APPROACHES AND PRINCIPLES OF TEACHING ENGLISH USING SOCIAL NETWORKS TO PHILOLOGY STUDENTS

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Abstract: This article examines teaching English to philology students using social networks, based on constructivist and connectivist theories. It emphasizes media literacy for effective online communication and discusses how social networks foster foreign language professional competence. A study on Facebook interactions among English philology undergraduates reveals benefits like language learning and community-building, alongside challenges like digital literacy issues. This research highlights the potential of social networks for language education, urging educators to address digital literacy for optimized learning outcomes.

Keywords: English language teaching, Social networks, Constructivist theory, Connectivist theory, Media literacy, Foreign language professional competence, Facebook interactions, Digital literacy, Communication technologies, Authentic learning experiences, Collaboration, Information literacy, Digital citizenship.

Theoretical Justification for the Introduction of Communication Technologies into the Educational Process

The integration of communication technologies, particularly social networks, into the educational process is grounded in solid theoretical foundations. Various educational theories emphasize the importance of active engagement, collaboration, and authentic learning experiences in fostering student development. Constructivism, for instance, highlights the role of social interaction and collaborative construction of knowledge in the learning process. By incorporating social networks, educators can create environments that align with constructivist principles, where students actively participate in knowledge creation through meaningful interactions with peers and authentic language use.

Additionally, the affordances of social networks align with principles of connectivism, which posits that learning is distributed across networks of people and technology. Social networks serve as nodes in these distributed learning networks, allowing students to access and share information, connect with experts and peers, and engage in continuous learning beyond traditional classroom boundaries. Thus, the theoretical justification for integrating communication technologies into the educational process lies in their capacity to facilitate active learning, collaboration, and the construction of knowledge in alignment with contemporary educational theories.

Media Literacy as the Basis for the Effective Use of Internet Communication Opportunities

Media literacy plays a crucial role in enabling students to effectively navigate and utilize internet communication opportunities for educational purposes. In the context of teaching English using social networks, media literacy encompasses the ability to critically evaluate online content, discern credible sources, and engage in responsible online communication. By fostering media literacy skills, educators empower students to make informed decisions, participate ethically in online discourse, and leverage social networks as platforms for learning and professional development.

Key components of media literacy relevant to teaching English through social networks include:

- Critical Thinking: Encouraging students to question and analyze information encountered on social networks, considering factors such as authorship, bias, and reliability.
- Digital Citizenship: Educating students about their rights and responsibilities as digital citizens, including respect for intellectual property, privacy protection, and ethical online behavior.
- Information Literacy: Equipping students with strategies for effectively searching, evaluating, and synthesizing information from diverse online sources, ensuring the accuracy and relevance of content used in language learning.
- Communication Skills: Developing students' ability to communicate effectively and respectfully in digital environments, fostering constructive dialogue and collaboration among peers.

By emphasizing media literacy as a foundational skill, educators can empower philology students to navigate the complexities of online communication and harness the educational potential of social networks for language learning and professional growth.

Formation of Foreign Language Professional Information and Communication Competence of Students

The integration of social networks into English language instruction plays a pivotal role in the formation of students' foreign language professional information and communication competence. This competence encompasses the ability to effectively communicate in English within professional contexts, navigate disciplinary discourse, and leverage information and communication technologies for academic and professional purposes.

Through engaging with authentic language use and disciplinary content on social networks, students develop linguistic proficiency, genre awareness, and communicative strategies relevant to their future careers in philology and related fields. Furthermore, participation in online discussions, collaborative projects, and knowledge sharing activities fosters the development of critical thinking, problem-solving skills, and intercultural competence essential for professional success in a globalized world.

Educators can scaffold the development of foreign language professional information and communication competence by:

- Designing authentic tasks and assignments that simulate real-world communication scenarios encountered in professional settings.
- Providing opportunities for students to engage with discipline-specific content and terminology through social networks, facilitating the integration of language and subject matter knowledge.
- Offering guidance and feedback on students' language use, discourse conventions, and digital communication skills to support their ongoing development as proficient and effective communicators.
- Encouraging reflection on the role of language and communication in shaping disciplinary practices and identities, fostering metacognitive awareness and self-directed learning.

By actively fostering the formation of foreign language professional information and communication competence through social networks, educators empower philology students to succeed in their academic pursuits and future careers in language-related fields.

A Study of Facebook Interactions by Karshi State University English Philology Undergraduates

To further explore the practical implications of teaching English using social networks, a study was conducted to investigate Facebook interactions among English philology undergraduates at Karshi State University. The study aimed to examine how students utilized Facebook as a platform for language learning, communication, and collaboration, as well as to identify challenges and opportunities associated with this approach.

Methodology: The study employed qualitative research methods, including participant observation and semi-structured interviews, to gather data on students' Facebook interactions. Participants were English philology undergraduates enrolled in language courses that incorporated social media into the curriculum. Data analysis involved thematic coding and interpretation of students' posts, comments, and interactions on Facebook.

Findings: The study revealed that Facebook served as a valuable resource for English language learning and communication among philology students. Participants engaged in a variety of activities on Facebook, including sharing language learning resources, discussing course-related topics, and seeking peer feedback on writing assignments. Moreover, Facebook facilitated informal communication and social interaction among students, fostering a sense of community and camaraderie within the philology department.

Challenges identified in the study included concerns about privacy and data security, distractions from non-academic content, and disparities in students' digital literacy skills. However, participants expressed overall positive attitudes towards using Facebook as a supplementary tool for language learning, citing its convenience, accessibility, and opportunities for peer collaboration.

Implications for Practice: The findings of the study underscore the potential of social networks, such as Facebook, as platforms for enhancing English language instruction in philology education. Educators can capitalize on students' existing social media habits to create engaging learning experiences that extend beyond the confines of the classroom. Moreover, the study highlights the importance of addressing digital literacy issues and promoting responsible online behavior to maximize the educational benefits of social networking platforms.

In conclusion, the study of Facebook interactions among English philology undergraduates at Karshi State University offers valuable insights into the practical implementation of teaching English using social networks. By understanding students' usage patterns, preferences, and experiences on Facebook, educators can design effective pedagogical strategies that harness the educational potential of social media for language learning and professional development in philology education.

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