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ХАБАРШЫ ВЕСТНИК

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Series «Philological sciences»
№ 2(84), 2023

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PEDAGOGICAL CONDITIONS OF CREATING PODCASTS AS A MEANS OF DEVELOPING LANGUAGE

Abstract

Research problem. Most of the podcasts were created by native speakers in the countries of the language being studied, therefore, they not only represent the sociocultural reality of the country of the language being studied and demonstrate a combination of verbal and non-verbal codes of foreign language communication, but also contain information related to the professional activities of future specialists and show the functioning of the language as a means of professional communication. Methodology, methods and techniques: analysis of literary sources on the problem of pedagogical conditions for the creation of podcasts that help future guides get settled, more likely to integrate into a society with a market economy, consciously and fully learn the culture of other peoples, better understand world problems. Results: competence in the field of media. To work with podcasts, basic computer skills must be formed: the ability to download files from the Internet, edit and recode if necessary.

Ключевые слова: педагогический аспект, педагогические условия создания подкастов, аудитивная компетенция на иностранном языке, подготовка гидов, туристические дестинации Восточно-Казахстанской области

Аңдатпа

Зерттеу мәселесі. Подкасттардың көпшілігін зерттелетін тіл елдеріндегі ана тілінде сөйлейтіндер жасаған, сондықтан олар тек зерттелетін тіл елінің әлеуметтік-мәдени шындығын білдіріп қана қоймайды және шет тіліндегі қарым-қатынастың вербалды және вербалды емес кодтарының үйлесімін көрсетеді, сонымен қатар болашақ мамандардың кәсіби қызметіне қатысты мәліметтерді қамтиды және тілдің кәсіби қарым-қатынас құралы ретіндегі қызметін көрсетеді. Табиғи ортадағы қарым-қатынас. Жұмыстың мақсаты – көп функционалды подкасттарды құрудың педагогикалық шарттарын зерттеу, өйткені олардың көмегімен шет тілін оқыту кезінде сөйлеу әрекетінің бірнеше түрін дамытуға болады: оқу, айтылым, жазылым, тыңдалым. Әдістеме, әдістеме және әдістемесі: болашақ гидтердің орнығуына, нарықтық экономикасы бар қоғамға интеграциялануына, басқа халықтардың мәдениетін саналы және толық меңгеруге, әлемдік проблемаларды жақсы түсінуге көмектесетін подкасттарды құру үшін педагогикалық шарттар мәселесі бойынша әдеби дереккөздерді талдау. Нәтижесі: БАҚ саласындағы құзіреттілік (медиа құзыреттілік). Подкасттармен жұмыс істеу үшін компьютердің негізгі дағдыларын қалыптастыру керек: Интернеттен файлдарды жүктеп алу, қажет болған жағдайда өңдеу және қайта кодтау мүмкіндігі.

Түйінді сөздер: педагогикалық аспект, подкасттарды құрудың педагогикалық шарттары, шет тіліндегі аудиторлық құзыреттілік, гидтерді даярлау, Шығыс Қазақстан облысының туристік дестинациялары.

Аннотация

Проблема исследования. Большинство подкастов созданы носителями языка в странах изучаемого языка, следовательно, они не только представляют социокультурную реальность страны изучаемого языка и демонстрируют сочетание вербального и невербального кодов иноязычного общения, но и содержат информацию, связанную с профессиональной деятельностью будущих специалистов, и показывают функционирование языка как средства профессиональной коммуникации в естественном окружении. Цель работы - исследование педагогических условий создания подкастов, которые являются многофункциональными, так как с их помощью при обучении иностранному языку можно развивать несколько видов речевой деятельности: чтение, говорение, письмо, аудирование. Методология, методы и методики: анализ литературных источников по проблеме педагогических условий для создания подкастов, которые помогают будущим гидам устроиться, больше шансов

интегрироваться в общество с рыночной экономикой, осознанно и полноценно познать культуру других народов, глубже понимать мировые проблемы. Результаты: компетентность в области медиа (медиакомпетентность). Чтобы работать с подкастами, должны быть сформированы базовые умения и навыки работы с компьютером: умение скачивать файлы из Интернета, при необходимости редактировать и перекодировать.

Keywords: pedagogical aspect, pedagogical conditions of creating podcasts, foreign language auditive competence, training guides, tourist destinations of the East Kazakhstan region.

