

DIGITAL ORAL TEXTS IN COMMUNICATION AMONG CONTEMPORARY TURKIC LANGUAGES: A PODCAST-BASED LISTENING COMPREHENSION PROCESS AMONG KAZAKHSTAN LEARNERS

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Abstract. In the 21st century, technological devices and artificial intelligence have become an integral part of everyday life, making the use of technology in language teaching increasingly important. Combining traditional materials with modern technologies may increase students' interest in language learning. Podcasts are among the modern tools used in foreign language teaching. These materials can expose learners to authentic speech and support comprehension beyond the language input typically available in textbooks. This study examines the impact of researcher-developed Turkish-language podcasts on university students' listening skills. The participants were 20 third-year students from the Faculty of Foreign Languages at Kazakh-American Free University (KAFU), who studied Turkish as a second foreign language during the 2025–2026 academic year. They constituted the experimental group. For five months, students listened to Turkish podcasts during classes and completed assignments designed to develop various language skills. At the end of the study, a questionnaire was administered via Google Forms to assess the development of their listening skills. The questionnaire results are presented and analyzed in the article. The findings show that Turkish-language podcasts positively influenced students' listening skills. In particular, podcasts helped students infer the meaning of unfamiliar words from sentence context, as reflected in the high proportion of «Strongly Agree» responses. Regular podcast exposure also contributed to students' ability to imitate speakers' stress and intonation patterns, which was similarly reflected in the «Strongly Agree» responses. The article also reviews previous research on podcasts and listening skills in Turkish language teaching and provides recommendations for using podcasts to further develop students' listening abilities.

Key words: podcasts, turkish language learning, listening skills, podcasts in turkish, university students.

Introduction

Since the existence of human being language has served as the fundamental medium of communication that establishes social bonds, transmits cultural heritage, and enables individuals to make sense of the world. The process of acquiring a new language is a lifelong mental and auditory journey that begins when an individual starts perceiving surrounding sounds while still in the womb. Listening is a complex process of perception and comprehension within the human mind which forms the cornerstone of communicative competence in foreign language acquisition and is among the first skills that need to be developed.

In both native language instruction and the teaching of Turkish as a foreign language, emphasis is typically placed on reading, writing, and speaking skills; conversely, listening skills often receive insufficient attention during instruction, based on the assumption that they will develop spontaneously. A lack of adequate support for listening skills leads learners to acquire incomplete information in the target language, experience communication breakdowns, and suffer from high levels of listening anxiety in conversational settings. For individuals learning Turkish outside the natural environment where the language is spoken, limited classroom auditory input proves insufficient, making it difficult for learners to grasp unfamiliar sounds, intonation patterns, and speaking speeds.

In traditional classrooms listening is often constrained by limited class hours, poor-quality audio recordings or monotonous materials. This situation hinders students from adapting to the natural flow of the target language. However, as it was emphasized in the literature, «By effectively developing listening skills, many language-related issues can be resolved, and full language development can be achieved» [1, 88]. A fundamental prerequisite for successful language

acquisition is providing the learner with ample, comprehensible, and authentic aural input. Individuals learning Turkish far from the regions where the language is spoken such as students in Kazakhstan have very limited opportunities to be exposed to the natural flow of the language in their daily lives. One of the most effective ways to overcome this disadvantage is through extensive listening practices that support out-of-class learning via mobile technologies.

Nowadays the phenomenon of globalization, the intensification of international relations, and technological advancements necessitate the adoption of innovative approaches to foreign language teaching that transcend classroom walls and eliminate the constraints of time and space. In particular, the growing interest in the Turkish language especially in fraternal regions like Kazakhstan requires that this process be supported by more effective, flexible, and modern methods in both formal educational institutions and individual learning practices. In this context, with mobile technologies becoming central to our lives, podcast technology defined as digital audio broadcasts has emerged as a powerful digital resource for teaching Turkish as a foreign language, enhancing listening skills and consequently, other language skills.

Derived from the combination of the words «iPod» and «broadcasting», podcast technology offers users rich, portable audio content that can be accessed via the internet anytime and anywhere. Highlighting the importance of using podcasts in teaching Turkish as a foreign language, Duman and Mukazhanova [2, 310] outline the advantages of podcasts as follows: «Podcasts offer individuals opportunities for learning independent of time and place, both within and outside the classroom. Characterized as modern radio, podcasts are easily accessible due to their availability via the internet. In addition to being easily accessible, they are cost-effective and often free materials». Furthermore, these audio broadcasts prepared by native speakers covering various themes at a natural speaking pace which provides students with an authentic linguistic environment, thereby enriching their vocabulary and directly supporting their pronunciation skills.

