

занятиях и при самоподготовке, обучающимся интересно не только проверить свои знания, но и получить оценку компьютера [6].

Таким образом, внедрение информационно-компьютерных технологий при подготовке аттестуемого к аттестации является целесообразным, так как оптимизирует время подготовки, даёт возможность представить весь необходимый аттестуемому материал в визуальном виде, создает новые способы представления информации.

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SOCIAL NETWORKS AS A TOOL IN TEACHING AND LEARNING FOREIGN LANGUAGES

СОЦИАЛЬНЫЕ СЕТИ КАК ИНСТРУМЕНТ В ПРЕПОДАВАНИИ И ИЗУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ

Abstract. In the article there is an attempt to analyze the usage of social networks in the process of teaching and learning foreign languages. In the scientific community there is much information about educational technologies. But we are of the opinion that the most effective ones are technologies aimed at practice. The competent and thoughtful use of both social networks and professional blogs integrated into the process of teaching foreign languages helps to create natural multicultural language and informational educational environment where learning a foreign language is not an end in itself, but a tool for professional development and self-improvement.

Аннотация. В статье предпринята попытка проанализировать, как социальные сети используются в процессе обучения и преподавания иностранного языка. Технологии в образовании представлены в научной среде в большом количестве, но, с нашей точки зрения, наиболее плодотворными являются те, которые направлены на практику. Грамотное и продуманное использование социальных сетей и профессиональных блогов, интегрированных в

процесс обучения иностранному языку, позволяет преподавателю создать естественную поликультурную языковую и информационную образовательную среду где изучение иностранного языка служит не самоцелью, а инструментом профессионального развития и самосовершенствования.

Keywords: social networks, educational process, foreign language, Internet resources, competencies, communication.

Ключевые слова: социальные сети, образовательный процесс, иностранный язык, Интернет-ресурсы, компетенции, коммуникация.

Nowadays social networks are becoming more and more popular, especially among young people. Thanks to social networks, the Internet has become an important means of communication and a way to maintain social life. According to a study organized by the All-Russian Public Opinion Research Center (VTSIOM), 89% of teenagers from 14 to 17 years old and 53% of adults use social networks almost daily [7]. Functioning of social networks is based on the fact that there are always users who create content for these sites. They upload materials, participate in conversations or share links. According to VTSIOM, 89% of young people at the age from 16 to 34 years old published online texts, more than 55% downloaded material from the Internet, and more than 40% wrote a comment on one or more discussion forums [7].

As a result of the rapid development of such intercultural communication, there is a need to use social networks in the educational process for the optimal functioning of the individual in a multicultural world with a new set of qualities and competencies. Nowadays for the successful fulfillment of professional duties it is no longer enough to be just a specialist, it is also necessary to know foreign languages, which will help to follow the new achievements of world science, participate in international symposiums, conferences, and work in transnational teams. In this regard, language education of students is becoming more and more topical [4]. It is equally important not only to understand oral and written speech, to express your thoughts in a foreign language, but to be able to reach mutual understanding with foreign colleagues. That is why teachers of a foreign language face a difficult task of forming English-speaking competence of their students. And one of the important ways of solving this problem is active use of social networks, which provide a wide range of opportunities for improving language skills.

A social network is the latest technology of interaction and communication (ICT), also called social software, social interaction technology or more usually social networks, it is the term that is most often used in academic works [5].

The global Internet audience is growing steadily. In 2022 there were 4.95 billion active users, with 5.31 billion unique mobile users. The list of active users of social networks in the world has reached 4.62 billion, and almost every one of them uses social networks on mobile devices. Thus, 67.1% of the inhabitants of the Earth (including children) are active Internet users. It should be noted that Internet users spent about 402 minutes online every day in 2020 [2].

The "pre-social" media were online discussion forums where users could share content and establish networks, but not on the scale of today's social networks. The social side of these forums was based on discussions and interaction between users that could be done anonymously in most cases, although some of these forums required registration.

The use of social networks opens up new opportunities for teaching foreign languages, as the number of available authentic materials increases, information is easier to find, and such technologies can facilitate communication between students as well as communication with their teachers. In addition, new online programs for learning languages appear regularly. Not all new applications and programs contribute to learning, but from time to time you can find useful services that make teaches' work easier. It is important to note that over time, the interests of students and their practical and intellectual needs change. It should be said that traditional methods are often useful and necessary, but it is necessary to realize that new technologies could improve some of the methods of teacher's work.

