ПЕДАГОГІЧНА АКАДЕМІЯ: НАУКОВІ ЗАПИСКИ

The role of media tools in creating educational content in foreign languages learning for different purposes

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Abstract. The article is devoted to the study of the role and significance of modern media tools like social networks and interactive platforms in the modern

educational space and the creation of educational content. Currently, in the era of digitalization of education (distant education), a significant contribution is considered to be the presence of social networks, interactive platforms and their use for the purpose of organizing and conducting the educational process. As is known, modern social networks facilitate the interaction of students and teachers in the process of presenting and mastering educational material.

It should be noted that the modern digital era is characterized by the expansion of communication, which opens up more and more opportunities for interaction between people from all over the world, and, in this regard, the use of social networks is most relevant. They have a number of advantages in creating educational content, namely:

- the possibility of rapid and wide dissemination of information, which contributes to the dissemination of educational content among students without being tied to a specific city of residence;

- creating interactive and engaging content. This refers to the ability to use educational content in various formats, such as: videos, infographics, interactive texts, which diversify the learning process, make it more interesting and exciting;

- collaborative work between students, teachers and discussions (implementation of interactive learning), where all participants in the learning process will be able to exchange thoughts and ideas, ask questions and answer them;

- receiving feedback and adapting content to the needs and interests of all participants in the learning process;

- accessibility and mobility - the ability to use any gadgets (computers, laptops, tablets, smartphones), which allows you to carry out the learning process from anywhere in the world and at any convenient time;

- reducing barriers to learning – social networks help overcome barriers to learning, in particular, in implementing inclusive education;

- creating a positive image of a higher education institution, for example, to attract applicants to admission, opening training courses for exam preparation, creative competitions, projects based on the specified higher education institution, etc.

Interactive platforms, in turn, play a significant role in modern education, providing access to knowledge, learning tools, and opportunities for individual development. They help to implement interactive learning, as well as independently process educational material. Interactive platforms play the following role in the educational process: they expand access to education, support learning flexibility (provide 24/7 access to educational materials), increase learning interactivity, improve the organization of the educational process, develop digital skills, and support inclusion.

Keywords : social networks, educational space, educational content, interactive platforms, digitalization, educational materials, interactive communication, educational and innovative technologies, professional development.

Роль медіа-інструментів у створенні освітнього контенту з навчання іноземних мов для різних цілей

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Анотація. Стаття присвячена вивченню ролі та значення медіа-інструментів, зокрема, соціальних мереж та інтерактивних платформ в сучасному освітньому просторі та створенню освітнього контенту. Наразі, в епоху цифровізації освіти (distant education), вагомим внеском вважається наявність соціальних мереж, інтерактивних платформ та їх використання з метою організації та провадження навчального процесу. Як відомо, сучасні соціальні мережі сприяють взаємодії студентів та викладачів в процесі подання та засвоєння навчального матеріалу.

Слід зазначити, що сучасна цифрова епоха характеризується розширенням комунікації, що відкриває все більше можливостей для взаємодії людей з усього світу і, у зв'язку з цим, використання соціальних мереж є найбільш актуальним. Вони мають низку переваг у створенні навчального контенту, а саме:

- можливість швидкого та широкого розповсюдження інформації, що сприяє поширенню освітнього контенту серед слухачів без прив'язки до певного міста перебування;

- створення інтерактивного та привабливого контенту. Тут йдеться про можливість застосовувати освітній контент у різних форматах, як-от: відео, інфографіка, інтерактивні тексти, що урізноманітнює навчальний процес, робить його цікавішим та більш захоплюючим;

- спільна робота слухачів, викладачів та обговорення (здійснення інтерактивного навчання), де всі учасники навчального процесу матимуть змогу здійснювати обмін думками, ідеями, ставити запитання та відповідати на них;

- отримання зворотного зв'язку та адаптація контенту до потреб та інтересів всіх учасників навчального процесу;

- доступність та мобільність – можливість використання будь-яких гаджетів (комп'ютерів, ноутбуків, планшетів, смартфонів), що дозволяє здійснювати процес навчання з будь-якої точки земної кулі та в будь-який зручний час;

- зниження бар'єрів у навчанні – соціальні мережі допомагають подолати бар'єр у навчанні, зокрема, у здійсненні інклюзивної освіти;

- створення позивного іміджу ЗВО, наприклад, для залучення абітурієнтів до вступу, відкриття навчальних курсів з підготовки до іспитів, творчих конкурсів, проєктів на базі зазначеного ЗВО тощо.