The functionality of podcasts in language learning is not limited to listening alone but maintains an organic connection with other fundamental language skills. Experts noting that language skills constitute an integrated whole and cannot be isolated from one another, argue that advanced listening skills also foster reading, speaking, and writing abilities. In this context, Tymoshchuk [3, 120] emphasizes the multifaceted role of podcasts in language acquisition, stating: «Podcast can accelerate language learners' learning not just in listening but also in other language areas such as pronunciation, vocabulary, grammar, speaking and related learning activities». Similarly, in a comprehensive study, Gonulal [4, 318] found that students who regularly listened to podcasts and vodcasts (video podcasts) made statistically significant progress in listening tests, concluding: «The promising results of the current study regarding the effectiveness of podcasts and vodcasts in developing L2 listening skills would be an encouraging starting point for language teachers and learners to further explore these digital tools».

The integration of technology into foreign language instruction supports students' cognitive processes while also exerting a significant influence on affective factors. One of the major obstacles faced by foreign language learners is «listening anxiety»; specifically, the fear of failing to comprehend texts spoken at a natural pace or losing the overall meaning after missing a single word undermines students' self-confidence. In their experimental study, Ağca and Aktaş [5, 393] demonstrated the role of podcast-supported listening instruction for B1-level students in mitigating this anxiety, stating: «The study concluded that the use of podcasts has a positive effect on the listening anxiety of individuals learning Turkish as a foreign language». Flexible control mechanisms offered by podcasts such as the ability to pause, slow down, rewind/fast-forward, and replay content often allow students to proceed at their own pace, thereby reducing anxiety levels and enhancing individual autonomy.

Experimental and theoretical research in the field confirms that the use of podcasts leads to multifaceted improvements in foreign language instruction, particularly regarding listening skills [6, 80; 7, 760]. Research conducted within the context of teaching Turkish as a foreign language. Research indicates that the use of podcasts significantly enhances students' listening comprehension performance and markedly reduces foreign language listening anxiety as well as the fear of failing to

grasp the overall meaning if a segment is missed during listening by alleviating the stress associated with understanding every word in a text [5, 380; 8, 330]. Furthermore, it has been established that podcast-supported instruction improves discriminative listening skills enabling the distinction of the language's sounds, vocabulary, and morphological structures. This directly contributes to pronunciation and reading fluency by fostering awareness of prosodic stress and intonation [9, 45], [10, 700].

Recent studies on podcast use in foreign language education have reported positive effects, particularly on listening comprehension, learner motivation, and listening anxiety. For instance, in a pilot study with international students, the authors [11, 50; 12, 152] found that students who used podcasts for listening practice showed statistically significant improvement in listening comprehension compared with the control group, which followed traditional methods. Similarly, another study reported that students who used mobile-based integrated listening activities improved their listening skills [13, 20].

One important advantage of podcasts is that students can listen to the same material several times. This allows them to review missed information and better understand complex language structures. The authors also noted that the option to adjust the playback speed can make listening easier and support the development of listening skills [14, 40]. In another study, Ağca and Aktaş [5, 40] found that podcast use reduced students' listening anxiety. Students reported feeling more comfortable because they could listen individually, control their own pace, and practice without direct classroom pressure. Podcast use also had a positive effect on students' perceptions of listening self-efficacy, especially in the area of higher-order assessment. Similarly, the authors [15, 60] reported that podcasts can reduce anxiety, increase students' motivation to learn, and contribute to a stronger sense of belonging to a learning community.

Overall, previous empirical studies suggest that podcasts can support the development of listening skills in foreign language learning while also contributing to lower listening anxiety and higher learning motivation. Although the existing literature is still limited in terms of the number of studies and participants, the available findings indicate that podcasts have considerable potential as a supplementary tool for listening instruction. Therefore, further research with larger samples and different learning contexts is needed to better understand the educational value of podcast-based listening activities.

In conclusion, integrating podcast technology into both in-class and out-of-class learning environments is of great academic and pedagogical importance for addressing the environmental and cultural disadvantages faced by students in Kazakhstan when learning Turkish as a foreign language. It can help improve their listening skills and, consequently, their overall language proficiency. Audio content produced in natural speech, categorized according to students' proficiency levels, and supported by pedagogical principles can provide more than just a passive listening experience. It can also expose students to the cultural codes of the target language and create a lasting, flexible, and motivating learning environment.