Introduction. The current state of reform of the secondary education system in Kazakhstan imposes new requirements on the level of foreign language preparation of students. There is a need to acquire certain competencies in the field of language education, and according to the competency approach, important learning outcomes should be acquired by students as future participants of intercultural communication. Hearing skills play an important role in the implementation of communication skills due to their specific characteristics and functions.

At the same time, the theoretical and empirical analysis of the studied problem confirmed that there is still no generally accepted concept of hearing as a complex phenomenon that has the potential for integration and requires special measures for its development. Listening competences, as a rule, are considered in the context of the student's general educational language preparation and are examined only as a component of communicative competences. This leads to the fact that many aspects of future communicative activity are not taken into account in the school curriculum, and practical listening skills are formed separately outside the communicative context of acquiring linguistic theoretical knowledge.

In this regard, we can distinguish a number of objectively existing contradictions

- the modern requirements for the level of foreign language teaching in general secondary schools and the emphasis on foreign language listening skills and their importance in communicative activities are not fully taken into account in the existing educational systems;

- the objective needs of students to develop listening skills in a foreign language as a means of solving communicative tasks and insufficiently developed pedagogical conditions that ensure their successful formation at school.

That is why it is necessary to organize the development of foreign language listening skills in the process of teaching a foreign language in general education schools, in which the activity of receptive listening acquires a production feature and practical meaning as a means of solving communicative tasks. As a result, there is a need to identify and scientifically substantiate the pedagogical conditions that take into account the modern requirements for students and ensure the development of effective listening skills of foreign languages that contribute to the development of the individual and the comprehensive development of communicative competence.

Methods and materials. One tool teachers can use to develop listening skills is to use a wide variety of media resources, such as blogs, wikis, and podcasts, to provide high-quality materials that meet students' needs.

Turning to the methodological research of this issue, we found out that in Kazakhstan, Russia and foreign countries there are systems of scientific and pedagogical knowledge that allow a deep understanding of the development of communicative competence using information technologies in educational methods [1, p. 97].

S.Sysoev conducted the main scientific research on the development of communication skills through information technologies in Kazakhstan. It can be found in the article of Kunanboeva [1, page 34]. Informing the theory and methods of teaching foreign languages

D.Kudabayeva [2, p.25] studied the use of information technologies in the formation of intercultural communication skills of future English language teachers. This article is devoted to the issue of the use of information technology in the formation of intercultural communication skills of future English language teachers. Some issues related to the formation of intercultural competencies in the process of foreign language communication education, taking into account cultural and psychological differences, which are important conditions for successful cultural communication of native speakers. It also describes the activities of some scientific researchers who took part in the issue of informatization of Kazakhstan's education and contributed to the development of science. The use of information technology (IT) in the lesson is carried out in the following forms: use of computer presentations; use of an interactive whiteboard; Working with educational multimedia CD programs; Work with Internet resources, which is also reflected in the article.

Kazakh researcher A.M. Abdikholikova [3, p. 75] considers the different methods used in the educational process in an article on innovative foreign language teaching methods. In his writings, the history of pedagogy

from ancient times to the present is reflected in current sources. It presents excerpts from the works of Russian and foreign experts in order to show the main trends in development, the formation of new directions in the methodology of teaching foreign languages. The main aim of this article is to introduce an innovative methodological method. The author proved that traditional studies focus only on the transmission and preservation of knowledge, skills, and abilities, but do not show corresponding results. Modern language education aims to nurture multicultural people with self-analysis and systematization of new knowledge. To do this, the authors used a competency and cultural approach. He noted that information and computer technologies increase efficiency, create conditions for independent learning, and innovative methods are an integral part of the modernization of the entire system. Teachers should familiarize themselves with the most advanced approaches, then integrate them and use them in their work.

Russian Methodists have also studied the use of podcasts in foreign language teaching.

Thus, college student E.S. Kapturova [3, p.413], Russian Methodist. His article proposes the author to understand the nature of foreign language auditory skills as a professionally important component of foreign language instruction for potential university linguists. The successful, effective and integrated formation of this competency is based on the provision of a number of pedagogical conditions in the professional training of linguists at universities.

N.F. Koryakovcheva [4, p. 77] studied the problem of using podcasts to develop students' autonomy. Their articles focus on how podcasts can promote learner autonomy. What learner autonomy is, we focus on some key characteristics of dependent and independent learners. Examples of using podcasts for foreign language education, advantages and disadvantages of using podcasts, and criteria for selecting podcasts are listed.

