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THE USE OF SOCIAL NETWORKS IN FOREIGN LANGUAGE LEARNING

The article is devoted to current issues in the study of social networks in the field of learning foreign languages. Students have free access to information support, have the opportunity to quickly transfer and receive knowledge, study remotely, and use the latest information technologies. The components of the information technology tools of a modern foreign language teacher are electronic teaching aids, video materials, online simulators, specialized learning platforms, programs and applications, as well as social networks. The article discusses examples of the emergence of new lexical units through the use of social networks. It is noted that a student, as an active user of social networks, can use these resources not only for entertainment purposes, but also gain knowledge of communication skills in a foreign language. The article examines the concept of "social networks" in the context of the modern educational environment. The role and significance of social networks as an additional learning tool are determined. The didactic characteristics of such social networks as MyLanguageExchange, Youtube, Facebook, Instagram are presented. Attention is focused on individual opportunities and advantages of using social networks by a modern teacher. Thus, MyLanguageExchange services, Busuu.com, the site italki are effective tools for the development of oral speech. In the virtual educational space of YouTube, there is an opportunity to consolidate and practice grammatical skills, expand your vocabulary, improve pronunciation, and expand your worldview. By choosing original tasks, a unique language environment can be created in the popular networks Instagram, Facebook and increase students' interest in learning a foreign language. It should be noted that the use of social networks is an effective tool for foreign language learning.

Key words: social networks, Internet, foreign language, communication, informational technologies.

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ВИКОРИСТАННЯ СОЦІАЛЬНИХ МЕРЕЖ ДЛЯ ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ

Стаття присвячена актуальним проблемам дослідження соціальних мереж у сфері вивчення іноземних мов. Здобувачі вищої освіти мають вільний доступ до інформаційного забезпечення, мають змогу оперативно передавати й отримувати знання, навчатися дистанційно, користуватися новітніми інформаційними технологіями. Електронні навчальні посібники, відеоматеріали, онлайн-тренажери, спеціалізовані навчальні платформи, програми та додатки, а також соціальних мереж є складовими частинами інформаційно-технологічного інструментарію сучасного викладача іноземної мови. В статті розглянуто приклади виникнення нових лексичних одиниць завдяки використанню соціальних мереж. Наголошено на тому, що здобувач як активний користувач соціальних мереж може користуватися цими ресурсами не лише з розважальною метою, а й здобувати знання навички спілкування з іноземної мови. У статті розглянуто поняття «соціальні мережі» в контексті сучасного освітнього середовища. Визначено роль та значення соціальних мереж як додаткового інструменту навчання. З'ясовано дидактичні характеристики таких соціальних мереж, як MyLanguageExchange, Youtube, Facebook, Instagram. Увагу зацентовано на окремих можливостях та перевагах використання соціальних мереж сучасним викладачем. Так сервіси MyLanguageExchange, є ефективними інструментами для розвитку усного мовлення. Сайт italki пропонує чати для віртуального спілкування та можливість редагувати тексти, Busuu.com – віртуальна спільнота для вивчення іноземних мов. У віртуальному освітньому просторі YouTube є змога закріпити й потренувати графічні навички, поповнити словниковий запас, покращити вимову, розширити світогляд. Добираючи оригінальні завдання, унікальне мовне середовище можна створити в популярних мережах Instagram, Facebook та посилити інтерес студентів до вивчення іноземної мови. Варто зазначити, що використання соціальних мереж є ефективним інструментом вивчення іноземної мови, що прискорює процес вивчення та підвищує рівень зацікавленості в дисципліні.

Ключові слова: соціальна мережа, інтернет, іноземна мова, комунікація, інформаційні технології.

Problem setting. Knowledge of foreign languages is an important professional skill that is necessary for successful study, career growth, networking, and self-development. Through language, humans can interact and establish good communication with other humans. It is obvious that a communicative approach is the most effective in teaching languages. Nothing can benefit this process greater than studying through communication with native speakers – to hear and understand the native pronunciation, learn informal and daily life expressions, and start speaking without fear of mistakes. Rapid progress and development of information technologies make it possible to make educational the process is more accessible and attractive for young people: use the capabilities of the Internet (social networks in particular) to learn foreign languages.