A review of the literature shows that although technology-supported listening activities have received considerable attention in the field of language teaching, experimental studies that comprehensively examine the development of listening comprehension among Kazakhstani students learning Turkish through podcasts remain limited. Therefore, this study aims to address this gap by examining the effect of podcast use on the listening skills of Kazakhstani students learning Turkish and by presenting the findings from an academic and empirical perspective.

Materials and methods of research

The survey involved 20 third-year students from the Kazakh-American Free University, who studied Turkish as a second foreign language during the 2025 - 2026 academic year. The experimental group listened to podcasts during Turkish language classes for five months and did various assignments aimed at developing their language skills such as listening, speaking, reading and writing. At the end of the study, a questionnaire created by the researchers and administered via Google Forms administered to the university students to assess the development of their listening skills. Students were given a seven-item «Questionnaire for evaluating the students perceptions of

effect of podcast use on the listening skills». The questionnaire measured the students' perceptions and the effect of podcast listening during the classes. The questionnaire contained multiple-choice statements regarding listening skills. Students responded using a five-point Likert-type scale rated as follows: «1 = Strongly Disagree», «2 = Disagree», «3 = Undecided», «4 = Agree», and «5 = Strongly Agree». The students responded to the following statements in the survey:

1. When listening to podcasts, I can focus on the overall meaning of the content rather than trying to understand each word individually;
2. When I hear an unfamiliar word, I can infer its meaning from the context of the sentence;
3. When I hear words that I have learned before but forgotten in podcasts, it becomes easier for me to remember them;
4. Thanks to podcasts, I have started to imitate the speakers' stress and intonation;
5. The speaking speed in podcasts was appropriate for me to process and understand what I heard;
6. The content I listen to presents more up-to-date and natural language than the texts in Turkish textbooks;
7. I can take notes on keywords or expressions that I consider important while listening.

To ensure the validity of the content, the questionnaire items were reviewed by experts in the fields of Turkish language instruction and foreign language education. The experts evaluated the items in terms of their relevance, clarity, and alignment with the research objective.

To achieve the research objective, methods involving data collection, description, content analysis, and statistical analysis were employed. A survey was conducted to gather quantitative data, specifically to determine the impact of podcasts on students' listening skills during Turkish language learning processes. Through these methods complemented by the survey both the quantitative results and the content of the information were analyzed.

Results and its discussion

A seven-item questionnaire was administered to determine the impact of Turkish podcasts on students' listening skills. The results reveal that students generally hold a positive attitude toward podcast-based listening activities, although their levels of development vary regarding different listening strategies and skills. The findings indicate that the use of podcasts supports not only students' general comprehension skills but also their ability to infer meaning from context, recall previously learned vocabulary, and develop awareness of pronunciation, stress, and intonation.

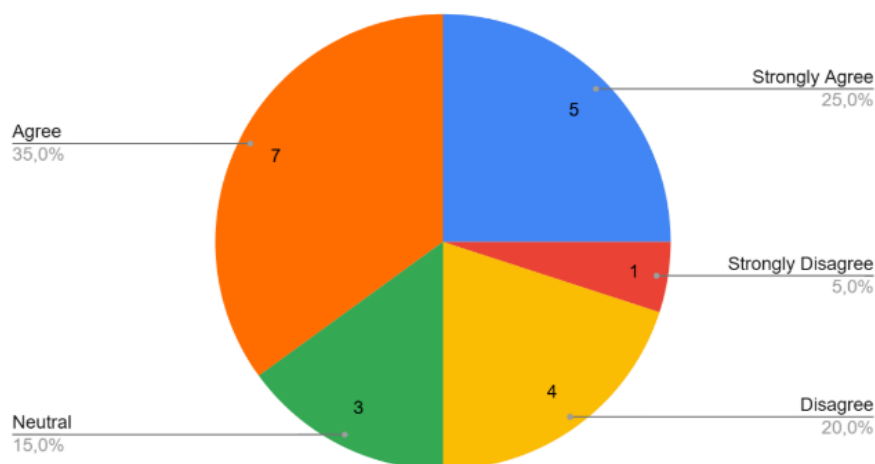


Figure 1. Statement 1 - When listening to podcasts, I can focus on the overall meaning of the content rather than trying to understand each word individually

For the first statement, «When listening to podcasts, I can focus on the overall meaning of the content rather than trying to understand each word individually», 35% of the students (7 students) agreed, while only 5% (1 student) strongly disagreed. The relatively high level of agreement suggests

that regular podcast listening may have helped students develop a more holistic approach to listening. Over time, students may have learned to focus on the main idea, key information, and overall context of the speech rather than trying to understand every unfamiliar word. This is an important listening skill, particularly when working with authentic audio materials. Trying to understand every word can make it more difficult for learners to follow the overall meaning.

