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INTEGRATING SOCIAL NETWORKING AND LMS PLATFORMS IN ENGLISH LANGUAGE TEACHING IN HIGHER EDUCATION

Annotation

This article explores the integration of social networking platforms and learning management systems (LMS) in English language teaching within higher education contexts. By examining current research and practical applications, the study highlights how these digital tools can enhance language instruction, support learner engagement, and foster collaborative learning environments. The paper also discusses the challenges educators face in adopting these technologies and provides recommendations for effective implementation. Drawing on a wide range of sources, the article emphasizes the evolving role of educators in digitally mediated language education and the pedagogical opportunities afforded by Web 2.0 tools.

Key words: Social networking, LMS, English language teaching, higher education, digital tools, Web 2.0, online learning, collaborative learning, teacher roles, educational technology.

ИНТЕГРАЦИЯ СОЦИАЛЬНЫХ СЕТЕЙ И ПЛАТФОРМ LMS В ПРЕПОДАВАНИЕ АНГЛИЙСКОГО ЯЗЫКА В ВЫСШЕМ ОБРАЗОВАНИИ

Аннотация

В данной статье исследуется интеграция социальных сетей и систем управления обучением (LMS) в преподавание английского языка в контексте высшего образования. Изучая текущие исследования и практические применения, статья подчеркивает, как эти цифровые инструменты могут улучшить преподавание языка, поддержать вовлеченность учащихся и создать условия для совместного обучения. В статье также рассматриваются проблемы, с которыми сталкиваются преподаватели при внедрении этих технологий, и даются рекомендации по эффективному их применению. Опираясь на широкий спектр источников, статья акцентирует внимание на изменяющейся роли преподавателей в цифровом обучении и педагогических возможностях, которые предоставляют инструменты Web 2.0.

Ключевые слова: Социальные сети, LMS, преподавание английского языка, высшее образование, цифровые инструменты, Web 2.0, онлайн-обучение, совместное обучение, роль преподавателя, образовательные технологии.

IJTIMOIIY TARMOQLAR VA O'QUV BOSHQARUV TIZIMLARINI (LMS) OLIY TA'LIMDA INGLIZ TILINI O'QITISHDA INTEGRATSIYA QILISH

Annotatsiya

Ushbu maqola, oliy ta'limda ingliz tilini o'qitishda ijtimoiy tarmoqlar va o'quv boshqaruvi tizimlarining (LMS) integratsiyasini o'rganadi. Hozirgi tadqiqotlar va amaliy qo'llanmalarga tayanib, bu raqamli vositalarning til o'qitishni yaxshilash, o'quvchilarning faolligini qo'llab-quvvatlash va hamkorlikda o'rganish muhtirlarini yaratishdagi o'rni ko'rsatilgan. Maqolada, shuningdek, o'qituvchilar bu texnologiyalarni qo'llashda duch keladigan qiyinchiliklar va samarali amalga oshirish uchun tavsiyalar berilgan. Keng qamrovli manbalarga tayanib, maqola o'qituvchilarning raqamli ta'limda o'rin tutgan o'zgaruvchan roli va Web 2.0 vositalari tomonidan taqdim etilgan pedagogik imkoniyatlarni ta'kidlaydi.

Kalit so'zlar: Ijtimoiy tarmoqlar, LMS, ingliz tilini o'qitish, oliy ta'lim, raqamli vositalar, Web 2.0, onlayn o'qish, hamkorlikda o'qish, o'qituvchi roli, ta'lim texnologiyalari.

Introduction. The integration of digital technologies in education has significantly transformed the landscape of language teaching and learning. Among these technologies, social networking platforms and learning management systems (LMS) have emerged as powerful tools offering new opportunities for interaction, collaboration, and learner autonomy. In the context of English language teaching (ELT) in higher education, these platforms provide dynamic spaces for communication and resource sharing that extend beyond the traditional classroom.

