

## **Audio Podcast-Based Development of Communicative Competence by the Cadets of Emercom Universities in the Blended Learning Format**

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### **ABSTRACT**

The article deals with the development of professional communicative competence of cadets of the EMERCOM of Russia. The authors approximate a solution to the problem posed by using blended learning podcasting. The article substantiates the need to activate independent work. The educational advantages of using podcasts as a training system are revealed, together with indicators that ensure the effectiveness of the developed podcast-based specialized scenarios in process of training EMERCOM universities cadets in the culture of business communication. The authors focus on the technological part of the implementation of educational podcast systems and substantiate the methodological aspects of podcasts handling support. The article also provides an example of a podcast scenario. The effectiveness of podcast scenarios use is confirmed by analyzing research results. The forms of work with podcasts described in the article may be useful for specialists who deal with teaching the speech culture of the students of non-humanitarian specialties.

### **Keywords**

Communicative competence; EMERCOM universities cadets; Teaching the professional aspect of speech; Podcasting; Blended learning; Podcast handling scenarios.

### **Introduction**

The problem of professional personnel training for the rescue military units in the universities of the Russian Emergencies Ministry is nowadays relevant. It increasingly reflects the influence of humanization and humanitarization trends of higher military education. The current situation, having a significant impact on the system of military university training, requires a harmonious combination of academic/fundamental traditions and the active use of innovative trends in pedagogics. For instance, it is evidenced in:

- Synthesis of traditional teaching experience and integrant innovations;
- Development and application of advanced pedagogical technologies and methods aimed at improving the general culture and professional culture;
- Updating attention to all aspects of training future specialists, including mastering the basics of speech culture, etc.

Scientists believe this ensures the formation of the proper level of culture of a military specialist with a humanistic orientation [1,2].

The communicative competence of cadets of military universities is no exception. The explanation is that the humanitarization of military education in modern circumstances is a fundamental strategy. It is confirmed by the prospects for the personal development of the future rescue military units specialist and his successful professional activity, which directly correlates

with the level of the general culture of the professional and, in particular, with the culture of communication [3,4,5,6,7].

The communicative competence of a military profession is considered today one of the main indicators of a successful professional career, a high level of professionalism, and the possibility of personal self-realization [8].

Communication is one of the integral processes in the professional activity of the EMERCOM employees and serves as an element of the command interaction between EMERCOM specialists, the higher command, and another military/specialized units. Representatives of this profession also need to interact with the population, which is one of the most important communicative tasks in the field of rescue and elimination of various kinds of extreme situations/accidents.

Thus, communication culture plays a significant role and has the following pronounced directions:

- Communicative "cooperation" to productively distribute and resolve job tasks;
- Ensuring the interaction in emergencies to receive/transmit highly credible information, preserved during its broadcast, retransmission, transcription, etc.;
- Building-up effective relationships for mutually beneficial and effective cooperation and performance of the official task;
- Effective implementation of coordinated operations, events, tasks, and other common corporate issues.

However, at the stage of initial professional self-realization, as shown by scientific research in the field of military education (as well as in other non-humanitarian professional spheres), cadets of military universities are distinguished by insufficient attention to language disciplines. Their contempt for the importance of competent professional speech and the worth of mastering the culture of proper communication makes the relevant academic disciplines lose significance and value in the implementation of future professional activities. In this regard, teaching the discipline involving innovative means of providing classroom and mainly independent activities is becoming one of the main tasks of the teacher.

It should be noted that the common communication specificity used by future specialists facilitates the following contradictions:

- Between a variety of interests in communicative self-expression, the desire to perform communicatively, and low interest in disciplines aimed at training the proper professional speech;
- Between the propensity of future military officers to exclusiveness, and originality of judgments, against the inadequacy of verbalized means of communication for effective and correct expression of thoughts;
- Between the need for self-affirmation (including the means of communicative interaction) and an insufficient variety of forms, ways, means, and methods of personal communicative self-expression [8,9,10,11,12].

The contradictions revealed may pose a different effect on the process of developing the communicative competence of cadets of military universities (in our case, cadets of universities of the Ministry of Emergencies).

On the one hand, problems can be realized through requirements for improving the professional communicative competence to ensure an effective solution of professional tasks [6,8,13].

On the other hand, these contradictions can be resolved based on the development of interest and motivation to improve their own level of development of communication skills and abilities within the relevant academic disciplines.

The second option for overcoming the contradictions of professional communication should be considered important and strategically correct. In this case, the interest in the development the professional communicative competence escalates for all participants of the educational process at the EMERCOM universities. The cadets need to achieve high educational results when mastering disciplines, the purpose of which is to provide the proper level of the business communication culture. With an opportunity to make their discipline interesting, corresponding to contemporary requirements, and, most important, relevant, teachers may experience a sense of professional satisfaction.