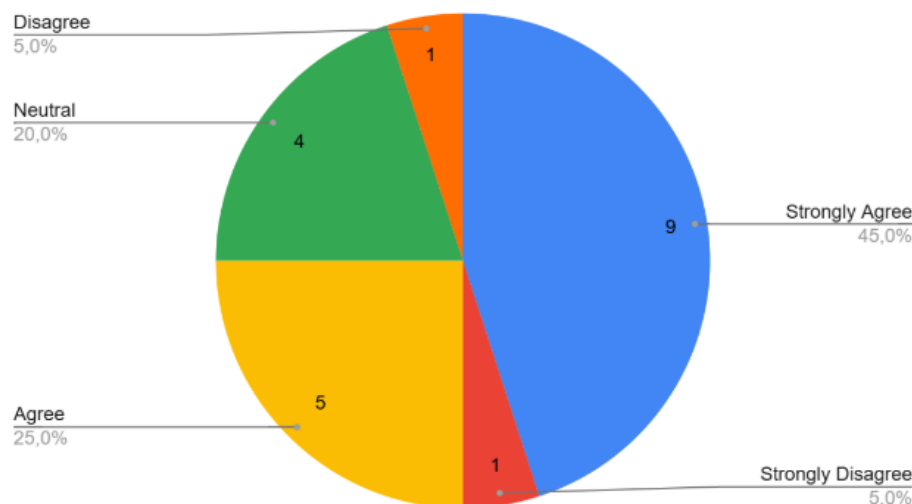


Figure 2. Statement 2 - When I hear an unfamiliar word, I can infer its meaning from the context of the sentence

The responses to the second statement, «When I hear an unfamiliar word, I can infer its meaning from the context of the sentence», show a more positive trend. Forty-five percent of the students (9 students) strongly agreed with this statement. Only 5% (1 student) disagreed, while another 5% (1 student) strongly disagreed. This high level of agreement suggests that podcast listening activities may have helped students develop the ability to use contextual clues when encountering unfamiliar words. Because students hear words in meaningful sentences and communicative situations, they can use surrounding words, grammatical structures, topic-related information, and the overall context to infer meaning. Students who gave lower ratings may not yet have sufficient vocabulary or grammatical knowledge to make reliable guesses from context. Therefore, podcasts may support the development of inferential listening strategies. However, the effectiveness of these strategies may also depend on students' existing language proficiency.

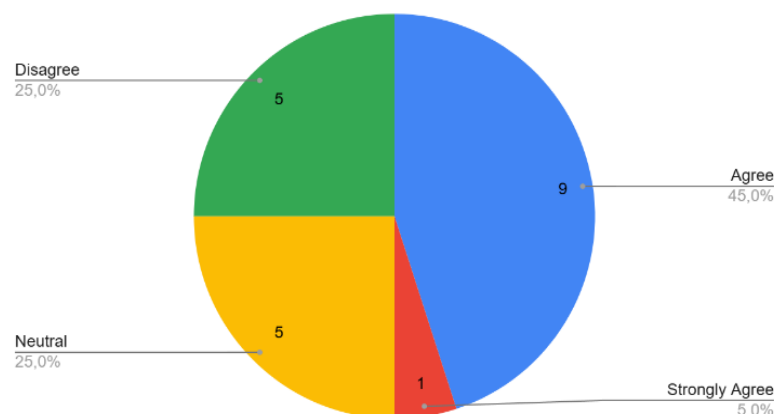


Figure 3. Statement 3 - When I hear words that I have learned before but forgotten in podcasts, it becomes easier for me to remember them

The responses to the third statement, «When I hear words that I have learned before but

forgotten in podcasts, it becomes easier for me to remember them», also show a positive trend. Forty-five percent of the students (9 students) agreed with this statement, while 5% (1 student) strongly agreed. In contrast, none of the students selected «Strongly Disagree». These findings suggest that hearing previously learned words again in an authentic listening context may support word recognition and recall. When students hear a word they have learned before, they may be able to connect its pronunciation with its previously learned meaning and usage. In this sense, podcasts can provide repeated and meaningful auditory input that may help students reactivate their passive vocabulary. However, the relatively low percentage of students who strongly agreed may indicate that most students viewed this effect as a supportive factor rather than as a major improvement in their vocabulary knowledge.

