

**THE USE OF PODCASTS AND SHORT VIDEO FORMATS (SHORTS) FOR
DEVELOPING LISTENING SKILLS IN MULTILINGUAL RFL GROUPS****Kadirova Lola Utkurovna****Tashkent State Medical University****The first department of uzbek and foreign languages****senior teacher****e.mail: lolautkurovna@1973gmail.ru****Abstract**

The article examines the methodological potential of using podcasts and short video formats (shorts) for developing listening skills among students studying Russian as a Foreign Language (RFL) in multilingual groups. The relevance of integrating authentic digital media texts into RFL instruction in the context of educational digitalization is substantiated. The study analyzes the pedagogical and psycholinguistic foundations of listening comprehension and proposes a structured model for incorporating short-format audio and video materials into classroom practice. The scientific novelty of the research lies in the development of a systematic algorithm for integrating micro-media content into listening instruction, taking into account the heterogeneous linguistic composition of multilingual groups. The findings demonstrate that podcasts and short videos enhance learners' motivation, promote intercultural competence, and contribute to the development of stable listening skills.

Keywords: Russian as a Foreign Language, listening comprehension, podcasts, short video formats, digital linguodidactics, multilingual classroom, media-based learning.

1. Introduction

The rapid digital transformation of education has significantly influenced foreign language teaching methodologies. In the field of Russian as a Foreign Language (RFL), the development of listening comprehension skills remains one of the most challenging aspects of communicative competence formation. Listening is a complex cognitive and linguistic process that requires the integration of phonetic perception, lexical recognition, syntactic parsing, and pragmatic interpretation.

In multilingual RFL groups, where students come from diverse linguistic and cultural backgrounds, teaching listening becomes particularly complicated. Phonetic interference, differences in prosodic systems, and varying cognitive strategies often hinder comprehension.

Therefore, identifying effective tools for developing listening skills in heterogeneous classrooms is an urgent methodological task.

Podcasts and short video formats (shorts), widely consumed in modern digital environments, offer new opportunities for integrating authentic language materials into RFL instruction. Their brevity, accessibility, and multimodal nature make them particularly suitable for classroom use.

2. Literature Review

The communicative approach to language teaching, developed by scholars such as E. I. Passov, emphasizes the importance of authentic communication and meaningful language use. The theoretical foundations of foreign language methodology are also reflected in the works of I. L. Bim and A. N. Shchukin, who underline the significance of developing all types of speech activity, including listening.

Research on listening comprehension as a cognitive process has been advanced by John Field and Larry Vandergrift, who highlight the role of metacognitive strategies in listening development. Multimedia learning theory, formulated by Richard Mayer, provides a theoretical basis for integrating audiovisual materials into language teaching. His cognitive theory of multimedia learning explains how visual and auditory channels interact to enhance comprehension.

Studies on digital technologies in language education by Gavin Dudeney and Nicky Hockly emphasize the pedagogical value of online media resources, including podcasts and video platforms.

Despite extensive research in digital language teaching, the systematic integration of short-format media content into RFL listening instruction in multilingual groups remains insufficiently explored.

3. Aim and Objectives

The aim of this study is to develop and theoretically substantiate a methodological model for using podcasts and short video formats to enhance listening comprehension in multilingual RFL groups.

The objectives are:

1. To analyze the psycholinguistic foundations of listening comprehension.
2. To determine the didactic potential of podcasts and short video content.
3. To develop a structured instructional model for classroom implementation.
4. To identify specific methodological considerations for multilingual classrooms.

4. Methods

The study employs the following research methods:

- 1.theoretical analysis of linguistic, pedagogical, and methodological literature;
- 2.comparative analysis of digital instructional tools;
- 3.pedagogical modeling;
- 4.elements of classroom observation and instructional design.

5. Psycholinguistic Foundations of Listening

Listening comprehension involves bottom-up and top-down processing mechanisms. Bottom-up processing refers to decoding sounds into meaningful linguistic units, while top-down processing involves activating prior knowledge and contextual prediction.

In multilingual RFL groups, students may experience:

- 1.phonetic interference from their native languages;
- 2.difficulty recognizing reduced forms and connected speech;
- 3.limited lexical access speed;
- 4.cultural misunderstandings affecting pragmatic interpretation.

Therefore, instructional materials must provide structured scaffolding and repeated exposure to authentic speech.

6. Didactic Potential of Podcasts

Podcasts are audio recordings that cover diverse topics and genres, including interviews, storytelling, educational discussions, and news reports. Their pedagogical advantages include:

- 1.exposure to authentic speech;
- 2.variety of accents and speech rates;
- 3.thematic diversity;
- 4.possibility of repeated listening.

Podcasts promote global listening (understanding general meaning) and selective listening (identifying specific information). They also contribute to the development of discourse competence by familiarizing students with natural conversational patterns.

7. Didactic Potential of Short Video Formats (Shorts)

Short video formats, typically lasting 30–90 seconds, are characterized by:

- 1.high informational density;
- 2.visual support for auditory input;
- 3.dynamic presentation;
- 4.emotional engagement.

According to multimedia learning theory, the integration of visual and auditory stimuli reduces cognitive overload and enhances comprehension. Visual cues such as gestures, facial expressions, and contextual settings facilitate semantic interpretation.

In addition, the brevity of short videos makes them suitable for regular classroom integration without excessive time consumption.

8. Proposed Instructional Model

The proposed model consists of five stages:

1. Material Selection

Content must correspond to students' proficiency levels (A1–B2), thematic relevance, and cultural neutrality.

2. Pre-Listening Stage

- 1.introduction of key vocabulary;
- 2.prediction tasks;
- 3.clarification of communicative goals.

3. First Listening/Viewing

Students identify the main idea and communicative purpose.

4. Second Listening/Viewing

Learners complete tasks focused on details, sequencing, or inference.

5. Post-Listening Integration

- 1.group discussion;
- 2.role-play reconstruction;
- 3.creation of students' own short audio or video messages.

This structured approach ensures systematic skill development and integration with speaking practice.

9. Specific Considerations for Multilingual Groups

In multilingual classrooms, teachers must consider:

- 1.differences in phonological systems;
- 2.varying listening strategies;
- 3.diverse cultural interpretations.

Methodological recommendations include:

- 1.gradual removal of subtitles;
- 2.adjustable playback speed;
- 3.combination of individual and collaborative tasks;

4.reflective activities to develop metacognitive awareness.

10. Results and Discussion

Classroom implementation indicates that the use of podcasts and short videos:

- 1.increases learner motivation;
- 2.promotes regular listening practice;
- 3.enhances intercultural awareness;
- 4.improves comprehension accuracy over time.

Students demonstrate greater confidence in processing authentic speech and show improved ability to infer meaning from context.

However, teachers must carefully curate materials and avoid cognitive overload, especially at lower proficiency levels.

Conclusion

The integration of podcasts and short video formats into RFL instruction represents an effective strategy for developing listening skills in multilingual groups. The proposed instructional model provides a structured framework for incorporating micro-media content into classroom practice.

The findings confirm that short-format digital materials enhance motivation, support multimodal comprehension, and facilitate communicative competence development. Future research may focus on empirical measurement of listening progress and the development of assessment criteria for digital media-based instruction.

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