THE USAGE OF SOCIAL NETWORKS IN TEACHING A FOREIGN LANGUAGE

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A B S T R A C T	K E Y W O R D S
This article discusses how to use various intelligence technologies, Internet services, and social networks in teaching a foreign language. Facebook, being the world's largest social network, is given special attention. The great academic potential of the social network Facebook in the modernization of the educational process is also discussed in this article.	Internet resource; Web site; technological barrier, information technology tool; software; network etiquette.

Introduction

An electronic social network (ESN) is a new online platform that allows professors and students to communicate directly and get feedback. Researchers in the field of foreign language education see the identified category of Internet resources as an exceptionally successful way of teaching multiple languages in general, and also a means of fostering students' independence in their studies. As foreign language teachers in an age of digitalization and application of information technology into an educational system, the authors of the article recommend that foreign language teachers pay attention to methodologists' experiences with various opportunities offered by Facebook in the process of foreign language teaching.

Since the available resources in this environment can be effectively implemented into the process of language teaching, as the rich experience of researchers who have dedicated this initiative shows many works, the Internet, as a modern resource designed for instant information exchange between users, offers a huge variety of opportunities from different points of view. By coordinating multilateral data interchange between users of a certain community on the Internet (forums, specialized websites), or members of a social network, the Internet allows some users to submit information and others to use it. When teaching a foreign language, it is essential to consider the following characteristics of the Internet as part of the linguistic educational environment:

- The Internet allows every student to demonstrate academic independence;
- In an interactive mode, the teacher directs the learning process.
- Teacher and student feedback is always available and fast;
- In a foreign language lesson, collective engagement is structured, and the teacher facilitates students' learning activities;
- You can achieve academic autonomy through a variety of activities on the Internet.

Nowadays, the numerous services available on the Internet are an everyday part of the life of an average learner individual and exclude the presence of a technological barrier inherent in the services of the Web 1.0 era, when 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 (Shodiyev B. M., 2022). 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.

Literature Review

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.

In the conditions of the development of modern society, a foreign language teacher can get acquainted with 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.

Methods

The electronic social network as a means of teaching learners 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 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. 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 (Ibragimova Sh. T., 2020). 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 as well as communities are created that are an effective tool for the teacher to form a linguistic educational environment.

Results and Discussions

We see Facebook as the simplest online service available to any 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 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.

The electronic social network Facebook allows students to overcome hierarchical barriers. In the traditional methodology, the connection between the organizer of a foreign language course and

students is not supported outside the classroom due to various factors, among which are culturally determined: Some students do not realize the possibility of independently contacting the teacher for help in solving problems. In such a situation, student performance may suffer, and the overall impression of the course being studied is spoiled. Facebook overcomes this barrier and facilitates direct communication between hierarchical levels, which is especially important in the context of traditional educational systems. The teacher, as the organizer of the community on the social network, is offered an innovative way to collect reflection in time and adjust the course in order to eliminate difficulties. Such an important skill inherent in a multicultural personality as network etiquette develops among students with the course and is moderated by the teacher both in the classroom and online outside the classroom.

When using the Facebook as a 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 websites and mobile app).

The speed of development of the community environment of the electronic social network Facebook is minimal compared to other resources and information technology tools used in teaching a foreign language before the era of Web 2.0. Specialized software and specialized electronic social networks present difficulties in mastering in connection with various types of user interface in each program; students and teachers should spend a sufficient amount of time to register, enter the program or a specialized site, not to mention mastering the features of downloading files, organizing discussions, and conducting reflection. Due to psychological and age-related characteristics, adult students are not always ready to accept the need to get acquainted with unprecedented software, and therefore their use of technologies that should simplify the development of a foreign language only represents another barrier, which leads to a decrease in motivation. The electronic social network Facebook solves such problems, because most users of the service are already familiar with its interface, which leads to minimal temporary losses, thereby allowing it to be used as efficiently as possible in the learning process.

Conclusion

To conclude, when discussing the importance of Facebook in the growth of adult learners' own educational activities in studying a foreign language, one can highlight the increased incentive to learn. The method of using a social service with regard to both verbal (commenting) and non-verbal (emoji-symbols indicating diverse emotional reactions) ways may be utilized to motivate students to study autonomously in terms of academic success. The system for presenting the number of comments left and non-verbal reactions allows community users to share appreciation for the help, support, initiative, and timeliness of completing training tasks, as well as to see how relevant and interesting

their publications are to other community members. All of the following factors are of great influence to students' interest and motivation in studying foreign language content in a foreign language course.

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