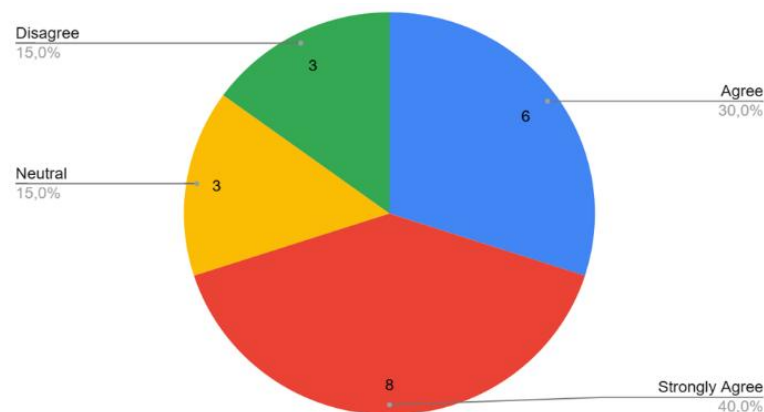


Figure 4. Statement 4 - Thanks to podcasts, I have started to imitate the speakers' stress and intonation

The fourth statement, «Thanks to podcasts, I have started to imitate the speakers' stress and intonation», received particularly positive responses. Forty percent of the students (8 students) strongly agreed with this statement, while 15% (3 students) disagreed. None of the students strongly disagreed. This positive response suggests that regular exposure to authentic spoken Turkish may have increased students' awareness of stress, rhythm, pauses, and intonation. By listening to podcasts repeatedly, students may have naturally noticed how native or advanced speakers use these features in speech. Some students may have also repeated expressions they heard in the podcasts. This could have given them opportunities to imitate Turkish pronunciation and intonation. In contrast, students who disagreed may have used podcasts mainly to understand the content and gain information. They may have had fewer opportunities to practice repetition or imitation. These findings suggest that the effect of podcasts on pronunciation may become more noticeable when listening activities are combined with repetition and shadowing exercises.

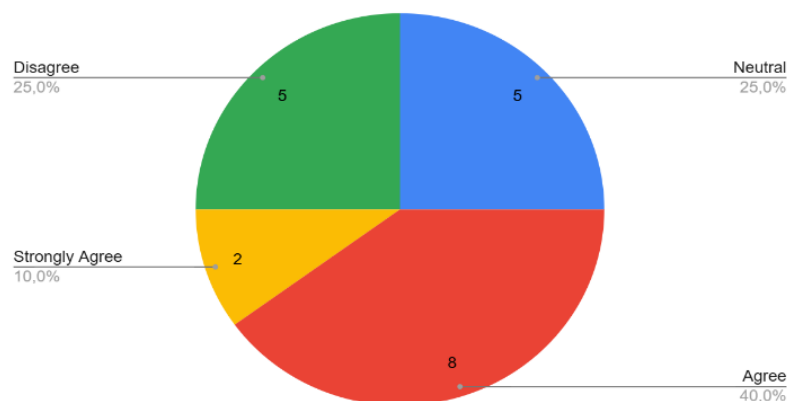


Figure 5. Statement 5 -The speaking speed in podcasts was appropriate for me to process and understand what I heard

The fifth statement, «The speaking speed was appropriate», showed a more moderate result compared with some of the other statements. Forty percent of the students (8 students) agreed that the speaking speed was appropriate, while only 10% (2 students) strongly agreed. None of the students strongly disagreed. These results suggest that many students were able to follow the speaking speed in the podcasts. However, natural speaking speed still presented some difficulties. Although students may have understood the general content, they may have had difficulty recognizing individual words, phrases, or features of connected speech at a natural pace. The fact that only 10% of the students strongly agreed may also indicate that students were not completely confident in following natural speech. This finding highlights the importance of considering students' language proficiency when selecting authentic podcast materials.

