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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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THE RELATIONSHIP BETWEEN SOCIAL MEDIA USE FOR ENGLISH LANGUAGE LEARNING, STUDENT PERCEPTIONS, AND LEARNING OUTCOMES: EVIDENCE FROM UNIVERSITY STUDENTS IN UZBEKISTAN

Abstract: Social media has become part of everyday life for English learners, offering authentic input, opportunities for interaction, and space for self-directed study. Drawing on a conceptual review of recent literature, this study examines how social media use, student perceptions, and English language learning outcomes relate to one another. The review shows that positive perceptions and purposeful, education-oriented use of social media are linked to stronger learner engagement, motivation, and language development. Building on the Technology Acceptance Model (Davis, 1989), Social Constructivism (Vygotsky, 1978), and Connectivism (Siemens, 2005), the study proposes a conceptual framework explaining how social media supports English language learning and outlines directions for future empirical research.

Key words: social media, English language learning, student perceptions, learning outcomes, higher education, digital learning, Technology Acceptance Model.

Annotatsiya: Ijtimoiy tarmoqlar ingliz tilini o'rganuvchilarning kundalik hayotining bir qismiga aylanib, autentik materiallar, o'zaro muloqot qilish imkoniyatlari va mustaqil ta'lim olish uchun sharoit yaratmoqda. So'nggi adabiyotlarning konseptual sharhiga asoslangan holda, ushbu tadqiqot ijtimoiy tarmoqlardan foydalanish, talabalarning qarashlari va ingliz tilini o'rganish natijalari o'rtasidagi o'zaro bog'liqlikni o'rganadi. Sharh shuni ko'rsatadiki, ijobiy qarashlar hamda ijtimoiy tarmoqlardan maqsadli va ta'limga yo'naltirilgan holda foydalanish o'quvchilarning faolligi, motivatsiyasi va til ko'nikmalarining rivojlanishi bilan bog'liq. Texnologiyalarni qabul qilish modeli (Davis, 1989), ijtimoiy konstruktivizm (Vygotsky, 1978) va konnektivizm (Siemens, 2005) nazariyalariga asoslanib, tadqiqot ijtimoiy tarmoqlar ingliz tilini o'rganishni qanday qo'llab-quvvatlashini tushuntiruvchi konseptual asosni taklif etadi hamda kelgusidagi empirik tadqiqotlar uchun yo'nalishlarni belgilaydi.

Kalit so'zlar: ijtimoiy tarmoqlar, ingliz tilini o'rganish, talabalarning qarashlari, ta'lim natijalari, oliy ta'lim, raqamli ta'lim, Texnologiyalarni qabul qilish modeli.

Аннотация: Социальные сети стали частью повседневной жизни изучающих английский язык, предоставляя доступ к аутентичным материалам, возможностям для взаимодействия и пространству для самостоятельного обучения. Основываясь на концептуальном обзоре современной литературы, данное исследование рассматривает взаимосвязь между использованием социальных сетей, восприятием студентов и результатами изучения английского языка. Обзор показывает, что положительное восприятие и целенаправленное использование социальных сетей в образовательных целях связаны с более высокой вовлечённостью обучающихся, мотивацией и развитием языковых навыков. Опираясь на Модель принятия технологий (Davis, 1989), социальный конструктивизм (Vygotsky, 1978) и коннективизм (Siemens, 2005), исследование предлагает концептуальную основу, объясняющую, каким образом социальные сети поддерживают изучение английского языка, а также определяет направления для будущих эмпирических исследований.

Ключевые слова: социальные сети, изучение английского языка, восприятие студентов, результаты обучения, высшее образование, цифровое обучение, Модель принятия технологий.



INTRODUCTION

Over the past two decades, digital technology has reshaped higher education. Social media platforms, once used mainly for personal communication, now function as spaces for collaboration, knowledge-sharing, and informal learning (Kaplan & Haenlein, 2010; Greenhow & Lewin, 2016).

Platforms such as YouTube, Telegram, Instagram, TikTok, Facebook, and Discord give learners immediate access to authentic language material and communities of speakers, allowing them to practice English outside the traditional classroom (Manca, 2020).

LITERATURE REVIEW

The growing importance of English as a global language has added momentum to this shift. English proficiency is often treated as a prerequisite for academic success, international mobility, and access to the labor market, so universities continue to look for ways to strengthen students' language skills and support lifelong learning. Social media is one response to that need: it offers flexible, learner-centered exposure to native and non-native speakers along with multimodal resources – videos, podcasts, discussion forums, interactive quizzes – that can support language development, motivation, autonomy, and sustained engagement (Mayer, 2021; Kohnke, Moorhouse, & Zou, 2023).