In present-day developments, a form of education in which knowledge of the means and methods of successful professional communication is not transferred to the learners cut and dried is becoming relevant. Students are supposed to master new knowledge themselves. In this case, the process of teaching the culture of business communication takes on the character of a conscious, continuous, purposeful, and independent educational activity. Here, it is important to make training professionally oriented, to direct the attention of students to the practice of using knowledge of the Russian language in specific professional contextual situations.

To solve such an educational problem, the teacher needs to ensure the development of the cognitive interest of cadets by involving them in continuous creative independent work using innovative technologies. This makes learning activities interesting and increases students' attention to the discipline under study. Undoubtedly, such work should be controlled and guided by the teacher. The main task, in this case, is the selection and development of creative engagements for independent activity.

Blended learning is the most effective teaching format that allows the productive combination of the independent work of students with the guiding activity of the teacher [14,15,16,17,18].

Blended learning, based on the use of advanced innovative technologies, in the educational process, increases the efficiency of the synthesis of traditional, innovative, and technological approaches in teaching language disciplines, in terms of mastering the practice-oriented side of professional speech, and as a result, professional communicative competence.

It should be noted that the innovativeness of teaching language disciplines today directly correlates with the use of information, communication, and Internet means in the educational process. This approach may be productively implemented in various blended learning models.

In our opinion, teaching disciplines aimed at mastering the Russian language and the culture of professional business communication, ample opportunities for using podcasting acquire great

importance. The use of podcasting allows cadets not only to master professional vocabulary with its verbal activation but also to implement:

- Own educational products (in the form of creating podcasts as part of project activities);
- The use of podcasts for the organization of collective / group activities within the framework of distance communication to optimize the solution of professional communication problems in the educational activity.

This obviously, provides a practice-oriented focus and effectiveness in the development of professional communicative competence.

It should be pointed out that podcasting means the type of information broadcasting in the Internet environment, the process of creating and distributing audio and video files, characterized by a certain topic [19].

Using podcast-based blended learning enables the teacher:

- To orient cadets in the classroom time, to track and search for the novelty of professional communication of military specialists, which becomes more complicated and constantly transforms;
- To introduce such novelty, and the key specifics of communication in the operative sphere of the EMERCOM officers, etc. This promotes activation of the independent educational activities of cadets and optimizes the distribution of educational tasks in the classroom and extracurricular educational activities. This way, the continuity and efficiency of the educational process regulated by the motivation and cognitive activity of the cadets take place.

It is also believed that the use of podcasting in blended learning reflects the formation of a new culture of professional dialogue/communication in the professional information space. This allows the future specialist to successfully self-actualize since the profession itself is constantly influenced by the intensity of informatization. The reason for this is the optimality factors, which orient professional communication training towards intensification of interaction for the speedy solution of problems (issues, emergencies, etc.).

## **Literature Review**

The problem of achieving the proper level of professional communication among students of non-humanitarian universities is currently gaining a wide debatable character in the scientific literature. Attention is paid to the teaching of professional communication among students of non-humanitarian universities in the works of S. N. Zubarev [20], A. N. Konstantinov [21], T. I. Krasnova and T. V. Sidorenko [14], E. D. Lazitskaya and O. A. Kolmakova [22], A. Al- Kaisi, A. Arkhangelskaya, O. Rudenko-Morgun et al. [23].

In present teaching practice, the use of podcasting, being introduced into the traditional educational process, brings in the necessary interactive forms of educational activity. This enhances blended learning in terms of the development of the professional competencies of students. Considerable attention is paid to this issue in scientific research, which is mainly aimed

at implementing a modern learning strategy, namely, how to use podcasting to facilitate the learning activities of students [21,22,24,25].

This problem is raised in the work of S. S. Arbuzov [24]. The scientist considers podcasting at the heart of the information technology model of blended learning as a means of increasing educational motivation, highlighting the basic didactic principles of its use. The principles identified by the author make it possible to expand the forms and methods of providing / independent synthesis of new knowledge, based on the essence of the process (for example, operational-remote organization of activities, improvement of individual activities, the possibility of virtualizing training sessions, the formation of a network community of the educational process participants, the development of a communicative interaction culture and elaboration of skills of a competent and constructive selection of communicative information, and many others). This point of view was proposed by B. Hammersley [26] as a digital optimization for recording audio programs that can be reused for personal use and available for download to a personal digital device. The mentioned approach offers:

- Expanding the broadcasting range (essential to reach the students' audience and consider their interests through diversity);
- Improving the methods of creating media libraries (which each student can form for himself independently, according to the tasks to be solved);
- The ability to create your own products (which can be exchanged and, thereby, significantly increase the media fund used in blended learning and the development of professional communicative competence), etc. [19,26,27,28,29,30].