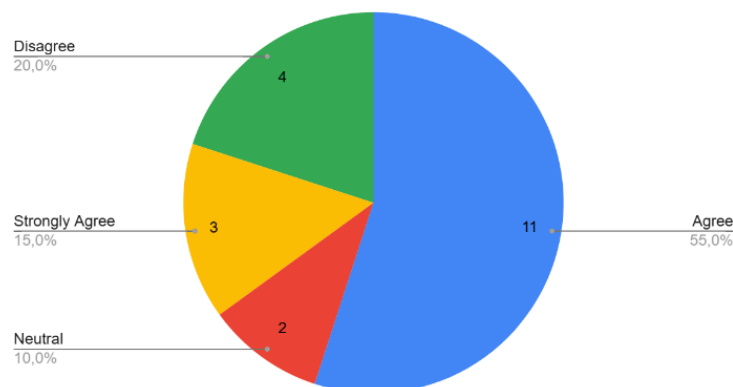


Figure 6. Statement 6 -The content I listen to presents more up-to-date and natural language than the texts in Turkish textbooks

The highest rate of positive responses was observed for the sixth statement: «The content I listen to presents more up-to-date and natural language than the texts in Turkish textbooks» Fifty-five percent of the students (11 students) agreed with this statement, while 10% (2 students) gave a neutral response. This result suggests that students perceived podcasts as a more up-to-date and authentic source of language input compared with traditional textbook materials. Podcasts may expose students to current topics, everyday expressions, natural pronunciation, and language patterns used in real communication. These features allow students to hear contemporary forms of communication that are often presented in a more limited way in traditional textbooks. In addition, exposure to topics related to everyday life and current communication may make podcasts more interesting and engaging as learning materials. Students who gave neutral responses may not have made a direct comparison between podcasts and textbooks. They may also have viewed these two types of materials as resources serving different educational purposes.

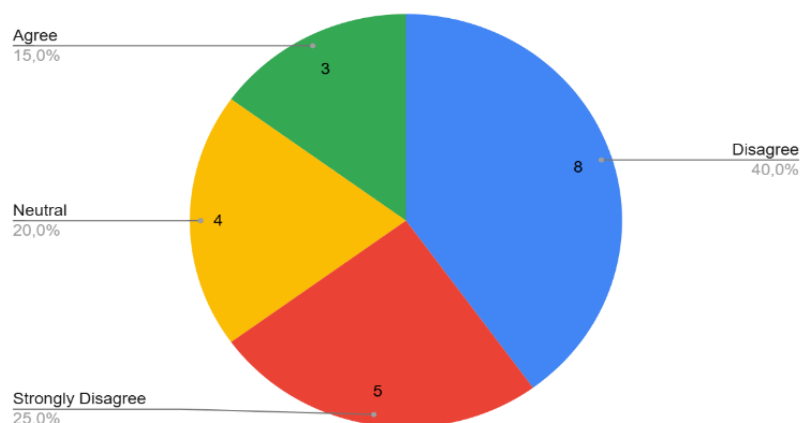


Figure 7. Statement 7 - I can take notes on keywords or expressions that I consider important while listening.

In contrast, the seventh statement, «can take notes on keywords or expressions that I consider important while listening», revealed a clear difficulty. Forty percent of the students (8 students) disagreed with this statement, while only 15% (3 students) agreed. None of the students strongly disagreed. This finding is particularly noteworthy because note-taking requires students to perform several cognitive processes at the same time. While listening, students need to process the information they hear, identify important points, decide which words or ideas should be recorded, and write them down before the speaker moves on to the next piece of information. For students whose listening skills have not yet become automatic, note-taking may compete with the attention needed for comprehension. Therefore, students' difficulty with note-taking may not necessarily indicate weak listening skills. Rather, it may show that combining listening and note-taking creates a higher cognitive load for learners.

Overall, the questionnaire results show that students found podcast-based learning useful for understanding the overall meaning, guessing the meaning of unfamiliar words from context, remembering vocabulary, and developing awareness of authentic pronunciation and intonation.

However, some listening-related tasks, such as following natural speaking speed and taking notes while listening, remained challenging for the students. Students gave more positive responses to comprehension-related items but experienced greater difficulty with note-taking. This may suggest that podcast-based instruction can more easily support receptive listening skills, while more complex tasks that require simultaneous listening and production demand greater cognitive effort.

Therefore, podcasts can be considered an effective material for providing authentic language input. However, podcast-based listening activities could be strengthened by incorporating activities such as repetition, shadowing, identifying key words, and guided note-taking. These activities may help students gradually develop both their listening comprehension and their ability to process information while listening.

