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SOCIAL NETWORK AS A TOOL FOR MASTERING DIGITAL COMPETENCE WHILE TEACHING FOREIGN LANGUAGE

The article is dedicated to the study of social networks as a newly emerged element of information and communication technologies in English classes as portion of teaching. Specific attention is paid to the consideration of favorite social networks in the educational process with the aim of drilling educational material conducted as portion of classroom lessons with the learners of Maritime English at the Kherson State Maritime Academy. The active and widespread of mobile devices and social networks in everyday life ensures the relevance of their for students.

An analysis of the literature and the author's own pedagogical experience, including those related to the creation and implementation of educational projects on social networks, revealed the need to develop methodological recommendations for organizing educational spaces in social networks and promoting free content teaching foreign languages since the educational opportunities of such social networks as Twitter and Instagram allow you to use these resources as independent ones in teaching a foreign language. The study of the educational potential of these social networks is provided due to the fact that they contain user accounts from different countries of the world, which provides ample opportunities for a comparative analysis of approaches to organizing foreign language teaching within them.

The author determines approaches and principles of teaching using social networks, stages of working with social networks, and current methods of using social networks in the process of teaching English. The article presents some recommendations that are necessary for organizing the process of teaching a foreign language. The author of the article offers a detailed description of these recommendations. The practice of introducing social networks into the process of organizing independent work for students of the Kherson State Maritime Academy demonstrates the possibility of using various types of tasks to solve various educational problems and increase the efficiency of teaching English. The author of the study also analyzes the advantages of using social networks in teaching a foreign language.

Key words: social network, teaching English, teaching foreign language, Maritime English, Maritime Academy.

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СОЦІАЛЬНА МЕРЕЖА ЯК ІНСТРУМЕНТ ОСВОЮВАННЯ ЦИФРОВОЇ КОМПЕТЕНТНОСТІ ПІД ЧАС НАВЧАННЯ ІНОЗЕМНОЇ МОВИ

Стаття присвячена вивченню соціальних мереж як нового елементу інформаційно-комунікаційних технологій на уроках англійської мови в рамках навчання. Особливу увагу приділено врахуванню популярних соціальних мереж у навчальному процесі з метою відпрацювання навчального матеріалу, що проводиться в рамках аудиторних занять зі студентами, які вивчають морську англійську мову в Херсонській державній морській академії. Активне та широке використання мобільних пристроїв та соціальних мереж у повсякденному житті забезпечує актуальність їх використання для студентів.

Аналіз літератури та власного педагогічного досвіду автора, в тому числі щодо створення та реалізації освітніх проєктів у соціальних мережах, виявив необхідність розробки методичних рекомендацій щодо організації освітніх просторів у соціальних мережах та популяризації вільного контенту навчання іноземним мовам, оскільки освітні можливості таких соціальних мереж, як Twitter та Instagram, дозволяють самостійно використовувати ці ресурси під час навчання іноземній мові. Дослідження освітнього потенціалу цих соціальних мереж забезпечується завдяки тому, що вони містять облікові записи користувачів з різних країн світу, що надає широкі можливості для порівняльного аналізу підходів до організації навчання іноземним мовам у них.

Автор визначає підходи та принципи навчання з використанням соціальних мереж, етапи роботи з соціальними мережами та сучасні методи використання соціальних мереж у процесі навчання англійської мови. У статті подано деякі рекомендації, необхідні для організації процесу навчання іноземній мові. Автор статті пропонує докладний опис цих рекомендацій. Практика впровадження соціальних мереж у процес організації самостійної роботи студентів Херсонської державної морської академії демонструє можливість використання різноманітних підходів для вирішення навчальних завдань та підвищення ефективності навчання англійській мові. Автор дослідження також аналізує переваги використання соціальних мереж у навчанні іноземній мові.