All these advantages can be effectively implemented in the blended learning format to ensure classroom and independent activity of students, as shown in the works of A. Al-Kaisi, A. Arkhangelskaya, and O. Rudenko-Morgun [23], T. Krasnova and T. V. Sidorenko [14], A. G. Picciano [18], and others.

The use of podcasting in blended, integrated learning ("Flipped classroom" technology) is considered in the works of A. S. Atroshchenko and T. A. Ashikhmina [31], P. Firsova [16], T. I. Krasnova and T. V. Sidorenko [14], T. L. Gerasimenko and T.M. Gulaya [32], and others.

Various particular methodological aspects of the use of podcasting, which underlie innovative learning, are considered in the works of L. P. Bichenok [4], D. V. Dmitriev and A. S. Meshcheryakov [25], T. B. Kashpireva [2], A. N. Konstantinov [21], S. G. Ivanova, E. V. Dmitrieva, and N. S. Sakharova [1], E. D. Lazitskaya and O. A. Kolmakova [22], Yu. I. Savostyanova and Yu. N. Sichinava [33], and others.

### **Research methodology**

Thus, it should be noted that the problem under consideration remains relevant and requires the search for effective solutions, which is related to the system of higher military education as well. This determined the *purpose* of the article, which is to study the effectiveness of using podcasts

and scenarios for working with them in the process of developing the communicative competence of cadets of EMERCOM universities.

*The study involved* the 1st and 2nd-year cadets of the Academy of Civil Protection of the EMERCOM of Russia, a total of 87 people ( $n = 87$ ).

In the process of the research, the following methods were used: pedagogical observation and experiment, the method of pedagogical modeling, and expert assessment. A statistical method was used to process the research results. Experimental training was organized during the study. Experimental training included the implementation of podcasting in the blended learning format as part of teaching the discipline "Russian language and culture of business communication." To obtain the most reliable data to confirm the effectiveness of using podcasts, cadets were divided into two groups: control (CG;  $n = 44$ ) and experimental (EG;  $n = 43$ ). The cadets of both groups taught the culture of business communication in the blended learning format, but the cadets of the control group used traditional tasks for independent work, while the cadets of the experimental group applied podcasting.

## Results

Speaking about the podcast as a support of an innovative educational format, it is necessary to note its increasing role both in the educational and in the subsequent professional activities of an EMERCOM officer. It acquires further significance since, in the activities of the Ministry of Emergency Situations, podcasts related to emergencies are focused on ensuring the basic safety of all segments of the population. This explains the role of the communicative component in developing the culture of business communication of the future professional.

Today, the subject of the main official communication platforms of the EMERCOM determines high requirements for the level of the professional communicative competence of the Ministry of Emergencies employees. Communicative competence within the relevant professional activity is implemented in a fairly wide range of professional actions: starting from the creation of resources that contain the promotion of educational and formative behavior in emergencies to the formation of competent information content, aimed at the implementation of preventive actions by the population in conditions of threat and emergencies.

It should also be noted that the communicative component of the professional activity of the future EMERCOM employee is not limited to the development of information and preventive content in the field of life safety and behavior in relevant situations. The communicative component is also of high importance in the process of prompt response of employees, ensuring coordinated actions and interaction with the population in extreme conditions.

The assessment of the role of this communicative component and the use of podcasting for its formation was noted by cadets of the Ministry of Emergency Situations at the ascertaining stage of the experiment.

Thus, the recognition of the role of a podcast as a means of the most effective mastering of professional communication in a variety of language codifications (statutory relations, service interactions in a team, communication outreach, work with the population, etc.) was noted by

49.43% of cadets (n = 43). The remaining 50.57% of students were inclined to believe that the effectiveness of the formation of professional communicative competence can be achieved through the acquired professional experience and does not critically affect the effectiveness of professional actions. This formed the basis for the distribution of cadets into groups (CG – 50.57% with n = 44 and EG - 49.43% with n = 43).

Also, at the ascertaining stage of the experiment, the cadets of the experimental group expressed their opinion on the importance of communicative competence (for certain professional situations) and its formation based on the use of podcasting. In several cases, special attention was paid to the importance of separately developed scenarios, reflecting the specifics of professional communication actions of future EMERCOM employees.