Results. The topic of using information and communication technologies in the development of communication skills was discussed by E.V. Meshcheryakova [4, p. 88]. He was engaged in the development of foreign language skills of university students through information and communication technology. The relevance of auditory development in his article is based on an analysis of the researcher's work on listening to foreign language texts and his experiences with students from the English-German and English-French departments of the Institute of Foreign Languages. . The author clarifies the definition of "auditory ability" in a foreign language, its psychological characteristics and physiological structure, and its specific characteristics compared with other abilities formed by foreign language students. It explains the mistakes and difficulties that often occur in the process of developing this ability, and repeatedly emphasizes the need to develop language receptors along with other foreign language communication skills.

Hearing is part of communication and is considered a cultural and molar unit of general professional education for bachelor's and master's degrees. The methodology we propose to address the problem of developing foreign language skills includes process principles, emotional motivation and autonomy. System resources based on a competent approach and the approach of information and communication technologies. The authors offer a system of exercises based on the use of real texts of varying difficulty: emotional motivation, elimination of the passive voice, distribution of semantic units, logical order, etc. The process of accustoming students to the complexity of real-world material is important in the educational system. Finally, this article provides guidance on the appropriate use of information and communication technologies, modern websites and blogs, which are becoming increasingly important among English language learners.

N.A. Ignatenko [4, p.165] stopped using English radio podcasts in the individual work of foreign language college students. This article discusses the current need to revitalize students' independent listening activities, a real non-academic podcast in the independent work of advanced students without the direct supervision of teachers.

The description of the teaching experiment includes the test results, procedure, duration and experimental conditions for the development of listening skills of students using English radio podcasts in their independent work. The authors provide recommendations on the amount, variety, and potential of influencing students' independent listening material choices. The recommended primary assessment tool is the portfolio, which includes a podcast abstract, one podcast workbook, student self-selected vocabulary, a sociocultural essay, and a self-assessment of listening development.

P.V. Sysoyev [4, p.190] studied the problem of using podcasts in teaching foreign languages in universities. Her dissertation examines the use of podcasts in teaching foreign languages to college students. The authors define the term "podcast", describe the didactic nature and methodological function of podcasts in teaching a foreign language, discuss the types of texts intended for the development of listening and speaking skills through podcasts, and develop algorithms for the development of speaking skills using podcasts. . Language Education offers a list of speaking skills that can be developed using podcasts in foreign language

teaching. The author also considers the issue of information orientation in language education. The author defined the conditions of informatization in foreign language education, defined the main direction of informatization in language education, and considered the prospects for the development of these areas. The author proposed the following as the main direction of informatization of language education. selection of educational content; selection of methods and forms of teaching foreign languages and cultures; development of new and innovative methods of using information and communication technologies in foreign language and cultural education; Development of new generation textbooks that include various IT (information and communication technologies) in the process of teaching foreign languages and culture; development of computer-controlled systems for the development of students' language skills and competences; establishment of a teacher training system for the use of ICT in language teaching; Development of conditions for ensuring information security of students.

N.G. Protazanova [5, p.95] touched upon the didactic and methodological features of using podcasts in language teaching in higher educational institutions. The author defined the term podcast as a selection criterion and presented a classification of podcasts, choosing didactic features, advantages and educational functions of podcasts.

Russian researcher E.Y. Malushko [6, p.146] studies the problem of podcasting and storytelling as a new way of teaching English to university students. The purpose of this article is to present an interactive method of teaching English for a specific purpose, with special attention to medical English in universities.

Among the foreign methodologists studying the problem of using information technologies, we can mention D. Jobbins [7, p. 3]. In her dissertation on the implementation of podcasts in first semester students' listening training, she describes the process of using podcasts in first semester students' listening training. This study aims to describe the process, problems and solutions of using podcasts in listening education. The applied research type was a descriptive qualitative study conducted in a university English language teaching department. The samples are Class 1A selected by purposive sampling methods. Data collection includes data analysis through observation and interview methods, categorizing data to answer problem statements, interpreting data, and drawing conclusions. The results of this study show that podcast implementation consists of three stages: pre-activation, activation, and post-activation. On the other hand, the problem with listening education using podcasts is that it is difficult to download materials from the Internet during the preparation process, which is a problem related to the crowd education situation. The solution used to solve these problems is that teachers need to find material in podcasts that perfectly matches their teaching goals and be more creative to solve the problems of crowded learning situations. Teachers often ask students to stay focused on the scene. of the learning process during observation.

