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THE USE OF PODCAST TECHNOLOGY FOR THE FORMATION OF LISTENING COMPREHENSION COMPETENCE OF PRE-SERVICE ENGLISH TEACHERS

Nowadays, in the light of modernisation of the process of foreign languages teaching, it has become utterly important not only to improve the means of education that have been traditionally used, but also to introduce innovative ones related to wide digitalisation of all spheres of human activity. Moreover, the integrated approach to teaching foreign languages and cultures requires that the development of student's communicative competence be consistently combined with the immersion into manifold life contexts. Thus, modern technology appears to be helpful in providing foreign language classes with authentic material and activities to develop students' skills and subskills of linguistic, speech, sociolinguistic, and learning-strategic competences.

Meanwhile, one of effective techniques that may considerably enhance the formation of listening comprehension competence of pre-service English teachers is podcasting. Podcasts are defined as digital media files distributed over the Internet that resemble a radio show, audio performance, interview, lecture, or news item belonging to the oral genre of broadcasting [2, p. 178]. Besides, basic technical and didactic characteristics of podcast technology are authenticity, topicality, competence, autonomy, multi-channel perception, mobility of the technical means, multifunctionality, productivity, and interactivity [ibid.]. It is also to be indicated that podcasts present an opportunity to get acquainted with cultures of English-speaking countries.

Furthermore, the taxonomy of podcasts may be classified according to six criteria, to wit, podcast type, presentation method, duration, author, style, and purpose [1, p. 44]. Examples of websites offering podcasts in English for students of different levels of language proficiency include: www.learningenglish.voanews.com, www.britishcouncil.org, www.bbc.co.uk, www.podcastsinenglish.com, www.breakingnewsenglish.com, etc.

It is also necessary to take into consideration the stages of proceeding while working with educational podcasts, which are the same as those of the formation of foreign language listening comprehension competence: pre-listening, while-listening, and post-listening. Therefore, it is essential to specify various types of exercises that may be introduced at each of the mentioned stages. Specifically, the pre-listening stage may include such activities as predicting the content of the podcast based on keywords / title / illustration, predicting words / events / topics, discussing students' experience, expressing one's own point of view on a problem, etc.; at the while-listening stage, it is advisable to offer exercises for finding answers to questions, ascertaining whether the statements correspond to the content of the podcast, filling in the gaps in sentences, etc.; at the post-listening stage the exercises are communicative and aim to

integrate the information received by the students while listening to the podcast, such as answering questions or writing an essay upon the topic [ibid., p. 45].

In conclusion, it is appropriate to say that podcast technology may contribute to the formation of listening comprehension competence of pre-service English teachers, and it needs further implementation in the process of teaching foreign languages and cultures. The outlook of our research consists in specifying requirements for using podcast technology while forming listening comprehension competence of pre-service English teachers.

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MAIN TENDENCIES IN TRANSLATING NATIONALLY MARKED WORDS

Nationally marked words constitute a special subgroup of lexical units within a language that perform a function of conveying culturally important information. Most commonly known as realia these words have many names, such as ‒units of specific national lexicon (I. Korunets'), ‒lacunae (O. Selivanova), ‒exotic words (A. Suprun, O. Morokhovskyi). Similarly, there is no consensus in terms of a single definition for this linguistic phenomenon. While opinions differ, researchers agree that realia require a special approach in translation as they carry information about phenomena that are absent in the linguaculture of the translation language.

A leading Ukrainian researcher in this sphere R. Zorivchak proposes in her book ‒Realia and Translation‖ (1989) such a definition: ‒Realia are mono- and polylexemic units, the main lexical meaning of which contains a complex of ethnocultural information traditionally attached to them, which is foreign to the objective reality of the receiving language‖ [1, p. 58]. In her work, she notes that the concept of ‒realia‖ in translation studies arises only when languages and cultures are juxtaposed, and cannot exist outside of this juxtaposition. At the same time, according to the researcher, it is not necessary to include any language phenomenon that is considered nationally specific as a reality. Realia is considered as a clearly defined category of translation studies related to the binary juxtaposition of languages [1, p. 52].

R. Zorivchak distinguishes 9 ways of translating realia: transcription (transliteration), hyperonimic renaming, descriptive periphrasis, combined renomination, calque, transposition at the connotative level, assimilation, contextual interpretation, situational equivalent [1, p. 93].

Transcription involves a transfer of a realia from a source language into a target language using the graphic means of the latter while maintaining the original phonetic form. *E.g. Tower –*