INNOVATIVE COMMUNICATION PLATFORMS: STREAMING BROADCASTS AND AUDIOVISUAL PODCASTS

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Annotation. It is advisable to extrapolate the space of speech interaction to a wide axiological range of social exchange. However, the requirement that the subject basis of training reflect in detail the specifics of students' future work activities remain conceptually significant. Diversification and intensification of thematic content are intended to create conditions for the integration of future specialists into the global scientific and technical space.

Key words: diversification, intensification, communication, integration, monitoring, educational trajectory, potential, audiovisual competence.

Introduction. The process of selecting content aimed at developing audiovisual competence is determined by a complex system of factors. These factors are based on the multifaceted needs of students: from age and psychophysiological characteristics to social expectations in the context of their chosen career path. Monitoring students' current needs allows us to delineate the boundaries of communicative spheres and concretize the thematic framework of training. At the same time, the educational trajectory cannot be limited solely to a highly specialized professional discourse. In this perspective, audiovisual competence is positioned as an effective resource for accumulating professional background, in particular through the implementation of cognitive "collapse" or "semantic compression" of media messages during their perceptual processing [Nosenko 2020].

A critical requirement for content is its alignment with students' perceptual potential—their ability to adequately process acoustic and visual stimuli. Furthermore, content must be personally relevant, encouraging students to engage in autonomy and creative exploration. In the era of the total digitalization of higher education, educational content is focused on stimulating the motivation to use a foreign language as a key to obtaining professionally important information through multimedia platforms. It also aims to activate the cognitive mechanism of parallel (simultaneous) auditory -visual data analysis. Since this process is based on the individual's receptive abilities, it is advisable to combine work with traditional printed materials and digital content. Priority, of course, remains with the digital format, as it fully utilizes the auditory -visual perception channel.

Research methodology. An analysis of the potential of electronic educational resources allows us to classify them into two functional groups: static (creolized texts) and dynamic media. These resources are integrated into the educational process both in-class and remotely. The classification of audiovisual skills in our model is based on the dominant mental processes activated by interaction with a particular digital tool. Unlike traditional static tools, digital multimedia objects have the potential to sustain students' visual attention. This effect is achieved through their high interactivity and visual dynamism.

This category of didactic tools includes:

- Video materials of various types, from popular science and documentaries to animation formats and immersive virtual tours.

- Innovative communication platforms: author blogs, live streaming broadcasts, and audiovisual podcasts.

- Professional software, specialized platforms, interactive textbooks and applications with a system of hyperlinks and hints.

The distinction between authentic media texts based on their semiotic nature is dictated by the specific didactic potential of each resource type. For example, video materials act as a catalyst for verbal and cognitive activity: they encourage students to generate contextual speech, express reasoned opinions, and develop reflective skills. In contrast, static formats (tables, diagrams, pictograms) are more effective for cognitive processing, analysis, and structuring of information arrays according to specific criteria. Consequently, the functional specificity of each resource should underlie the technology for developing audiovisual competence.

Literature review. Modern linguodidactics also uses a typology of texts based on their functional purpose [Neuner 1993]. Functional (everyday) texts. Their key purpose is to instruct, inform, or advertise. These include schedules, road signs, menus, forms, and advertisements. Using such texts immerses students in everyday language contexts.

Informational (subject-specific) texts. This category focuses on highlighting facts about the professional and cultural reality of the target language. These include analytical commentaries, business and personal correspondence, annotations to schedules, and advertising brochures that foster intercultural dialogue. We believe that the effectiveness of developing foreign language audiovisual competence directly depends on the use of materials that activate the triad of perceptual channels: acoustic, visual, and motor-kinesthetic. T. V. Finaeva's research confirms that multimedia content has exceptional potential for conveying nonverbal meanings. This includes not only paralinguistic and extralinguistic cues but also the specific spatial-temporal organization of dialogue and the dynamics of visual interaction between participants.

In the scientific literature, these information objects are classified as polycule, creolized, or multimedia texts. Essentially, they represent integrative sign systems in which textual, auditory, and visual components are organically intertwined [Doroshina 2005]. As a carrier of heterogeneous semiotics, creolized text is based on the synthesis of verbal and nonverbal codes. Paralinguistic tools in this context perform critical functions: they establish semantic accents, provide visual rhythm, and structure the pauses of the message.

In the age of digitalization, virtually any text existing in an electronic environment inevitably acquires creolized features. In this regard, we share the position of O. A. Galanova and O. M. Ovchinnikova on the priority of working with polycode materials. The process of mastering modern information technologies in the context of language learning essentially boils down to the development of textual competencies: the ability to perceive, critically analyze, interpret, and generate meaning. Effective development of these skills requires the equal use of both static graphic objects and dynamic multimedia tools. Verbal-visual texts represent a special type of creolized structure. They represent logically structured, semantically complete messages, transmitted on a screen and combining linguistic units with non-verbal components (iconic or indexical signs). In the scientific literature, these phenomena are classified as either creolized or polycode systems [Sentsova, 2018]. Given their widespread use in specialized communication, there is an urgent need for methodological adaptation of these concepts for the practice of developing audiovisual competence.

In this context, visual accompaniment of the speech flow, that is, the use of visual aids as a support for perception, is of key importance. Based on the research of A.P. Kovalenko et al. [2018], three fundamental methods of data representation can be identified:

- Verbal: transmission of information blocks through text plans or thesis statements.

- Visual (non-verbal): use of graphic tools - font variations, photographs, infographic models, diagrams, mathematical formulas and charts.

-Mixed: a synthetic combination of text and graphic elements within a single message.

The professional community of methodologists (from M.V. Plekhanova to I.C. Schwerdtfeger) recognizes authentic, professionally oriented video content as the benchmark for auditory -visual aids. Its didactic value for developing audiovisual competence is undeniable. The simultaneous combination of visuals and audio in digital format facilitates the process of decoding meanings. Moreover, the aesthetic characteristics of video—compositional structure, color palette, and dynamic rhythm—create a favorable emotional background, facilitating the reliable retention of professional information in memory. Thus, this type of text not only expands the student's information field but also activates their sensory perception through auditory -visual reception. According to psychological research, the process of decoding creolized text requires the human brain to perform complex cognitive operations: synthesis, analysis, and comparison. When moving on to the stage of formulating conclusions or substantiating one's position, thinking is transformed from concrete and figurative to abstract and logical. For example, the semantics of a pie chart is perceived by a student of any specialty as a universal way of displaying structural proportions and global patterns of variable distribution.

The process of transforming visual stimuli and laconic verbal indicators into complex mental representations signifies a qualitative shift in focus: from the external structure of a message to its deep semantics. In this system, logical icons function as semiotic markers integrated into public consciousness and possessing a high degree of recognition within specific social or industry communities.

For example, data on the calorie content and nutrient composition of a product are readily available to the average consumer, while digital navigation maps and geographic information systems for agricultural areas are intuitively interpreted not only by professional agronomists but also by a wide range of individuals involved in the production cycle. In terms of data presentation, audio texts and video materials transmitted by technical means are commonly used. Creolized formats, which function primarily in a digital environment, allow for the refinement of condensed verbal blocks, the visualization of the dynamics and specifics of production cycles through graphics, and the integration of video instructions for mastering complex process diagrams and equipment. Such texts stimulate learner autonomy and creativity, serving as a cognitive support for the transformation and recoding of data based on individual perceptual capabilities. Based on theoretical research in the field of linguodidactics (I.L. Bim, N.D. Galskova, E.N. Suntsova, and others), we identified a system of criteria for filtering educational content aimed at developing audiovisual competence in an agricultural university.

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