students learn the material more quickly, and the results of independent work are positive. We can assume that the podcast helps to instill

interest and develop the motivation to learn a foreign language, and to develop logic, attention, memory, and thinking. This podcast helps to understand the new material with ease. This is especially evident in the process of consolidating the knowledge gained on the topic. Here it should be noted that the podcast really helps a lot in the easier assimilation of the material, and it also gives motivation for communication. There is a lively atmosphere at the lesson, everyone wants to express their opinions not only on the podcast, but also to share their own experiences and express their impressions. Using existing podcasts greatly simplifies the activity of the teacher, but creating your own podcast is not only more interesting, but also gives a faster positive effect for the development of students' communicative abilities.

Summarizing all of the above, we can conclude that the technique of using podcasts, along with many other modern methods and tools, allows forming a whole range of competencies, including communicative, and therefore is an indispensable innovative tool for teaching foreign languages. In addition, the use of podcasts in foreign language classes increases the students' motivation for active speaking, which is the main objective of teaching languages.

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This article is devoted to the problem of using podcasts to form communicative competence in foreign language classes. The article describes the criteria of choice for podcasts and its methodological properties. The author gives a definition of a podcast and provides lesson plans with the podcasts.