Social networking sites such as Facebook, Instagram, and YouTube enable students to engage with language in authentic contexts while fostering community and peer support. Meanwhile, LMS platforms like Moodle, Canvas, and Google Classroom provide structured environments for organizing content, tracking progress, and facilitating blended or fully online instruction. Together, these tools can enhance learners' motivation and participation, especially when aligned with pedagogical strategies that emphasize student-centered learning and digital literacy.

Despite the growing adoption of these platforms, educators continue to face challenges in integrating them effectively. Issues such as privacy, digital access, and pedagogical alignment must be carefully addressed to ensure meaningful and

inclusive learning experiences. This article examines how social networking and LMS platforms are currently being used in English language teaching at the tertiary level, discusses both benefits and barriers, and offers practical recommendations for enhancing teaching practices through technology.

Research Methodology. This study adopts a qualitative research design to explore the integration of social networking sites (SNS) and learning management systems (LMS) in English language teaching (ELT) within higher education. The research methodology consists of three key components: literature review, case studies, and semi-structured interviews.

Literature Review method. A comprehensive literature review was conducted to examine existing research on the use of SNS and LMS in language education. This review focused on identifying trends, challenges, and best practices documented in academic journals, books, and reports.

Case Studies. The study includes case studies from higher education institutions that have implemented SNS and LMS platforms in their ELT programs. These case studies were selected based on their relevance to the study's objectives and their diversity in terms of institutional size, geographic location, and student demographics. The case studies provide in-depth

insights into how these platforms are utilized in real-world teaching contexts and offer practical examples of successful integration, as well as challenges encountered by instructors and students.

Semi-Structured Interviews. To gain a deeper understanding of the experiences of both educators and students, semi-structured interviews were conducted with a purposive sample of English language teachers and students who have actively used SNS and LMS in their courses. Interviews were designed to gather qualitative data on perceptions of the effectiveness of these platforms, the advantages and drawbacks observed in their use, and suggestions for improvement.

Literature Review. The integration of social networking sites (SNS) and Learning Management Systems (LMS) in English Language Teaching (ELT) within higher education has gained substantial attention for their potential to transform educational practices. These tools offer new avenues for engagement, collaboration, and content delivery, reshaping how language education is approached.

Social networking sites have become integral in language teaching, offering dynamic and interactive opportunities for learners. Blattner [2] discusses how Web 2.0 technologies, such as Facebook and Twitter, have revolutionized foreign language teaching. These platforms provide informal spaces for learners to practice language skills, fostering collaborative learning environments beyond the classroom. Blattner and Fiori [3] emphasize that Facebook, in particular, enables language learners to engage in real-time conversations, share resources, and participate in discussions that enhance language skills through informal means.

Further, Pempek et al. [10] explore the significant role of SNS in helping students build social connections that enhance language learning. These tools facilitate authentic communication, allowing students to practice English in real-world contexts. Similarly, Harrison and Thomas [7] highlight the importance of identity formation in online communities, stressing how SNS contribute to a sense of belonging and community among learners.

While SNS offer numerous advantages, Towner and Munˆoz [13] caution that these platforms can pose challenges. Issues related to privacy concerns, digital distraction, and the digital divide can hinder effective learning. Schwartz [11] underscores that educators must balance the informal learning provided by SNS with formal educational goals, ensuring that these platforms are used meaningfully within the curriculum.

Learning Management Systems (LMS), such as Moodle, Blackboard, and Canvas, play a pivotal role in organizing and delivering content in modern higher education. Coates et al. [4] explain that LMS facilitate resource management, assessment tracking, and communication between students and instructors. These systems provide structured learning environments that support formal language education. LMS enable self-paced learning, which is crucial for language learners who require flexible access to materials and opportunities for practice. Demetriadis et al. [5] discuss the importance of LMS in fostering collaborative learning and providing timely feedback, essential components for language acquisition. Additionally, Gray et al. [6] highlight the potential of LMS to support formative assessment, allowing instructors to monitor learner progress and provide insights into students' development.

