THE USE OF SOCIAL NETWORKS AS A CONSTITUENT OF INTERACTIVE TECHNOLOGIES IN HIGHER SCHOOL IN LEARNING FOREIGN LANGUAGES

ВИКОРИСТАННЯ СОЦІАЛЬНИХ МЕРЕЖ ЯК СКЛАДОВОЇ ІНТЕРАКТИВНИХ ТЕХНОЛОГІЙ У ВИЩІЙ ШКОЛІ ПРИ ВИВЧЕННІ ІНОЗЕМНИХ МОВ

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In the modern educational process, it is natural to intensify foreign language learning using cognitive-communicative forms and methods of learning, which allows students to choose the most effective and modern technologies. The demand for advanced interactive technologies that can be effectively applied in the educational environment and have a significant impact on increasing the motivation to learn foreign languages is steadily growing. Mastering the means of implementing interactive technology contributes to the possibility of quality education, including its distance forms. One of these forms is social networks. The article examines social networks and their involvement as a motivation for learning foreign languages: it is a group work on learning a foreign language and forming communication skills, creating texts in oral and written form. Social networks, messaging-Cloud maintain constant feedback between all participants of the process and exert a constant influence on motivation. It also allows to adjust easily the course of the learning process. The author, based on the research of a group of students of the Sumy NAU, concludes that social electronic networks, educational platforms, a wide range of software applications are a good factor for the formation of an active user of a foreign language. This process, in close combination with pedagogical theory and modern technologies, is not only effective, but also increases the motivation of the education applicants. The study notes an increase in positive feedback from work in social networks, as well as an increase in the number of users on educational platforms. Educational content serves for learning foreign languages, can be more effective in the field of using interactive technologies, work with social and educational online platforms, useful in the process of creating effective methods in higher education. This determines the direction for further research in this field.

Key words: *intensification of the educational process, modern technologies, social networks, interactive learning, motivation of education applicants.*

У сучасному навчальному процесі закономірною є активізація навчання іноземної мови за допомогою когнітивно-комунікативних форм і методів навчання, що дозволяє студентам обирати найбільш ефективні та сучасні технології. Неухильно зростає попит на передові інтерактивні технології, які можуть ефективно застосовуватися в освітньому середовищі та суттєво впливати на підвищення мотивації до вивчення іноземних мов. Оволодіння засобами впровадження інтерактивної технології сприяє можливості якісного навчання, в тому числі його дистанційних форм. Однією з таких форм є соціальні мережі. У статті досліджуються соціальні мережі та їх залучення як мотивація вивчення іноземних мов: це групова робота з вивчення іноземної мови та формування комунікативних навичок, створення текстів в усній та письмовій формі. Соціальні мережі, messaging-Cloud зберігають постійний зворотний зв'язок між усіма учасниками процесу і здійснюють постійний вплив на мотивацію. Це також дозволяє коригувати хід навчального процесу. Авторка на основі досліджень групи студентів Сумського НАУ робить висновок, що соціальні електронні мережі, навчальні платформи, широкий спектр програмних додатків є гарним чинником для формування активного користувача іноземною мовою. Цей процес у тісному поєднанні з педагогічною теорією, сучасними технологіями є не тільки ефективним, але й підвищує мотивацію здобувачів освіти. Дослідження констатує збільшення позитивних відгуків від роботи в соціальних мережах, а також збільшення кількості користувачів навчальних платформ. Освітній контент слугує вивченню іноземних мов, може бути ефективним у сфері застосування інтерактивних технологій, роботи з соціальними та освітніми онлайн-платформами, корисним у процесі створення ефективних методик у вищій школі. Це визначає напрямки подальших досліджень у цій галузі.

Ключові слова: *активізація навчального процесу, сучасні технології, соціальні мережі, інтерактивне навчання, мотивація здобувачів освіти.*

Problem statement. In the modern educational process, it is natural to intensify foreign language learning with the help of cognitive-communicative forms and methods of learning, which allows students to choose the most effective and modern technologies [2; 15, c. 172–179]. The information load, large amounts of learning material, the need to update their skills all the time require the use of the most effective teaching methods in the shortest possible time. An important indicator of foreign language learning, which gives us technology from cognitive linguistics, is the ability to provide deep knowledge, to intensify the mastery of new material memorization directly in the course of practical lessons. In today's globalized world, many people use languages of international communication (English, Spanish, Chinese etc.), language becomes a means of intercultural and business communication, and it allows to communicate with people who come from different countries, facilitates their interaction during work and study [11, c. 32–39]. Interactive technique is one of the modern methods to intensify foreign language learning. Despite its importance foreign language learning should be comprehensive, it is

worthwhile to produce comprehensive approaches to foreign language learning with the involvement of interactive technologies.