Conclusion

This study examined the effect of using Turkish podcasts on the development of listening skills among Kazakhstani university students learning Turkish. The research was conducted 20 third-year students learning Turkish as a second foreign language at Kazakh-American Free University. Students listened to Turkish podcasts in during their classes for five months. The results of the survey administered at the end of the study showed that students generally had a positive attitude toward the use of podcasts.

The findings obtained indicate that podcasts particularly contributed to students' ability to focus on the general meaning of the text they listened to, to infer the meaning of unfamiliar words from context, and to recall words they had previously learned. A significant portion of the students also stated that, thanks to the podcasts, they became more aware of stress and intonation in Turkish and began imitating the speakers. These results suggest that regular podcast listening can support not only students' listening comprehension skills but also their awareness of the natural sound features of Turkish.

Another notable finding in the study is that students evaluated the current and natural language used in podcasts more positively compared to the texts in textbooks. 55% of the students stated that podcast content was more current and natural than textbooks. This indicates that podcasts can serve as a material that increases the natural language input, which tends to remain limited in classroom settings. Particularly in contexts such as Kazakhstan, where Turkish is learned far from an environment where it is naturally spoken, podcasts can help students gain greater exposure to everyday language use and natural speech features.

However, the research results also show that the use of podcasts did not provide the same level of improvement in every listening skill. Following the natural speed of speech and taking notes simultaneously while listening proved challenging for some students. Note-taking may have created a higher cognitive load for students, as it requires multiple mental processes at once, such as listening, processing information, identifying key points, and writing. For this reason, it is important that podcast activities are not limited solely to listening and comprehension exercises.

In line with the results of the study, it can be recommended that podcasts should be used

regularly and systematically in Turkish language teaching. In order for students to develop their listening skills more effectively, podcast listening activities can be supported with practices such as repetition, shadowing, identifying key words, taking short notes, and summarizing the content listened to. In selecting podcasts, students' language level, speech rate, and level of background knowledge on the topic should be taken into consideration. Teachers can start with content that is easy to understand. This content should have a suitable, slower pace. Later, students can move on to podcasts with a natural speech rate. This gradual approach can help students manage the listening process more easily.

In light of the findings, the effective integration of podcasts into Turkish as a foreign language instruction requires the systematic incorporation of explicit pedagogical strategies. To address learners' difficulties in processing naturally paced speech and to regulate cognitive load, podcast materials should be selected in accordance with learners' proficiency levels. Instruction may initially employ comprehensible input delivered at a relatively reduced speech rate, followed by a gradual progression toward authentic-speed recordings as learners' listening competence develops. Furthermore, podcast-based instruction should extend beyond passive listening and incorporate structured, task-based activities that promote active processing of auditory input. In particular, shadowing and auditory imitation activities can contribute to the development of pronunciation, rhythm, and intonation, while contextual lexical inferencing and guided note-taking can facilitate meaning construction and reinforce listening comprehension. Such a pedagogically scaffolded approach may enhance the instructional value of podcasts by transforming them from supplementary listening resources into systematically integrated tools for developing learners' receptive and productive language skills.

In conclusion, podcasts should be regarded not as alternative resources that completely replace traditional textbooks, but as powerful complementary materials that enrich both in-class and out-of-class processes. Accordingly, by integrating podcast content into their lessons within a systematic plan, language teachers can both reduce students' listening anxiety and bring them closer to authentic language input and current cultural context.

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ҚАЗІРГІ ТҮРКІ ТІЛДЕРІ АРАСЫНДАҒЫ КОММУНИКАЦИЯДАҒЫ ЦИФРЛЫҚ АУЫЗША МӘТІНДЕР: ҚАЗАҚСТАНДЫҚ БІЛІМ АЛУШЫЛАРДЫҢ ПОДКАСТ НЕГІЗІНДЕ ТЫҢДАП ТҮСІНУ ҮДЕРІСІ