However, Adams [1] points out that LMS can also have a controlling and surveillance effect on students. These systems may lead to corporatization in education, limiting the flexibility and autonomy of both learners and instructors. This critique calls attention to the need for educators to carefully consider the pedagogical goals when using LMS.

The combination of SNS and LMS can offer enhanced learning experiences by blending formal and informal learning. McLoughlin and Lee [9] suggest that SNS complement LMS by encouraging collaborative learning, while LMS provide the necessary structure for course management and assessment. The integration of these tools can enhance student engagement and create more dynamic learning environments.

Shih [12] illustrates how the use of Web 2.0 technologies, such as Facebook, within blended learning environments can

improve student motivation and foster a more communicative approach to language learning. SNS provide students with the opportunity to practice language skills informally, while LMS enable instructors to track student performance and offer targeted feedback. The combination of these technologies creates a comprehensive learning environment where students can benefit from both social interaction and academic support.

McCarthy [8] further supports the notion that the integration of SNS and LMS fosters a sense of community among students. By encouraging interaction outside the classroom, these platforms create opportunities for peer learning, leading to improved language skills and greater academic success.

Discussion and Results. The integration of Social Networking Sites (SNS) and Learning Management Systems (LMS) in English Language Teaching (ELT) in higher education presents a transformative approach to learning and teaching. The findings from our research illustrate both the positive impacts and challenges faced in utilizing these technologies in ELT contexts.

The integration of SNS, such as Facebook, into language learning has fostered an engaging, collaborative, and dynamic environment. As Blattner and Fiori [3] suggest, platforms like Facebook offer language learners a space to engage in informal communication, enhancing their language skills through authentic, real-world conversations. This aligns with the findings of our study, where students reported feeling more motivated and confident using SNS to communicate with their peers and instructors outside the traditional classroom environment. The ability to interact with fellow students and teachers in an informal space allowed students to practice language skills without the pressure of a formal classroom setting, echoing Blattner's [2] view on the importance of Web 2.0 tools in language acquisition.

Furthermore, our research aligns with Harrison and Thomas [7], who highlight that SNS allow students to build a sense of identity and community, contributing to increased engagement in language learning activities. In our study, students found SNS a valuable tool for not only improving language skills but also for developing a sense of belonging in the learning community. This is consistent with the study by Pempek et al. [10], which found that SNS contribute to the formation of social ties, which can positively influence language learning outcomes.

The integration of LMS into ELT also showed positive results. Coates et al. [4] highlighted the importance of LMS in managing resources, assessments, and facilitating communication, and this was confirmed by our findings. Students expressed appreciation for the organized, accessible nature of course materials and the ease of receiving feedback through LMS. Our results demonstrate that LMS, like Moodle and Canvas, were particularly effective in providing structured support for students, allowing them to track their progress, access learning resources, and communicate with instructors efficiently.

Moreover, Demetriadis et al. [5] underscore the role of LMS in supporting collaborative learning. Our study revealed that students benefited from the collaborative tools available within LMS, such as discussion boards and group assignments. These tools enabled peer-to-peer learning and fostered a more interactive and participatory learning environment, aligning with the conclusions of Gray et al. [6] on the positive effects of LMS in promoting collaborative learning.

Conclusion. The integration of social networking and learning management systems (LMS) in English language teaching in higher education represents a transformative shift in pedagogical practices. This article has examined the potential of these technologies to enhance teaching and learning by fostering greater interaction, collaboration, and engagement among students and educators. The findings suggest that both social networking platforms, such as Facebook, and LMS platforms, such as Moodle and Blackboard, offer significant opportunities for creating dynamic learning environments that cater to the evolving needs of modern learners.

The results from the discussions and literature review highlight the diverse ways in which these tools can be utilized to support language learning. Social networking sites, with their inherent emphasis on informal communication and community-building, can enhance students' language skills outside the

classroom setting, while LMS platforms provide a structured feedback environment that facilitates content delivery, assessment, and

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