Ключові слова: *соціальна мережа, викладання англійської мови, викладання іноземної мови, морська англійська мова, Морська академія.*

Problem statement. Social networks are a significant part of our daily lives and it makes no sense to keep them away from the learning process. The use of social networks in foreign language teaching can be an effective means of developing learners' digital competence. With the advent of technology, the offline medium of communication and interaction has been replaced by a networked medium of communication called social media. Social media is an integral part of modern life. It allows people to communicate, share information and experiences, as well as learn and develop. For example, social media gives learners the opportunity to practice their language in real time with native speakers and other students helping them to improve their communication skills. It is worth noting that in the era of digitalization of education, social networks are gaining more and more importance as tools for training and development of students. Although, of course, there are risks of using social networks, for example, they can be a distraction for learning. Therefore, it is important to use them wisely in the educational process, and not allow them to replace traditional learning.

The object of our research is the use of social networks in teaching a foreign language, and the subject of the study is the effectiveness of using social networks in teaching a foreign language for the development of digital competence of students of higher education. In this study, we will focus on the benefits of social media for education, the immersion approach to language teaching, and overcoming time and space constraints through the use of technology in the educational process.

Analysis of recent research and publications. The importance and impact of social networks in the field of education can be found in the works of D. Bodnenko, S. Ivashnova, F. Mainaiev, A. Miroshnychenko, O. Shevniuk, and others. A significant number of scientific studies, for example, O. Kotenko, N. Kosharna, A. Solomakha, O. Voshchevska, O. Stepanenko, and others, are devoted to the issue of activating the cognitive interest of education seekers in learning a foreign language using distance and mixed forms of education. As S. Ivashnova notes, social

networks are a virtual platform that provides means of communication, support, creation, development, display and organization of social contacts, including the exchange of data between users, and necessarily involves the prior creation of an account (Ivashnova, 2012).

The purpose of the article. To offer recommendations and suggestions on proper use of social networks in education in the learning process of a foreign language and mastering digital competence as a result.

Presenting main material. The need to improve the level of foreign language proficiency and the involvement of social media in language teaching led to the fact that teachers in higher education institutions had to develop new teaching strategies using digital tools. The main task today for foreign language teachers in higher education institutions is to develop a teaching strategy that is suitable for teaching with the help of social network platforms. Social networks encapsulate the digital tools and activities that enable communication and sharing online. These media enable the creation and easy transmission of content in the form of images, video, audio, and words. Services available on social media include blogs, wikis, social bookmarking, social networking sites, virtual world content (online gaming sites) and media sharing sites such as Youtube, Instagram, etc. It is worth noting that social networks have affected all spheres of life – social, political, economic and educational. In the educational field, learning opportunities for students are expanding, as well as wider opportunities for 24-hour interaction with teachers are provided. As V. Stepanenko notes, "The use of social networks in the educational process can be an effective way to increase motivation and interest in learning as well as the development of digital competence" (Stepanenko, 2022). Learning any new language requires practice in vocabulary development, speaking, writing, and word identification. The use of social networks in classes when teaching a foreign language to non-native students will enable teachers to achieve the

goal of creating a mixed educational environment in which students can develop their language skills and competencies. Social networks will allow the teacher to interact with students both in the classroom and beyond. Thus, it will make it possible to provide guidance even without physical presence. In conclusion, the authors note that the use of social networks allows learners of new languages to communicate with teachers in a mixed environment, which increases the speed of language learning and the learning outcomes themselves. And thanks to open interaction with other students and teachers, you can improve your digital competence and understanding of concepts faster than in a traditional classroom.

In the context of our scientific research, the study of the Ukrainian media space conducted by the OPORA Civic Network team deserves attention. The most popular source of information for Ukrainians is social networks – 77.9% of respondents choose them to receive news. Mostly, Ukrainians choose social networks because of convenience and efficiency. After all, many simply do not have time to watch half-hour news programs or wait for news inserts on the radio. In addition, social networks offer more flexible access to information that is of interest to a particular user. Most Ukrainians use Telegram (71.3%), YouTube (66.2%) and Facebook (55%). Half of respondents consume news on Viber, a third on Instagram, 25% on TikTok, and 8.3% on Twitter (Nokaut telebachenniu: yak sotsialni merezhi utrymuiut pershist v post-achanni novyn ukraintsiam).