So, for example, from the point of view of the participants, the development of specialized scenarios for educational podcasts is not required to ensure the correct transmission of urgent information. Although podcasting as a means of ensuring the learning process, in their opinion, is appropriate here from the standpoint of mastering the terminology, its use in certain conditions, expanding the vocabulary, methods of compressing information for the speed of its transmission, etc. It was noted by 55, 81% of cadets of the EG group.

The rest of the results of interviewing cadets and determining their positions on the considered options for using specially developed podcast scenarios are presented in Table 1.

**Table 1.** Analysis of the opinion of the cadets of the experimental group on the development and use of specialized scenarios within the use of podcasting in a blended learning format, %

<b>№</b>	<b>Certain communication aspects in professional activity of EMERCOM officer</b>	<b>Need in specially developed educating podcast scenarios</b>	<b>Enough podcasts available from the official communication platforms of the Ministry of Emergencies</b>
<b>1.</b>	Ensuring the consistency of professional actions	58.14	41.86
<b>2.</b>	Correct transmission of the urgent information.	44.19	55.81
<b>3.</b>	Competent arrangement of urgent orders.	30.23	69.77
<b>4.</b>	Formulation of commands for urgent verbal description, and the formation of models of people's behavior in an emergency	72.09	27.91
<b>5.</b>	Ensuring operations.	41.86	58.14

6.	Consistently making complex decisions in a limited time frame.	48.84	51.16
7.	Preventive information activities.	9.3	90.7

Thus, the cadets noted the most significant professional situations for which they considered it necessary to develop special podcast scripts. Such situations included: ensuring the consistency of professional actions (58.14%), the formulation of commands for urgent verbal description, and the formation of models of people's behavior in an emergency (72.09%).

The cadets of the experimental group also believed that for such tasks as giving orders (30.23%), preventive information activities (9.3%), the development of special podcast scripts is not required; in these cases, you can get by with the available audio and video podcasting tools.

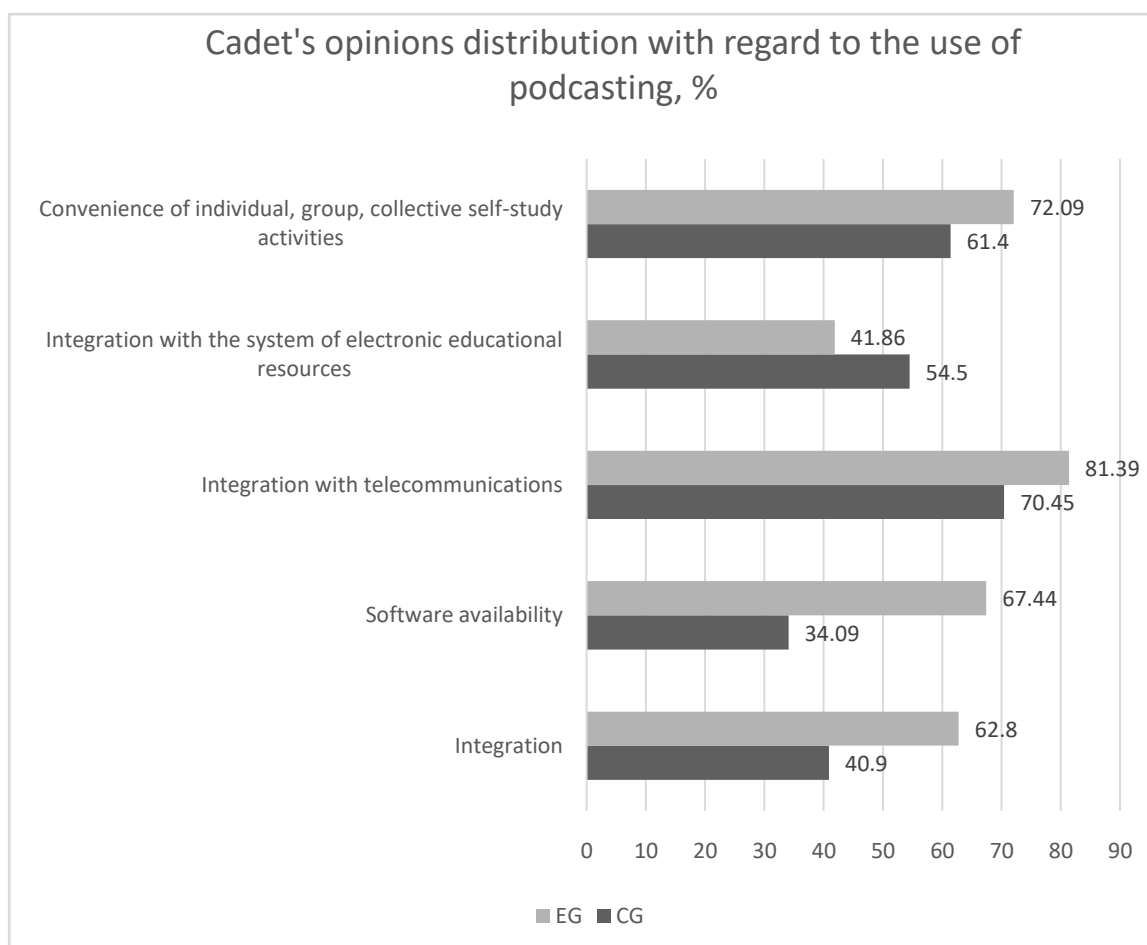
When asked whether it is interesting to carry out training in business communication and the development of professional communicative competence in a blended learning format (i.e., in combination with traditional forms, in which classroom lessons are used to analyze the results of independent activities, solve emerging problems, etc., and the process of independent work is podcast-based, including the development of scenarios to improve the professional side of speech for specific professional tasks), 93.02% of cadets expressed an affirmative positive opinion, 6.98% of students found it difficult to answer.