Analysis of recent research and publications. Current research examines the development and possibilities of using interactive technologies and their impact on increasing motivation in the learning process [7, c. 112–118]. Social services and their influence on the organization and quality of students' learning are considered [8, c. 719–727]. In today's educational process, learning foreign languages through interactive technologies is natural, it allows students to choose, master, and use with benefit the most effective and modern technologies [15, c. 172–179]. Many researchers have also focused on the difficulties that reduce students' motivation to learn languages, among them the heavy information load, the significant amount of learning material, the need to update and improve digital literacy all the time [12, c. 7491–7499; 14, c. 2241–2254]. Due to the coronavirus epidemic, the development of virtual learning methods has become popular, where interactive technologies are leading the way [1, c. 932–952]. An important indicator of quality foreign language curricula is their focus on technology, the ability to provide the necessary knowledge in a short time [4, c. 65–75]. The opportunity to communicate in a foreign language with people regardless of their location also motivates the study of languages of international communication (English, Spanish, Chinese, etc.), speech facilitates communication in work and study, becomes a means of intercultural and business communication, makes dialogue between representatives of other countries possible [1, c. 932–952]. The motivation of students in learning foreign languages was considered in modern studies in the context of addressing the potential of interactive technologies in the implementation of the practice of real communication.

Communication with the use of social networks, the possibilities of educational and social online platforms actualize effective communication skills, proper identification in communication, where participants process not only the intentions and goals of all participants but also the cultural and cultural context, form their own motivation.

However, interactive technology is one of the technologies used in the study of foreign languages and it affects the increase in motivation. Despite its importance the use of interactive means of learning foreign languages should also be considered as a set of learning activities, where the harmonious work is aimed at improving the skills of reading, writing, listening, and understanding in a foreign language.

The purpose of the article. The research is aimed at establishing the results of the pedagogical experiment to increase motivation in learning foreign languages by students of Eastern European HEIs through the active involvement of interactive technologies and the attitude of participants in the educational process to informatization of learning. This goal envisaged the solution of several tasks: to establish the feasibility of using online social services, video and audio content, online learning platforms, new technologies in pedagogical activities as components of the interactive field of foreign language learning; to determine the assessment of the educational process by the participants on the involvement of a set of interactive learning tools to increase motivation.

Presentation of the main materials. The object of the study are students of Sumy National Agrarian University, who studied a foreign (English) language using interactive technologies during the academic year in 2022. The total number of respondents was 74 students who studied at the first (bachelor) level of higher education. All students were divided into 3 groups. The questionnaire, which was conducted at the final stage, contained a block of questions of closed type, they were preceded by consultations with the moderator.

The survey was devoted to the attitude of students to learning platforms, software and social networks, which were involved in the learning process in order to increase motivation to learn a foreign language. The problem of accessibility of the Internet resource was also considered. The experiment consisted of 3 stages: the first stage included organizational work on methodological and educational materials, consultations of teachers and students, the second stage was introduced by interactive technology as a significant part of the study of a foreign language, the final stage was determined by the effectiveness of interactive technology and the level of increasing motivation for learning foreign languages using interactive technology.

Consider social networks and their involvement as a motivation for learning foreign languages: it is a group work to learn a foreign language and the formation of communication skills, the creation of texts in oral and written form. Facebook is the world's largest social network, which was launched in 2004. From the beginning, Facebook was intended for students. According to Alexa, facebook.com is the 3rd most visited site [2]. In 2017 the number of users was 2 billion worldwide. To increase motivation to learn foreign languages based on Facebook, students can be united in groups of interest and share interesting information, communicate in a foreign language, there is also the possibility to use the function of private or public messages, communicate in chats. To the significant potential of Facebook as a part of the interactive technology the possibility of blogging should also be attributed, there is an opportunity to have a dialogue in online messenger mode.

Young people have mastered well and use social networks with pleasure. Therefore, they will be tuned to use Facebook to learn a foreign language. A huge amount of information is received through social networks, so it is important to encourage the study of a foreign language for the bias pages, writing comments, creating messages. In the course of the project a Facebook group was created for each study group separately, as well as thematic groups where students could have conversations and correspondence with others, could join other native speakers.

X (formerly Twitter) as a learning platform creates the conditions for successful learning of a foreign language and the formation of motivation. In the form of a microblogging network, that was created in 2006, X (Twitter) makes it possible for users to publish small text messages (tweets) quickly. These messages create opportunities to submit interesting and original learning content (images, articles, websites, etc.) and have feedback and evaluations from other users, reviews of their posts. Of course, such direct communication stimulates the work of creating texts, according to the reaction of users to improve the following.

Text messages are limited to 140 characters. This allows to describe algorithms for action, create informative messages and short essays – anything that might interest education applicants. Very important is the fact that all messages can have links to materials on the topic, facts, videos, photos, etc. The tweet also uses hashtags, which mark the topic created by the message. X (Twitter) statistics shows that every day out of 500 accounts, more than 320 M are active. In the final stage, the data on the use of X (Twitter) by students were presented.