Інтерактивні платформи, в свою чергу, відіграють значну роль в сучасній освіті, надаючи доступ до знань, інструменти для навчання та можливості для індивідуального розвитку. Вони допомагають здійснювати інтерактивне навчання, а також, самостійно опрацьовувати навчальний матеріал. Інтерактивні платформи виконують наступну роль в освітньому процесі: розширюють доступ до освіти, підтримують гнучкість навчання (надають цілодобовий доступ до навчальних матеріалів), підвищують інтерактивність навчання, вдосконалюють організацію навчального процесу, розвивають цифрові навички та підтримують інклюзивність.

Ключові слова: соціальні мережі, освітній простір, освітній контент, інтерактивні платформи, цифровізація, навчальні матеріали, інтерактивне спілкування, освітні та інноваційні технології, професійний розвиток.

Problem statement. Currently, due to the martial law in Ukraine, the training of students is a complex and time-consuming process that requires detailed consideration. As it is known, recently the process of education in higher education institutions in Ukraine has undergone radical changes: the program, methods and principles of education have changed, new pedagogical and innovative technologies have become widely used, in particular, the role of the teacher in classes has changed. The content of modern higher education aims to train a specialist who is able to

analyze, think critically, propose new ideas, possesses such professional and personal qualities as: creativity, scientific position, imagination, initiative, scientific judgment, has well-formed foreign language skills and abilities for professional and everyday communication (reading and understanding texts on professional topics, carrying out professional communication in a foreign language both within the country and abroad). Based on the above-mentioned, the need to change approaches to the training of applicants at different levels of education - bachelors, masters and postgraduates has increased.

Modern media tools offer a lot of opportunities for improving the educational process, preparing modern specialists for educational and future professional activities taking into account the requirements of the labour market. Among such educational media tools the most common are social networks and interactive platforms, which we will consider in the article.

Analysis of recent research and publications. Currently, the problem of using social networks and interactive platforms in education is quite relevant and is constantly being researched. The reasons for this are constant changes and innovations, which people must be prepared for in order to remain professionals in their field, competitive and in demand in the labour market. A large number of Ukrainian and foreign modern scientists have devoted their works to this problem, such as: Zh. Myna (social networks as a means of information support for pupils and students in the educational process) [8], A. Humenyuk, O. Petrytska (use of social networks in the context of digitalization of education) [2], V. Chornyi (new social media and social networks in the educational process), M. Kryvonos (the use of social networks in the educational process for the formation of digital competence of education seekers) [5], K. Korsikova (educational opportunities of social networks in the process of training future teachers) [6], N. Shulska, N. Matviychuk (social networks as an effective environment of teacher-student communication in the educational process) [14], Chafai Khouda (the use of social network tools in the learning process) [12], E. Protsko (social networks as an integral and necessary means of training a modern teacher in the

educational process of higher educational institutions) [10], O. Smetanyuk, I. Prychepa, V. Mosiychuk (SMM in Ukraine: features and prospects for development) [11], O. Zhehus (formation of marketing strategy in social networks) [3], M. Zatserkivna, V. Khalimanenko (social networks as an effective environment in the educational process) [4], O. Lanskykh, T. Dernova, I. Ryabtseva (The role of interactive platforms in learning foreign languages) [7], L. Mykhaylova (The use of interactive platforms when teaching English to students of higher educational institutions) [9], etc.

As we can see from the titles of the scientists' works, attention was paid to various aspects of the use of social networks and interactive platforms in the field of education, which testifies about a high interest and feasibility of their use. We, in turn, will try to prove the advantages of their use in creating educational content in foreign languages for preparing for entrance and international exams and attracting applicants, masters and postgraduates to admission and further studies.