Analysis of recent researches and publications. The beginning of the modern theory of social networks was laid in 1951 by Western scientists. In 1959–1968 Hungarian mathematicians P. Erdos and A. Rényi wrote eight articles describing the principles of the formation of social networks. Then D. Watts and S. Strogach created a mathematical theory of the development of social networks. An important point is the fact that the theory of social networks arose earlier than the social networks they study. The concept of “social networks” was also introduced long before the advent of the Internet by sociologist from the “Manchester School” J. Barnes in 1954. The scientist defined them as a social structure consisting of a group of nodes, which are social objects (community, social group, person, personality, individual). Over time, the term has expanded. Nowadays, a social network is an Internet platform, website, online service that allows you to organize and reflect social relationships, using the Internet. According to Adobe, the most popular social networks, whose users are from a wide variety of languages are Facebook (more than 2 billion registered users), YouTube (more than 1 billion profiles), WhatsApp, Instagram.

The purpose of the article is to explore the features of learning foreign languages through social networks and multilingual resources and give appropriate.

Presentation of the main material. High school teachers are faced with the task of preparing a specialist who knows the methods and techniques for working with information and being able to use information and information technologies to maintain and develop one’s intellectual and creative potential. In relation to teaching a foreign language, this task means the importance of forming and development of information competence of students together with their foreign language communicative skills competence. The phenomenon of social networks, which are actively devel-

oping today in the Internet space and have an audience in tens of millions determines how a modern person receives information and interacts with other people.

Today, almost all universities 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, you can solve a number of practical problems: form reading skills and abilities using materials from the global network; improve writing skills; expand your vocabulary; work on pronunciation; to form students’ motivation to learn English. Students can take part in tests, competitions and quizzes, competitions held on the Internet, participate in chats, video conferences, etc. Modern technologies allow make classes more interesting, educational, varied and effective. Thanks to the Internet, students have the opportunity to establish and maintain business connections and contacts with your peers in English-speaking countries, expand your horizons, study culture, traditions and customs countries of the language being studied through communication (Бахула, 2012: 312).

One of the means of developing foreign language information competence in the practice of teaching foreign languages is social network, which is used within the framework of blended learning technology. Social networks are not educational resources, but were created for the purpose of communication. The name “social network” was introduced by D. Barnes in 1954; the initial field of application of this term was sociology (Чин-Ис та ил., 2016: 130).

Communication on social networks has its own specificity in comparison with both live communication and other forms of traditional written communication. Internet communication in social networks has the following number of features: spontaneity of speech; presence of the interlocutor at the moment of communication; the need to know technical functionality specific resource; mastery of online slang and knowledge of special netiquette. One of the most noticeable areas of influence of social networks is vocabulary. People every day discuss information, news and rumors obtained from the Internet or social networks. Current vocabulary emerging on social networks reflects new opportunities, which constantly appear among users Internet thanks to the development of information technology. As a result, words used in networks are officially included in dictionaries, for example Oxford English Dictionary. Social media have become so integral to everyday life that we talk about them using language multimedia. It’s easy to use this language, as it accurately describes the functions of using the web pages. The more the lexical units are used orally, the more popular they become and,

therefore, are registered in the dictionaries of modern English. The largest social network in the world was founded in 2004 by Mark Zuckerberg, a Harvard student, and today over 1.7 billion people are registered in this social network, located in various parts of the globe. Every day, about 720 million people open a Facebook page and leave more than 6 billion comments and 300 million photos and images. Therefore, it is not at all surprising that Facebook has given the world many bright English neologisms that have stood the test of time and have firmly entered the everyday vocabulary of the English-speaking audience of the social network (Івашнюва, 2012: 16). Let's get to know them.

Facebooger – this word refers to an ordinary Internet troll who posts cutting comments or insults on Facebook pages for no apparent reason. As a rule, a facebooger in real life is quite uptight and unsure of himself, so when he gets into the virtual world, he seeks to compensate for dissatisfaction with his life. *Face Boo* is the designation of your “other half” on the social network. With the option to add a relationship status on Facebook, people are using it to announce their relationship.

Unfortunately, with the advent of social networks, people began to communicate less directly with each other, without the help of the Internet. Virtual life absorbs us so much that we become antisocial in real life. People are completely dependent on likes, reposts, and the number of subscribers. We happily comment on photos, show our affection, joke and communicate on social networks, but at the same time we do not pay attention to who is sitting next to us. The neologism “*facebonding*” denotes a group of people who are well acquainted in real life, who, for example, dine at the same table in a cafe, but do not communicate with each other because they are carried away by events on Facebook. Let's look at some more examples: *helfie* – a photograph of your own haircut, hairstyle (hair selfie); *felfie* – a fake selfie, for example, against the background of a television image of the paradise islands (fake selfie); *deface* – deleting a “friend” due to the fact that you once accidentally added him/her; *to cheese* – smile very widely and unnaturally. Neologisms that appeared thanks to this social network are becoming the subject of many modern research.