In his book on podcasts in education, argues that podcasts can be integrated into foreign language classrooms to supplement education [8, p. 18]. The flexibility of podcasts and

In his article *How to Use Real Materials and Radio or Podcasts to Teach English*, J. Leach describes the many benefits of using real materials in the Teaching English as a Second Language (TESOL) classroom [9, p. 33]. They are interesting, more varied than the material contained in textbooks, very practical, interesting and relevant. Especially for teachers not located in English-speaking countries, authentic materials are a great way to bring the English-speaking world into the classroom. This article highlights a number of unique ways to use the original material. Also included in this publication are some tips for using radio (non-music) or podcasts in the classroom.

Special issues focus on using real material to motivate readers, and a variety of real listening materials have been widely available since the advent of podcasts. This allows teachers to focus on the right topics for every class. Whether your class is interested in hip-hop fashion, nuclear physics, gardening, or ancient Greek philosophers, there's real listening material for you. In this way, the first steps towards meaningful and memorable lessons have already been taken care of. Almost by definition, students are interested in the content of the class. This is a great motivator for students and can often motivate them to go beyond their apparent level of understanding. If you are genuinely interested in your content, you will use all tools to push yourself and improve your knowledge. Understand

In his article on *Podcasting for English Language Teaching (ELT)*, Graham Stanley defines a podcast as a portmanteau of the iPod, and a broadcast is the posting of audio (usually mp3 files) over the Internet for download and listening. Any kind of portable MP3 player or personal computer [10, p.23]. According to him, podcasting has now become popular as an alternative way to deliver "radio" type content that listeners can listen to whenever and wherever they want, as much as they want. The idea that anyone with Internet access could create a podcast has garnered a lot of attention in the educational world. At ELT, the challenge is not only

to provide students with additional listening information, but also to engage themselves in recording and producing podcasts. He also explains the types of ELT podcasts (see Table 1. Types of ELT podcasts).

Table 1. Types of ELT podcasts

Type 1	Real podcasts that aren't just for ELT students can often be a rich listening source. Most are only suitable for use by advanced students, but others, such as Sushi Radio, are made by English speakers and their length (5-10 minutes) is ideal for class use.
Type 2	Teacher podcasts, often created by teachers for the classroom. It usually aims to help students learn by producing listening content that is not available elsewhere or has a local flavor.
Type 3	Student podcasts produced by students, but often with the help of teachers, allowing students to listen, experience the culture, and hear about the lives and interests of other students around the world.

However, the authors mentioned above all focused not on high school education, but on the use of podcasts for foreign language teaching in colleges and universities. Also, rather than research on language development, the specific characteristics of using podcasts for the development of foreign language auditory skills are rarely considered.

The enormous potential of the field of research on the use of information technology is underutilized. The lack of a single definition of an auditing competency, an idea of its structure, and a proper methodology negatively impacts the practice of teaching gratitude using podcasts. This increases the conflict between the development arsenal of auditing techniques and their implementation in world practice. Because the use of gratitude helps to make foreign language teaching more effective. A video podcast is a type of podcast in the form of a video file that is distributed digitally over the Internet using personal computers or mobile phones. Two main factors are believed to have contributed to the rise in popularity of video podcasts for entertainment and education.

First, the aforementioned podcast service was created with the aim of widely distributing video clips on various subjects. Originally created for entertainment purposes, this podcast service now has many educational video podcasts available for free to all users.

Second, the modernization of Internet technology has greatly improved Internet connection speeds and made the Internet accessible to more people. High-speed Internet access is available in more and more homes and schools. The growing popularity of video podcasts has led to research into their educational uses.

Characteristics of video podcasts. Video podcast services are a powerful tool for foreign language teaching because students can listen to audio tracks and watch videos recorded by others and posted online, or create their own and post them to a video podcast server of their choice. . Such servers can be considered, for example, VKontakte groups.

For each registered user of VKontakte, you can create groups where you can post your own video podcasts, view existing video podcasts, comment on them and discuss them with other users. VKontakte groups work on the principle of microblogging.

PV Sisoiev in his work identifies the following didactic features of this service.

- "The podcast service's ability to publish your personal podcasts on the Internet;
- Ability to create private areas for users in podcast services (private areas are required to organize network discussions of podcasts)
- Ability to organize network discussions of podcasts in the personal area of service users in microblogs
- Creation and adjustment of private user areas are performed by sub-cast writers.
- When organizing the network discussions of a podcast, the placement of comments is in chronological order.
- availability of podcasts viewable by all users registered with the service" [4, p. 184].

