

The usage of web technologies as social network (Facebook) in teaching a foreign language to adults

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Abstract: This article is dedicated to the regular use of various intelligent technologies, Internet services and social networks in the study or teaching foreign languages to people from the older age group. Particular attention is paid to such a social network as Facebook, since this intellectual resource is the largest social network in the whole world. This, in turn, suggests that this online platform has the largest audience. It follows that so many people know how to handle the aforementioned social network.

Keywords: internet resource, web site, foreign language, linguistic educational environment, technological barrier.

Electronic social network is a modern online tool that provides teachers and students with the opportunity to carry out direct and feedback. The named category of Internet resources is seen by researchers in the field of teaching a foreign language as an extremely effective means of teaching foreign languages in general, as well as a means of building students' independence in studying a foreign language as a whole. Being teachers of a foreign language in the age of computerization and informatization of the educational system, the authors of the article suggest paying attention to the experience of methodologists in applying various opportunities offered by the social network Facebook in the process of foreign language teaching of an adult psychological and age group.

The Internet, as a modern resource designed for instant information exchange between users, offers a huge variety of opportunities from different points of view, because the resources available in this environment can be effectively introduced into the process of teaching a foreign language to adults, as the rich experience of researchers who have dedicated this initiative shows many works. The Internet offers some users to post information and others to use this information by organizing multilateral data exchange between users of a certain community on the Internet (forums, specialized websites), or members of a social network. It is important to take into account the features of the Internet as part of the linguistic educational environment in teaching a foreign language:

- The Internet gives every student the opportunity to show independence in learning;
- The teacher controls the learning process in an interactive mode;
- Feedback for the teacher and students is always available and instant;
- Collective interaction is organized in the lesson of a foreign language, the teacher acts as a facilitator of the learning activities of students;
- The Internet allows you to create academic independence through various forms of activity.

Nowadays, the numerous services available on the Internet are an everyday part of the life of an average adult individual and exclude the presence of a technological barrier inherent in the services of the Web 1.0 era, when each user was first forced to learn the basics of working with a computer, then master the principles of working with the Internet, and only then begin to study a specific online resource. The advent of Web 2.0 accelerated the integration of an adult into a social network system, and now a new user of an electronic social network can use its capabilities to organize independent foreign-language interaction with partners in a foreign language study group, with native speakers to get an authentic communication experience. The services of the new wave (Web 2.0) are usually attributed to the resources of touch base, Facebook, Twitter, YouTube. The main opportunity provided to users of these social networks is the communication and exchange of information. Adult students are able to use these sites for various purposes as part of their personal life, so it would be an omission not to use this reality to organize independent educational activities for learning a foreign language on the basis of social networks. The latter offer adult learners to learn a foreign language in a real environment, increasing their willingness to conduct foreign language communication based on existing motives and goals.

Agreeing with S.O.Kremlin, we are convinced that the communities that are formed within the electronic social network should be considered nothing more than a special form of social structure, empirically organized characteristic of the information age. Researcher R.Hamman is inclined to believe that the term "community", included in many modern disciplines, should be considered as a group of interconnected participants in social interaction in a certain period of space and time, which is close to the sociological understanding of the phenomenon. The authors of the article believe that a community in an electronic social network should be defined as a group of people interacting with each other via the Internet, connected at a certain place and time with one another's common goals and interests. Under the electronic social network, as part of the methodology of teaching a foreign language, we mean an online resource that gives a group of users equipped with a computer

with Internet access, the ability to carry out foreign-language communication, as well as related educational activities online as a result of creating a community.

The electronic social network as a means of teaching adults a foreign language plays an important role, suggesting the organization of their participation in the foreign language educational process within the linguistic educational environment. Electronic social network has several advantages in this regard:

- ☐ Lack of territorially justified and time frames;
- ☐ Improving the quality of training through the use of a computer and other information technologies;
- ☐ Systematic training, reduction of training time;
- ☐ Individualized educational process;
- ☐ Opportunities for instant receipt and provision of reflection;
- ☐ Repetition and training of any element of the curriculum at any time;
- ☐ Easy delivery of training material;
- ☐ Two-way communication (Teacher – student/student – student/student – native speaker);
- ☐ Voluntary basis in conducting research, collecting information, developing skills of students, in contrast to traditional approaches;
- ☐ Ease of performance assessment;
- ☐ Reducing the likelihood of inadequate assessment of educational progress.

After analyzing the quantity and quality of the previously mentioned electronic social networks, the authors give preference to the most famous social network in the world of Facebook on the basis of a combination of factors determining the significance of this website in the process of teaching a foreign language to adults. Facebook is an Internet site introduced back in 2004. Users of this resource can create a personal account, which is a personal page, send requests to other users to add to the friends list, send and receive text messages, join interest groups, and subscribe to public pages to receive regular information.

Facebook plays a crucial role in the market of electronic social networks, attracts the largest number of users, being one of the most popular resources on the Internet. According to statistics presented in mid-2017, an audience of 2.01 billion active users monthly uses this social network. Facebook service uses more than 1.74 billion people every month on mobile devices (smartphones, tablets, laptops). In education, Facebook has long been used as a platform for discussions, student interaction, and collective academic work. Facebook communities allow you to share links to educational articles, training videos, and other sources of information; teachers use social network tools to answer students' questions about mastering a foreign language; News and announcements are published. Communities are created that are an effective tool for the teacher to form a linguistic educational environment.

We see Facebook as the simplest online service available to any adult student for free from any computer with which many modern educational institutions are equipped, from mobile devices that all adult students have with them. In Facebook communities, students effectively put forward their ideas, conduct online discussions, and work in collaboration. Facebook communities motivate adult learners to conduct educational activities to learn a foreign language in collaboration with group partners, which implements innovative ways to engage students in independent work on the assimilation and development of foreign language material. Facebook also allows the teacher to stay in touch with colleagues: for example, they share best practices and lessons learned using new techniques, turning into the main means of extracurricular communication between teachers and students.

In the conditions of the development of modern society, a foreign language teacher can get acquainted with adult students, as well as provide them with the opportunity to get to know each other before the start of a foreign language course. The degree of prevalence of the electronic social network Facebook implies that each user has an account page that contains personal data specified by the user, and provided that the teacher creates a community dedicated to learning a foreign language during the restricted course provided to members of an organized group, students can get information, which is directly related to the course of study. When using the Facebook social network, the study group demonstrates cohesion that is developing in the learning process. Under the guidance of the teacher, but without his direct control, students quickly begin to feel like colleagues, ready to help each other out, communicate on topics that are not part of the course content, tolerate the mistakes of classmates and the difficulties they face, help each other in the development of new and consolidation of the studied material. The social community helps to surpass the psychological barriers that adult learners see before themselves at the beginning of a foreign language learning course, support them in the process of learning and self-learning, represent a new point of concentration of independent educational activity compared to traditional methods, while being “nowhere” (without tying the learning process to a specific location) and “everywhere” (providing students with access to the studied and trained foreign language material from anywhere via desktop and mobile web-sites and mobile app).

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