**Китибаева А.К. - доктор PhD, доцент,** [**tyamik\_sun@mail.ru**](mailto:tyamik_sun@mail.ru)

**Сакенова С.М. –магистрант,** [**livelovework@mail.ru**](mailto:livelovework@mail.ru)

**Карагандинский государственный университет им. Е.А. Букетова**

**« Social networks as a means of development of speech culture of students in foreign language teaching ».**

**Annotation**

*Computer-based training systems have been a long part of the worldwide educational process. From year to year, the impact of computer technology on education is only intensifying, sometimes even crowding out traditional forms of learning. Using the resources of the global computer network contributes to the development of intercultural communication, significantly helps in finding the necessary information for students on topics of interest to them in scientific, professional and social topics. In recent years, the number of databases, websites and information retrieval systems that can be used in the process of teaching a foreign language has expanded significantly.*

*The article offers methods of working in social networks, which allows you to rationally use the features of virtual communication for educational purposes.*

**Key words: intercultural competence, virtual reality, social networking, language culture, information and communication technologies, informatization of education.**

Due to the changes taking place in society today, society is creative. Everyday life proves the need for action and creativity. In this regard, today there is a great demand for educational institutions and teachers. Each teacher who develops his work should be able to use best practices. In today's world, a person is under the influence of a very intense flow of information, including in a foreign language. A significant part of the information people receive through information and communication technologies that permeate all spheres of human activity. Comprehensive student development, quality education, good knowledge of the English language is important to achieve good results. That’s why teaching the interstate English language using new social networks is becoming increasingly important in the Republic of Kazakhstan. Learning a foreign language is a difficult and interesting job. The goal of learning a foreign language is to learn how to speak a foreign language, communicate and strive to find a common language and strengthen relationships, while the educational goal is to learn how to express and defend your opinion, based on the formation of a culture of listening to others. In the process of learning a foreign language, it is very important to correctly teach the language, speak, write, and expressively learn. Teaching a foreign language, it is assumed that we teach the speech culture of the language being studied, so the main goal of teaching English - is the formation of the basics of communication of students in the learning language in real life. As you know, at present the most important requirement for the content of educational programs is their reliance on teaching the language as a communicative activity, on solving problems from real practical activity using the language studied.

In recent years, the use of the resources of the global computer network has contributed to the development of intercultural communication, and has significantly helped in finding the necessary information for students on scientific, professional and social topics of interest to them. One of the means of developing this competency in the practice of teaching foreign languages ​​is social networks. Social networks are special online services with the possibility of virtual communication and contact through written or video messages. Education in schools with the help of social networks increases the quality and importance of learning a foreign language. Learning a language with the help of information and social networks is an effective system that contributes to the development of a student's language skills on their own. Social networks are very popular not only among young people, among users you can find people of different age. In this regard, it is advisable to introduce the use of social networks in the educational process. The development of information and social networks in virtual reality is challenging teachers again. The integrated use of new technologies and technical tools in teaching English in the classroom facilitates many of the teacher's complex tasks and allows us to develop fundamentally new approaches to this matter. One of these new ways is to teach the language using social networks. When using social networks in learning English it helps you:

• in teaching vocabulary;

• to keep speech rhythm;

• to maintain the dialogue, monologue;

• in writing letters;

• to explain grammatical structures and helps students remember, etc.

Instructively, university curricula can be adapted, with more or less efficiency, to the tasks of forming user competencies, but in terms of providing orientation of students in the virtual space the university of modern culture has neither the necessary conceptual apparatus, nor the methodological support, nor the prepared teaching corps. In a sense, the starting positions of givers and students in the face of the ambiguity of a virtual challenge are equal. One thing face-to-face interaction, oral-speech exchange, and other - written print-mediated exchange, and finally, the third is electronic exchange with people whose birth coincided with the beginning of the virtual era. Not the secret, for example, that their computer information is competence. It often turns out to be higher than the corresponding competence of teachers. It is clear that our students have radically changed. They do not match that educational system that is designed for their training .... Students changed in comparison with students of previous years and returning to the previous order is absolutely impossible. This is so called the rapid spread of social networks in the last decades of the 20th century. It is not surprising when students note that often faced situations in which their computer knowledge exceeded the knowledge of teachers. Of course we understand social networks as a means of mass communication and knowledge transfer and analyzing modern trends in the socio-cultural development of society, in particular globalization and intensive informatization of social and cultural processes, we can talk about the emergence of a new social space, the so-called virtual reality. The popularity of various social networks varies from region to region in the whole world. For example, Facebook, Twitter, MySpace… There are a large number of social networks that can be combined into two groups. based on the criterion of access to them:

- publicly accessible social networks for which professional, age and gender are not important features of the participants. Examples of such networks include: FaceBook, VKontaktе and many others;

- special networks that are created for participants united by a certain attribute. As a rule, participants of such social networks become by invitation (they are closed).