RESEARCH METHODOLOGY

Social Media as an Emerging Environment for English Language Learning. Across the reviewed literature, social media consistently appears as an environment that extends English learning beyond the classroom walls. YouTube, Telegram, Instagram, TikTok, Facebook, and Discord were repeatedly identified as sources of authentic input, learner interaction, and self-directed study (Sun & Asmawi, 2022; Kohnke et al., 2023).

Unlike conventional learning management systems, these platforms offer near-constant access to multimedia content and real-time communication, letting students engage with English in settings that feel less like a classroom and more like ordinary use of language (Greenhow & Lewin, 2016).

This use of social media also fits naturally with learner-centered pedagogy. Students choose their own materials, join communities that interest them, and talk with both native and non-native speakers on their own schedule. Over time, this kind of independent engagement tends to build autonomy and keeps language practice going outside formal instruction (Hrastinski, 2009).

For this reason, several researchers now describe social media less as a communication tool and more as an informal learning ecosystem that runs alongside, and complements, classroom instruction (Manca, 2020).

ANALYSIS AND RESULTS

Student Perceptions of Social Media for English Language Learning. One theme recurs across nearly all the studies reviewed: students tend to view the educational use of social media favorably. Most researchers report that university students see it as accessible, motivating, and genuinely useful for developing their English (Alenezi, 2023).

These positive perceptions are tied most closely to ease of access to authentic material, chances for collaborative learning, quick feedback, and the freedom to study independently (Kaplan & Haenlein, 2010).

Social Media and English Language Learning Outcomes. Taken together, the studies reviewed point to a generally positive relationship between educational use of social media and English learning outcomes.

Across different settings, researchers report gains in vocabulary, listening comprehension, pronunciation, speaking confidence, reading, and writing among students who actively used educational content on these platforms (Sun & Asmawi, 2022).

Vocabulary growth is the outcome mentioned most often. Short instructional clips, visual vocabulary cards, subtitles, and contextualized examples appear to support incidental learning and longer retention (Mayer, 2021), a pattern consistent with Krashen's (1985) argument that comprehensible input drives language acquisition. In much the same way, regular exposure to authentic audio and video content helps learners get used to different accents and speech rates, which shows up as improvement in listening comprehension and pronunciation (Krashen, 1985).

Factors Influencing the Educational Effectiveness of Social Media. Several interconnected factors shape how much educational value social media actually delivers for English learners. Motivation, digital literacy, perceived usefulness, teacher support, content quality, and learner engagement come up most often in the literature (Davis, 1989; Bandura, 1986).

Teacher involvement stands out as one of the more consistent findings. Students benefit when teachers help them find reliable resources, structure their learning activities, and stay focused while using digital platforms (Kohnke et al., 2023). Content quality matters too – material that is authentic, interactive, and linguistically appropriate tends to engage learners more effectively and support faster acquisition (Mayer, 2021).

Learner autonomy is another recurring factor. Students who used social media deliberately for learning purposes generally outperformed those who used it mainly for entertainment (Bandura, 1986).

This suggests that how students use social media, not simply how often, is what determines whether it helps their English improve. This conceptual review suggests that social media has become a genuine part of how students learn English today, giving them steady access to authentic input, chances to collaborate, and flexible resources they can use on their own terms. The literature reviewed here indicates that social media extends learning past the physical classroom and supports both learner autonomy and authentic communication in digital spaces. Rather than treating social media as a minor supplement to classroom teaching, these findings point toward its role as a substantive part of technology-enhanced language learning (Greenhow & Lewin, 2016).

The findings also line up with Social Constructivism and Connectivism, both of which treat learning as something built through interaction, collaboration, and participation in networks of knowledge (Vygotsky, 1978; Siemens, 2005).

Social media lets learners talk with peers, teachers, and English speakers around the world, creating real opportunities to use the language meaningfully. Through discussion, joint projects, and participation in online communities, students build knowledge together while developing both linguistic competence and intercultural awareness (Vygotsky, 1978).

A further contribution of this review is identifying student perceptions as a mediating factor between social media use and learning outcomes. Learners who see social media as beneficial tend to participate more actively, show higher motivation, and engage in more autonomous practice (Alenezi, 2023). This offers a fuller explanation of the link between technology use and academic achievement than studies that look only at frequency of use or platform preference.

CONCLUSION

This study reviewed current research on social media's role in English language learning, focusing on students' perceptions and learning outcomes in higher education. The literature indicates that platforms such as YouTube, Telegram, Instagram, and TikTok have become genuinely useful learning environments, offering authentic input, interactive communication, and flexible study opportunities outside the traditional classroom (Sun & Asmawi, 2022).

Positive student perceptions – particularly around usefulness, accessibility, and interactivity – appear to support stronger engagement, motivation, autonomy, and skill development across vocabulary, listening, speaking, reading, and writing. The review also points to the value of integrating social media into English instruction through deliberate pedagogical design that encourages meaningful interaction, collaborative learning, and autonomous development, particularly in the context of higher education in Uzbekistan.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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