Each didactic feature of video podcasts corresponds to a methodological function showing how video podcasts can be used in foreign language teaching (linguistic aspect or type of speaking activity). All these didactic features and their corresponding methodological features must be taken into account when developing specific language teaching methodologies based on this Internet technology in the future.

Considering these didactic properties and methodological functions of video podcasts, i.e. viewing or listening to recordings, posting new recordings by users and group discussions, this ICT can be used in foreign language teaching.

A type of video podcast. With the advent of user-friendly podcast services, video podcasts are 1) content-oriented, 2) segmented; 3) teaching methods; 4) Orientation in the educational process.

There are four types of content-based video podcasts: lecture-based, extended, helpful, and solution-based examples. A lecture-based video podcast is a recording of an entire lecture that students can watch in lieu of or immediately after a lecture session. An enhanced video podcast is a slideshow-style presentation with narration embedded in the presentation. Support video podcasts extend the course of study and include real-world examples of lecture material, summaries of classroom activities, or other supplemental material that expands and deepens students' knowledge of the subject matter. Video podcasts with examples and solutions provide visual solutions to specific problems students may encounter in their course of study (often in math and science).

Publishing video podcasts on Internet video podcast services or VKontakte user groups Students record video podcasts in foreign languages for educational purposes, the content of which is determined by the educational standards of the curriculum or guidelines. Teaching a foreign language [pp. 11, 13]. The main purpose of recording these video podcasts is to develop all types of speaking activities in students, especially speaking. The format, duration, and type of video podcasts are determined by the teacher. The recorded video podcasts are then posted by students to one of the video podcast services, such as the VKontakte group.

Create a VKontakte group for organizing discussions Teachers create a group for students' project assignments on working on educational video podcasts, where students can post video podcasts and watch video podcasts, and participate in discussions. classmates.

Group creation and moderation is done by the teacher and the video podcast creator. Any student (video podcast creator) can manage the group by adding various modules (audio recordings, videos, links). third-party resources, etc.). Authors can also respond to comments from other users and participate in network discussions in video podcasts. Additionally, users can fill in information about themselves as well as information about groups that can be displayed in foreign languages.

Comments posted during video podcast online discussions are listed in chronological order. Unlike wiki technology, which allows multiple users to work on content simultaneously, users can edit or delete comments. A video podcast service is a one-to-one business that creates and hosts video podcasts. However, video podcasts can work in groups with collective network discussions. Each student must enter a public group, select a video podcast of their choice, and post a comment under it, but the comments have individual authors, not a collective. The entire discussion process is conducted in a foreign language.

Discussion. Video podcasts are available only to authorized users of the VKontakte group. Access to video podcasts posted to groups must be pre-approved. That is, video podcasts posted by students are visible only to other students in the study group.

Video podcasts can also be classified according to the segmentation principle. An unsegmented video podcast is a recording of an entire lecture that can be watched from start to finish with the appropriate hardware. A split video podcast is divided into smaller parts that can be searched for and viewed separately from the entire video file.

Another feature of the classification of video podcasts is the teaching methodology. According to this principle, video podcasts are divided into three types according to the presentation of the material and absorption by the students: visually receptive, problem, and generative. Visual Reception Video Podcasts require students to be passively aware of the material in whatever form it takes. Students can stop writing and browse and correct information, but the basic learning strategies for “passing” information remain the same. According to R.Kay, according to statistics from the study, visual perception video podcasts are the most popular type of video podcast. A problem video podcast is a video clip that formulates a specific problem and shows students how to solve it. These types of video podcasts are common in math, science, and engineering courses. In this case, the learning strategy is also aimed at “transmitting” information, but the direction and topic of learning are much narrower. A final type of generated video podcast is a video podcast designed and produced by students as they observe, research, and interact with other students on a topic.

Finally, video podcasts can be divided according to the direction of the educational process. According to R. Kay, the focus of a video podcast can be both practical and conceptual. Practical video podcasts provide information on how to apply specific techniques to solve specific problems. These video podcasts are usually short or broken into segments. Concept video podcasts, on the other hand, cover learning topics from different angles while conveying the overall meaning.

