

Conclusion. To conclude, it can be noted that ethical evaluation is associated with the approval or condemnation of the phenomena of social reality and people's actions, depending on their moral significance. This type of evaluation is directly related to the moral norms and cultural peculiarities of peoples. In the paper the list of keywords for the qualification of English predicates expressing positive and negative ethical evaluation is made up. Ethical predicates mostly reflect phenomena, associated with moral issues and people's positive and negative character traits, which have social significance. In English ethical predicates often exist in the form of composites with the morphemes high-, low-, bad-, evil-, -worthy, etc. or based on images.

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SPECIFICS OF DIFFICULTIES IN LISTENING TO PODCASTS IN ENGLISH

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In the modern era of globalization and expansion of international contacts between countries, learning foreign languages as a means of communication acquires special importance. The effectiveness of teaching this subject will be determined by the degree of approximation of the educational process to the conditions of controlled language acquisition in a natural language situation. The solution of these tasks is achieved due to the specific didactic features of the podcast social service materials, including information saturation, authenticity and relevance.

Material and methods. To prove the mentioned idea, we have applied the following methods: a descriptive method, a contextual analysis, an interpretation method.

Findings and their discussion. The use of podcast sources in the educational process with the aim of forming listening skills and abilities is associated with a number of difficulties due to the linguistic form of the message. These difficulties arise for two reasons: a) because of the unfamiliar linguistic material contained in the message; b) because of the familiar, but difficult to hear linguistic information contained in the message.

The ability to understand the meaning despite the presence of unfamiliar linguistic material in the text is formed with the help of special exercises. The tasks for these exercises can be formulated as follows: "Listen to phrases/microtext that contain

unfamiliar words, try to guess the meaning of these words by word-formation elements/context/analogy with the native language"; "Listen to a phrase (group of phrases, microtext) and try to understand its main meaning despite the presence of unfamiliar words in it".

There is one more group of difficulties of the linguistic plan. When students become familiar with new words, grammatical phenomena or speech patterns, their attention is drawn to the difficulties of reproducing this material. At this point, the difficulties of recognition remain unworked. It leads to the fact, that not all of the studied material is easily recognized by students during listening. Our experiential learning suggests that students make more errors during receptions than they do during reproductions.

To ensure proper recognition of the language material, it is necessary to pay attention to the difficulties that may arise in the process of familiarization with it by ear. You should also do special exercises to recognize these phenomena in phrases and microtexts.

If we speak about the difficulties of the language form, we should mention the length of sentences. It is known, that the amount of short-term memory, in which a phrase is stored, is small. If the sentence length exceeds the amount of short-term memory, the listener forgets the beginning of the phrase and therefore cannot synthesize its meaning. According to experimental studies, the maximum number of words in a phrase perceived by a good listener reaches 13 [1, p. 42]. It is also found that with students who have not yet mastered a foreign language, the memory capacity is much smaller, it is limited to 5-6 words. Consequently at the beginning of training, the length of the phrase should not exceed this number of words, but in the process of training should increase the number of words in a phrase, so that by the end of school to bring it to 9-10 words.

It should be noted, that not only the length of the phrase affects its retention in memory, but also its structure. Simple sentences are easier to remember and complex sentences are more difficult. The subordinate clauses are the worst memorized, so at the beginning of training use the texts with short simple sentences, and then introduce complex sentences with subordinate clauses of different types.

Conclusion. Thus, in order to overcome linguistic difficulties in the process of listening to podcasts it is necessary to do preparatory exercises aimed at developing 1) language prediction skills on the basis of context, analogy with the native language, conversion, word-formation analysis; 2) operative memory and attention; 3) phonemic and intonation hearing. A special group of exercises should contain the tasks for the development of semantic prediction on the base of a headline, a photo, a table, key words and dates.

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