Analysis of the cadets' opinions on the main advantages of podcasting in mastering the discipline "Russian language and culture of business communication" showed that the students of the experimental group highly appreciate the possibility of integrating educational podcasting with various computer systems, media tools, as well as Internet tools for creating/developing their own scenarios/ podcasts (62.8%). In this case, cadets of the control group most appreciated the possibilities of integrating podcasting with telecommunication systems (70.45%) (Figure 1).

Thus, in the process of experimental activities, the use of podcasting, integrated into a blended learning model, was implemented. Also, scenarios were developed to improve the culture of the professional side of speech and the development of the communicative competence of cadets of the Ministry of Emergencies.

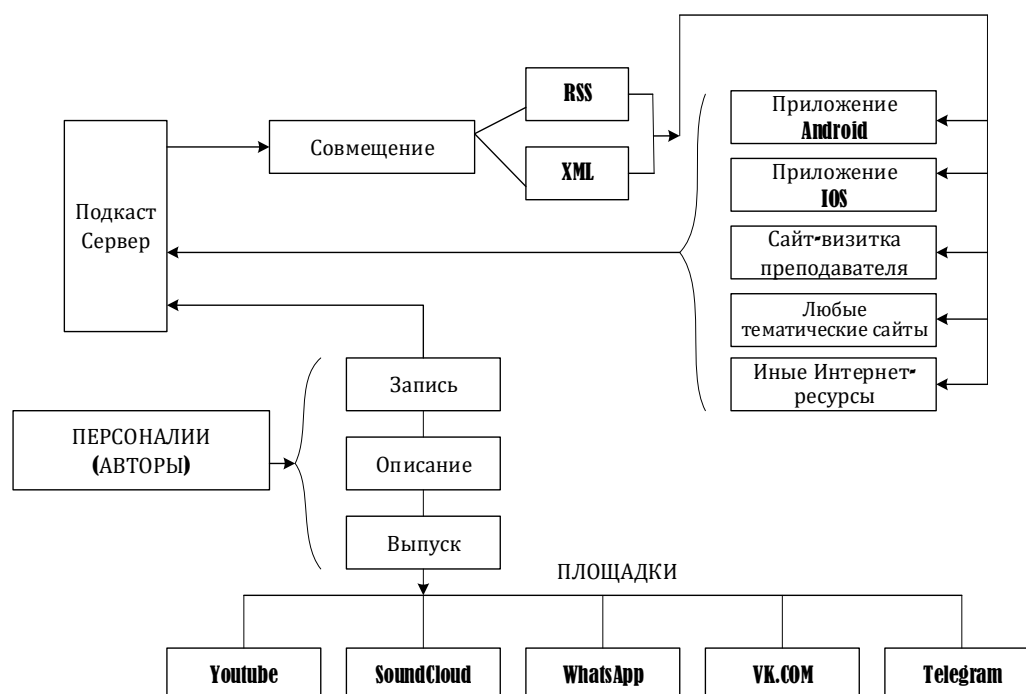
To solve research problems, the format of audio podcasts was of particular educational interest, which, when implemented in a blended learning model, could be accompanied by video material, teacher's lectures, and individual speech samples of using professional vocabulary.





