

IMPLEMENTATION OF SOCIAL NETWORKING SITES IN TEACHING ENGLISH LANGUAGE AS A FOREIGN LANGUAGE IN UZBEKISTAN

Kudayberganova Madinabonu Qudratovna
English Teacher at “General Philology” Department at
Urgench State Pedagogical institute
yadina1998@gmail.com

Abstract:

The paper systematize the implementation of social networking sites, and important points of applying them to teach English language as a foreign language in the context of Uzbekistan. Moreover, it is given that several priorities of using tools in teaching foreign language.

Keywords: foreign language teaching, snapchat, Tik Tok, Instagram, implementation, teaching, SNS s.

Social networking sites (SNS s) ranging from Instagram, Telegram, Tik Tok to Snapchat, and Pinterest are being more and more popular in Uzbekistan as the number of young generation of the country is increasing, and the importance of the SNSs are being vital point for that educational and industrial purposes not only for the teachers but language learners also. Teachers from all different educational levels—including preschool, primary, middle, and high school—as well as academic disciplines—such as the sciences and humanities—have acknowledged the assistance that these websites have provided in disseminating information, planning and carrying out cooperative activities, and receiving feedback. SNSs fulfill the requirements and characteristics of the student-centered strategy to the teaching-learning process by promoting personality, individuality, self-expression, self-assertion, and communication.

According to Boyd et.al. (2007) SNSs are generally web-based services that let individual users make public or semi-public profiles in the online world, connect and communicate with people who may or may not be on a list of friends, and view the profile pages and lists of connections of their friends. According to the theory, what drives users to take actions on SNSs is their need for interaction, social acceptance, inclusion, and gratitude as well as for

communication, self-assertion, self-expression, and confidence. Interaction and communication on SNSs are the primary results of user behavior. For actions carried out on SNSs, communication, interaction, identity, and visibility are crucial paradigms. However, the student-centered approach to teaching and learning foreign languages also emphasizes other important paradigms, such as communication, interaction, identity, and visibility, which are translated as self-assertion and self-expression.

All teaching and learning activities during COVID-2019 in Uzbekistan had to be carried out via Telegram, Instagram, and distance learning online platforms. This has increased the country's opportunity to use social media as a means of teaching tool to make teaching English to young people in the republic fun and interesting. Before implementing them in teaching, it was restricted to use personal mobile phones or gadgets of students' in schools or educational establishments during lesson time. This because of the fact that it was the initial step to use SNSs in language classes to conduct interactive classroom to improve students' language skills and knowledge in English. As students mostly the user of online platforms that are counted in the initial paragraph rather than being a bookworms, it is being more and more attractive for the students as they feel as they are being modern language users as the natives of English languages. On the one hand it enables to grab students' attention with the usage of different functions of one platform. As an example of the usage of one of the SNSs is that teaching body parts to the students and describing the face of individuals. It was used the application of Snapchat to edit tones and shapes of the face of participants. While students were editing the photos of participants, they could learn the names of parts of face despite being a young child. However, it made students learn by heart new vocabulary easily. Moreover, once it was implemented using telegram groups not for chatting with students but conducting listening activity in the classes. A teacher shares the audio of a track, and the written task and plays, then students are asked to write missed words to telegram group. Then teacher announce the correct answer and plays once again the audio after filling blank spaces. In this case not students can improve their language skills but tries to be the first by typing faster and it helps students to be good at typing on keyboard.

Ioana (2013) mentions about students' usage of SNSs: Students use SNSs for a variety of purposes, such as handling chores and assignments, learning, spending the time, expressing themselves, keeping existing relationships, meeting new people, and having fun. Students can reiterate, share, or forward information to their groups of peers on SNSs, engaging in mentoring and advising activities in the process. The student-centered strategy states that students should be given learning skills so they can later create their own learning preferences and participate in lifelong learning. Due to the freedom and structure of these sites, instructors can communicate with students about tasks, forthcoming events, and share helpful links and examples of their work outside of the classroom. SNSs are also an affordable educational resource says Couillard (2010). And he mentions SNSs as which are thought of as Internet-based learning tools, encourage and entice students to browse different informational websites, post comments, and engage in online discussions while also giving them the major benefit of receiving almost immediate feedback from teachers and peers. As in other foreign countries teaching experience, in Uzbekistan also provides syllabuses in state universities that are teaching future English teachers and English language to the higher education students to apply teaching by posting and writing comments as a discussion tool on the internet. In our context it is useable to apply discussion by posting on social media such as Instagram, telegram, snapchat, and also Tik Tok. And mostly telegram application is regarded as the most demanded application in Asian countries and Uzbekistan and it is making the work of the language teachers easy, as it works as fast as possible to share, receive, and find sources for improving language skills.

To sum up implementation of SNSs tools to teaching young generation was not easy as they were new in this area and to teach to use accurately but after experiencing several times it becomes a reliable source for teaching English language as it has been being fun and interesting for language learners. And making easy the work of the teachers many times as they are wealthy of various functions to teach by saving time in class. And they help to provide learning materials for students at any time based on their needs of the specific subject.

Reference:

1. Iona, B. (2013) .The Use of Social Networking Sites in Teaching English as a Foreign Language. Editura Weber, Sevastopol, Ukraine.
2. Boyd, D., M., Ellison, N., B. (2007). Social network sites: Definition, history and scholarship. *Journal of Computer-Mediated Communication*, 13(1), 210-230.
3. Couillard, C. (2010). Facebook: The Pros and Cons of Use in Education. University of Wisconsin-Stout.
4. https://www.researchgate.net/publication/260419674_The_Use_of_Social_Networking_Sites_in_Teaching_English_as_a_Foreign_Language