

## PEDAGOGICS

### THEORY AND METHODOLOGY OF LANGUAGE TEACHING

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#### SOCIAL MEDIA IN LANGUAGE LEARNING PROCESS

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**Abstract.** The article discusses the need for the use and development of modern information and communication technologies in education. Technology is everywhere and therefore it is intertwined with our daily lives. That is why the purposeful use of technology in the classroom offers more opportunities for learning and makes the educational process more accessible and flexible. We want to turn our students' classroom into a diverse space where the learning process for students will be not only interesting but also enjoyable. The study shares our case of using social media in English language teaching and secondly, explores students' use of social media. Questions were set up in the survey. Online questionnaire was designed to capture the situation of students' use of social media for English learning. Students were found to be using social media for English language learning. According to the scores students' most popular tool for English learning is YouTube. They also used Facebook, Wikis and WhatsApp to learn English. No great difference of the mean scores between genders. The high frequencies of students using social media to share and obtain materials with each other to complete assignments.

**Key words:** social media, online resources, learning platforms, media didactics, internet didactics, blog didactics, webinar didactics

#### СОЦИАЛЬНЫЕ СЕТИ В ПРОЦЕССЕ ИЗУЧЕНИЯ ЯЗЫКА

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**Аннотация.** В статье обсуждается необходимость использования и развития современных информационных и коммуникационных технологий в образовании. Технологии повсюду, поэтому они неразрывно связаны с нашей повседневной жизнью. Поэтому целенаправленное использование технологий в классе открывает больше возможностей для обучения и делает учебный процесс более доступным и гибким. Мы хотим превратить класс наших студентов в разнообразное пространство, где процесс обучения для студентов будет не только интересным, но и увлекательным. В этом исследовании, во-первых, рассматривается наш случай использования социальных сетей при обучении английскому языку, а во-вторых, исследуется использование учащимися социальных сетей

для изучения английского языка. В опросе было задано пять наборов вопросов. Онлайн-анкета была разработана для выявления ситуации, в которой учащиеся используют социальные сети для изучения английского языка. Было установлено, что студенты используют социальные сети для изучения английского языка. Согласно оценкам, самым популярным инструментом студентов для изучения английского языка является YouTube. Они также использовали Facebook, Wikis и WhatsApp для изучения английского языка. Нет большой разницы в средних баллах между полами. Студенты часто используют социальные сети для обмена и получения материалов друг с другом для выполнения заданий.

**Ключевые слова:** социальные сети, онлайн-ресурсы, обучающие платформы, медиадидактика, интернет-дидактика, викидидактика, блогодидактика, вебинародидактика

**INTRODUCTION.** The use of social networks in foreign language teaching is an important innovation of recent years. The pedagogical practice has clearly shown me the benefits that come with integrating e-learning into a foreign language. Language learning and communication take place naturally and simultaneously. The best way to learn a foreign language is to interact with people who speak the language and natural texts. These sites offer the language learner the opportunity to communicate in one common language, to find topics and information of interest to him/her. According to studies, language learning is both social and interactive, so this method facilitates foreign language learning. The language learner can create an interesting and comfortable environment for him/her to learn the language, provide comfortable, convenient conditions for mastering the material (Akram & Albalawi 2016).

Mastering social media language is not just about browsing websites and videos or sharing interesting links, although some forms are a logical component of the method, attitude is important. Social media contains an element of language interactive fun for the development of language learning. The social aspect allows for communication with native speakers. It should be noted that this can be done without leaving home. Social media can ensure self-accountability. It is possible to check progress to achieve the goal. It becomes self-encouraging. Learning a language is facilitated by videos, newscasts, and conversations about the cultural aspects of the country where the target language is spoken. Language teaching is a social and interactive process. Technology is not a method and technology itself does not improve teaching and learning; Moreover, this is how technology is used that can lead to learning (Hadjerrouit 2014).

Electronic devices have significant potential in terms of learning / teaching. Language groups are a starting point for many people. They helped a lot in mastering the language. This is one of the good ways to learn through communication. Use social media platforms that we have at our disposal all the time.

**LITERATURE REVIEW.** In his book, *Global Achievement*, Tony Wagner argues that there are several essential skills that learners need in the 21st century and how technology can help them acquire those skills.

