

In other words, the aim of communication in this style of language is to reach agreement between two contracting parties. Even protest against violations of statutes, contracts, regulations, etc., can also be regarded as a form by which normal cooperation is sought on the basis of previously attained concordance.

ЯЗЫК ДРАМЫ

Исмайлова Гюльнур Нураддин кызы

Резюме

Слово «оратор» означает «речь, оратор». Человек, умеющий доступно, убедительно и впечатляюще излагать свои общественно значимые мысли, является настоящим оратором. Оружие оратора-живое слово. Умение говорить требует всего – содержания текста, интонации, поведения, жестов, мимики. Если человек с богатейшей духовностью не занимается ею регулярно, если он не в курсе новшеств мира, событий, происходящих вокруг него, и грамматики языка, то какой-то талант ему в этом месте не поможет.

DRAMANIN DİLİ

Ismayilova Gulnur Nurəddiu

Xülasə

"Natiq" sözü "nitq, çıxış edən" deməkdir. Özünün ictimai əhəmiyyətli fikirlərini anlaşıqlı, inandırıcı, təsiredici bir şəkildə ifadə etməyi bacaran adam əsl natiqdır. Natiqin silahı canlı sözdür. Natiqlik qabiliyyəti üçün hər şey – mətnin məzmunu, intonasiya, davranış tərz, jestlər, mimikalar lazımdır. Ən zəngin mənəviyyətə malik olan insan da üzərində müntəzəm işləməyə, dünyanın yeniliklərindən, ətrafda baş verən hadisələrdən, dilin qrammatikasıdan xəbərdar olmasa, bu yerdə hansısa istedadın da köməyi olmaz.

Rəyçi: dos.S.Kazımova

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IMPACT OF SOCIAL NETWORKS ON TEACHING A FOREIGN LANGUAGE

Tanrıverdiyeva Afayət İsa

Mingachevir State University

afayet.tanriverdi@gmail.com

Annotation: *In today's technologically evolving world, teachers and language teachers are increasingly faced with the need to meet the needs of students in the use of digital learning tools. In addition to learning foreign languages, the minds of modern students are occupied with many processes, among which is the need to use digital learning tools. A modern student is a person who seeks to acquire knowledge in the most convenient and fastest way. This way of acquiring information can lead to the problem of its superficial development, because in most cases it involves short-term memorization.*

On the other hand, social interaction through social networks is a kind of incentive for learners to communicate with others.

Key words: *teaching English; digital learning; computer technologies in teaching; writing skills; social networking websites*

Açar sözlər: ingilis dilinin tədrisi; rəqəmsal öyrənmə; tədrisdə kompüter texnologiyaları; yazı bacarıqları; sosial şəbəkə saytları

Ключевые слова: преподавание английского языка; цифровое обучение; компьютерные технологии в обучении; навыки письма; сайты социальных сетей

In the 21st century computer teaching aids have become an integral part of the educational process. In the conditions of modern education, teachers, along with students, need to interact with digital devices in the learning process.

Biggs argues that the superficial and deep approaches to learning depend not so much on the type of character of the student, as some researchers believe, but to a greater extent on the student's response to the learning process and the accompanying learning conditions.

The solution to the problem, according to Biggs, is the formation of a deep learning skill, which can be organized by creating favorable learning conditions that lead to the active participation of the student in the learning process, solving problems, and working together. The integration of digital computer technologies using social networking sites and services can help students acquire new knowledge and associate it with the language being studied, which contributes to the further use of the language when the need for communication arises. Kotell's studies presented the positive results of integrating resources based on the Internet, as well as social networks in the process of teaching foreign languages. In the works of scientists, it was noted that the use of social web services is especially positively welcomed by students of early school age, since these sources provide them with the opportunity to obtain up-to-date information, which leads to the formation of modern language skills.

Motivation is a key factor that leads to significant teacher achievement in the educational process. According to the work of Derney, motivation is the reason why people decide on any action, on how long the activity will be, and also on how hard they will perform the chosen type of work. The integration of social networks into the learning process motivates students to make more efforts, gives the teacher a reason to use such services to involve students in the process of learning a foreign language.