The main advantages of using electronic social networks in the learning process include:

1. Ease of communication with the teacher and group mates. Unlike e-mail, almost any electronic social network has an option to create group chats in which students can communicate both directly with the teacher and among themselves within a group or a course, adding or eliminating discussion participants at will. A selective survey among the students of our university showed that 98 out of 100 students have an account on the social network VKontakte, which allows us to speak about the complete coverage of the target group if the teacher needs to convey important information. In addition, in the chat students can ask questions on a specific topic at any time and receive answers from the teacher or group mates.

2. Content distribution speed. The ability to upload, view, recommend to fellow students, link (add links to content on other sites), comment, discuss various media content (books, video, audio, photos) makes social networks a unique source of information. So, for example, on VKontakte or Telegram there is a large number of professional communities where teachers can exchange educational materials and present their guidance papers, as well as amateur groups that present various useful content for general awareness. In addition, teachers always have an opportunity to share useful information with their students quickly.

3. Platform for discussions. With almost unlimited possibilities for creating dialogues and being engaged in them, electronic social networks can serve as a place for students to brainstorm, discuss homework and projects, and debate in professional communities. This practice teaches students to interact at a distance, as well as foster their skills of reasoning their own point of view. Such discussions can often involve students who tend to be silent at lessons, so electronic social networks are a tool for them to express their opinions.

4. Cultivating communication culture skills. Communication through social networks gives students an opportunity to learn respectful communication with teachers or opponents. Taking into account the fact that such correspondence can be read by other people, communication in professional communities or chats imposes a great responsibility on students, forcing them to be more attentive to the choice of communication style [1].

The negative aspects of using social networks in the learning process include the possible frivolous attitude of students who are accustomed to using social networks as an informal communication tool and, as a result, expect a fairly informal level of communication or the use of professional chats for non-constructive dialogues. In spite of the fact that most of the texts young people read are short hypertexts filled with other links, images and videos, they should be able to read literary texts. However, an advance clarification of the goals of communication in social networks and a clear division of the roles of students and the teacher in the chat can help to overcome the identified shortcomings [3].

The most effective way to use social networks in teaching and learning foreign languages is to rely on a communicative approach. This approach arose as a result of the concept that language is seen as a means of communication, and not as a formal system. It is based on the theory of speech acts by J. Austin and J. Searle, who were interested in the communicative "intention and perspective of the language" [6].

With this approach, the teacher can choose those elements of the language that meet the needs of students, and grammar is presented not traditionally, but in accordance with the conceptual functional system. Language is seen as a tool of social interaction, in addition, the cultural space becomes a part of learning a foreign language.

Grammar, its rules and linguistic forms are parts of language proficiency, but they are not enough for successful communication. Indeed, in order to communicate effectively, it is necessary to understand and know the codes of social interactions. Students must be able to adapt to different situations of communication because, for example, the social status, age of the interlocutor and the intention of communication may vary. With this approach, the pragmatic function of language is given great importance [2].

In this context, the teacher needs to develop rules by which students can formulate statements that correspond to the situation of communication. As a result, students are considered not as passive participants that receive incentives, but as active ones that process

incoming information, encode it, store and integrate it with previous one, and social networks become effective tools for this process.

Having analyzed the current aspects of the use of social networks, it can be stated that the use of social networks in teaching and learning foreign languages place students in the language environment, provide new opportunities for the exchange of information of different nature, provided by Web 2.0 social services that can be used in the learning process, orient them towards development of information culture.

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ЛИНГВОДИДАКТИЧЕСКИЕ ОСНОВЫ ФОРМИРОВАНИЯ МУЛЬТИМОДАЛЬНОЙ ГРАМОТНОСТИ СОВРЕМЕННОГО ПЕДАГОГА LINGUODIDACTIC BASES OF FORMATION MULTIMODAL LITERACY A MODERN TEACHER

Аннотация. В статье рассматриваются понятия «мультиmodalность» и «мультиmodalная грамотность». Обосновывается необходимость специального исследования мультиmodalной грамотности применительно к профессиональной деятельности педагога. Автор определяет лингводидактические основы мультиmodalной грамотности и предлагает условия ее формирования.

Abstract. The article discusses the concepts of «multimodality» and «multimodal literacy». The necessity of a special study of multimodal literacy in relation to the professional activity of a teacher is substantiated. The author defines the linguodidactic foundations of multimodal literacy and suggests the conditions for its formation.

Ключевые слова: цифровой текст, мультиmodalный текст, мультиmodalность, грамотность, мультиmodalная грамотность, мультиmodalная грамотность педагога.

Keywords: digital text, multimodal text, multimodality, literacy, multimodal literacy, multimodal literacy of a teacher.