**Figure 1.** Study of CG and EG cadets' opinions regarding advantages of podcast-based blended learning, %

It should be noted that the process of educational podcasting in the formation of professional communicative competence means a series of audio and video publications posted on the Internet. The link to them is provided from the teacher's business card site on the topic "Professional vocabulary of an EMERCOM employee for various official tasks." Each audio/video publication was supplemented by an XML file (from English eXtensible Markup Language) (Figure 2), containing the title, a brief annotation of the publication, duration, URL for search on the server/site. This allowed the cadets to subscribe to a series of publications/podcasts and automatically receive them for independent tasks as soon as the teacher selected/developed a publication or developed a script for working with a podcast. The technology behind podcasting should be understood to make use of podcasts in a blended learning model.



Совмещение – alignment

Подкаст-сервер – podcast-server

Сайт-визитка преподавателя - teacher's business card site

Любые тематические сайты – any theme-based Web sites

Иные Интернет-ресурсы – other Internet resources

Персоналии (авторы) – personalia (authors)

Запись – record

Описание – description

Выпуск – release

Площадки – platforms

**Figure 2.** Podcast functioning system (for work in the e-learning system used within the blended learning model)

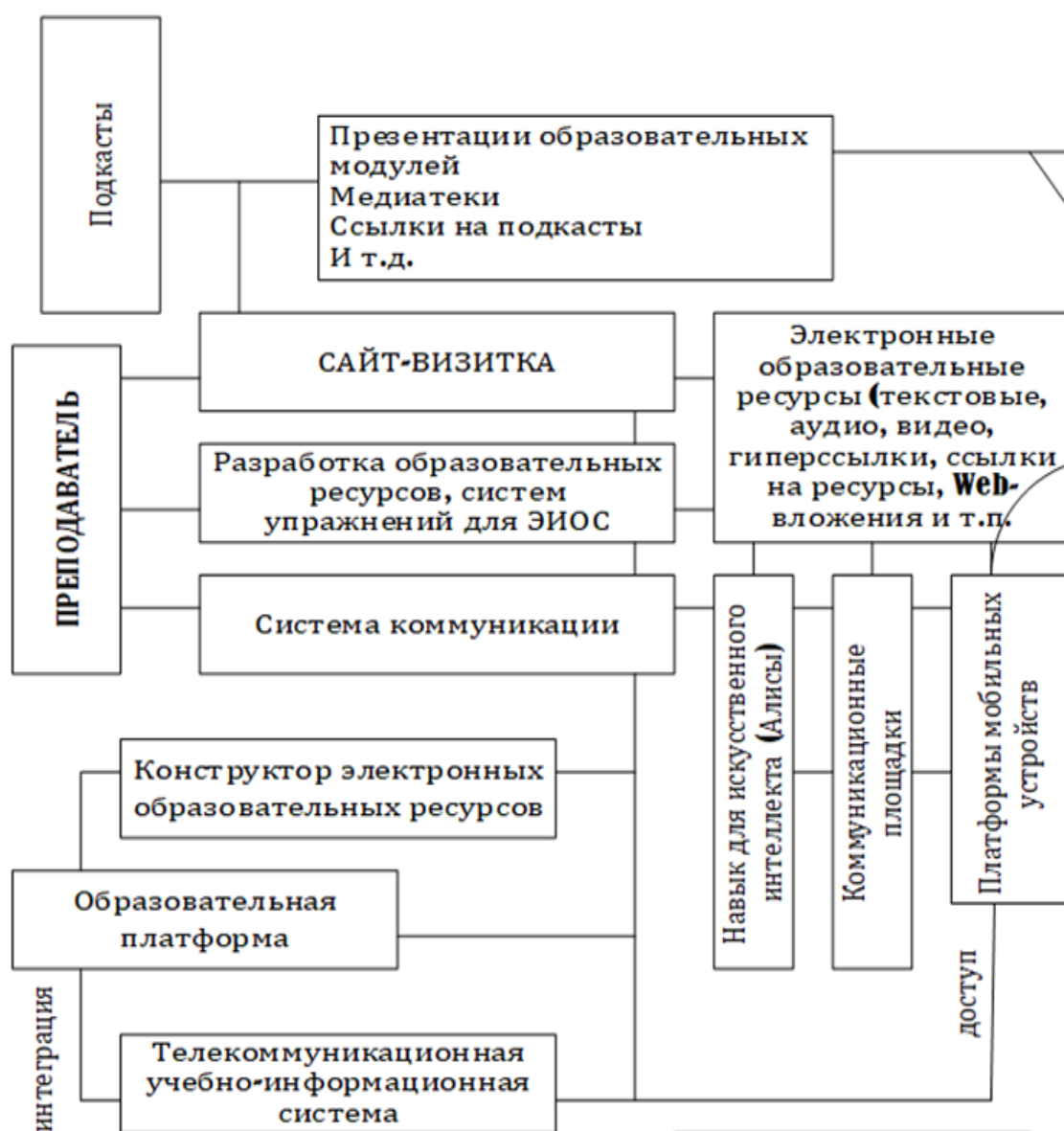
It should also be noted that the use of podcasts, taking into account their genre, thematic specifics, integrated with telecommunication technologies, allows:

- To provide access to the resource for a wide range of cadets;
- To carry out communication interaction (discussion, creation of a podcast, etc.) in real-time;
- Use any time, place, and mobile device convenient for work.