Next, the influence of social networks and services on the formation of written skills in students will be considered.

A number of studies have shown an improvement in foreign language writing skills when learning English by students who used social networks in the learning process.

Huichadi studied the impact of integrating the social networking site Facebook into the process of teaching writing skills in learning English.

An experiment conducted by the scientist showed that the written performance of students in secondary specialized educational institutions increased after the introduction of the social network Facebook into the educational process as a platform for reflection. Among the skills that improved were spelling, use of grammatical tenses, punctuation, word forms, articles, and prepositions. The participants of the experiment noted that for them, using Facebook in the learning process was an interesting experience in reflection, and they would like to use the social network in the future when learning a foreign language. They also mentioned that it was the use of Facebook outside of class that increased the need for interaction among the students, and they were willing to use this tool in the future when performing the above action. In their opinion, the most important component of participation in this experiment was the opportunity to read the written comments of their peers.

The results of the experiment prove that Facebook can serve as an aid to the teacher in teaching writing skills in a foreign language, as well as that this website can be a way to involve students in learning a foreign language.

These studies give reason to believe that the current generation of students, having a higher level of dependence on technology, prefers other means of obtaining information

compared to the previous generation. The main reason for this was the use of web tools and social web services to obtain information and to interact with other students.

As mentioned earlier, the use of computer technology in teaching a foreign language has led to fruitful results - this is what motivates students in equal measure and causes their involvement in the process. Below are the areas of application of social networks in the learning process.

A. Development of critical thinking.

One of the most difficult problems facing a foreign language teacher is to develop in student's sufficient self-confidence and critical maturity, with which they can apply critical judgment when confronted with texts in the media. This definition by Masterman comes from 1985 and is still relevant today. Students are offered the opportunity for theoretical research; they take part in the training of skills, but the essence of training is the simultaneous development of critical thinking skills. The use of social services leads students and teachers to be ready to perceive everything that happens in the world in real time. This allows them to express their opinions and thoughts. Expression skills require the conscious use of language, which motivates and forces learners to be focused while learning English, while maintaining its flexibility as a language for specific purposes.

B. Interaction in learning.

Another aspect of using social services is the interaction they provide. Websites such as Twitter and Facebook offer a variety of tools and interactive applications that allow users to IM at speeds never seen before. Each of these tools is of great interest to the researcher, because many of them can be used by a teacher in a foreign language class to form students' habits of effective implementation of language skills and speech skills.

C. Platform for practicing the learned material.

As noted above, foreign language learners have a platform to practice the material learned in class while using their speaking and writing skills on social media. Teachers can integrate "online" tests into social networks such as Facebook, which leads to mutual motivation and sharing of learning outcomes between individual students.

D. Rapid learning through reflection.

One of the most important components of any learning process is reflection on the results of the lesson. In the case of teaching a foreign language, this component enables teachers and students to find out what they have to do next. Today, most students have accounts in the most popular social services and use them on laptops, tablets and other mobile devices. Contacting each of them seems to be a simple action on the part of the teacher, who can instantly send instructions on how to complete the assignment to students. These habits of today's generation of learners lead to an innovative and fast process of sharing lessons and motivate them to leave feedback. The teacher can conduct a reflection of the students on the basis of the lesson, in which the student was engaged in the formation of a specific language skill. This can serve as a help for the teacher, who will monitor the quality of his classes and give him the opportunity to provide an individual educational trajectory for students.

The above elements are aimed at improving the process of teaching a foreign language, at improving the quality of education in general, while allowing you to optimize the time used during the lesson, thereby directing more time to pursue specific goals. All this leads to the development of the student's independence and eliminates one of the main problems of the modern educational paradigm, which is the need to overcome the spatial and temporal limitations of the analog educational space. Optimal use of social media can and has already led many foreign language teachers to improve the quality of teaching.