The use of social networks allows you:

1) to organize work on the development of foreign language speech activities of students outside the classroom due to such didactic properties as multimedia, interactivity, hypertext organization of educational material;

2) social networks make it possible to diversify independent educational activities, use the language being studied as a means of communication already at the initial stage of training;

3) tasks and exercises based on the material of social networks suggest the development of various communicative skills, for example: to participate in a discussion, write written messages, search and select information.

Using social networks in English lessons allows you to study texts and information. Even students with poor reading skills are interested in working with computers, because in some cases the computer shows what they do not know and comes to the rescue.

As you know, a person for the active use of the studied language in various communication situations it is necessary to overcome a certain psychological barrier. Also chatting with remote friends provides internal comfort as it interferes the emergence of a feeling of loneliness, often mastering a foreign student. Remote communication on a social network is capable of increase student confidence and stimulate successful mastery of a foreign language. So firstly, these sites are responsible for convenient and easy communication, secondly, provide the opportunity to create interest groups and, thirdly, erase age, territorial and social differences communication participants. The experience showed that social networks can be very convenient and effective tool that complements standard learning tools. There is an opportunity to increase the variety and visibility of educational materials, while remaining within the framework of the familiar environment of communication for students. As a result, students begin to be more interested in the subject and show higher learning outcomes.

To support the process of learning a foreign language, it is necessary to use special educational materials of social networks designed taking into account the goals and content of training. Teacher should take into account that the main goals of promoting educational services in social networks are: attracting new students; formation of communication ties with the target audience.

Despite the fact that the number of groups in created to ensure the availability of educational services is increasing daily, there is still the problem of the lack of a methodology of using educational resources in the Internet. Therefore, we will focus on methodologies, which are based on the active development by students of foreign language intercultural communicative competence and which are based on the principles of their personal inclusion in the learning process, interpersonal and intercultural interaction in the language being studied.

To help students, the teacher must correctly and correctly organize independent student work. As a preparatory work, he can give students a list of sites that can help with the search for information, familiarize them with the principle of operation of social networks. Such social networks should include:

- an ongoing basis posting on the page relevant information that may be useful to the audience;

-links to other Internet resources such as: electronic library, class schedule, conditions for participation in conferences and publications, etc.

-stimulating group discussions;

Conscious learning of English, which makes it a necessity at its own level, is not a question of the year, therefore one of the questions that arises for professionals engaged in teaching English is: how to learn to speak English fluently, both orally and in writing? What methods and techniques should be used to motivate students? Teachers should pay a special attention to social networks which include communicative methods. Communicative techniques are what help to quickly “switch” thinking to English, without thinking about grammar or pronunciation, but simply “pulling” English out of memory as a whole.

However, we must not forget that the negative qualities that users acquire in the virtual world can complicate the real process of socialization in real life and destroy existing social rules. In the end, it is too late to realize that rules and regulations based on internal rules on social networks do not always comply with public standards and will be prosecuted for violating them.

All things considered, it seems reasonable to assume that the role of real communication with the teacher during training is great and it is difficult to replace it anything, but the potential of language social networks is great: they can be used not only for independent work, but also in English lessons. So the language social network is an assistant in teaching English. The teacher needs only organize independent or group work of students.

**References:**

1. Ruckriem, G. Digital technology and Mediation — a Callenge to Activity Theory

 [1, С.25]

1. Gerasimenko I.E. Trolling in Internet Communication // News of science and education. 2019. Vol. 2. № 8. [8, С.17]
2. Patarakin E. D. Social interactions and network learning 2.0. M .: NP "Modern technologies in education and culture", 2009.  [2, С.30]
3. Косьянова А. Языковые социальные сети. 2011.
4. Клименко О.А. Социальные сети как средство обучения и взаимодействия участников образовательного процесса. Теория и практика образования в современном мире: материалы междунар. науч. конф. ‒ СПб., 2012.
5. <https://englex.ru/what-is-communicative-approach/>
6. <https://eksmo.ru/news/2078317/>