Subscription and automatic "upload" of podcasts by cadets is carried out by alignment with RSS or XML-files.

Within the framework of the blended learning model, this ensures the effective implementation of the accompanying, corrective and regulatory functions of the teacher and allows him [the teacher] to "embed" podcasts (in the form of links to the business card site and then inside the business

card site to the podcast itself) into the platform constructor, on which an electronic educational resource is created for the corresponding discipline or educational module (Figure 3).



Презентация образовательных модулей, медиатеки, ссылки на подкасты - Presentation of educational modules, media libraries, links to podcasts, etc.

Электронные образовательные ресурсы (текстовые, аудио, видео, гиперссылки, ссылки на ресурсы, web-вложения - Electronic educational resources (text, audio, video, hyperlinks, links to resources, web-attachments

Разработка образовательных ресурсов, систем упражнений для ЭИОС - Development of educational resources, exercise systems for Electronic information and educational environment

Система коммуникации – communication system

Конструктор электронных образовательных ресурсов - Constructor of electronic educational resources

Образовательная платформа – educational platform

Телекоммуникационная учебно-информационная система - Telecommunication training and information system

Навык для искусственного интеллекта - A skill for artificial intelligence

Коммуникационные площадки – communication platforms

Платформы мобильных устройств – mobile device platforms

Доступ – access

**Figure 3.** Fragment of the implementation of a blended learning model using training podcasting.

Carrying out experimental activities, it was assumed that a training podcast must necessarily have the following methodological support, namely: a clearly formulated educational goal indicating the target audience, topic, genre, format, time interval, segmentation, etc.

For instance,

*The goal* is to teach the professional side of speech for effective communication in an emergency.

*Target audience* - cadets of the Ministry of Emergency Situations undergoing operational practice in extinguishing a fire.

*Segmentation* is an educational podcast.

*Role function* - head of the fire extinguishing team.

*The scenario for working with a podcast* - working in parts of a long read: gathering a team, organizing the arrival of a unit to the incident site, carrying out rescue operations; cadets work through a unified communication service on different mobile (messenger integration) devices.

*Format* - audio + video; short urgent orders.

*Differentiation* - team / group work.

*Duration* - 20 minutes.

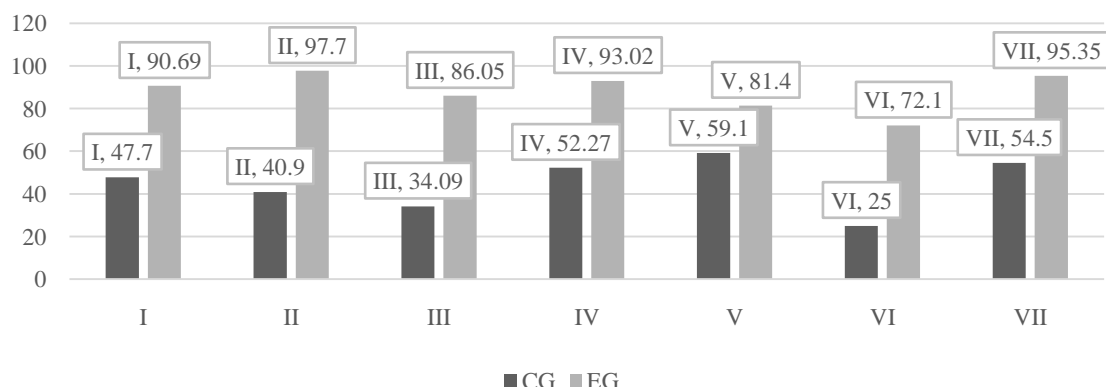
It is also worth saying that the choice of the podcast genre determines all its specifics and imposes appropriate restrictions on it. For example, the “Interview” genre presupposes the integration of samples of speech etiquette into the context of the professional vocabulary of an EMERCOM employee, while the “Conversation of two associates” genre allows the use of competently built professional speech in the context of the language of everyday communication, etc.