Emphasizing the parts of the main problem that haven't been solved earlier. Despite the availability of meaningful and interesting research, devoted to the use of media tools such as social networks and interactive platforms, in particular in foreign languages, the problem of the educational content creation with the aim of preparation of applicants of different levels of higher education (Bachelors, Masters and Post-graduates) for certain types of exams using media tools, like social networks and interactive platforms hasn't been highlighted yet.

The purpose of the article is to prove the need of media-tools, like social networks and interactive platforms use in creating educational content, as well as to study their impact on expanding opportunities for engaging students, modernizing the educational process, and increasing future success.

Presentation of the main material. Before describing the benefits of using social networks, interactive platforms and proving their effectiveness in creating educational content, let's define these concepts. So, social networks are online platforms that allow users to create profiles, communicate, share information, publish

photos, videos, leave comments and interact with each other, forming virtual communities.

According to K. Korsykova, social networks are social structures formed by individuals or organizations that reflect various connections between them through social relationships. Their goal is to transfer the required information using modern information technologies in virtual space, which is becoming increasingly relevant in the information society [6, p.116].

Modern social networks allow users to create their own personal pages, where they publish information about themselves, their occupation, interests, preferences, as well as the opportunity to choose users who have similar interests and goals. In particular, web networks allow you to create communities based on common values, professions, preferences and achievements for comfortable communication (correspondence, online communication, posting comments, sharing content, etc.).

The most common social networks in the world are: Facebook , YouTube , Twitter, Instagram , WhatsApp , TikTok , LinkedIn , Telegram , Pinterest , Reddit and others.

Currently, social networks are classified by audience, purpose, and platform. By audience, they are divided into broad and niche. Broad social networks allow all users to register regardless of their social status, whether they are a schoolchild, student, teacher, etc. Niche social networks unite people for a specific purpose, for example, type of activity, goals, interests, preferences. By their purpose, social networks are divided into informational, educational, social, multimedia, social networking, and trading. By platform, they are classified as web networks, hybrid, and pure mobile.

An interactive platform is a digital space that enables users to interact with each other or with a system. It allows for information exchange, communication, and interaction with various applications and services. Interactive platforms are classified as: educational, entertainment, and communication.

Such scientists O. Lanskykh, T. Dernova, I. Ryabtseva define this phenomenon as a personal-oriented Internet resource or a limited interactive network that is

completely dedicated to subject or developmental content, filled with educational materials and provides them to users on certain conditions and offer the following criteria for their analysis and selection: a clear interface; methodically justified selection of electronic content; the presence of multimedia elements of learning, such as: images, animations, audio, video; interactivity; variability of tasks; the ability to control learning results and diagnose errors; the formation of conditions for motivating students, encouraging them to achieve high results; receiving feedback from users; the ability to set time limits for completing tasks; the ability to replenish the task database by students [7, p.19].

In view of the fact that our article is devoted to the consideration of educational social networks and their role in the educational process, let's dwell on this issue in more detail. So, educational social networks are considered to be online platforms used for learning, communication, cooperation between teachers, students and other parties interested in the educational process. They offer tools and functions through which the educational process is organized, knowledge and experience are exchanged. The most common social networks for educational purposes are Edmodo , Schoology , YouTube, LinkedIn , Wikipedia. This also includes Facebook and Instagram, where you can publish educational content, create communities, and, thus, carry out the educational process. In particular, they are the most popular and favourite. Facebook allows you to create groups for discussing educational issues, courses, interaction of all participants in the educational process, conduct live broadcasts using video, text, infographics. This platform allows you to create comprehensive educational materials and thus engage the audience. Instagram is advisable to use for creating images, videos, stories, reels to demonstrate the educational process and learning environment. Instagram Stories provide an opportunity to share news, announcements of planned events, video tutorials, and educational materials.

We have created the page "Language Training and International Communication Department" of the Odesa State Academy of Civil Engineering and Architecture to organize the courses for preparation of future applicants, masters and

postgraduates for exams and for attracting them to admission both in person and online. Considering that the discipline "Foreign Language" in its various areas (External Examination, National University Entrance Examination, International University Entrance Examination, as well as international exams, for example, FCE , TOEFL in English and DSD, Goethe Zertifikat, OSD in German, in particular exams for obtaining certificates of a certain level of language proficiency from A1 to C2) are currently required to be taken by many applicants. The content of our page provides for the publication of various educational materials, rules, exercises, texts, audio and video materials, including interactive resources aimed at the study and development of 4 types of speech activity: reading, writing, listening and speaking, which is the key to fluency in a foreign language.