Benefits of using video podcasts. The benefits of using video podcasts in education are a combination of four factors: why they use video podcasts, students' attitudes toward using video podcasts, how video podcast use affects learning outcomes, and learning behavior . number of students.

In a survey of students, R. Kay identified three reasons for using video podcasts in education. Better assimilation of knowledge about the subject of study, better control of learning and filling in missed lessons [12, p. 138].

1. Better assimilation of materials. According to our listeners, the use of video podcasts in education primarily helps them better master the material, which is reflected in the survey results. For example, reviewing a video podcast of a course to prepare for an upcoming exam or exam. Video podcasts can also be used for class preparation, self-testing, and lecture summaries. The survey also identified another possible use case for video podcasts: improving the quality of classroom activities. Prior to class, students watch video podcasts with theory or instruction on the material, build a deeper knowledge of the topic being studied during class, and pass if they move directly to the hands-on portion.

2. Better training control. According to the survey, the second reason students want to use video podcasts for learning is to monitor their learning. According to S. Dolnikar, there are at least two types of students: idealists and pragmatists [13, p.15]. Idealists prefer the traditional activity of attending a lecture in an auditorium

A pragmatist only needs information and its application is result-focused. It should also be noted that this type of student loves everything, especially freedom of choice and freedom of movement. Regarding the use of video podcasts in education, research by many theorists has shown that students have a positive attitude towards managing their own learning, particularly what to teach, when to teach it, where to teach it and at what intensity. I see. .

3. Complete materials for missed classes. A third reason why using video podcasts in education is useful is that respondents cited the potential to fill knowledge gaps by missing classes. According to R. Kay, students find using video podcasts very effective for this purpose, especially when they have to miss class for any reason.

Studies conducted by many experts have shown that students' reactions to the use of video podcasts can be either positive or negative.

1. Positive attitude. It turns out that listeners equally enjoy watching video podcasts. Other researchers report that watching video podcasts increases focus on a subject and also motivates them to create their own video podcasts for academic purposes. Some students find the use of video podcasts in education to be a useful tool if the presentation of the material stimulates brain activity. Students also claim that the use of video podcasts in education helps build interpersonal communication between students and teachers. J.L. Hill, A. Nelson In their work, the visual aspects of video podcasts allow you to test your knowledge in practice, which helps you understand a topic in more detail. G.R. Based on the information presented in the work. Armstrong, W.J. Massad, J.M. Tucker, Use of Video Podcasts in Education Contribute to Analysis and Development Communication skills and creative thinking.

2. Negative attitude. Despite the many benefits of using video podcasts in education, some students prefer traditional lectures to video podcasts and see the latter only as supplementary material, noting that video podcast material is often repetitive. . Also, some trainees prefer to communicate directly with other trainees [14, p. 20].

Conclusion. The use of video podcasts in the educational process also has an impact on learning outcomes, which can be seen through testing, self-analysis and actually observing changes in the behavior of listeners.

1. Test. During the study, the scientists found significant differences in test results between students who used video podcasts and those who used traditional teaching methods. According to several criteria, the students in the first group performed significantly better than the second group. D.K. Griffin said students scored higher as a result of using the enhanced video podcast. K.J. Crippen, B.L. Earl, using a video podcast with examples with solutions had a positive impact on the test results.

2. Reflection. [15, p. 93]. Teachers also report that students have deepened their knowledge of teaching methods, lesson plans, and use of different sources of information.

3. Change in practice. The effectiveness of using video podcasts in education was confirmed in the experience of A.V. Armstrong, N. Idris, R.H. WHO. It was observed that the group of trainees who used the video instructions on how to use sunscreen correctly showed greater awareness than the group who used the instructions provided with the sunscreen package.

Finally, the use of video podcasts in education can also influence the learning process. R. Kay identifies three factors that positively influence educational behavior: frequency of watching video podcasts, attending lectures, and completing systematic assignments.

When considering frequency of video podcast viewing, many researchers have concluded that students frequently watch video podcasts and spend a lot of time watching them. Regarding attending lectures, J. Copley points out that the availability of video podcasts at home makes it difficult for listeners to attend lectures. A study by J. Copley found that the use of video podcasts in education had little effect on student attendance. R. Kay says that video podcasts with lecture content allow students to attend classes but prefer to study alone at home. They have access to extended lower castes with generalized material. Taking into account systematic assignments, the use of video podcasts has led to increased students' independence and thinking skills, thorough preparation for upcoming exams and exams, and improved relationships with professors and teachers.

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