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Аңдатпа. ХХІ ғасырда технологиялық құрылғылар мен жасанды интеллект күнделікті өмірдің ажырамас бөлігіне айналды, бұл тілді оқытуда технологияны пайдаланудың маңыздылығын арттырады. Дәстүрлі материалдарды заманауи технологиялармен біріктіру студенттердің тіл үйренуге деген қызығушылығын арттыруы мүмкін. Подкасттар шетел тілін оқытуда қолданылатын заманауи құралдардың қатарына жатады. Бұл материалдар оқушыларды шынайы сөйлеуге баулиды және оқулықтарда әдетте қолжетімді тілдік кіріспеден тыс түсінуді қолдайды. Бұл мақала зерттеушілер әзірлеген түрік тіліндегі подкасттардың университет студенттерінің тыңдау дағдыларына әсерін зерттейді. Зерттеуге 2025 – 2026 оқу жылында Қазақстан-Американдық еркін университетінің (ҚАЕУ) шет тілдері факультетінде түрік тілін екінші шет тілі ретінде оқып жүрген үшінші курс студенттері қатысты. Олар эксперименттік топты құрады. Бес ай бойы студенттер сабақ барысында түрік тілінде подкасттар тыңдап, әртүрлі тілдік дағдыларды дамытуға арналған тапсырмаларды орындады. Зерттеу соңында олардың тыңдау дағдыларының дамуын бағалау үшін Google Forms арқылы сауалнама жүргізілді. Сауалнама нәтижелері мақалада ұсынылған және талданған. Зерттеу нәтижелері түрік тіліндегі подкасттардың студенттердің тыңдау дағдыларына оң әсер еткенін көрсетеді. Атап айтқанда, подкасттарды тыңдау студенттерге бейтаныс сөздердің мағынасын сөйлемнің жалпы контекстіне түсіне отырып түсінуге көмектесті, бұл «Толығымен келісемін» жауаптарының жоғары үлесінен көрінеді. Подкасттарды жүйелі түрде тыңдау студенттерге сөйлеушілердің екпіні мен интонациясына еліктеуіне ықпал еткендігі «Толығымен келісемін» деген жауаптарда көрініс тапты. Сонымен қатар, мақалада түрік тілін оқытуда подкасттарды қолдану және тыңдау дағдыларын дамытуға бағытталған бұрынғы зерттеулер қарастырылып, студенттердің тыңдау қабілеттерін одан әрі жетілдіру үшін подкасттарды пайдалану бойынша ұсыныстар беріледі.

Түйін сөздер: подкасттар, түрік тілін үйрену, тыңдау дағдылары, түрік тілінде подкасттар, университет студенттері.

ЦИФРОВЫЕ УСТНЫЕ ТЕКСТЫ В КОММУНИКАЦИИ МЕЖДУ СОВРЕМЕННЫМИ ТЮРКСКИМИ ЯЗЫКАМИ: ПРОЦЕСС ПОНИМАНИЯ НА СЛУХ НА ОСНОВЕ ПОДКАСТОВ У УЧАЩИХСЯ ИЗ КАЗАХСТАНА

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Аннотация. В XXI веке технологические устройства и искусственный интеллект стали неотъемлемой частью повседневной жизни, что делает использование технологий в обучении языкам все более важным. Сочетание традиционных материалов с современными технологиями может повышать интерес студентов к изучению языка. Подкасты являются одним из современных инструментов, используемых в обучении иностранным языкам. Такие материалы могут знакомить учащихся с аутентичной речью и способствовать пониманию языка за пределами языкового материала, обычно представленного в учебниках. В данной статье рассматривается влияние разработанных исследователем подкастов на турецком языке на навыки аудирования студентов университета. Участниками исследования стали 20 студентов третьего курса факультета иностранных языков Казахстанско-Американского свободного университета (КАСУ), изучавших турецкий язык в качестве второго иностранного языка в 2025 – 2026 учебном году. Они составили экспериментальную группу. В течение пяти месяцев студенты слушали турецкие подкасты на занятиях и выполняли задания, направленные на развитие различных языковых навыков. В конце исследования посредством Google Forms был проведен опрос для оценки развития их навыков аудирования. Результаты анкетирования представлены и проанализированы в статье. Полученные результаты показывают, что подкасты на турецком языке положительно повлияли на навыки аудирования студентов. В частности, подкасты помогли студентам понимать значение незнакомых слов, опираясь на контекст предложения, что отражается в высокой доле ответов «Полностью согласен». Регулярное прослушивание подкастов также способствовало развитию способности студентов имитировать ударение и интонационные особенности речи говорящих, что аналогичным образом нашло отражение в ответах «Полностью согласен». В статье также рассматриваются предыдущие исследования, посвященные использованию подкастов и развитию навыков аудирования при обучении турецкому языку, а также представлены рекомендации по использованию подкастов для дальнейшего развития навыков аудирования студентов.

Ключевые слова: подкасты, изучение турецкого языка, навык слушание, подкасты на турецком, студенты университетов.