The main aspects of creating educational content on web pages include: defining learning goals, developing educational materials (texts, audio-video materials, exercises and tasks, interactive resources (tests, interactive platforms, interactive games and exercises). The educational content of Language Training and International Communication Department includes various academic disciplines and courses, the purpose of which is to form and consolidate foreign language skills and abilities, necessary for professional and classroom activities. It differs from the purpose of learning a foreign language (preparation for entrance exams to higher education institutions) or international (FCE , TOEFL , DSD , Goethe Zertifikat , OSD) or learning it for a professional purpose.

It should be noted that an important component of the educational content of the Language Training and International Communication Department is the practical application of modern educational technologies, such as: communicative approach, the purpose of which is to form and develop communication skills on both professional and everyday topics; interactive teaching methods - involving students in active participation in classes, such as: the use of role-playing games, discussions, conferences, video conferences, etc.; multimedia tools (audio and video materials, interactive exercises).

In order to prepare applicants of various educational levels (bachelors, masters, postgraduates) to take foreign language exams, both domestic and international, in English, the following interactive platforms were used: Hello Talk, Tandem, Hello English - for communication with native speakers, effective exchange of language experience. These platforms are aimed at consolidating communication skills. Here, users have the opportunity to send texts, voice messages, and videos. In particular, the applications offer a translation and error correction function. There is also the opportunity to organize live broadcasts on networks to share success and impressions. To work on dialogic speaking skills in everyday situations, the Babbel and FluentU were applied. To expand vocabulary using flashcards and to perceive words in their original context, the Memrise platform was used. This platform contains humour and an interesting interface that contribute to the ease of memorizing vocabulary. Duolingo and Memrise are used to develop grammar skills, LingQ is used to develop listening skills. We also can't ignore Coursera Platform, which contains various aspects of learning a foreign language, such as: " English for career development ", " English communication for Tech Professionals ", " Promote your scientific results ", " Career management ", " English for developing Business" and others.

In order to prepare for the German language exams, the following interactive platforms were applied: Duolingo - for working on reading, writing and pronunciation skills, Memrise - for increasing vocabulary and confident use of vocabulary in speech, Tandem - for communicating with native speakers, effective exchange of language experience, where there is an opportunity to improve not only language but also cultural skills, Babbel and FluentU - for working on the language in the context of real situations, developing listening and speaking skills, and conducting dialogues, Lang - 8 - helps in improving writing skills, in particular writing scientific articles and theses.

Conclusions and prospects for further research. The analysis of scientific literature on the problem raised, consideration of social networks and interactive platforms allowed us to reach the following conclusions. Social networks are a tool not only of an entertaining but also educational nature, where users have the opportunity

to interact with each other using modern educational technologies. Their use has a number of advantages, such as: interactivity, flexibility, mobility (use regardless of the country of residence and city of stay), the ability to quickly disseminate information, receive feedback and adapt content to the needs and interests of all participants in the educational process, as well as the ability to create live educational broadcasts (lectures, conferences, debates), where participants have the opportunity to communicate both aloud and through chats.

The use of interactive platforms, in turn, helps to modernize the educational process, because they offer many tools and opportunities for acquiring and consolidating knowledge and skills. As for their use for learning foreign languages, for example, in a professional direction to expand career opportunities, scientific (writing articles and theses), as well as preparing for exams (entrance, internal and international), it should be emphasized that these platforms contribute to the formation and development of skills and abilities in 4 types of speech activity: reading, writing, speaking and listening, which are the components of the above-mentioned exams, and it is the presence of these skills that testifies about a high level of proficiency in foreign languages.

The prospects for further research on this problem include holding events on social networks to improve the skills and abilities acquired when working with interactive platforms for mastering a high level of foreign language proficiency as a professional direction, scientific (writing articles and theses), as well as successfully passing exams by users of different educational levels (bachelors, masters, postgraduates).

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