The effectiveness of scenarios for working with podcasts, in comparison with the usual listening to them, is believed to add elements of research novelty, and creativity of solving problems, similar to quest technology, to the educational process, which significantly increases the level of motivation in studying the discipline, and makes the achievement of educational results faster and effective. At the same time, the blended learning model is the optimal technology for the implementation of purposefully developed scenarios for working with podcasts. This is achieved by the possibilities of teaching creativity in the context of combining modern technologies, improving the quality of educational resources, as well as ensuring the autonomy and variability of the educational route of the cadets. As a result, the teacher can significantly increase the effectiveness of training, ensuring the involvement of cadets in the educational process [16,17,34,35].

## Research Results Interpretation

The obtained results of experimental activities served as indicators of the effectiveness of using scenarios for working with podcasts, expressed in the following components, characterizing the

**Distribution of cadets in the control and experimental groups by indicators of the development of professional communicative competence, %**



level of formation of professional communicative competence (Figure 4):

**Figure 4.** Comparison of the results of the development of professional communicative competence of cadets of the control and experimental groups studying at the EMERCOM universities, %

1. Mastering the proper volume of verbal material in the field of professional communication, its preservation and actualization (the cadets of the EG group mastered by 42.99% more in comparison with the cadets who made up the CG group);
2. Involvement of cadets in active educational activity [communicative activity aspect] (56.8% more cadets from the EG are involved in the active activity);
3. Stable possession of listening skills and development, on this basis, of the ability to accurately perceive the professional side of speech, explanation, analysis [expressed thoughts, ideas, etc.], interpretation of information, and optimal verbal response (this skill is manifested among cadets from the EG to the greatest extent, then among the cadets of the CG; the difference was 51.96%);
4. Achievement of the correctness of speech-producing activity within the framework of various communication tasks (cadets of the EG group demonstrate by 40.75% more);
5. Correct use of professional vocabulary and error recognition, detection, and correction (cadets from the EG demonstrate by 22.3% more);
6. The ability to constructively ask questions that exclude ambiguous interpretation of information in the process of communicative interaction and to carry out pluralistic dialogue responses (the cadets from the EG have the ability by 47.1% more);

7. The skills of business communication were formed (in the EG - due to an increase in the types of scenarios for working with podcasts; in the CG - due to an increase in the types of communicative activities), providing the formation of various levels of complexity of lexical skills and knowledge, obtained based on creative synthesis and general linguistic awareness, allowing to develop the ability to use them in all types of speech activity (skills were formed in 95.35% of cadets from the EG compared with 54.5% of cadets in the CG).

## **Conclusion**

Thus, it necessary to note once again that the use of podcasting, taking into account the development of specialized scenarios in the blended learning format ("flipped classroom" technology), determined the effectiveness of the development of professional communicative competence of EMERCOM cadets. The effectiveness of the results can be traced for all analyzed indicators and confirmed by control testing of cadets. The implementation of podcasting in the blended learning model allows for a creative approach to planning the independent activities of students of non-humanitarian specialties, increases interest in mastering the discipline.

The use of various scenarios for working with educational podcasts, available at URL addresses from the teacher's business card site and integrated into e-learning systems, allows effective implementation of the innovative organization of the communicative component of the discipline "Russian language and business culture" in a blended learning format. This makes it possible to combine auditory and visual perception (the formation of a behavioral communicative-active pattern, a dynamic stereotype) of professional vocabulary in immediate situations accompanying the activities of the Ministry of Emergencies. Such a communicative media support of the discipline can be successfully implemented in the format of a training-teaching mode, in which the teaching situation will reflect professional specifics with the greatest accuracy. This approach solves the most important tasks of the formation of professional communicative competence, ensuring the involvement of professional communicative experience for communication in various situations, as well as the formation of argumentation skills, formulating a point of view, conclusiveness, conducting a discussion, etc. Besides, it significantly increases the vocabulary of a future employee of the Ministry of Emergencies and develops the ability to quickly and competently produce lexical and grammatical constructions of various styles and topics within the profession.

Thus organized educational classroom and independent activity of cadets predetermined a positive response concerning the formation of cognitive interest and the activity of mastering the discipline: the experimental research program was appreciated by 96.7% of the cadets of the EG group. 88.4% of them expressed a desire to continue to study in this format of education. 67.4% of cadets of the EG group were carried away by creating their own podcasts/podcast series. 62.8% of cadets expressed the opinion that the novelty of the web-quest type in the scenarios for working with podcasts determined their interest in mastering the professional side of speech.

70.5% of cadets in the control group expressed a desire to study based on the appropriate methodology.

The use of podcasting and scenarios for working with podcasts in the development of professional communicative competence of cadets of EMERCOM universities activates attention towards the formation of a culture of business communication. This allows teachers of non-humanitarian universities to approach the teaching of language disciplines innovatively and interestingly for students.

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