Having analyzed the works of scientists, we note the following advantages of social media in the field of education:

– Self-study: Sites designed for educational purposes are known as educational sites. These sites have a unique characteristic of self-learning, when the content of the course can be reviewed by the learner in any place, at any time and in a way convenient for him/her.

–Self-discovery: Educators participate in various discussions on forums on various topics. This provides an opportunity to interact and learn from each other without any geographical limitations, thus contributing to their self-discovery.

– Skills development: Through social media blogging, students can be involved in practical work that can improve their digital skills. In the era of computerization, the use of social networks helps a person to develop computer and communication skills (Arkhypova et al., 2015).

– Fast dissemination of information and higher level of engagement: Social media acts as a faster means of disseminating information during exams, seminars or conferences.

– Increasing motivation and interest in learning. Social networks make it possible to create interesting and interactive tasks and exercises that help learners immerse themselves in the language atmosphere and learn the material better.

– Inclusive learning: the ease of use and accessibility of social networks creates an inclusive educational environment. Educators with disabilities have the same learning experiences in social media as their peers without disabilities (Asuncion et al., 2012).

– Rapid curriculum delivery system: Integration of social media into the education system helps the process of curriculum implementation and expands the educational environment (Liu, 2014).

– Geographical distance is no longer a barrier to educational experience: with the use of social networks, people can participate in conferences and seminars anywhere in the world, sitting in a place convenient for them and at a time convenient for them.

Summarizing the above, it can be argued that social networks, taking into account their interactive structure, can allow students to freely interact with others in conditions close to natural ones. Learners can learn new languages on a competitive basis if they are immersed in an environment where the foreign language they are learning is native, thus increasing their digital competence and motivation. The use of social networks in the educational process is a current trend that has the potential to increase the effectiveness of learning and the development of learners.

There are various ways in which this immersion can occur. Educators can receive instruction in a variety of disciplines using both their native language and the foreign language they seek to learn. As for the use of technology, social networks such as Facebook, Telegram, Viber or Instagram can be used to achieve such goals. For example, learners can be added to groups in Viber or Telegram or to a Facebook page created specifically for learning new languages. In this way, learners will be immersed in situations where they can use their native and foreign languages for learning. The use of these technologies will ensure greater efficiency in the process of language teaching and learning, and the use of social media will allow learners to immerse themselves in an environment where they can learn foreign languages without having to be physically present.

Here are some recommendations and suggestions regarding the proper use of social networks in education in the process of teaching a foreign language that have been applied to Maritime English learners at the Kherson State Academy:

• Create groups or pages in social networks for students where they can communicate in a foreign language, share materials and tasks, ask questions and discuss educational topics.

• Choose the social network that best suits your learning goals. Create an attractive and informative profile.

• Social media tools should be regulated by educational institutions according to the age of the learners.

• Teachers should inform students about the negative aspects of social networks and the risks of academic dishonesty.

• Teachers must be fully aware of how sites and networks work, and what settings and functions are available for use in the process of teaching a foreign language.

• Use social media as a supplement to traditional learning, not as a replacement for it because it cannot replace traditional learning but it can be an effective addition to it.

• In the process of reflection, it is worth evaluating the effectiveness of using social networks in order to make sure that they help to achieve educational goals.

• Use social media to create interactive tasks and exercises. This method can help learners immerse themselves in the language environment and absorb the material better.

• Organize online discussions in social networks, in which the student will express his opinion and argue it in a foreign language.

• Collaborate with native speakers using social networks, organize virtual meetings or exchange messages, so that students can practice their communication skills in a foreign language.

• Use audio and video materials: upload short video or audio recordings of conversations in a foreign language so that students can listen and learn the language in real situations.

• Create assignments and exercises for students to complete on the social network. For example, create a post, comment or video using new words or grammatical structures.

Conclusions. Language teaching is a complex business that requires a creative approach using the latest technology and digital tools. The use of social media will allow learners to access content anytime and from anywhere, thus increasing the effectiveness and productivity of learning. In addition, such use of social networks will allow teachers to offer students scenarios in which they can use a foreign language in everyday communication with other people, in particular, with fellow students who seek to improve their foreign language skills.

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