The author of the article made the following conclusions, which are significant in the context of the goals and objectives of our study: The author of the article made the following conclusions, which are significant in the context of the goals and objectives of our study:

a. Students should be motivated to express their thoughts both in their native language and in the foreign language they are learning.

b. The educational process using social networks should be introduced everywhere at the level of educational programs for the further development of such initiatives.

c. Students should be given opportunities to participate in offline social media conversations, and the teacher should be willing and interested to provide an immediate answer to a student's question during social media reflection.

d. Motivate students to ask questions, invite them to take part in the discussion of the lessons, provide assistance regarding language learning - tasks that should be performed by a modern teacher of a foreign language.

e. An important goal of using computer technology is the use of authentic materials. Optimal student consumption of original news articles, cartoons and TV shows, and other first-hand material must be created.

Information technologies accompany our daily life so closely that it would be a big omission not to use the possibilities of improving the existing system of teaching a foreign language through the use of social services. Researchers and teachers must adapt to the requirements of modern students, which will lead to more effective learning of foreign languages.

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SOSIAL ŞƏBƏKƏLƏRİN XARİCİ DİLİN TƏDRİSİNƏ TƏSİRİ

Tanrıverdiyeva Afayət İsa

Xülasə

Müasir texnoloji cəhətdən inkişaf edən dünyada müəllimlər və dil müəllimləri getdikcə rəqəmsal öyrənmə vasitələrindən istifadədə tələbələrin ehtiyaclarını ödəmək ehtiyacı ilə üzləşirlər. Xarici dilləri öyrənməklə yanaşı, müasir tələbələrin zehni bir çox proseslərlə məşğuldur ki, bunlar arasında rəqəmsal öyrənmə vasitələrindən istifadə ehtiyacı da var. Müasir tələbə biliyi ən rahat və ən sürətli şəkildə əldə etməyə çalışan insandır. İnformasiyanın bu şəkildə mənimsənilməsi onun səthi inkişafı probleminə gətirib çıxara bilər, çünki əksər hallarda bu, qısamüddətli yadda saxlamağı nəzərdə tutur.

Əks tərəfdən sosial şəbəkələr vasitəsilə sosial qarşılıqlı əlaqə öyrənənlərin başqaları ilə ünsiyyət qurması üçün bir növ stimuldur.

ВЛИЯНИЕ СОЦИАЛЬНЫХ СЕТЕЙ НА ОБУЧЕНИЕ ИНОСТРАННОМУ ЯЗЫКУ

Танривердиева Афаят Иса кызы

Резюме

В современном технологически развивающемся мире учителя и преподаватели иностранных языков все чаще сталкиваются с необходимостью удовлетворения потребностей учащихся в использовании цифровых средств обучения. Помимо изучения иностранных языков, умы современных школьников заняты множеством процессов, среди которых необходимость использования цифровых средств обучения. Современный студент – это человек, стремящийся получить знания наиболее удобным и быстрым способом. Такой способ получения информации может привести к проблеме ее поверхностного освоения, так как в большинстве случаев предполагает кратковременное запоминание.

С другой стороны, социальное взаимодействие через социальные сети является своего рода стимулом для учащихся общаться с другими.

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İNGİLİS DİLİNDƏN AZƏRBAYCAN DİLİNƏ ALINAN BEYNƏLMİLƏL TERMİNLƏR

Həmzəyeva Təliyə Saleh

Gəncə Dövlət Universiteti, dissertant

Xülasə: Azərbaycan dilinə ingilis dilindən daxil olan alınmalar yeni söz və söz birləşmələrinin yaradılmasında da iştirak edir. Alınmalar dillərə məxsus morfemlərlə (şəkilçilərlə), sözlərdə birləşərək sintetik və analitik yollarla leksik-terminoloji birləşmələr yaradaraq elmin-texnikanın müxtəlif sahələrində işlənir. Belə birləşmələri komponentin mənşəyindən asılı olaraq yeni əmələ gələn terminlərin müxtəlif növləri yaranır. Dildə yaranan leksik birləşmələrin bir komponenti alınma, digər komponenti dilin öz vasitəsi olan hibrid terminlər, hər iki komponenti alınma olan terminlər yaranır.