

EDUCATIONAL AND COMMUNICATIVE POTENTIAL OF SOCIAL NETWORKS

M.V. Bogun

Kharkiv National Medical University

***Abstract.** The paper discusses modern problems of creative and productive approach to the work and study through the social networks as well as problems of distance learning.*

***Key words:** learning strategy, informatization, communication, teaching, psychology of study, social network, motivation.*

НАВЧАЛЬНИЙ ТА КОМУНІКАТИВНИЙ ПОТЕНЦІАЛ СОЦІАЛЬНИХ МЕРЕЖ

М.В. Богун, кандидат філологічних наук, викладач
Харківський національний медичний університет

***Анотація.** Стаття присвячена сучасній проблематиці творчого та корисного підходу до роботи та навчання у соціальних мережах, у тим числі й проблемам навчання за допомогою інтернет мереж.*

***Ключові слова:** стратегії навчання, інформатизація, комунікація, викладання, соціальні мережі, психологія навчання, мотивація.*

The problems of informatization and social-network based distance education, of modernization in the conditions of distance learning and info-communication interaction of students can be attributed with certainty to the topical issues of teaching in the higher school. For our national higher education teaching in social networks appears to be a new and little used phenomenon. Without denying the shortcomings of social networks, it should be noted that this form of virtual collaboration remains one and the most common among students.

Social networks perform mainly communicative functions and serve as an active medium of virtual interaction in different communities and groups, united by some common interests as well as the platforms for sharing various resources, video and audio materials. In their daily activities students usually use Internet for communication, education, information search, discussion of assignments and projects.

Most researchers of educational opportunities of Internet social networks agree on the positive effects of visualization of the studied objects. However, the reduction of network capacities only to the placing of images in virtual educational communities is not sufficient.

About 95% of Ukrainian students at least once a week log into their accounts in social networks, and more than a half (57%) have accounts on several of such sites. These are the results of a study made by the site "rabota.ua", which was carried out in December 2013 (sample: university students and graduates from 18 to 25 years, 5,540 respondents, from which 36% are from Kiev) [1]. Visiting of social networking takes on up to 60% of free time daily. Quite a large portion of time spent on a social network is given to communication, music listening and games. This result demonstrates the important role of social networks as a communication and interaction tool. Unfortunately, it should be noted that there is a lack of information on the use of educational opportunities of networks and participation in distance learning via the Internet. It should be noted that a considerable part of the students mentions the demand for cognitive activity even in this space – students devote 10% of online time to the viewing of the pages with news blocks. And almost all the respondents expressed a desire to participate in the educational projects in social networks.

Most students visit social networks every day. The time spent by them on social networks does not depend on the institute of higher education. However, there is a difference between junior and senior courses. Senior students spend from one to three hours a day on the network, while the majority of juniors spend three to five hours. It is clear that the Internet is not considered by them as time killer, distracting from more important activities.

Most social networks allow students to create an educational group and fill it with content with the help of a teacher: forum, files with the group schedule and topics of essays, projects; links to the university's website, to the course program and an electronic library. In the educational group of the social network it is possible to carry

put online consultations with the teacher of the studied subject, to place training text files, slides, audio and video files and tests.

It should be noted that with all rich experience of national didactics our education is influenced by global processes and factors affecting the teaching and educational methods, the evolution of the educational paradigms. The world trends on expanding the educational environment under the influence of information and communication technologies have become characteristic for Ukraine.

R.V. Konchakovskiy conducted a socio-cultural analysis of online communities, identified their typology and specificity of organization [2]. On the basis of empirical studies it was proved that the motivation of joining an online community correlates with the dominant types of knowledge in it, acting as a shared value for the community members. General indicators of quality of the information exchanged between users, are the following characteristics: "subject scope" – the ability of information to present and disclose the topic being discussed; the degree of "contextuality" – its connection with the disclosure of personal context, description of life events, social environment, the situation in which the individual is; "self-presentation" – the ability of information to generate an individual image; "emotional intensity" – its ability to transmit an emotional state and attitude; its "novelty" and "discussibility" – the ability to produce response from other members of the community.

The study of social networks makes it possible to discover the characteristics of a different type of communication which is carried out on high-tech basis. The distinctive models of social behaviour are established, creating new values, practices of communication, friendship, special netiquette. The main communication property now is its easiness when compared with face-to-face communication: the barriers of psychological protection are reduced, the fear of misunderstanding becomes less, however, the feeling of authenticity in interpersonal relationships also disappears, and sympathies may be situational, the language spoken becomes primitive. Also, the range of partners in communication is significantly expanded, but at the same time the instability and the superficiality of these contacts is intensified, as well as a sort

of interesting and useful informational exchange is expanding. It is obvious that both at the personal and social level, it is necessary to neutralize the shortcomings of sociomedia communication and make full use of its global potential.

References

1. О. Карпенко «Какие социальные сети используют украинские студенты»
<http://ain.ua/2014/03/21/516884>
2. Кончаковский Р.В. Сетевое интернет-сообщество как социокультурный феномен : автореф. Дис. канд. социол. наук / Р.В. Кончаковский. – Екатеринбург, 2010. – 22 с.