2021 International Young Scholars' Conference

THE BENEFITS OF USING SOCIAL NETWORKS FOR ENGLISH LANGUAGE TEACHING IN COLLEGE

Sarzhanova G.B., Phd E.A.Buketov Karaganda University

Kultemir G.K., 1st year master's degree student

Astana International University

Abstract

This article discusses the benefits of using social networks for foreign language teaching in college. The purpose of the article is to provide theoretical justification and scientific and methodological development of an effective model for the integration of Internet technologies in order to organize independent work of college students. In modern society, knowledge of the English language plays an increasingly important role, which provides an opportunity to join the world culture, use the resources of the Internet in their work, as well as work with information and communication technologies (ICT) and use multimedia learning methods. Therefore, it is so important to improve the methodology of using computer information technologies in teaching English. Based on the research materials, it can be concluded that using social networking sites in college increases motivation to learn a foreign language, give an opportunity to communicate with a large number of people, including many native speakers, helps to use audio, video and text materials in English in a single environment.

Keywords: social networks, the Internet.

The role of the Internet in modern life

As the world has changed from ancient times to today's high-tech world, learning has changed from traditional methods to online learning. With the increasing popularity of computer technology, traditional teaching methods have changed from simple lectures to multimedia presentations. In addition, thanks to technological progress and the Internet, the world has become a huge repository of information. Social networking sites provide many opportunities for students that were previously unavailable. 80% of students use social media to communicate with other students, while over 52% use online videos, podcasts, blogs and wikis during the class. Students often use global social networks (VK, Twitter, YouTube, etc.) for different purposes. About 60% of students say they use social media to study materials outside of school.

The potential of social networks in education

Today, the majority of researchers (P.V. Sysoev, M.A.Bovtenko, A.V. Zubov, etc.) recognize that multimedia and digital technologies have enormous didactic and methodological potential. Within the framework of the currently dominant competence-based approach to learning, the main goal of learning a foreign language is the development of communicative competence and its components (in particular, information-communicative / digital competence). A means of achieving this goal is the development of foreign language skills (grammatical, lexical, phonetic) and skills (reading, writing, speaking, listening, general educational).

It is customary to refer to digital and multimedia resources used today in linguo didactics:

- electronic dictionaries (explanatory, translated, terminological, reference, illustrated, interactive);

- authentic materials in the target language (in text, graphic, video, audio, game formats);

- special educational resources for teaching foreign languages electronic textbooks and printed tasks created using a computer, shell programs; interactive UM);

- applied programs (MS Word, MS PowerPoint, web browsers);

- means of electronic synchronous (chats, instant messengers, videoconferences)

- asynchronous (e-mail, forums, study groups in social networks) communication;

- educational Internet resources

These technologies are used in language teaching in various forms of organization of trainees' activities, such as: classroom work; extracurricular work; distance learning and blended or combined education, containing elements of classroom and distance learning. It should be noted that blended learning is currently considered the most promising form of teaching foreign languages. With a competent approach, it allows you to combine direct communication with the teacher and the group and the use of digital technologies in classroom lessons in order to organize independent work and additional communication using electronic means of communication

Popular networks for teaching English language

Modern college students often use global social networks like VK, Twitter, YouTube, etc. for various purposes, including the study of foreign languages. About 60% of students say that they use social media to study materials outside of school. The educational value of these sites is very impressive. College teachers create groups to exchange information with their students. The site contains assignments for practical exercises, lectures on the studied course, it is possible to provide additional materials, answer questions arising in the learning process, coordinate the implementation of group work and guide practices, effectively organize long-term project activities, international exchanges, including scientific and educational ones.

Today, almost all colleges are equipped with computer labs, which makes it possible to widely use the Internet in foreign language classes. With the help of the Internet and various social networks, it is possible to solve a number of practical tasks: to form skills and reading skills using the materials of the global network; improve writing skills; replenish vocabulary; work on pronunciation, motivate students to learn English. Students can take part in tests, contests and quizzes, Olympiads held on the Internet, participate in chat rooms, video conferences, etc. Modern technologies make classes more interesting, informative, diverse and effective.

One of the widely used and popular site for learning English is YouTube. YouTube is a social network that helps users upload, watch videos, and interact by commenting on other videos. The service provides a huge number of functions that help various users find the video they are interested in. YouTube can collect data about how people use these features, which helps to improve the service. Students can access YouTube videos using a Google or VK account through laptops and mobile devices, as well as through the features provided on YouTube itself. Users can watch lectures, programs and conferences for detailed information and additional knowledge.

Didactic advantages of social networks.

At the present time, since English is a communication tool in all countries of the world, there are a lot of sites devoted to the English language. On them we can find almost everything, from lesson plans and developed topics, programs, teaching materials to tests and exercises on specific grammatical topics. A large selection of materials and exercises allows the teacher to make the lesson and independent extracurricular work of students more interesting and rich. The Internet allows you to effectively solve a number of didactic problems:

- to form sustainable motivation

- to activate the thinking abilities of students

- to attract passive students to work

- to make classes more visual

- to provide the educational process with new, previously unavailable materials

- to accustom students to independent work with materials

- to provide instant feedback

- to increase the intensity of the educational process

- to provide a lively communication with representatives of other countries and cultures

- to form the skills and abilities of effective reading and writing

- to expand vocabulary.

The Internet forms the ability to analyze and evaluate what has been read, sort information into primary and secondary, quickly navigate the text based on such clues as keywords, text structure.

Social networks are useful not only for students but also for teachers. Internet resources enable the teacher:

- to present the material more clearly in less time

- to find basic and additional materials for lessons

- to organize individual and group work with the audience.

The introduction of new technologies has brought many changes to the traditional educational model of communication between teachers and students. Perfect mastery of new technologies has become an essential part of college, university and postgraduate education in specializations. To prepare their students for today's environment, educators must keep pace with the latest advances in media. Both in the field of communications and in other industries, distance education has become increasingly widespread in recent years. It allows and sometimes forces

teachers to use new technologies. Interactive learning at a distance is becoming available to many. It offers practical benefits such as reduced travel costs, the ability to teach more students than a typical classroom can accommodate, etc.

Conclusion.

The introduction of modern information technologies in the study of the English language will significantly diversify the process of perception and processing of data. With the help of a PC, the Internet and multimedia devices, students are given an original opportunity to master a large amount of data with its next analysis and sorting.

The didactic possibilities of the network are very great. It can be a means of achieving educational goals for both the student and the teacher. In this case, the teacher becomes an assistant performing the work that is most organic in the modern educational context. The Internet does not replace the teacher, but is becoming one of the most important means of teaching a foreign language at the present stage.

References

Bonebrake, K. (2002, December). College students' Internet use, relationship formation, and personality correlates. CyberPsychology & Behavior, 5(6), 551-557

Domine, V. (2009). A social history of media, technology and schooling. Journal of Media Literacy Education, 1(1), 42-52.

Макаревич И.Г. (2001). Использование Интернета на уроке ИЯ // "ИЯШ", - №5, 40-43.

Engelberg, E., & Sjöberg, L. (2004). Internet use, social skills, and adjustment. CyberPsychology & Behavior, 7(1), 41-47.

Gemmill, E., & Peterson, M. (2006). Technology use among college students: Implications for student affairs professionals. NASPA Journal, 43(2), 280-300.