In all groups the use of X (Twitter) and Facebook as tools for the implementation of interactive technologies has increased, indicating an increase in students' motivation to learn foreign languages, as the increase in the number of the texts written in a foreign language shows the interest of students in this form of learning. The use of learning platforms is popular in foreign language learning, students use them practicing in interactive learning that means they are an effective part of motivational activities.

Learning a foreign language on an interactive platform correlates with learning the cultural traditions of the people and the country. Targeted learning within cultural contexts is motivated by the appeal of another «exotic» culture. Such cultural and linguistic influence in today's world can be accomplished from anywhere in the world and even if the teacher is not a native speaker. Communication with groups of such native speakers, individuals is possible by bringing the capabilities of Skype into the learning process. This free program will allow to hold conferences, conversations, and round tables. This is a natural linguistic environment, disposes the students to communicate in a foreign language, share the views and cultural traditions, different from theirs, and therefore it's interesting. Students were invited to prepare a question for the speakers, to give additional information. After the communication was over, final discussions were held where students were asked to repeat, retell what they had heard. Telegram Cloud messenger, a software for smartphones, tablets, and PCs became widely used for organizing distance learning for students in conditions of the pandemic. This messenger can provide the exchange of text messages, graphic images, and video files, it is also possible to make a «phone call» to users of the program. The use of Telegram Cloud messenger requires certain changes in teaching methods and organizations.

It is worth noting that open-ended learning platforms are available for analysis on their use as learning platforms in the process of learning foreign languages and increasing motivation to learn. Multidirectionality and a large number of educational programs presented in university education do not give such a perspective, do not determine the number of Facebook pages in university communities, their direction on the formation of motivation to learn. In the final stage of the experiment, students were surveyed about the appropriateness of using Messenger, Telegram, and Facebook.

Part of the students (20%) noted that they could not feel the impact of the interactive technologies implemented during the experiment and use interactive tools, because in their localities there is no Internet coverage. That is why there are not high enough results. At the final stage, a questionnaire was also conducted among the respondents, which asked them to answer the question: «Has the use of interactive technology affected their desire to continue learning foreign languages?»

The majority of students preferred working with interactive technologies and are willing to use high-tech learning tools. The insignificant number of uncertainties indicates clear and manageable correctness of the majority of respondents. Motivation to learn foreign languages is also shaped and supported through the use of audio and video content. Such interactive technology promotes constant support of practical skills and improvements through constant reinforcement. Groups of students used audio and video materials, listened to native speakers, memorized and repeated new phrases, expressions practiced defining grammatical forms, applied the material studied on the topic. Audio listening was used at the level of checking the ability to distinguish and understand speech by ear independently. Also, the combination of images, facial expressions, gestures, intonation helps to understand better the features of communication.

Conclusions. In many recent studies [10, c. 279; 5] it is shown that the use of the whole set of means is a tool of interactive technologies that is an effective method to increase students' motivation. Undoubtedly, the possibilities of social networks and digital technologies are open to further research direction. Several studies that have considered the role of Facebook and X (Twitter) in the study of foreign languages [4, c. 35–49], show that the effectiveness of such application is quite high and it is expressed in increased academic performance, greater motivation; students approve the use of such interactive learning tools. The conducted gamma study also confirms this hypothesis, more than 80% of students responded positively to the active use of interactive technology, increased their presence on online platforms, making their foreign language lessons more intensive.

Undoubtedly, large amounts of information, the complexity of mastering, lack of certain technical capabilities makes it difficult to implement interactive technology. But as this study shows the positive dynamics in the organization of the educational process is present. The modern educational process of learning foreign languages should combine the traditional form of learning (direct communication) and learning with the help of interactive technologies [6, c. 1–7]. Social electronic networks, learning platforms, a wide range of software applications is a good pivot for the formation of an active user of a foreign language. This process in close combination with pedagogical theory, modern technology is not only effective but also increases the motivation of education applicants. Pedagogical science with the use of social networks, learning platforms, is part of the modern educational space as a platform for the formation of educational competencies.

As the study shows, there is a steadily growing demand for advanced interactive technologies that can be applied effectively in the educational environment and affect significantly the increase in motivation to learn foreign languages. Most students (80% in total) preferred working with interactive technologies and are ready to use high-tech learning tools, programs, educational platforms. The insignificant number of uncertainties indicates clear and manageable correctness of the majority of respondents.

Mastering the means of implementation of interactive technology contributes to the possibility of quality learning, including its distance forms. Social networks, Cloud messengers keep constant feedback between all participants in the process and has a permanent effect on motivation. It also makes it easy to adjust the course of the learning process. In this regard, our study has shown an increase in positive feedback and overall work on social media and an increase in the number of users within learning platforms.

Thus, this requires advanced technologies, methodologies, the new educational product with software. That is why interactive technologies provide for the use of X (Twitter), Telegram, and Facebook (SIM, POP, 2014) in foreign languages learning. Educational content serves to learn foreign languages, can be more effective in the space of applying interactive technologies, working with social and educational online platforms, can be useful in the process of creating effective techniques in higher education. This determines the directions for further research in this area.

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