Famous American neologist Alan Metcalf identifies five factors, which allow a lexical item to enter into the vocabulary of the language: frequency of use, unobtrusiveness; diversity of users and situations; generation of other forms and meanings; endurance of the concept. Social networks have not only expanded the vocabulary with new lexical units, but also popularized conversion as a way of word formation. Habitual noun *friend* became a verb (become a

friend online): *I friended you on Facebook* or *friend me*. One of the distinctive characteristics of social networks is the ability for users to express their position. If you change your opinion, then report it with the word *undo*. To remove someone from the list Internet friends, you need to “*unfriend*” them, i.e. *unfriend* or *defriend smb*. The verb *friend* has another related meaning – *to mark something as preferable, pleasant*, for example, a photo or video. Words and phrases based on company names or technologies, such as *to google*, *to tweet*, or *to instagram* submit are excellent examples of how social networks can benefit the language. It is noteworthy that these lexical units are quickly becoming part of everyday language and are used by people of different ages and social status.

Twitter is one of the most productive sources of neologisms. Twitter gave the English language many new words and expressions: a tweet – a text message in Twitter timeline for Twitter followers or Tweepie/tweeps; twoosh is a message that fits exactly into 140 characters, and also mistweets, retweets and dweets – messages, which are sent by drunk users.

Thus, social networking services can not only help people develop their interests, find work and friends for a variety of leisure activities, but also engage in self-education. In addition to thematic groups on social networks, there are specialized language social networks that are entirely aimed at learning languages. They are created not so much for communication as for improving skills. You can practice grammar, do exercises, and learn words in a playful way, take language proficiency tests, watch videos and films, listen to podcasts. Today you can learn a foreign language on your own through communication on specialized resources. Livemocha is a popular American social network where the principle is: help others, and they will help you. If the program cannot check some tasks, then they are analyzed by native speakers. Developed several stages of language learning. Each stage consists of five lessons. Each lesson includes four mandatory tasks: learning new vocabulary, consolidating the material learned, written and oral parts (Garrison та ін., 2010: 64).

The Mylanguageexchange social network is the best service where you can find a “pen pal”. After registering on the site, you need to select ideal pen pal, indicate his/her native language and the language he/she practices, as well as country of residence and approximate age the person you would like to communicate with.

The site with the unusual name italki offers chats for virtual communication and the ability to edit texts. This site provides the opportunity to communicate with the best foreign language teachers to the whole

world. Online lessons are conducted via Skype at a time convenient for the user. After completing the lessons, you can consolidate the acquired knowledge in practice by communicating with people from this country. Busuu.com is a virtual community for learning foreign languages, created by 39-year-old Adrian from Liechtenstein and 34-year-old Bernard from Austria. They both speak three languages perfectly and are not going to stop there. Based on their own experience, they created an alternative method of learning foreign languages. The site's creators adhere to three main rules: classes are held by native speakers, original text, audio and video are used material, no tuition fee. Each member of the community not only learns a foreign language himself, but also helps everyone in learning their native language. The site features over 150 lessons covering a variety of topics and grammar tasks that teach the most important grammar rules. All lessons are accompanied by video and audio records.

In addition to social networks, mention should be made of YouTube, a service that provides video hosting services. There are many channels on YouTube for users learning English: MinooAngloLink – useful grammar lessons, Dailydictation – American English with short dictations and pronunciation practice, Duncaninchina – short videos about everything in English, EnglishLessons4U – video lessons on a variety of topics. Social media – is a unique platform for interpersonal communication in virtual space, self-education and modernization of the educational process.

Another direction of using social networks in the process of learning languages is teacher management of the learning process. Any social network allows you to create a closed group whose members can communicate with each other. A distinctive feature is the student's mandatory reporting of status completing an assignment sent by the teacher (Тишкова, 2014: 70). To complete assignments, a certain deadline is set, after which it is necessary to send a solution, otherwise the teacher will give an unsatisfactory grade. Thus, the digital age allows us to find new ways to learn foreign languages. As well as ways for the most important aspect of learning any language – speaking practice with native speakers. Almost any social network provides not only text messages, but also audio and video calls, which allows you to overcome the language barrier, increase your vocabulary, improve pronunciation.

Conclusions. Social networks are an indispensable resource for English language learners, as well as for teachers and linguists. In the era of globalization, knowledge of foreign languages is important more than ever. Every person needs to know at least one foreign language in order to make a successful career, communicate with representatives of other countries and cultures, and travel around the world. Thanks to Internet resources, the user will find a huge number of books, films and other video materials on different languages. reading books in the original language, watching films without translation, listening to audio recordings, and, of course, communicating with a pen pal promote fast and effective learning of a foreign language.

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