

gare. Dans ce cas-là, l'élève devient un acteur autonome de son apprentissage. [1] Ça s'appelle déjà les interactions dans la classe en prenant en compte le contexte social.

En enseignant la langue française, le professeur du FLE devient “tantôt (selon les besoins et les objectifs d'apprentissage) un facilitateur, tantôt un guide, tantôt un organisateur; alors il encourage, guide, explique, corrige et même répète ce que l'apprenant vient de structurer”. [4]

Pour faciliter le travail du professeur, le Guide pédagogique vient à son aide, celui-ci est élaboré spécialement pour les enseignants du FLE qui donne des conseils méthodologiques, des pistes d'exploitation, des références culturelles, la transcription de l'enregistrement (le cas échéant et le corrigé); des tests et leurs corrigés; des activités complémentaires facultatives; les grilles d'évaluation critériés. [2]

Pour voir le résultat de l'apprentissage de l'élève des objectifs de la communication « Demander de faire quelque chose » on introduit la Tâche finale “Bienvenue !” à la fin de l'Unité 4. [3] Ainsi, le professeur s'adresse à ce guide pour prendre le modèle d'accomplissement de cette consigne en expliquant aux étudiants les points forts de la résolution de la situation pour qu'elle soit respectée le mieux.

Ainsi, il y a beaucoup d'aspects à analyser pour se perfectionner et, par la suite, transmettre ses connaissances aux apprenants.

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## SOME ADVANTAGES OF USING PODCASTS IN TEACHING A FOREIGN LANGUAGE

One of the interesting tools for learning English in the modern world is podcasts. A podcast is a series of digital audio files (or video files) that a user can listen (watch) on his/her device at any convenient time. Podcasts represent a dialog and are a kind of interview on certain topics. Podcasting is successfully used in the process of teaching a foreign language [1–2]. Nowadays there is a large number of teaching materials specially designed in the form of podcasts. These can be both authentic podcasts created for native speakers and educational podcasts created for learning purposes. Depending on specific learning tasks, they can be used in individual and group work; in the classroom and at home; in project work and in training classes.

More and more teachers prefer to use podcasting in the teaching process because it encourages learning through creative technologies and open lines of communication. In this regard, the following main advantages of podcasting have been identified:

- 1) relevance of teaching material and variety of topics;
- 2) podcasts represent a unique repository of authentic language materials;
- 3) the possibility of slow and repeated playback of podcasts, which is especially relevant for students who fall behind;

- 4) the possibility of independent work with podcasts at a pace and at any time convenient for the student;
- 5) saved podcasts can be viewed/listened to anywhere, regardless of the availability of the Internet;
- 6) the possibility of dialog with podcasters, and therefore the possibility of practicing speaking or writing with native speakers;
- 7) short time duration of podcasts.

It can be concluded that podcast as a media carrier, along with other resources, is an indispensable technical means of teaching a foreign language, allowing to solve complex tasks of foreign language education. The use of podcasts in teaching demonstrates the mobility of the modern education system as a whole, its adaptive character, i.e., timely adaptation to innovative technologies.

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## PRINCIPLES OF ESP VOCABULARY ACQUISITION

Vocabulary plays a major role in any language acquisition. Language acquisition is commonly seen as an endless process. Students, consciously or unconsciously, acquire new words permanently. The teaching of vocabulary in ESP should not be distinct from the teaching of vocabulary in EGP. For ESP students, mastering technical vocabulary is even more vital as it directly relates to their professional fields. ESP teachers should start by introducing words that belong to general language, but which are also frequently used in technical language. The introduction of vocabulary that has specialized meanings in certain disciplines comes second. In the past, vocabulary learning used to be restricted to learning lists of specialized words by heart and to reading and translating technical texts. Nowadays, students have access to more modern methods of learning, which help them develop their language skills. ESP is always a tailored course to address the requirements of specific learner groups to use English for professional communication. It's generally accepted that ESP teachers aren't only responsible for technical terminology instruction, but subject teachers are those who involved. However, it's the role of ESP teacher for students to help grasp the terms encountered in exercises or texts [1].

In terms of this issue, there is always a series of questions what vocabulary the ESP teacher should teach, how much vocabulary to teach and how to introduce it.

While teaching ESP, certain types of vocabulary are considered – core and non-core, technical and non-technical. Core vocabulary refers to those words that are used in a wide variety of situations. Non-core words have more specific properties than generic. For instance, screwdriver is seen as non-core word, while tool is a core vocabulary. Each subject has words which are either used exclusively in that subject area or common words which acquire new meanings when they are used in that subject area. But, there are also so called semi-technical words which belong to general English but also occur in a technical field. They have one or more meanings in general English and take on extended meanings in technical contexts. Very often, with certain knowledge in the subject area students do not have many problems with understanding the words, but there are situations when it is impossible for students to understand the terms and to use them in sentences of their own. When dealing with texts which contain a lot of new words, it is the teacher's task to select the ones students might find worth learning, to teach students how