- Thinking and problem solving is critical
- Speed and adaptability
- Initiative
- Effective oral and written communication
- Access and analyze information
- Curiosity and imagination

Popular social networks are: Facebook - This is a good platform for communication. There are different language groups and some groups are the only target language speakers. All students use Facebook to communicate with each other, it is a simple and intuitive way of communication. Students can evaluate progress and receive feedback. View comments, re-upload files. Ask each other questions and answer accordingly. The teacher can provide additional material through Facebook. Students exchange information and useful materials with each other, using critical thinking. Try to find the necessary and necessary courses for learning through social media. Can explain why they are looking for the necessary materials, sharing assignments with each other. Acquire the necessary skills and share different materials and knowledge with each other (Derakshan & Hasanbassi 2015).

YouTube - Social Media for Gold Learners, created in 2011, uploaded 237 videos with over 300K views and 900 subscribers as early as 2016. YouTube is the best English language learning platform, endorsed by the world's leading educational organizations, and YouTube-based Teacher Tube (<http://www.Teachertube.com/>), designed specifically for educational purposes, combines video, audio, documents, photos, groups, and groups. And blogs. YouTube channel created video tutorials. Students can use YouTube to access a variety of materials. It is the most famous website.

Twitter - helps users to integrate language work into their daily social life so that the process is not directly focused on language learning, but on language learning through interaction and collaboration with a language carrier.

Blogs and wikis - used to share information, discussions and collaboration. Forums, blogs have been used since 2006 as a form of extracurricular online learning. There are many entertaining and exciting language learning blogs. Blogs are geared towards promoting learning and thinking. Blogs are true repositories of information. They provide invaluable advice and resources. Examples of wiki usage include: group writing, gathering information on a learning topic. Wikipedia's, forums, and blogs are mostly used for group writing. As a facilitator of the writing process, for online discussion. The e-learning platform, originally created by Moodle constantly updates new elements of teaching and learning, Moodle is integrated with the Wiki, which facilitates more writing (Warschauer & Blake 2016).

Moodle - is especially popular because of its ease of use and convenience, on which, on the one hand, the training material can be placed in all operations (visualization, testing, linking to the required links, auditing, and integration of video links or recordings) that facilitate the acquisition of material. Helps learners develop language skills by creating a variety of exercise and testing systems. Integrated for course management and pedagogical tasks. In foreign language courses it is possible to use these platforms for giving and evaluating assignments, it is possible to conduct the whole course on the platform, as well as to use only certain components in cases where the existing teaching materials do not cover learning needs or are insufficient, monotonous, etc. Sh.

WhatsApp - a messaging app that spans the globe. More than a billion people use this social device in 180 countries. It is easy to communicate and learn from those who post in the target language (Balakrishnan & Lay 2016).

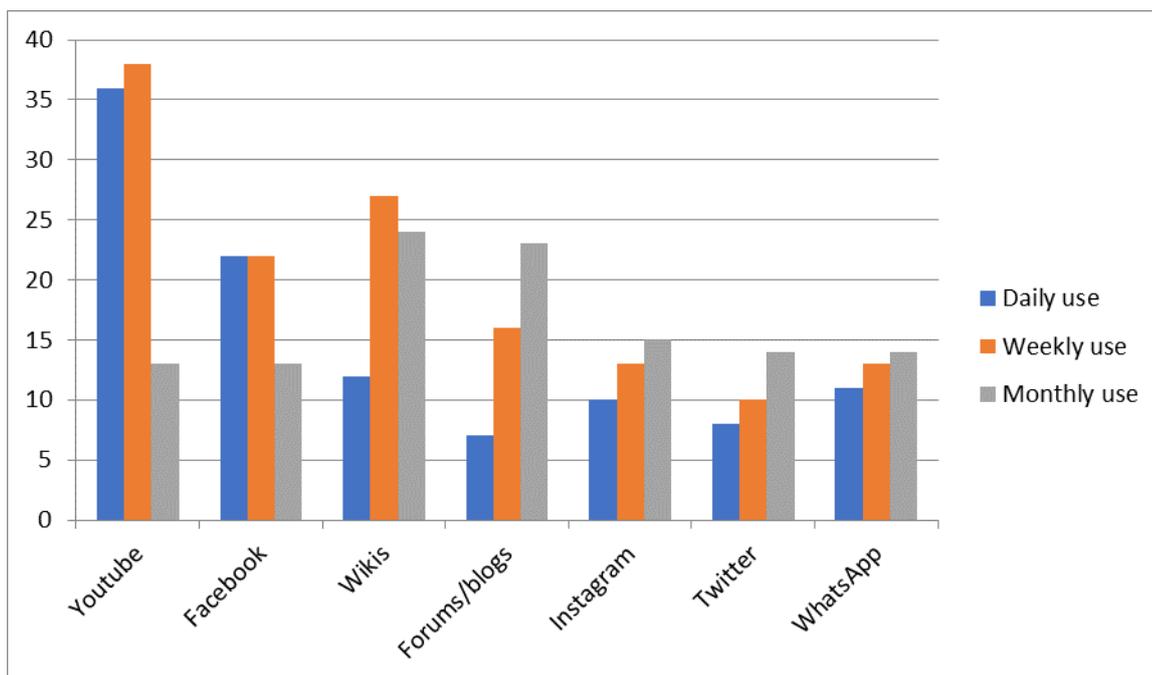
Idiomplus was one of the first social media programs to learn the language. It focuses on the integration of social media channels to stimulate conversation among learners, which in turn allows for the creation of a more natural method.

In teaching English, the use of social media has evolved over the years. The integration of formal and non-formal learning is proposed as an improvement on formal language learning. It has also been found to be a promising approach to support students' self-regulatory learning. In addition, social media facilitates communication and sharing of materials between users. According to studies, the average person spends more than 5 years on social media.

**RESEARCH METHOD.** The study used questions focused on students' learning of social media in English (Voyce Li.2017). The sets of questions below were created and seven social media tools (YouTube, Facebook, wiki, blog/forum, Instagram, Twitter, WhatsApp and) were included in the study. An online questionnaire was created to capture students' use of English for learning social media. Students were invited to the survey by email. Only respondents who used social media were surveyed for the study. Survey questions are:

1. How often do you use social media to learn English?
2. Do you use social media daily, weekly, monthly if you do not use it to learn English?
3. How often do you use social media to get relevant course materials?
4. How often do you use social media for unnecessary course materials?
5. How often do you use social media to study with your classmates?
6. How often do you use social media to study with your teacher?
7. How often do you use social media to share materials, including information, links, files, etc., with homework?
8. How often do you use social media to get information from your classmates, including, but not limited to, your homework?

**RESULTS AND DISCUSSIONS**



It was found that the majority of students use social media to learn English. Students most often use YouTube, Facebook, Wikis. Use social media to explore necessary and essential materials. They often share the obtained materials with each other. There was an obvious tendency of students to interact with each other rather than with the teacher. Not surprisingly, YouTube is the most commonly used English language learning tool by students. YouTube has been identified as the best way for students to learn English. Based on the high percentage of both daily and weekly users, Facebook was also used daily and weekly. Female students are more actively using social media for learning activities than male students. Female students are more likely to use WhatsApp,

Instagram, while male students are more likely to use Wikis, forums or blogs. Three-quarters of students use YouTube to learn English, followed by Facebook and WhatsApp. Wikipedias are used weekly or monthly. An equal percentage of students used blogs both weekly and monthly.

**CONCLUSION.** Using social media to support students self-regulatory learning has proven to be a promising approach. Students use social media not only to discuss informal issues. Integrating formal and non-formal learning is a way to enhance formal language learning. A learning strategy should be set first to determine what social media resources are needed to master the language. Social media promotes:

- Communication and quick sharing of information between users.
- Technology increases motivation and allows them to become more independent.
- Students use social media to communicate with each other, share different materials.
- Students effectively use their preferable media outlets to deepen their knowledge to help increase the value of learning.
- The use of technology increases the abilities of learners.
- It can be used at different times.
- Technology plays an important role in everyday life.
- Learners need knowledge of digital and electronic literacy For communication at the international level,

Teachers should facilitate the sharing of knowledge in terms of collaborative learning, increase student awareness, and ensure appropriate training. The impact of social media on foreign language learning/teaching should no longer be neglected. This new era of learning is welcome.

The inclusion of electronic means in the learning process should ensure the development of all the necessary skills and competencies and the ability to assimilate the knowledge needed to achieve the learner's goal, and he should fill gaps that accompany only traditional, face-to-face language teaching. By integrating electronic language tools into the course, it is possible to diversify the complex and long process of language learning. E-learning platforms are an important resource for foreign language learners, representing an important and growing segment in the modern educational space.

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